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Faculty of Educational Sciences

Bachelor's Degree in Modern Languages
with Emphasis in English

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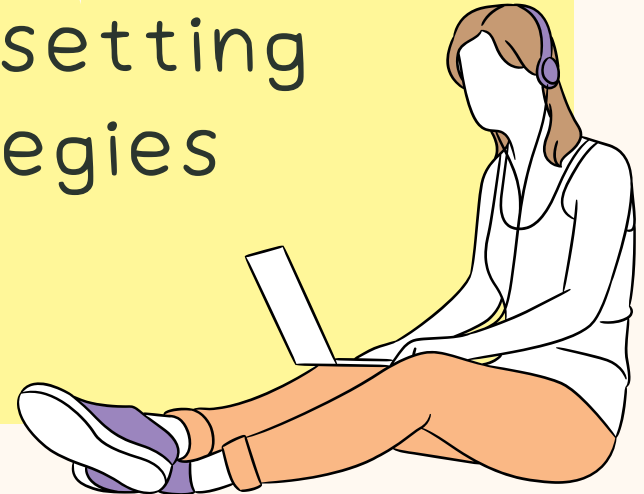Strategies for Autonomous Learning of English as L2

Metacognitive Strategies

Cognitive Strategies

Social/affective strategies

Goal-setting strategies

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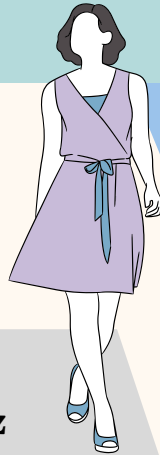ORCID: 0000-0002-4022-2383.

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Abstract

This guide provides an introduction on the problems and methodology carried out in one of the investigations of the Faculty of Educational Sciences of Universidad La Gran Colombia, where one of the results of the investigation is a list of 27 strategies for autonomous learning in English as a second language (L2).

In this way, these strategies are exposed and their respective categorization according to their conceptual definition and main characteristics, which are determined as metacognitive, cognitive, social-affective, and goal-setting strategies. Finally, these results are shared with the academic community to promote the culture of autonomy in students and contribute to their improvement in the mastery of the L2 for their personal and professional lives.

Keywords: autonomous learning, English as L2, communication skills, learning strategies

Why autonomy in English as a L2?

The strategies of autonomous learning of English as a L2 arise as part of the result of one of the investigations carried out in the Bachelor's Degree in Modern Languages with Emphasis in English of Universidad La Gran Colombia in conjunction with Escuela de Idiomas y Dialectos del Ejército Nacional, where the low academic performance of the students of the pre-intermediate level of English of both institutions was identified, and the absence of the practice of autonomy for the acquisition and mastery of the L2.

Thus, the researchers Yepes, Barragán and Pulido (2023) conducted a detailed bibliographic review where they analyzed the concepts and definitions of various experts in the discipline and certain antecedents that address the research topic. Subsequently, according to the conceptions of Hernández et al. (2010) a mixed methodology with quantitative preponderance is implemented under a quasi-experimental design, which aims to contrast and demonstrate the academic improvement in the implementation of **27 strategies of autonomous learning in English as a L2**.

1. Metacognitive strategies involve thinking about the learning process, planning learning, monitoring what is being learned during the process, or self-assessing the learning after completing a task.

- Foster and enhance my intrinsic interest and motivation towards language learning.
- Establish a schedule to practice the language outside of my academic hours
- Make a conscious effort to think in English at least once a day.
- Gain greater self-confidence in the language through increased participation, presentations, and interactions with individuals both within and outside the classroom.
- Establish incentives to enjoy practicing the language in my free time, such as rewarding myself with a delicious coffee after reading the news in the morning.

2. Cognitive strategies, which implicate mental management or transformation of materials or tasks, aiming to improve understanding, acquisition, or retention.

- Engage in online research and exercises related to topics that require further comprehension.
- Aim to acquire a minimum of 20 new words weekly to expand my vocabulary.
- Discover a methodology for practicing the language that I genuinely enjoy and can consistently use.
- Read a book in English that greatly interests me.
- Carry a physical or digital notebook to write paragraphs, letters, articles, essays, poems, thoughts, songs, or texts of my choice.
- Utilize five language learning apps that suit my preferences for consistent practice.
- Study English in a comfortable space, such as my bed, a café, a balcony, or a park.
- Research customs and traditions of English-speaking countries.
- Improve my spelling and writing style.

3. Social/affective strategies, consisting of using social interactions to aid in understanding, learning, or retaining information, as well as immersive strategies, where surrounding oneself with the language and listening to it extensively is key.

- Seek opportunities to practice the language in real-world settings beyond the confines of academic environments.
- Demonstrate mastery of a subject learned in class by teaching it to individuals or groups distinct from my peer circle.
- Attend conversational events in English three times a month.
- Engage in conversations with native English speakers.
- Practice speaking English aloud to myself when alone.
- Cultivate a sincere love for the English language.

4. Goal-setting strategies, which involve establishing specific, measurable, achievable, relevant, and time-bound objectives for language learning.

- Listen to a different podcast once a week.
- Learn a new English song every week.
- Watch 2 movies in English without subtitles, previously seen in Spanish.
- Read English news at least twice a week.
- Follow social media accounts or channels related to teaching or practicing the language.
- Take some mock international exams online to assess my proficiency and progress.
- Watch a new movie in English without subtitles.

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