DEVELOPING LEARNERS' AUTONOMY — A REPORT ON THE USE OF VIDEOS FOR REFLECTION AND ITS IMPLICATIONS

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Introduction

Learning a foreign language (L2) in a classroom is no easy task. This is the synthesis of what the learning process entails as reported by 6 undergraduate English as a foreign language (EFL) learners after seeing themselves on video and reflecting about classroom events over the course of one academic term. Yet, what is it that makes L2 learning difficult? Moreover, what is the effect in learners' approach to learning from seeing themselves on video? In the following, by critically reviewing previous research, I intend to make a case for the use of videos as a tool for collecting evidence about the complex nature of classroom L2 learning as well as for developing learner autonomy.

Research in second language acquisition (SLA) has been dedicated to the investigation and explanation of the L2 learning process. The main trend in this search has been to consider L2 learning mainly as a cognitive process where an array of documented variables affect it (Ellis 1994). These are usually conceived to affect learners individually (Pierce 1995). However, in studies from the fields of adult education and curriculum (Freire 1972, 1973; Knowles 1975, 1980, 1984; Kolb and Fry 1975) the learning process is conceived as more holistic than that. Despite the massive amount of SLA research, a holistic understanding of L2 learning still depends on a composite view of the research in the field. Therefore, there is a need for "thick" (Geertz 1973) descriptions of adult L2 learning inside classrooms (Johnson 1992).

In the search for a theory of SLA, the use of traditional and alternative methodologies provide different views of L2 learning. The most common view of the L2 classroom from traditional approaches to research is that of a language lab (Breen 1986). However, the use of alternative research methodologies, such as ethnographic research or the use of Vygotskian

perspectives, have provided a fresher look at what happens in classrooms by collecting data that does not rely solely on learners' language output. Learners' descriptions (Pierce 1995) or reflections recorded in diaries (Budd and Wright 1992) have introduced the learner's voice into research data for more holistic descriptions of L2 learning. From these descriptions the classroom culture emerges. Yet, these descriptions are still few if compared to the more traditional approaches to SLA research (Johnson 1992). Most of the studies that have used alternative research methodologies by giving the learner voice (Budd and Wright 1992, Mohan and Smith 1994) or by using sociocultural theory (Donato and McCormick 1994, Donato 1996) have relied on interviews, diaries or portfolios for reflection. Videos have not been sufficiently explored as a tool to mediate learners' reflections.

The use of video in the L2 classroom has grown with the popularization of instructional technologies. Nowadays, TV sets and VCR's are commonly found in language classrooms. Moreover, almost every new teaching material comes with a video component. Videos have also become very popular for teacher education programs where they are used to illustrate different methodologies or as self-development teacher education tools (Gamm 1996). However, the use of video in research is still incipient when compared to its use as an instructional material or as a teacher self-development tool. Videos, as a mediating tool, can be a powerful aid for learners' recollections and reflections. Videos provide learners with a visual record of their learning experiences. Not only they can see themselves as learners but they can also see their classmates and recall a whole L2 lesson. In diary studies only the individual aspect is brought up in the reflection (Schmidt and Frota 1986). In studies that have used videos (Swain and Miccoli 1994, Miccoli 1996) the whole of the L2 learning experience surfaces. Cognitive, social and affective factors are contextualized in the description classroom L2 learning. Therefore, a more holistic understanding of the L2 learning experience is achieved. Moreover, in seeing themselves, learners become more aware of their learner behaviors. Thus, videos can be useful in the development of learner autonomy.

Learner autonomy is understood as taking charge of one's own learning (Little 1996). As Little (ibid) points out, "the capacity to take charge of one's own learning is no more than a conscious awareness of inescapable reality" (:2). From a Freirian point of view, this means that for learners to become autonomous they have to become aware of their false consciousness as a first step towards personal and social change in a process Freire calls "conscientization" (1972). From a Vygotskian point of view (Lantolf and Appel 1994), consciousness is a mediated activity, i.e., it emerges and develops as a consequence of one's interaction with reality. However, fragmentation in autonomy research (Little 1996) has lead to confusing the learner-autonomy objective as a need for techniques to enable learners to become more self-

sufficient and self-reliant (Sinclair 1996). This approach maintains the banking metaphor for learning (Freire 1972, 1973), where learners are passive recipients of knowledge transmitted to them, rather than fostering reflectivity or the art of becoming aware of one's perceptions, meanings or behaviors or of one's habits in seeing, thinking and acting (Mezirov 1981) for conscious change. In other words, if autonomous learning is the desired outcome, a more empowering pedagogy is called for: a pedagogy that does not alienate learners from their classroom experiences.

　　　　The study here reported has addressed the issues presented above. By using video as an aid to retrospection, it aimed at promoting reflectivity. By asking learners to reflect on their classroom experiences over the course of one semester, it aimed at filling the gap of more holistic descriptions of the nature of L2 learning. Moreover, by asking learners to reflect not only on their performance but also on other classroom issues, it aimed at raising their awareness of their own learning process. The expectation was to find evidence of changes in their perspectives about L2 learning, of actions that promoted their own learning or any other evidence of autonomy development. The underlying rationale was that (1) learners can bring insights into the nature of classroom L2 learning, (2) video may be used as a mediational tool since it fosters reflectivity, allowing learners to grow more aware of their experiences in the classroom and, finally, (3) more awareness would take learners to a more active role in their learning careers or, in other words, to the development of learner autonomy.

The Study

　　　　The study involved 6 Brazilian undergraduate students - 5 female, 1 male. It was considered that beginners might be too overwhelmed with the novelty and difficulties of L2 learning; more advanced learners might, on the other hand, have forgotten its demands. Thus, intermediate learners represented the ideal group for this study as 'en route' learners. Participants volunteered to take part in the study. Ages ranged from 21 - 28. Their fictitious names are Ana Esther, Cristina, Fernanda, Isabel, Paula and Reginaldo.

Research Instruments and Procedures

　　　　Document collection included: (1) videotapes of learners in classroom activities according to a calendar of observations; (2) written field notes; (3)

audio recorded interviews with research participants; and (4) participants' responses to a final-evaluation questionnaire. Below I present the specific procedures used for the collection of documentary materials.

Video Tapes

As in Swain and Miccoli (1994) the video tapes had a double function. Each video, viewed to provide a script of class activities, served as a guideline for the content of the interviews. During interviews, the videos functioned as a tool to promote reflection. Research participants saw class segments to prompt them to remember reactions, classroom experiences and the meaning of classroom events.

Audio-recorded Interviews

Research participants were interviewed individually in Portuguese. Interviews focused on the videotaped classes. After the viewing of each activity, research participants usually answered the following questions:
    a. What do you think was the objective of that activity?
    b. How did you do in it?
    c. What affected you either positively or negatively?
    d. What other things do you remember about this activity?

Field Notes

Field notes referred to the development of class tasks; the learners' behaviors as the teacher introduced the tasks; their interaction with the teacher and other classmates; learners' seating choices, and their general engagement with the events taking place during class time.

Final Evaluation Questionnaire

An open-ended questionnaire aimed to investigate learners' appreciation of reflecting on their learning process (see Appendix A). The questionnaire aimed at the evaluation of their participation in the study and its effect on their individual learning processes. Learners filled out the evaluation questionnaire in the last research week.

Data Analysis

For the development of the coding scheme, the procedures used by Donato and McCormick (1995) were followed. Learners' interviews generated about 40 hours of audio-tapes. These were transcribed and divided into meaningful segments which generated the first version of the coding scheme. The coding scheme referred to different classroom experiences. After an interrater reliability check, the final taxonomy of classroom experiences contained seven categories, each divided into subcategories. The first three - *Cognitive Experiences, Social Experiences* and *Affective Experiences* - refer to those experiences that originate in the classroom, i.e., they refer to events that arise in the classroom. The other four categories - *Personal Background, Setting, Beliefs and Goals* - represent issues or experiences which affect learners, i.e., they do not originate in the classroom, but influence learners' perceptions or explain behaviors related to their classroom experiences (CE). Each of these was divided into subcategories which represent the specific issues learners referred to (See Appendix B for a full version of the coding scheme). Segments were counted per category and subcategory and later transformed into percentages.

Responses to the questionnaire were collapsed to compare assessments of reflecting on learning experiences. Responses which revealed changes in learners' behaviors were selected as evidence of self-initiated action in L2 learning.

Findings

Findings will be presented in the following order. First, those that bring insights into the nature of L2 learning. Next, those that support the claim that videos may be used as a mediational tool, allowing learners to grow more aware of their CE. Finally, findings that reveal more awareness taking learners into more active behaviors as learners.

Nature of L2 Learning

From learners' accounts, the L2 classroom is a place where more than instruction takes place. Although L2 teaching and learning is the main objective of those who meet there, their accounts of the process go beyond this main objective. Findings unveiled a detailed view of the broad scope of CE which range from cognitive, social and affective experiences to experiences related to learners' personal background, setting, beliefs and goals. Cognitive, Social and

Affective experiences were labeled *Direct Experiences* since they originate in the classroom. The others were labeled *Indirect Experiences* since they affect learners' performance in the classroom, but do not originate there.

The comparison of learners' reports leads to the identification of similarities and differences in learners' accounts of their CE. Similar experiences pointed towards shared experiences among learners, confirming its social nature, whereas different experiences indicated the personal dimension of the learning process as well. A qualitative analysis of the data indicated that some new categories of experiences dominate in the learners' report. See Table 1 below.

Categories/Participant	A.E.	Cris.	Fern.	Isab.	Paul.	Regi.	Aver.
Cognitive Experiences	47%	48%	51%	53%	57%	57%	52%
Social Experiences	22%	22%	17%	22%	12%	18%	19%
Affective Experiences	11%	15%	15%	12%	16%	14%	14%
Personal Background	06%	05%	03%	02%	04%	03%	04%
Setting	06%	04%	04%	07%	02%	02%	04%
Beliefs	05%	01%	04%	03%	06%	03%	04%
Goals	03%	05%	06%	01%	03%	03%	03%

Table 1. Frequencies and Group Averages of Segments Coded per Category.

Table 1, which presents the group's average percentage, illustrates the predominance of experiences related to cognitive, social and affective events. These accounts predominate since, as mentioned earlier, they directly refer to learners' perceptions and interpretations of the events in the lesson.

Cognitive experiences led in the reports, with 52% of the segments coded in this category. This is followed by experiences dealing with social events, with an average of 19% of the coded segments. Next come affective experiences with an average of 14% of the segments coded in this category. Issues relating to personal background, setting and beliefs follow with the same average frequency of 4%, and in last place come segments referring to goals with an average frequency of 3%.

One final observation emerged from this data analysis. Adding the average values for the three most frequent categories, i.e., cognitive, social and affective, a clear difference emerged. The reports in these three categories compose 85% of the data. The remaining 15% refer to reports on setting, personal background, beliefs and goals. Given its direct origin from the classroom's events, the former was called Direct Experiences. The latter, given

its influence on learners' classroom experiences, has been called Indirect Experiences. The picture below attempts to illustrate the findings into the nature of the L2 learning .

The Experiences of the Language Classroom

The findings have revealed that CE can be divided into various types. The figure bellow graphically represents the different types of classroom experiences identified.
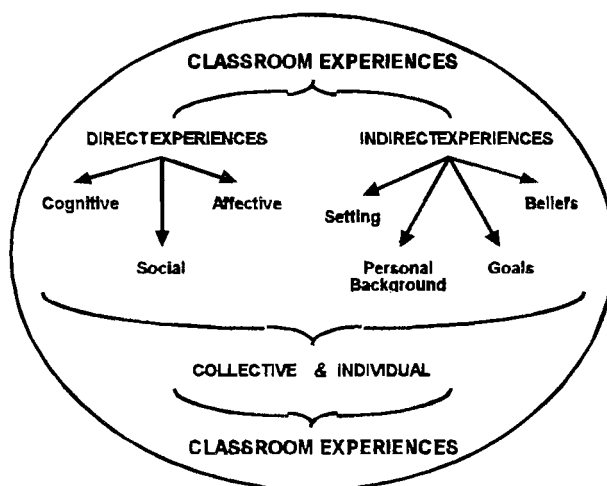
Fig.1. A Framework for Various Types of Classroom Experiences

The figure above indicates that CE are not only categorized as direct or indirect but also as collective and individual. Regardless of the broad categorization, CE refer to cognitive, social and affective issues as well as issues related to the setting and learners' personal background , beliefs and goals.

Learners' accounts of these CE bring out the complexity of the learning process and, at the same time, by reflecting and talking about these experiences, they grow more aware of how different CE may affect them. In the following section, qualitative data will illustrate these findings.

Reflecting About Classroom Experiences

Findings reveal that learners' participation and performance in the classroom can be affected by different CE. In this section, by reflecting about

their CE's,¹ contextualize them and, as they report their classroom behaviors, they become aware of the issues that affect them. The excerpts below illustrate how each learner identified an issue that concerned them and how they later became aware of a factor not previously considered.

ANA ESTHER

Ana Esther was talking about her desire for more participation in class and identified lack of time as an issue that affected her participation:

"I'd really like to be able to talk more in class. When I learned the present perfect, that I know now how to use, and that it is more used than other tenses, I feel like using it. So, I really feel like talking, but the time is too short for that. I'd really like to have moreopportunity to talk and develop myself" (Int. 2).¹

Later on in the same interview, she identified that not only was time a factor for not talking as much as she wanted to:

((About consciously avoiding the use of the present perfect.)) "So, this is deeply rooted (not talking in class). You know how touse it and when to use it. So, you feel good. But, at the same timeyou feel as if you were condemned. You don't express yourself because the others are going to criticize you... They're gonna sayyour being... a... a show-off in class and things like that. It's such a weird thing... It shouldn't be like that" (Int.2)

Ana Esther noticed her behavior of consciously not answering a question in response to seeing herself on video and not responding to a teacher's question. When prompted to explain, Cristina enters the social domain of the classroom, talking - something expected of her as a learner - is not what other classmates would consider right. So, her lack of participation is not due to an individual trait such as anxiety or motivation: it is due to the interrelationship between social experiences and cognitive experiences in the classroom.

CRISTINA

Cristina frequently referred to her shyness and inhibition in class, specially in front of her classmates. She gave this explanation after seeing herself in a class activity which required learners to participate in a role-play.

She did not volunteer and when prompted to interpret her non-participation, said:

> "What happens is that I start shaking. I just can't seem to be able to look people in the eye when I'm in front of the classroom. I get very nervous... I'm outgoing as long as I don't notice people paying attention to me. If that happens, my palms get sweaty and I can't do anything else... I don't know how to work on this" (Int.2).

In the following interview, talking about another class activity in which she also saw herself participating less than what she would have liked, Cristina referred to her background as a reason for her feeling uncomfortable in front of her classmates:

> " I work two different jobs, I have a house to take care of, I don't have much, so my situation is different form other classmates. I believe all of that influences one's (learning)process. I don't believe I'm less intelligent. Some times I wish I could be one of those students who know the answer to every question. That would be great, don't you think? But, at the same time, the difficulties help you in many ways, right? We learn to appreciate small accomplishments more" (Int. 3)

In the previous excerpt, Cristina identifies a problem - getting nervous in front of the class. She sees herself as an out-going, self-confident person as long as others do not pay attention to her. Therefore, although she can identify the source of her difficulty, she does not know how to work on it. In the next interview, still dealing with the same problem, she discloses information about her background. Although she starts by seeing the difference in her economic background as a drawback for her performance, before the end of the segment, she states that difficulties may help in that they lead to the appreciation of small accomplishments. In reflecting she finds an awareness she did not have before.

FERNANDA

On the social front, Fernanda had the highest frequency of references to issues in the subcategory Interaction and Interpersonal relationships. The data reveal that this is an area that concerns her. Although she did not reach the point of being detached from groups, she preferred to keep to herself, associating with only a few classmates. In a class presentation, she preferred to work alone. In the excerpt below, Fernanda describes her relationship with her classmates:

> "Uhm... I observe that I'm not too close too my classmates...I have my circle of friends" (Int. 4).

Later on in the term, after seeing herself call the name of the teacher to get her attention before answering a question, identifying it as recurrent classroom behavior, Fernanda said:

> "I say "teacher" because I know I'm going to make mistakes and she can correct me. I also don't care if others are listening or not. Really, I don't care... I believe I talk to her because she asked the question... I believe every student addresses the teacher. Maybe it's a defect, right? Not caring about what others are going to say or if they are listening or not..." (Int.5).

Fernanda seems to move from an observation - not being close to her classmates - in the excerpt above to wondering if her attitude - not caring about what others have to say and keeping to herself is the right thing to do. By reflecting on her behavior, she becomes aware of a potential problem, probing herself in the process.

ISABEL

In the cognitive domain of experiences, Isabel seemed to present a recurrent behavior: is she had a doubt, she preferred to find the answer without relying on the teacher. This behavior was also reported by other participants, but their use of this strategy was less frequent than Isabel's. The excerpt below illustrates how she explains her behavior.

> "I didn't ask her the questions. Because if I did, I would like her to explain it to me... something almost personal. If she explained it at the time, she would be explaining it to the whole class, and I wanted to talk to her in private; ask her for an explanation which, even if it were short, would be just for me, so all her attention would be mine. So, it would be easier. If she answered the question in class, someone could interfere, ask her something else and that might confuse me... So, in these cases I prefer to talk to the eacher in private" (Int. 6)

Isabel seems to know she cannot get the kind of exclusive assistance she wants. Asking questions was one of the most frequent learning strategies reported by participants. Although Isabel said she preferred to ask the teacher in private, she never did. Therefore, what looks like a strategy for Isabel, i.e., to question later, may actually be considered an avoidance strategy. Later, in the same interview, being aware of how she feels, Isabel states her initiative to change behavior, as the excerpt below illustrates:

> "I don't know if others feel shy, but I do. I am shy. I'm trying to change that. Sometimes I feel I have to confront the class, I have to speak up... even if I make mistakes" (Int. 6).

Isabel becomes aware of her behavior from seeing herself on video. She also signals her awareness that she intuitively knows that she has to confront the class even if she makes mistakes to overcome her fears and her shyness.

PAULA

When inquired to explain why she did not answer when the teacher asked a question, Paula said:
> "I may even know the answer; have everything clear in my mind, but I say to myself, "oh, I'm not going to answer" (Int. 3).

This behavior is recurrent and Paula shows that she is aware of it.
> (About NON-PARTICIPATION in a class discussion) I believe that's my normal behavior. But when I pay attention, I keep my questions in my mind. Yet, I don't express myself, right? But, answer it myself. I don't believe it's a problem not to share my point of view with others. When they say something to which I agree, I say, in my mind, I agree with them, but I don't express myself, understand?" (Int. 5).

Paula seems to have opted for an approach to learning in which she is covertly participant. She knows the answers, agrees with classmates in discussions, but does not express herself. As she reflects on her behavior, she becomes aware that her learning seems to be restricted to herself and her mind.

REGINALDO

As mentioned before, time is an issue learners brought up frequently as a factor which negatively affected the learning process. Reginaldo is another participant who feels that time should be better employed in class. The following excerpt illustrates this point:
> "I think the time she (the teacher) gave us to prepare was too much. I'd like to see other things being done in class that don't get done because she ends up assigning them for homework. If she gave us less preparation time, we might have time to see other things that deserve to be seen in class" (Int.3).

Later in the term, after seeing many different videos of classroom activities and noticing how much time is spent in repeating questions, directions and explanations, Reginaldo shows through the excerpt below how much more aware he is of the learners' own role in the development of the lesson:
> "I don't know if you remember in the beginning I told you that the teacher allowed us to take too much time in the preparation of

pairwork which, in my opinion, it was a waste of time, remember? Well, in the course of our interviews and watching ourselves on video, I realized that part of the responsibility was ours too -- wasting that time she gave us. I still find that she gives us more time than we need, but we could use it better. Even if I don't like it, I should find a way to make good use of it" (Int. 6)

Reginaldo's statement shows how powerful videos are for making learners more aware of themselves as learners as a consequence of their increased understanding of their own responsibility.

Developing Autonomy

Taking charge of one's own learning is the desired step in the process towards autonomous learning (Little 1996). In the following exerts, learners show that videos helped them move from awareness of behaviors to actions that foster their own learning experiences. Thus, the excerpts that follow document that learners developed a better understanding of what L2 learning means and of their role in that process.

ANA ESTHER

Ana Esther reported that she became an active participant in the L2 learning process by stating:
"It was as if *before* there had been a train (English language)and I was the spectator outside the station, just observing. Now I see myself inside the train, a passenger in this journey" (Final Evaluation Questionnaire)

CRISTINA

Cristina also reports on the difference she sees in herself as a learners after at the conclusion of the study. She reports:
" Before I started, I had much difficulty in understanding some things in class. But now I feel more at ease, even attempting a guess or an answer. Before, I was a listener (auditor). Now I participate. It may not be much, but it is something for someone who did not participate at all" (Final Evaluation Questionnaire).

FERNANDA

In reporting the changes she sees in herself at the end of the study, Fernanda focuses on the cognitive aspect of the learning process. This is her statement:

"(It's a bit difficult to explain, but I'll try.) It seems my mind was divided in blocks. Each block keeping the information learned in different semesters (something I feel a little bit until now.) I couldn't apply the information learned in a previous semester in the subsequent one. It was as if everything were locked. I have noticed that this blockage has been revealing itself and that I have the possibility to change this situation. This happened from the moment I started to self-evaluate myself in previous semesters, how I had learned correlated information. For example, a grammar point that was taught this and last semester. I learned to analyze how I had learned it differently in both terms". (Final Evaluation Questionnaire)

ISABEL

Isabel's comments on the differences she sees in herself after participating in the study reveal that, in addition to becoming more responsible, she developed a view of the classroom as well. This is what she stated:

"When we talk about classrooms, there are always those who 'turn up their noses' because we never know what is going to happen inside them. But, when you stop to think about the attitudes of the individuals who find themselves there, things change. It's easy to criticize, but not always the one at fault is the teacher or even the classmates. The problem may be within ourselves. Learning is individual. It depends on us to learn or not that which is being presented to us. We can't deny ourselves the chance to reflect and recognize our own mistakes. There's nothing to be ashamed of in this". (Final Evaluation Questionnaire)

PAULA

Paula was the only learner who did not answer this question. In fact, although in the course of the semester she became aware of the need to take charge and change her behavior in her approach to learning, Paula kept saying she needed to change but did not really act. The following excerpts illustrate this:

"I believe what's missing is getting rid of this inhibition. But, I know it's my problem. It has nothing to do with the teacher. I myself have to find a way to give myself a push... It has to come from me". (Int. 3)

"I believe what's missing is a personal attitude... I know I have to get better. But, I know that is exactly because I haven't been able to say to myself 'forget about it and just do it' that I haven't done anything. But, I will... ((laughs))" (Int. 9)

Paula does not find the force within herself to make that move she declares the intention to make. As a consequence, from the six participants, she's the only one that ends the term evaluating that she did not learn anything as the following excerpt illustrates:

"I've learned some, but not what I expected I was going to learn. Understand? I expected more. I believe it was not enough, I mean... most of the structures we saw, we had already seen. So, the term was mostly a review... At least that's how I see English IV, as a review, with just a few new structures which came in the end. So, because of this review it does not add too much, right? It doesn't add to your knowledge or to your learning. But, I believe that, being something we had already seen, we should have developed more. I don't know, in these same structures, find ourselves better. I don't see myself achieving that. I believe it was the same thing - I feel as if I were halfway through English III. This is what I see... It didn't add much. I believe I am in the same level I was when I started. The same... "(Int. 9)

Paula approached English IV looking for new structures to learn. Although she recognized that the objective of reviewing English III structures was to allow learners to develop their skills in speaking, reading, writing and listening as well as in using these structures, she did not accomplish this. However, she did realize that she needed to push herself to overcome her limitations. Taking responsibility for the areas she had problems in was her greatest challenge. Hopefully, Paula's experience in English IV served to realize that if she did not push herself in English V, she might continue feeling as if she had not learned anything.

REGINALDO

Reginaldo is another participant who sees changes in himself as a consequence of having been part of the study. This is how he assesses these changes:

"Before the investigations started, I was a more passive learner. Now I participate more actively of the activities because I know the importance of classroom participation.   Before the investigation, I did not see my faults as a learner. Now, I try to correct my mistakes and this has improved my learning process". (Final Evaluation Questionnaire)

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Not only did he become aware of his behavior but he also realized the importance of classroom participation. Both of these newer perceptions about being a learner had the desired effect, i.e., they lead Reginaldo into playing an active role in his learning process.

Conclusion

In order to get learners to develop a more autonomous attitude towards their L2 learning, I asked them to reflect about their classroom experiences. Video tapes were used as a tool to bring the experience closer to the moment of reflection. I considered experience as "the total response of a person to a situation or event: what he or she thinks, feels, does, and concludes at the time and immediately thereafter" (Boud et al 1988, p.18). Influenced by research in adult education (Griffin 1986) and by the studies on experiential learning (Boud and Griffin 1986), on the writings of Vygotsky (1991) and Freire (1973) that focus on the importance of becoming aware of the meaning different experiences have, I understood reflection as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and new appreciations" (Boud et al 1988, p. 19). The underlying rationale was that by conducting research which fostered reflection not only would learners develop their autonomy but also their descriptions of their CE would lead to a better understanding of classroom L2 learning.

Although this study was restricted to one classroom and six learners, from the findings just presented, L2 classroom learning emerges from learners' descriptions as a complex process where cognitive, social and affective factors are so interrelated that is difficult to understand learners' CE in one domain without the others. Furthermore, participation does not depend solely on individual motivation or an individual ability to deal with anxiety, but more on learners becoming aware of the issues that affect their participation and finding their own ways of dealing with it. For this to happen, videos seem to be a powerful tool in that they allow learners to see themselves as students, providing them with new perceptions not only of themselves but also of the classroom they belong to. In this process, for five of the six learners who took part in this study, participants learned more about themselves, identified issues they had to address and found ways to deal with them. Therefore, it seems that a pedagogy that does not alienate learners is to be fostered if the desired learner behavior is L2 learning autonomy.

Appendixes

Appendix A: Final evaluation questionnaire

QUESTIONS

a. How do you evaluate the experience of reflecting on your learning process: Good/ bad, useful?
b. What was positive/negative about it?
c. Had you done anything like it before?
d. Do you believe that the reflection process had a positive effect on your learning/learning process? How? Explain.
e. Compare yourself to those who did not participate directly in this study. Do you see differences between you and them in how they approached learning in this course? Explain.
f. Compare yourself to your own self before starting this study. How have you changed? Explain.
g. Do you think your future performance as a learner will be different as a result of this experience? Explain.
h. Do you think other learners would benefit from integrating reflection as part of the class/learning activities? Why or why not?
i. What would you change or add for improvement to the use of reflection as part of language teaching/learning. Explain.

Appendix B: Final version of coding scheme

COGNITIVE EXPERIENCES
        C.1. Perception of Class Activities
        C.2. Identifying Objectives, Difficulties and Doubts
        C.3. Participation and Performance
        C.4. Perception of Learning
        C.5. Perception of Teaching
        C.6. Perception of Class Related Matters
        C.7. Learning Strategies

SOCIAL EXPERIENCES
        S.1. Interaction and Interpersonal Relationships
        S.2. Friction in Interpersonal Relationships
        S.3. Perception of Self as Learner
        S.4. Perception of Teacher Role

S.5. Groups and Group Dynamics
S.6. Classroom Behavior
S.7. Social Strategies

AFFECTIVE EXPERIENCES
A.1. Feelings
A.2. Motivation, Interest and Effort
A.3. Perception of Self
A.4. Perception of Teacher
A.5. Affective Strategies

SETTING
Se.1. Institutional Factors
Se.2. Foreign Language Issues
Se.3. Research Repercussions
Se.4. Time

PERSONAL BACKGROUND
P.1. Social Background
P.2. Other Learning Experiences
P.3. Personal Life
P.4. Working

BELIEFS
B.1. Teaching English
B.2. English Learning Process
B.3. Own Learning Process
B.4. Learner Responsibility

GOALS
G.1. Intentions
G.2. Wants
G.3. Needs
G.4. Wishes

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NOTES

[1]The excerpts selected from the interviews, conducted in Portuguese, were translated by the author.