

Final Degree Project

Study of the autonomy of the Upper Cycle students of two rural schools in the learning of the EFL (English as a Foreign Language)

**Estudi de l'autonomia dels alumnes de Cicle Superior de dues escoles
rurals en l'aprenentatge de l'EFL (Anglès com a Llengua Estrangera)**

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“Listen to the desires of your children. Encourage them and then give them the autonomy to make their own decision.”

Denis Waitley

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ABSTRACT

This article is a research about the autonomy in the learning of the English as a Foreign Language (EFL) of the students of the Upper Cycle of two rural schools of ZER El Llierca, from La Garrotxa, after having observed a lack of independent behaviours during the sessions of this subject. The participants of the investigation are the same students from the last cycle of Primary Education of the two schools, who have been observed during groups and individual activities, in order to assess and compare their autonomous behaviours and actions in these types of work, and also, to be able to identify and analyse the resources that they use. During this process, it's established a conversation about resources, with the students, in order to assess an evolution in this aspect. Therefore, this qualitative and quantitative study has been evaluated with group observation grids and individual rubrics, which have made it possible to analyse the results that show different attitudes in the autonomy of the students when they work in groups or individually, and the types of resources that they use in these.

KEYWORDS: primary education, EFL (English as a Foreign Language), learner autonomy, students' resources, translation.

RESUM

El present article consta d'una recerca sobre l'autonomia en l'aprenentatge de l'Anglès com a Llengua Estrangera (EFL) dels alumnes de Cicle Superior de dues escoles rurals de la ZER El Llierca, de La Garrotxa, després d'haver observat un comportament poc independent durant les sessions d'aquesta assignatura. Els participants de l'estudi són els mateixos alumnes de l'últim cicle d'Educació Primària de les dues escoles, els quals han sigut observats durant la realització d'activitats grupals i individuals, per així valorar i comparar el seu comportament i les seves accions autònomes en aquests tipus de treballs, com també per poder identificar i analitzar els recursos que utilitzen. Durant aquest procés, hi ha establerta una conversa amb els alumnes sobre recursos per poder valorar una evolució en aquest aspecte. Així doncs, aquest estudi qualitatiu i quantitatiu ha estat avaluat a partir d'unes graelles d'observació grupals i unes rúbriques

individuals, que han permès analitzar uns resultats que mostren unes actituds diferenciades en l'autonomia dels alumnes quan treballen en grup o de manera individual i els tipus de recursos que utilitzen en aquestes.

PARAULES CLAU: educació primària, EFL (Anglès com a llengua estrangera), autonomia de l'estudiant, recursos dels alumnes, traducció.

1. INTRODUCTION

The main objective of education is to provide the child with skills and knowledge that will help him or her adapt to the social environment in which a person has to live (García, 2008).

Of all the skills and knowledge that a person has to acquire, one of the most important is autonomy, which have to be learned progressively over the years, and should be encouraged during the Primary Education. For this reason, as Navarro (2010) says, people must leave behind the beliefs that have been held about education, years ago, related to the fact that students, in their own learning, cannot make any decisions, because this is part of the teacher task. On the contrary, children will learn and be aware of their learning, if they can contribute in it and live it.

In this way, education must promote the autonomy of the students in all the Curriculum Areas, including the foreign language one, such as the English subject, where children must have the necessary tools and strategies to learn this language autonomously at the end of their Primary Education (Borg and Al-Busaidi, 2012).

Therefore, it starts a study that has begun with the observation of the learning of the EFL (English as a Foreign Language) with the Upper Cycle students of two rural centres of Pre-primary and Primary Education: Mont Cós School and Montpalau School. Both of them are part of a Rural School Area from La Garrotxa (Girona), called ZER El Llierca, which has three co-educational, pluralist and with Catalan as their first language schools. All of them are publicly owned, and they group the students in cycles. Regarding to the number of people, in Mont Cós School there are 56 students and 6 generalist teachers. And, in Montpalau School, there are 35 students in total and 4 generalist teachers. Apart from this, the Rural School Area contains 4 itinerant docents, who are the specialist ones, and who pass through the different schools.

During the first weeks of the internship in the schools mentioned above, it has been realized that the two groups of students from the Upper Cycle have a medium-low level of English, they have shown a little motivation for this subject and they have been always asking to the teacher, or someone else that was in the classroom, the meaning of words in English or the translation from Catalan to this foreign language. So, they weren't used to look for words or expressions that they didn't know; their solution was to invent them or use some digital resources that sometimes don't give them the correct answers.

After the observation of these groups of students, there was a personal motivation to get to know the students' vision of English and to help them in this language. Thus, the study started with an own elaboration initial questionnaire¹ that was given to them to further understand their relationship with the EFL (English as a Foreign Language). In this way, it has been possible to extract different data such as the fact that the great majority of the students learn English from the Initial Cycle, and also that they see it as a language that they only use in the lessons of this subject, so they don't see English as a means of communication for their daily life. However, the groups in general have expressed their opinion about the importance of knowing this language in order to be able to travel and communicate with people from other countries. Regarding to the learning of English, in this questionnaire, the students have answered that when they have any difficulty with the language, they ask it to someone or search it on the internet, and, related to this, most of the time, they use online translators such as *Google Translate*².

Thanks to the observations and the results of the initial questionnaire, the own beginning conclusion that has been reached is that the students of the Upper Cycle of these schools aren't completely autonomous in learning the English language, which is important to take into account because autonomy is a core competence of the Primary Education Curriculum (2015) and, on the last cycle of this stage, students should have acquired it.

For these reasons, and as the personal motivation was related to help the students to identify the English as a useful language that they can learn by themselves, it has started a study to find out the autonomy of these students in

different ways; individually, and, in groups, since less dependence on the adult was observed in group tasks and, according to Velázquez (1998), autonomy is more present when there is cooperation at work.

Apart from this, there is also the intention to identify and, then, show to the students some of the resources that they can use to learn English related to translation, because, with this, it can be seen their behaviour and the resources that they use when they work autonomously and also, it can be a help for them to know new tools that, maybe, they don't understand (Wanwei, 2010).

Surely, it won't be possible to observe a great change and evolution on the autonomy of these students and the use of resources explained to them during the study, due to the fact that the competence of autonomy has to be worked on during the whole Primary Education, progressively. According to Dam (2011), the teacher's task is no other than developing the autonomy of the students during the different years in a slowly process where, at the final, they can act with the necessary skills and safest resources to work independently with the different activities. Nevertheless, this proposal can be a useful way to identify the students' autonomy while they are doing activities related to translations and also, it can be a small help for their baggage to become more aware of the resources they can use when working.

Consequently, in the following pages, there is the research about the autonomy of the students of the Upper Cycle of Mont Cós School and Montpalau School, with different types of activities, which have been useful to observe and analyze how students learn the EFL (English as a Foreign Language) independently. Furthermore, as the study has been carried out in two rural schools, it has also been decided to take it into account in the research because, as Pujol (2011) says, children of this type of schools, as they are grouped in cycles, they are used to help each other and work alone when teachers are attending a particular course of their class; so, on the whole, children from rural schools are used to work with a methodology which is related to autonomy.

2. THEORETICAL FRAMEWORK

During the Primary Education, students have to acquire different knowledge, abilities and competences, which will help them to be able to act in this changing society. The students have to be competent in eight different basic aspects, as the Primary Education Curriculum (2015) says, and, one of them is related to have the capacity and responsibility on not depending of nobody, that's mean, on being autonomous.

Students must develop this competence during this stage of schooling, but not only as a person in physical and cognitive aspects, but also in learning. Thus, Holec (1981), quoted by Little (2007), defines this autonomy in learning with the following words: "To take charge of one's learning is to have [...] the responsibility for all the decisions concerning all aspects of this learning [...]" (pg. 1).

In order to focus more on this issue, it's important to have a general overview of the meaning of people's autonomy and the process of its, and also, during the learning context, taking into account the rural school environment.

2.1. What is autonomy?

In different literature review, autonomy is defined with words like "ability" or "capacity" to be "responsible for" (Benson, 2007, cited by Borg and Al-Busaidi, 2012, pg. 4). This condition is one of the most important of the adult life, because it helps them to get over with the situations that they can found. It's for this reason, that it's important to work on it since the first years of a person's life, and operate it during all the compulsory education (Primary Education Curriculum, 2015). Therefore, teachers have a decisive task to help children on this process, with a set of procedures which will enable students to acquire cognitive and instrumental skills related to autonomy, as it says García (2008, pg. 10); it means, that it will allow them to perform actions without depending on anyone.

Now, it can be interesting to talk about the child's early years, where any infant with balanced development can obtain indicators of personal competence, in a progressive way. According to García (2008), in the first years, this can be

possible thanks to two basic supports of personal development. On the one hand, the need for security; and, on the other hand, the perception of competence, which is the cognitive state of confidence with the possibilities of oneself (pg. 12).

Starting with security, this aspect is related to feeling safe and calm in the children's environment; that is, being accepted as a person by their parents, educators and teachers, or some other meaningful adults, and also their peers, like the classmates. This acceptance has to be received with periodic displays of affection such as smiles and kind words, among others, but without being associated with certain behaviours, since, in this way, children won't feel safe if they don't behave in a specific way and, also, they will know how to differentiate with who they could feel safe, depending on the way they behave with them (García, 2008, pg. 14).

These displays of affection, if helps them positively, are useful to assist children to continue discovering their environment; in other words, it's talking about personal initiative and competence. As García (2008) explains, the student will be able to separate him or herself, physically and temporarily, from these environments where he or she feels safe because they know about their personal initiative (pg. 15). With this, the child will give him or herself the opportunity to succeed and be praised in other activities he or she encounters.

In short, security and self-confidence are essential elements that must be worked on from the first years of a child's life, because they help them to acquire their autonomy and initiative. Apart from this and as García (2008) explains, it's good to know that if there is a mismatch between one of these two areas, this has a negative influence on the other, and there is a possible blockage of progress towards the child's cognitive development and his or her process of acquisition of teaching and learning, along some basic skills for their personal autonomy (pgs. 12 and 17).

Continuing with the years of the Primary Education and according to Velázquez (1998), during the first two grades, children have the capacity of analyzing with their experience, although at the age of 7 or 8, there is already more logical and

rational thinking. Furthermore, it's at these ages that they begin to decide and participate in the creation of rules, although there is still a dependence on the adult. Therefore, it's talking about another phase in the development of the process of autonomy (pg. 16). In the next cycle, this dependence on the adult starts to disappear, and cooperation and group leaders begin to appear, which means that the students can begin to be autonomous in terms of the different decisions they can make in these groups (pg. 18). Finally, at the last grades, more leaders continue to appear in the groups and, especially in the last few years, from 10 to 11, the children realize that they have the capacity to think autonomously, a fact which causes them to isolate themselves from the adult (pg. 20).

Thus, there is a process of acquiring autonomy throughout Primary Education, which usually depends on imposition and cooperation (Velázquez, 1998, pg. 22). It's for this that, according to García Pérez and Magaz (2000) (cited by García, 2008, pg. 18), the children who have little security and personal initiative will be the ones who will be always thinking about the opinions of the other people among themselves, so, they will make decisions in a passive way. On the contrary, the others will be more independent in their environment to take their own decisions. So, in general, during Primary Education, students have to acquire some personal attitudes such as self-esteem, responsibility and capacity to imagine and create, which are related to autonomy (Primary Education Curriculum, 2015).

Furthermore, following the same line as Velázquez (1998), she quotes that Piaget talked about the fact that it's from the age of 10 to 11 when the results of the autonomy worked on during the different courses, can be observed, since it's when students have more willingness and cooperation and they don't only apply this capacity within the school, but also outside it, in their daily life (pg. 22).

2.2. Autonomy in the learning context

To continue with the autonomy in the school context, it's important to talk about the autonomy in learning that the students have during the Primary Education.

The school environment is one of the most important places for a person's emotional and cognitive development. With this, there is the acquisition of an emotional autonomy that allows the student to make decisions for his or her learning, to fix his or her behaviour and to evaluate himself or herself, among others points (Bautista, 2005, pg. 6).

In the theoretical review on this topic, there are different myths related to autonomy in schools. An example given by Giovanni (1994) is that in order to help the students to be autonomous, it's necessary, for the teacher, to abandon his or her initiative and control, since his or her intervention could destroy this process of autonomy that the students could acquire (pg. 110). On the contrary, the teacher's task is none other than to "manage a class where students participate actively in decisions and making the use of a variety of strategies and materials useful for them" (Camilleri, 1999, pg. 36); so, it's talking about to stimulate learners' confidence to become aware of their own resources and learning strategies (Giovanni, 1994, pg. 115). For these reasons, the role of the teacher should be the advisor and the guide of the students' learning. As Bautista (2005) says, "El proceso enseñanza-aprendizaje se convierte en un proceso compartido y los roles maestro-alumno se complementan y enriquecen" [The teaching-learning process becomes a shared process and the teacher-student roles complement and enrich each other"] (pg. 6). They have the task of helping the children, but also to make them capable of helping themselves. With this, the adults in the child's environment, especially teachers in schools, must promote their autonomy, so that the students have a more active role in their own learning (Bautista, 2005, pg. 7).

Consequently, teachers must be responsible for ensuring that students acquire the autonomy competence that the Primary Education Curriculum (2015) indicates. To achieve this, as Navarro (2010) says, it's necessary to provide situations in which children can make decisions for their learning, as well as set objectives, choose the materials to be used, identify their own assessment, etc (pg. 234). In this way, the more decisions students make, the more autonomy will be encouraged to them.

Along the same line as Navarro (2010), she cites the following:

No school, or even university, can provide its pupils with all the knowledge and the skills they will need in their adult lives [...] It is more important for a young person to have an understanding of himself / herself, an awareness of the environment and its workings and to have learned how to think and how to learn (Trim 1988) (pg. 232).

It's evident that the principal function of the school is to prepare students for the future, but it's impossible to give them all the necessary knowledge and skills. Therefore, it's important to work on different situations to help on the autonomy of children in all senses, so that tomorrow they will know how to learn and be self-taught without the need of an adult.

As Smith (2008) says, this idea of learner autonomy is not new in the field of education, but neither it's new in the field of ELT (English Language Teaching), since, for the last decade, it was used with the concept of "Learner independence" (pg. 395). The fact of changing it to "Learner autonomy" is related to the multitude of meanings that the idea of autonomy can have, such as independence is only for individual learning, and autonomy can be also related with cooperation (Ponton and Carr, 2000, pg. 273).

It's suggested that when a teacher promotes activities with autonomy learning, he or she will develop learner autonomy (Ponton and Carr, 2000, pg. 274). Related to this, it's working the personal initiative and five behaviours are involved with it, that are related to each other and that help students to acquire autonomy: firstly, it's found "Goal-directedness", which consists of students knowing how to set goals and working to achieve them. Then there is "Action-orientation", which is the intention that they have to carry out an action to achieve the specific goal that they have set. Next, "Self-startedness" behaviour is the fact of motivating oneself to learn something in particular. In the penultimate place, there is "Active-approach to problem solving" phase, where the students show responsibility for developing strategies and solutions to their own learning. And, finally, "Persistence in overcoming obstacles", where children learn from their own experiences where they are the ones who have the tools for the obstacles they may encounter

(Ponton and Carr, 2000, pg. 274). So, in class, teachers should prepare activities related to these five behaviours to help students in their learner autonomy process.

In this way, and as Smith (2008) tells, learner autonomy isn't a particular method, and the exercise of its development can be seen as an "educational goal" (pg. 396); so that, teachers should encourage students to establish their own goals while they have the task of providing them learning skills that will help them to achieve these (Ponton and Carr, 2000, pg. 275).

2.3. Learner autonomy in EFL (English as a Foreign Language)

Continuing with the concept of learner autonomy, it's important to focus on the linguistic field – especially, the foreign language area - to know that it has its origins between the 1970s to the end of the 20th century, but since the turn of the century, its interest started to grow (Benson, 2007, pg. 21). It began with the "Council of Europe's Modern Language Project" where authors like Holec or Dickinson treated autonomy as a quality that the students should have. The first author defines the concept of learner autonomy as "the ability to take charge of one's own learning" (Holec, 1981), while Dickinson (1987) said that autonomy is "the situation which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions" (Benson, 2007, pg. 22). It can be said that, in general, autonomy is a basic human need (Little, 2007, pg. 2), and, as learners, people are able to "exercise control over their own learning" (Smith, 2003, cited by Smith 2008, pg. 396).

In Benson (2007), he says that the concept of learner autonomy in language is not to help children to develop an ability to self-direct their learning in situations where they don't have any other options (pg. 22); on the contrary, he quotes a useful definition from Little (2000), with some ideas from Holec (1981), to understand it in a better way:

Autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action (Little, 1991); autonomous learners assume responsibility for determining the

purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes (Holec, 1981) (pg. 23).

So, the task is to help children to develop the ability to make decisions related to choose objectives, define contents and the process, select tools like methods or techniques to be used, be aware of the procedure of acquisition and to evaluate what has been learnt (Borg and Al-Busaidi, 2012, pg. 4). To make these possible, students must know some learning strategies that can be taught in a flexible way, but with an awareness of their usefulness for learning and problem solving that the students could have (Días Barriga, Castañeda and Lule, 1986; Gaskins and Eliot, 1998, cited by Peralta, 2016).

One type of strategy that can help students in their autonomy in the learning of the English language is related to translation, which “is a useful tool to learn grammar and syntax” as Mehta (2010) say. In this way, it’s important to take into account that the internet provides online resources that can be important tools for their learning autonomy. So, the solution isn’t to forbid the use of these resources since, when they work autonomously, outside the school context, it will be impossible to control them; therefore, as teachers, the task is to help the students to find safe resources where they can be aware of what they find, and that can also be appropriate for their problem-solving strategies both in groups and individually (Wanwei, 2010).

According to Stoian and Simon (2018), it’s necessary to observe the students and identify their resources of learning, because they need to find out their resources and they are the ones who have to become aware of the importance of a good selection of this types, in order to be used in a correct way (pg. 5347).

Continuing with the role of the teacher in the learning language autonomy, it’s important to take into account a citation that Dam (2011) said: “Focus on learning rather than teaching” (pg. 43). If one of the objectives of the Primary Education is to form autonomous people, is evident that all the contents that have to be worked must be designed for students, taking into account their characteristics, since the best thing is to place the student where he or she can really learn, which is none

other than being the protagonist of his or her own learning, because the knowledge that can be given to another person, most of the time, can be forgotten, a fact that doesn't happen when they use it and live it for their own purposes (Navarro, 2010, pg. 243).

For these reasons, teachers have to develop abilities that engage students to be autonomous (Smith, 2008, pg. 396), with "opportunities of working in an independent learning environment", as Al Asmari (2013) explains (pg. 6). These types of situations can be related with the organization of the workspace, the material and tools that they can use, the types of activities, the evaluation techniques and the role of the teacher as a guide (Dam, 2011, pg. 41), as well as, the use of the target language, which is essential to operate with it independently and identify it as a communicative means to use in real context, as Benson (2007) tells (pg. 28).

On the whole, the objective of the learning autonomy of the language, by the children, is to make decisions and resolve the own problems and also to think and take responsibility of their learning (Charles, 1999, quotes by Dişlen, 2011, pg. 127). So that, when they have doubts, they can take the initiative in deciding what to do with them, being conscious whether it's correct or not, and being responsible to identify if it's part of their own learning. This process is also related to self-instruction in sense of the abilities and skills that the learners need to know to learn independently (Borg and Al-Busaidi, 2012, pg. 5).

Another important point about autonomy that Little (2007) explains is that "it is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us" (pg. 2). For this reason, it's important to create situations or activities where the children could be motivated to do it, so that they accept the responsibility for their own learning and they develop the needed skills to reflect on the self-management in learning.

Working to achieve autonomous language learning in an efficient way, this will mean that the knowledge and skills acquired by the students won't only be useful

for them to apply in the classroom and in the school context, but also in other situations of their lives, that is an essential fact of education.

2.4. Autonomy in learning EFL (English as a Foreign Language) in the rural school context

As this study has been carried out in two rural schools, it's necessary to review the theoretical information on this type of centres. A clear definition could be the one used by Boix (2004) and cited by Hamodi and Argués (2014, pg. 48), saying that they are schools from small villages, which are involved and supported by the rural environment and culture, as well as that they usually have a pedagogical structure based on heterogeneity and multigrade classrooms, as Mulcahy (2009), quoted by Echazarra and Radinger (2019) said, because of the less number of students in each grade (pg. 38). Apart from this, there is also a unique organizational and administrative structure, always adapted to the context in which they are found.

However, it should be noted that rural schools are like any other type of school, since they have agents involved in the teaching and learning process who are indispensable for the educational development of students (Hamodi and Aragués, 2014, pg. 48). It's talking about teachers, students and families. According to Barley and Beesley (2007), the close connection that the school and the community have, it's useful to help students and teachers to have high expectations for the learning because they give them opportunities to learn in a real and closer context (pg. 10).

Related to the methodology of these schools, one of the great advantages is the fact that they are used to work with two different grades in the same group of students. Some researches affirm that these groupings encourage cooperative learning and individual responsibility, since, as Hamodi and Aragués (2014) explain, older students help younger ones and the latter have the possibility of acquiring knowledge that (pg. 54), according to the Primary Education Curriculum (2015), is designed for a higher grade. Thus, with this, there is a social utility that students achieve for their future as people in a heterogeneous society. As well as, it's easy to identify that with this type of work, in rural schools, students can spend

a great deal of time without the need to seek the help of the teacher, leaving the infant and first cycle of primary school behind (Pujol, 2011, pg. 7), because they are used to work in a cooperative way.

As this same author explains, the fact that they help each other in the tasks means that the autonomy of learning develops, because they have to be responsible for the activities and their explanations, while at the same time they have to think about planning and organizing how to do it. Apart from this, Pujol (2011) also says that when the teacher of the group is attending a particular course, the other students must have in their hands some activity that they can develop themselves (pg. 7). So, it's talking about the use of a working methodology which is oriented to the attention of the different heterogeneous courses in the same classes. With these activities, teachers have to take into account that the students are working on their own autonomy, because they are the centre of their learning and because education must be based on them. Therefore, the task of the docent should be none other than to help them to have the necessary tools to think and learn independently and work autonomously.

3. METHOD

As in learner autonomy the teacher task is to give the students situations where they can be autonomous in the way that they can make decisions for their learning, such as Navarro (2010) tells, to find the autonomy of the children of the Upper Cycle of Mont Cós and Montpalau Schools, in the learning of the EFL (English as a Foreign Language), it has been carried out a method based on different activities related to some contents and translation, to observe the students work in groups and individually, to identify the resources that they use, and to guide them with safer ones that they can operate with (Wanwei, 2010). Thus, this had been an opportunity to collect and analyse some data that has made possible to identify the intention of this study.

3.1. Objectives and hypothesis

In this way, after the observation of the students and the literature review about autonomy in the learning of the EFL (English as a Foreign Language), to get all the necessary information to arrive at the results of the investigation, the research questions that arise to develop it are the following ones:

- How do the students of the Upper Cycle of two rural schools learn English when they are working in groups and individually?
- What are the resources that the students of the Upper Cycle of two rural schools use to learn and translate in English?

Thus, through the previous questions, the objectives that are derived for the study are:

- To analyze and interpret the behaviour of the students when they are learning English autonomously.
- To identify the resources that the students use to translate in English and help them with new ones (dictionaries, *Google Translate*, *WordReference*, *Cambridge Dictionary*...).

From here, and after the first observations and the initial questionnaire, the hypothesis about the investigation are related to the research questions and the objectives explained above.

Starting with the first question, the hypothesis is that when the students work in groups, they are more autonomous than when they are doing it alone, because in groups, each student can have different ideas, they can organise their tasks, and this can help them to learn some contents. Apart from this, in this type of work, it's given them the opportunity to cooperate (Velázquez, 1998) and to make decisions (Bautista, 2005) and, with this, they are going to develop their autonomy.

However, in the individual way, when they don't know anything in English, they seek the adult's help. But, if they are alone, they try to search information with different resources, like dictionaries or digital translators from the internet (Wanwei, 2010). About the second research question, the hypothesis is that the students have limited skills in their use on dictionaries for translate, because if they find the needed word, they don't take into account the different options of translation that each word can have, depending on the context. On the other side, when they search information from the internet, they use the first online resource that they find, like *Google Translate*, but without being conscious if the answers that it gives them, are correct.

Therefore, after the activities prepared to this study, such as the conversation of the functioning of the dictionary and the provision of some safer digital resources, it can be seen an evolution related to the fact that, with the dictionaries, the students may be aware of the different translations that some words could have. And, regarding to the online resources, they may have more spread out tools, and they are more aware about the findings thanks to the fact that, they have been trying with different resources that are going to help them in learning. (Stoian and Simon, 2018).

3.2. Participants

To study about this topic, the research has included as participants a total of 24 students from the Upper Cycle of the two rural schools mentioned above: Mont

Cós School, which have 15 children in the group, and Montpalau School, which have 9 students.

The data of these participants have been recollected with the initial questionnaire¹ mentioned at the introduction part of the research, and, from this, it has been extracted the following information:

Regarding to the age, 48% of the students are 11 years old, so they are in 6th grade, and 47.7% are 10 years old and they are in 5th grade; in addition, there is a 4.3% of the totals which are 12-year-old students and who are repeaters of the final grade of Primary Education. Therefore, it's talking about a study in which the participants are children born between 2008 and 2010. From them, a higher percentage of students are boys (60.9%), while the remainder (39,1%) are girls.

All participating students present a maturity development appropriate to their chronological age and there is no student in the study that has been referred to some "early care development service (CDIAP)". However, there are two students with English as their mother tongue, which have been also studied to discover their autonomy in the learning of this language.

All of them have been involved in the research with heterogeneous groups from the two different levels of the Upper Cycle, and also in an individual way, to study their autonomy in learning the EFL (English as a Foreign Language) when they are working alone and when they are doing it in groups.

3.3. Methodology and techniques of information collection

To carry out this study, a mix of qualitative and quantitative methodology has been undertaken. In the first activity, it has been a subjective study based on the observation to understand and interpret the students' actions when they work in groups, and, in the last ones, the investigation has been more objective to generalize and discover the evidences of the individual autonomy of the Upper Cycle students with an observation based on a quantitative rubric.

In this way, to develop the study, it has been used three activities:

- A teaching unit designed to work in groups, in an autonomous way, to create the game “Who is who?” (see Annex 1).
- An individual activity where the students have had to correct some translations mistakes, before an explanation of some resources to use when they are learning English (see Annex 2).
- Individual activities where the children have had to translate some sentences, after the explanation of some resources to use when they are learning English (see Annex 3).

Besides, during these activities, there has been an observation that helped to analyse the results of them with the following two instruments of assessment:

- An observation grid based on the five behaviours that are involved with the learner autonomy of Ponton and Carr (2000) to assess, qualitatively, the groups’ autonomy during the teaching unit (see Annex 4).
- A rubric based on the questions and the objectives of this research, and also the literature review of authors such as Stoian and Simon (2018), Dişlen (2011) and Borg and Al-Busaidi (2012), to value, in a quantitative way, the behaviour of the students during the individual activities (see Annex 6).

3.4. Design and procedure

With this methodology, it has begun the action research through a cycle that has been followed to identify the problem of the autonomy of the students, to plan and implement an intervention to study and help them, and to evaluate this research to solve the problem (Cohen, Manion and Morrison, 2007).

Therefore, the study has been carried out during the months of November and December 2020; in the first month, the teaching unit was carried out, and, from the second month, the individual activities began to be accomplished. In both cases, they have been done for 1 hour on Mondays and Thursdays at Mont Cós School, and 1 hour too, on Tuesdays and Wednesdays, at Montpalau School.

3.4.1. Teaching Unit

First of all, and as it has been said above, for this study, it has been done a teaching unit designed for the students to work in groups autonomously, creating the board game “Who is who?”, while they were learning the contents of the “Have Got” grammar structure, and the vocabulary of the physical adjectives, as well as they had the opportunity to identify English as a useful language (Benson, 2007).

This teaching unit is based on five sessions where the students have had to create the board game, where they are the main characters, that means that it has been a proposal where the students could be the protagonists of it, as Navarro (2010) relate it to autonomy in learning. In this, they have had to work in groups to design and build the game, but also to learn the vocabulary and grammatical structure necessary to play the game correctly.

As it can be seen in the Annex 1, the principal objectives of this teaching unit are the following ones:

- To understand and apply the “Have Got” grammar structure through the game.
- To identify and verbalize physical adjectives with the game.
- To use the English language as a means of communication.
- To act autonomously according to the roles decided for the team work.

In this unit, there are different sessions where the six groups of students had to discover the content to be learnt. For example, in the first session, it was the children themselves who chose how to build the game, the necessary material, the organization of it, etc., as Dam (2011) explains in their article about the opportunities in the learner autonomy. In addition, in the third session, cards were prepared for each student with clues, such as riddles or blank boxes to fill in, through which, with the guidance of the teacher, students were able to learn and discover the grammatical construction of “Have Got” and the different physical adjectives that could be found while playing the game (see Annex 8); so, the sessions of the teaching unit were situations created to learn a content with autonomy (Navarro, 2010).

Apart from this, at the last sessions, they have had to play the game remembering what they had been working, with the help of the classmates, if it was necessary, but they have also done a group and individual self-assessment, to identify their own evaluation as Navarro (2010) explains. This paper helped the students to value their group and individual work and to be aware of what they had learned, but it was also useful for the research to identify the learning and autonomy of the students in group work, and to compare it with the individual tasks.

All of this can be related to the five behaviours that are involved with learner autonomy that Ponton and Carr (2000) explain in their article. With the teaching unit, the students involved them into the learning with “Goal-directedness” because they had to set group goals depending on the task that they had to do, they had also had to plan and organise their jobs and they had to distribute roles to each member to achieve their goal. Then, about “Action-orientation”, during the five sessions, the students were asked to agree on the goals and organization they had originally planned in order to reach their final objective, which was to create the game pictures or build the board of it. Following with “Self-startedness”, it has also worked on the fact that the children were motivated, that is related to their autonomy at work. Furthermore, with “Active-approach to problem solving”, it has been trying to have the children themselves to resolve and be responsible for what might happen with the group work, in order to value their group responsibility and autonomy. Finally, the fifth behaviour about “Persistence in overcoming obstacles” was to analyse if the students were able to apply what they had learned to the game, and to identify how they could solve their doubts about the content while playing the game, without the direct help of the teacher.

According to Little (2007), during the sessions of this teaching unit there was an appropriate use of the target language, since English was used to communicate with them at all times, so that they would see it as another language of communication. However, at the time of working autonomously, for the students, it became more complicated, since they didn't feel completely secure when trying to hold a conversation in another language. But, it has also been an opportunity of

them to identify it as a useful language to play a game, that means, to use in their daily and real life (Benson, 2007).

Continuing with the teaching unit, this activity of the study has been assessed with an own elaboration observation grid for each group, as it can be seen in the Annex 4, which has been based on the five behaviours of Ponton and Carr (2000) explained above, and with it has been observed different items of each behaviour. The answers and the different observations of this grid have been useful to analyze the autonomy of the students during the group work.

During the teaching unit, the paper of the researcher has been to help the students with the creation of the game “Who is who?” and the learning of the content, as a guide, to let them to be autonomous in their proposal and also to promote situations and activities where they could learn without a direct explanation from the teacher, but where they had to think and act autonomously in order to learn the content in question. In this way, this activity of the study has been analyzed in a qualitative way, because it has been possible to help and suggest the students with different aspects related to the observation grid.

3.4.2. Individual activities

Secondly, and as it can be seen in the Annexes 2 and 3, in order to analyze the individual autonomy of the students, it has been prepared two types of activities. Its design has been done with the English teacher and mentor of the schools’ internship, who guided the study with examples of exercises that had been done with some students of the last grade of Primary Education, a few years before, to analyze the skills of the children of different schools from La Garrotxa (Girona), in the English language subject.

Therefore, the first activity (see Annex 2) has been about real incorrect translations from *Google Translate*² to observe if the students could realize about them and to correct them using the resources that they could need, like dictionaries or materials from the internet.

With this, the objectives of this activity have been:

- To identify the mistakes of the translations in English without help.
- To write the translation sentences correctly.
- To use the needed resources to complete the activity.

This exercise was done in small groups of 4 or 5 students to have the opportunity of observing them in a more personalized way, following the behaviours of the rubric. In addition, the rules of this exercise were to do it alone without the help of any of the people that was around, only using the resources that they could need, to be able to assess their individual autonomy in learning English.

As it had been said above and as it can be seen in the Annex 6, the assessment of this activity has been an own elaboration rubric based on the questions and the objectives of this study, and also on the theory of authors such as Stoian and Simon (2018), who talk about the importance to identify the resources that the students use; then, Dişlen (2011) theory, which is related to the fact that children have to make decisions and resolve their own problems, that, in this case, are the activities that they have to do; and, the last authors are Borg and Al-Busaidi (2012), who talk about the awareness that the students need to know if their answers can be correct.

With the ideas of these authors and the objectives and the questions planned at the beginning of the study, it has been designed this rubric that has helped to analyse, in a quantitative way, the behaviour of the students in learning English when they were working individually, taking into account four different levels: the “Beginning” level, which is where it can be found those behaviours that make the student not autonomous at all; the “Developing” level, that’s related to the fact that the student is not completely autonomous, but in some moments he or she could have some attitudes close to autonomy in learning. Then, at the “Accomplished” level, the student shows attitudes that could be considered as being on the way to autonomy, and the last level, the “Exemplary”, is when the child is completely autonomous in carrying out activities on different aspects.

Therefore, the issues that have been analyzed are related to the need of help of the students during the activities, the use of the dictionary and their functioning, the use of online resources and if they used them in a correct way or not, the awareness of the findings and the attention of the students in them, and, finally, the elaboration of the activities, that's related to the fact of whether the activities were correct or incorrect. In addition, about the item of the online resources, it has been also observed the resources that the students used during the elaboration of the exercises to be able to answer the last question of this research.

After it, and to help the students with the autonomy in learning the EFL (English as a Foreign Language), it has been done a conversation with them about how to use the dictionary and talking about different online resources that they can use and that can be safer and more corrective than the ones they usually choose. The given examples were: *Cambridge Dictionary*³, *DeepL*⁴, *Learner's Dictionary*⁵, *Glosbe*⁶, etc. According to Wanwei (2010), it's an important task for teachers to show students different resources to become more aware of their findings, for this reason, the proposal of this conversation to help them. During this activity, some students talked about other resources that they knew but they didn't know how to use it, like *WordReference*⁷. In this way, they have been practicing and comparing with some of these resources to gain their confidence and get to know them better.

The objectives planned for this conversation have been:

- To identify the use of the dictionary and the different options of translation of each word.
- To know different online and safer resources to use to translate in English (*Cambridge Dictionary*, *DeepL*, *Learner's Dictionary*, *Glosbe*, *WordReference*, etc.).

Finally, after this, the students have answered another worksheet with exercises of translation sentences where they had to match them with the correct translation or write it (see Annex 3). As in the last activity, they could use the resources that they wanted, but taking into account the ones explained before.

So, the objectives for this activity have been similar to the last individual activity:

- To translate the sentences from Catalan to English without help.
- To use the needed resources to complete the activity.

The assessment of this exercise was the same rubric as the last one, with the same issues, so that each student has been assessed with two rubrics. This has been done to analyze the behaviours of the children during the second activity, and taking into account that they knew new resources and their functioning. Therefore, with the two rubrics, it has been possible to compare the results and to analyse the behaviour of the students, before and after having the conversation of the different types of resources that they could use, in an autonomous way and to identify a possible evolution.

In these last two activities, the role of the researcher has not been other than to observe, without getting involved in the students, that is to say, that the premise of the activities was that they had to solve the exercises without the help of the teacher; therefore, whenever some student asked for help, he or she was told that he or she had to try to do it alone because this was one of the objectives of the activities. Thus, with this action, and taking into account the scores of the different issues of each behaviour of the rubrics, it has been possible to make a quantitative investigation of the students' behaviour when they work individually.

4. RESULTS

This research has included all the 24 participants – students - as the active subjects and protagonists of it. Therefore, the results that will be explained below are related to those obtained with the children of the Upper Cycle in the different activities carried out in order to know their autonomy in the learning of the EFL (English as a Foreign Language) and in the context of the rural school.

4.1. Group autonomy of the students in the learning of English

Starting with the first material of the investigation, which is the teaching unit, the results has been collected by means of the observation grid based on the five behaviours that are involved with learner autonomy of Ponton and Carr (2000), as it's explained in the method section (see an example of the observation grid of one group in the Annex 5).

Firstly, about the first behaviour called “Goal-directedness”, it has been possible to analyze that all the six groups of students knew how to set goals for their work objective and only one of them had difficulties in distributing the roles because there was some disagreement that could be solved quickly with a small conversation with the teacher. On the other hand, there were two groups that had some difficulty in planning the tasks they had to do, because they decided to improvise as they worked on it with the ideas of the different members of the group.

Continuing with the second behaviour (“Action-orientation”), in this one, it has been possible to observe that, in two groups, they didn't act following the roles established at the beginning, since, in one of them, all the members of the group decided to go helping themselves in all the tasks, whereas in the other group, there were some students that, in the first sessions, they had difficulty to begin to work. However, regarding to the other aspects of this behaviour, all six groups carried out the tasks according to their job, and they achieved the goals they had set at the beginning.

About the “Self-startedness” behaviour, the only thing that can be analysed is that all the groups showed a motivating attitude during the whole process of the teaching unit, both in terms of building the game and learning the content with more dynamic proposals for them. Apart from this, it should be noted that there was one group that was less motivated when it came to building the game, because when it handed out the tasks of each group, that it was if creating the pictures or building the board game, this group would like to do the other task that they didn’t have. After a conversation about the importance of their participation to create the game, they started to work with more predispositions.

Next, with the fourth behaviour of Ponton and Carr (2000), “Active approach to problem solving”, what has been analysed during the sessions is that there were two of the six groups that didn’t show a responsibility when there was a problem, that is, their behaviour was to stop working or simply not know what to do with the problem, a fact that made these same groups unable to solve the problems without the help of the adult. The rest of the groups worked during the sessions without any problem, and if any issue appeared, they solved it themselves without asking anyone for help or telling their solutions to the adults that were at the classroom.

To finish with the results of the autonomy in groups during the teaching unit of the “Who is who?” game, about the behaviour in “Persistence in overcoming obstacles”, in only one group, some of the members had problems to search for own strategies to apply the content they had learnt, when they didn’t remember it; the others tried to think of some sessions like the one which they learnt with the clues.

Therefore, it means that most of the 24 participants of the study learnt the content of the teaching unit during the sessions and, although in some cases, such as the individual self-assessment or during the time while the students were playing the game, some failures related to the order of organizing the grammar question with the "Have Got" appeared, it has been observed that the students of the Upper Cycle of the two schools showed predisposition to learn the content and they knew

how to apply it to the final objective, which was playing their own game, with autonomy that has been seen during all the process.

4.2. Individual autonomy of the students in the learning of English

Concerning to the second and third material used to study the autonomy of the students in the learning of the EFL (English as a Foreign Language) in an individual way, as it has been explained in the method section, the children have been carrying out two activities, where they have had to use the resources they wanted and without the help of the adult, before and after having a conversation about the functioning of the dictionary and some other and safer online resources (see an example of the rubric of each activity of the same student in the Annex 7).

In this way, the results have been collected thanks to filling the items of the rubric of each student, until to get the scores of each issue. Therefore, it has elaborated different circular graphics for the different levels, which are useful to visualize and compare the differences of the behaviour of the students in the activities where they had been left total freedom, to which it had explained them some resources, previously.

Thus, the data of the individual autonomy that can be analysed are the following:

Regarding to the first behaviour that has been assessed of whether the student observed in question needs help from the adult or his or her peers to carry out the activities, as indicated by the graphs below, it can be seen that in the first activity, a 40% of the students were at the developing level, which means that most of them asked for help from the adult, but rarely from their classmates; while a 27% were at the exemplary level, so, there were some students who carried out this activity without asking for help from anyone. In this activity, it's important to observe that a 20% of the participants were at the accomplished level, so there were a number of students who asked the approval of the activities to the adult. On the contrary, after the explanation, with the second activity, it's possible to analyse that a 47% of the students stopped asking for help, while a 33% were at the accomplished level, that is, they needed the approval of the adult to feel more confident of their work.

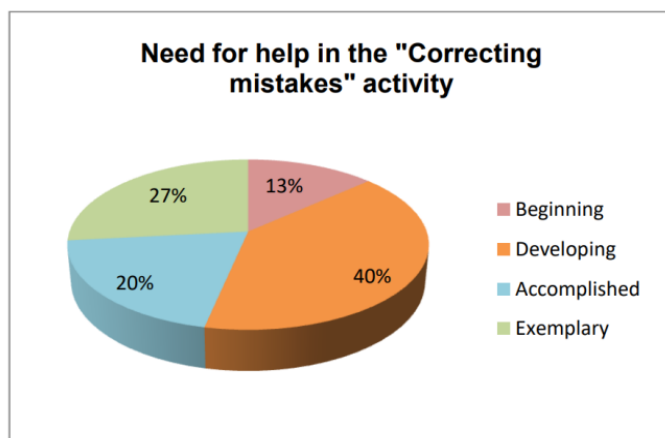


FIGURE 1: Circular graphic of the percentage of students who are in the different levels of the rubric according to the need for help in the first activity. Source: Own Elaboration

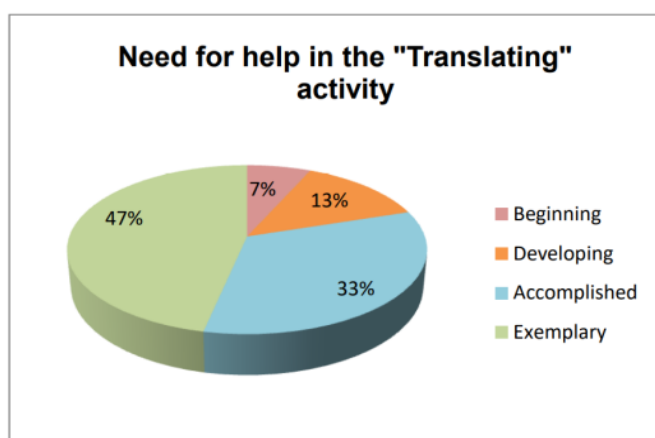


FIGURE 2: Circular graphic of the percentage of students who are in the different levels of the rubric according to the need for help in the second activity. Source: Own Elaboration

Continuing with the behaviour of the use of the dictionary during the activities, in the first one, it can be observed that a 60% of the students who use it knew how to differentiate the sections of each language in the dictionary, and they also knew how to search words, but with some difficulties; however, they were aware of the different options of translation that each word can have, but they didn't take them into account depending of the context that they needed. The rest of the students (40%) have been observed as the ones who had some difficulties in differentiating the sections of the dictionary and searching words, that means, that they also ignore the different translations of the words, so they limited to the first one. Whereas, in the second activity, it can be seen a big change, because only a 7% of the students who use the dictionary were in the developing level, while the 20% were at the exemplary one, that's related to the fact of knowing the parts of the dictionary and how to search words, and also, to take into account the different translations, depending on the situation. The rest of the children (73%), were at the accomplished level, which means that most of them made a progress in this point.

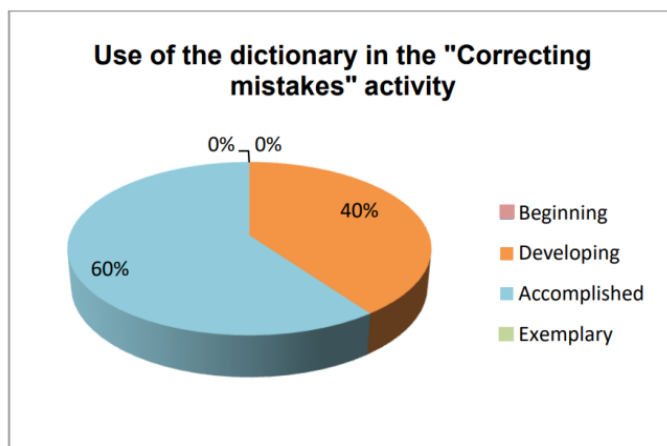


FIGURE 3: Circular graphic of the percentage of students who are in the different levels of the rubric according to the use of the dictionary in the first activity. Source: Own Elaboration

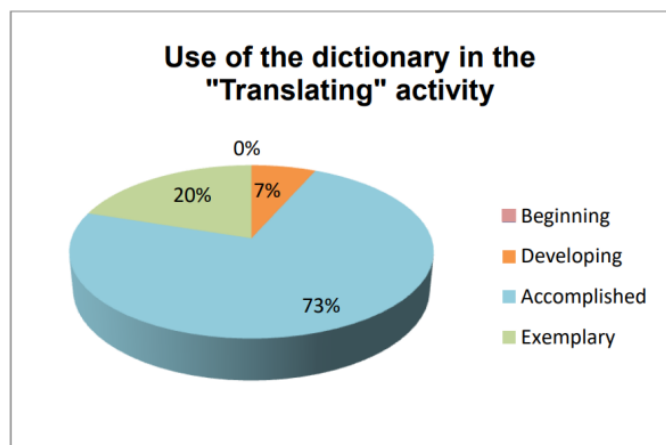


FIGURE 4: Circular graphic of the percentage of students who are in the different levels of the rubric according to the use of the dictionary in the second activity. Source: Own Elaboration

Following with the use of the online resources, in this category of the first activity, more than half of the students (73%) were at the developing level, while the rest were at the accomplished level (20%) and only a 7% were at the exemplary. With this, it can be analysed that the vast majority of the students of the Upper Cycle of the two rural schools used the first online resource that they found on the internet and there wasn't a great dominance in it. The others were looking for different resources but ended up using only one, but in a correct way; and, a very low percentage used different resources and it can be seen a domain in them. Instead, with the second activity, it can be also seen a big change because a 60% of the students were at the accomplished level, so they looked for different resources, although they ended up using only one. On the contrary, a 20% of children used different type of online resources to evaluate the different options, and a 13% of them, were still in the developing level, but it can be seen a difference between the data of the first activity.

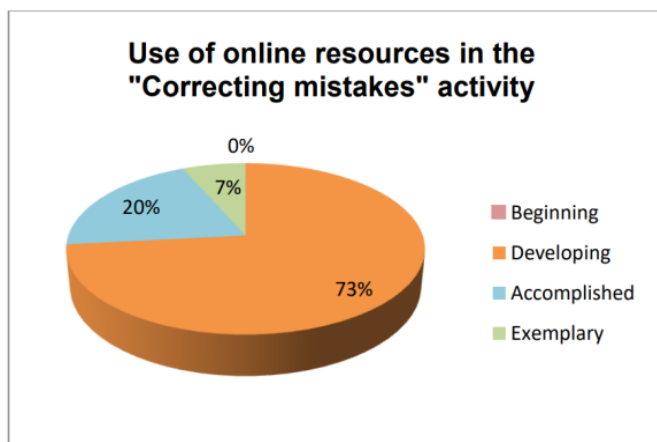


FIGURE 5: Circular graphic of the percentage of students who are in the different levels of the rubric according to the use of online resources in the first activity. Source: Own Elaboration

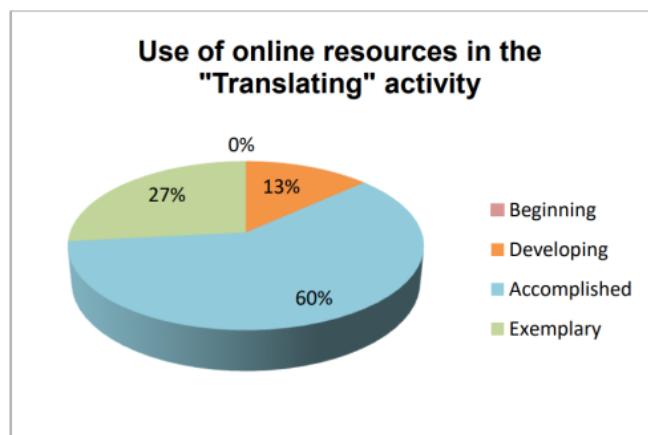


FIGURE 6: Circular graphic of the percentage of students who are in the different levels of the rubric according to the use of online resources in the second activity. Source: Own Elaboration

Next, about the behaviour of the awareness of the findings that the students had from the dictionary or the internet, the different observations that have been done from the first activity is related to the fact that a 47% of the children paid attention to the search and analyzed what they had found, but weren't fully aware of whether what they found was correct or not, so they were at the accomplished level, while a 40% didn't make an analysis and also weren't fully aware of what they had found. Of this behaviour, it's important to note that a 13%, although quite a low percentage, are students who were at the beginning level, this means that they didn't pay attention to their search and didn't analyse what they had found; therefore, there was no awareness of the work, since they were guided by the first thing they had found, regardless of its truthfulness. However, during the second activity, it could be observed that most of the students passed to the accomplished level, and a 33% were at the developing; so, one can see an increase in the behaviour of the students, who acted with more attention and analysis, but weren't still fully aware of their findings.

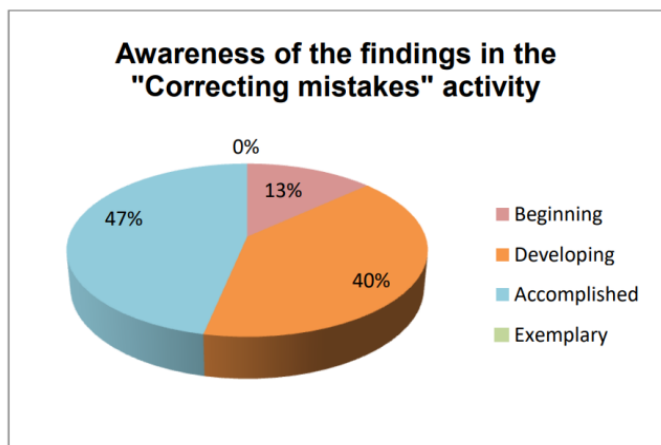


FIGURE 7: Circular graphic of the percentage of students who are in the different levels of the rubric according to the awareness of the findings in the first activity. Source: Own Elaboration

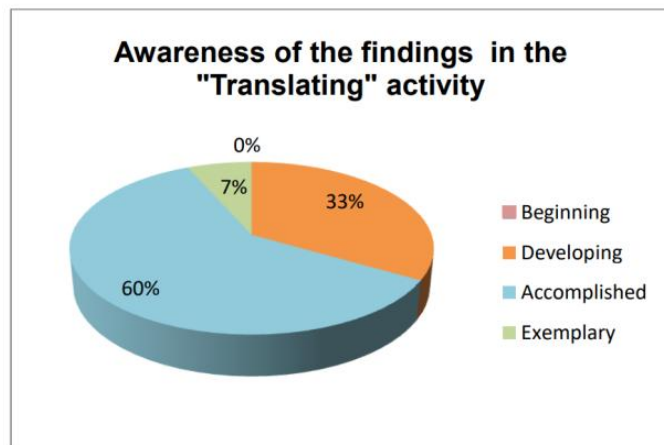


FIGURE 8: Circular graphic of the percentage of students who are in the different levels of the rubric according to the awareness of the findings in the second activity. Source: Own Elaboration

Finally, about the last issue to assess, that is whether the elaboration of the activities was correct or not, in the first one, the 54% of the students were in the developing level, so they had more than half of the answers incorrect, and a 33%, which were at the accomplished level, had more than half of them correct. In addition, there was also a low number, but important to take into account: the 13% of students, who were at the beginning level and who had all of the answers incorrect. On the contrary, after the conversation about the resources and with the new activity, there was a change because there were a 20% of the children who were at the exemplary level, so they did all the answers in a correct way, and there were only a 7% of the students who did more than half of the answers incorrectly. The rest of them, a 73%, were at the accomplished level, so they had more than half of the answers correct. So, it can be seen a positive progress with them.

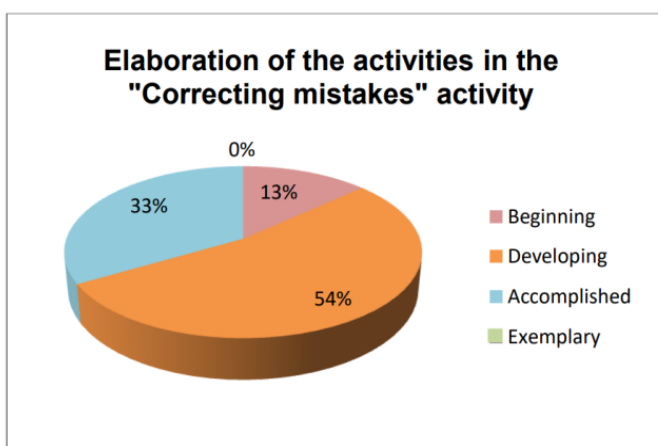


FIGURE 9: Circular graphic of the percentage of students who are in the different levels of the rubric according to the elaboration of the activities in the first activity. Source: Own Elaboration

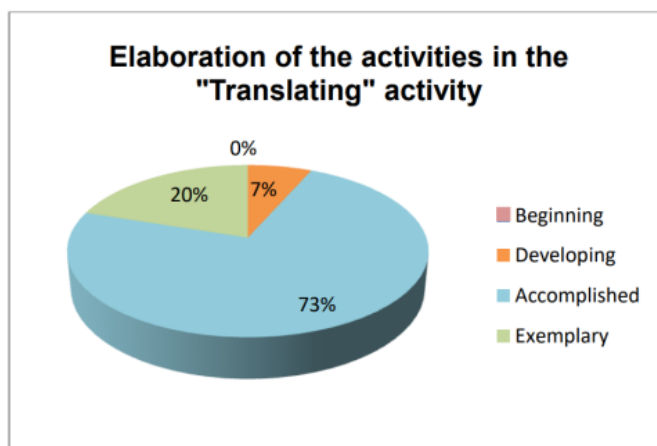


FIGURE 10: Circular graphic of the percentage of students who are in the different levels of the rubric according to the elaboration of the activities in the second activity. Source: Own Elaboration

4.3. Resources that the students use in the learning of English

Apart from this, and following the second research question of the study about the resources that the students of the Upper Cycle use, during the observation and the analysis with the rubric, the resources that the children used to resolve the activities were taken into account.

In the first exercise, 24 students, that is, all the participants of the research, used the resource of *Google Translate*, while some of them also took into account others resources founded on the Internet such as *Soft Català Translate*, *Enciclopedia.cat Dictionary* and *DeepL*. In these activities, only 4 of the children used the dictionary. However, once the conversation about the resources had been made, the new activities brought about a change, because the number of students who used *Google Translate* fell to 8 children, while the most used resource was *Cambridge Dictionary*, which was used by 21 students. Some of them also used *DeepL* and *Soft Català Translate*, and the number of children who decided to consult the dictionary went up to 6. Therefore, it can be also seen a good improve to the resources that the students were used to use at the beginning and the ones that they now have discovered.

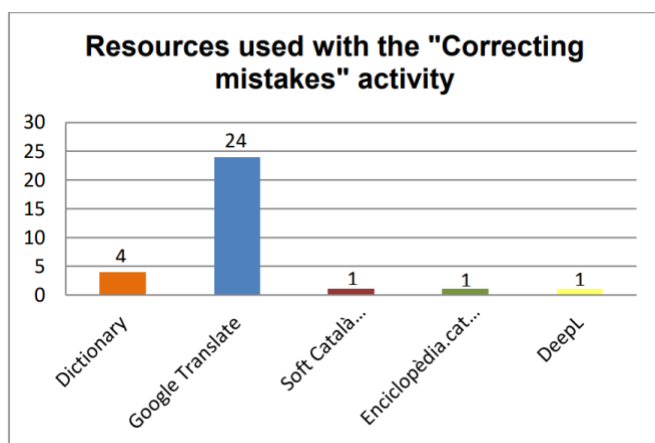


FIGURE 11: Bar chart of the resources used by the students in the first activity. Source: Own Elaboration

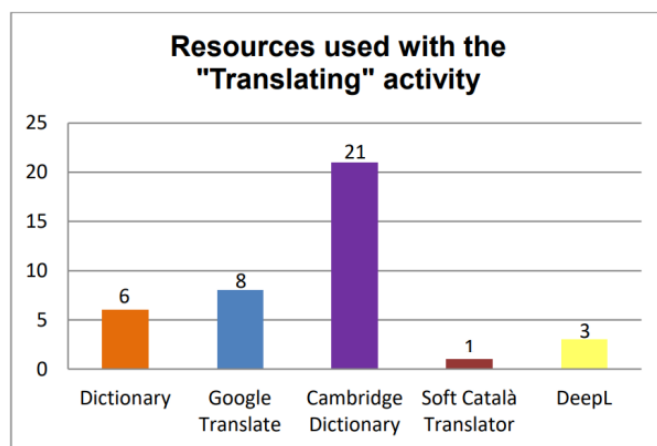


FIGURE 12: Bar chart of the resources used by the students in the second activity. Source: Own Elaboration

5. DISCUSSION AND CONCLUSIONS

Once the study about the autonomy in the learning of the EFL (English as a Foreign Language) of the students of the Upper Cycle of Mont Cós School and Montpalau School has been completed, with the methodology, it has reached some results that have made possible to reflect on the investigation. Although this study has been specific to the 24 students of these two rural schools, it can be said that, in general, it's also useful to consider the core competence of the autonomy in learning a foreign language in Primary Education and to take it into account to any other school or group of students.

Starting with the results, these have made it possible to answer the research questions that were planned at the beginning of the investigation, and to achieve the objectives of the study on the students' behaviour and the resources that they use when working autonomously, and also, to confirm or deny the hypothesis marked at the method section.

Thanks to the teaching unit of the creation of the "Who is who?" game, carried out to observe the behaviour and actions of the students with regard to their autonomy and based on the theory of Ponton and Carr (2000), during the group work, it has been possible to answer the first question and to confirm the hypothesis. As it has been seen, and following what Navarro (2010) says, the students have more autonomy in the group proposals because of the different ideas of the children, the organization that they can choose, their objectives, and it can also be seen an individual active learning of each member of the group relating to the fact that most of the students knew how to find personal and/or group strategies to remember what they had learned during the sessions, that means to identify their own assessment (Navarro, 2010). On the whole, they have been responsible with their work and motivated for them. It's true that, at one time, they needed the help of the adult, but this is also part of the process of becoming autonomous, where the teacher is the one who proposes these situations and guides the children in the different senses involved in the work, because this can help to motivate students to do the activities and learn in an autonomous way (Little, 2007). In

addition, it has been seen more autonomy in the group work thanks to the methodology of the rural schools, in which students are used to work in heterogeneous groups due to the fact that they are grouped in cycles, so, as Velázquez (1998) says, cooperation is part of the process of acquiring autonomy.

On the other hand, with the hypothesis of the individual autonomy of the students, after the study and the results, it can be confirmed the evidences of the different authors related to when students are working individually. The children of the Upper Cycle of the two rural schools have tried to seek adult's help because they didn't understand any words, they didn't know how to solve it, or they simply wanted to have the adult's attention (Dişlen, 2011). If this isn't possible, they have looked for information, more from online resources such as *Google Translate*, than from the dictionary, which, a significant number of them haven't known how to use it correctly, according to the theory of Stoian and Simon (2018). Apart from this, it has been analyzed that the students put attention to their findings to solve the activity, but they weren't fully aware to know if it was correct or not, which is an important part of the learner autonomy, as Borg and Al-Busaidi (2012) explain; for all of these reasons, in the first activity, in general, the students had most of the exercises of the activity incorrect and they showed a low level of autonomy.

However, after the conversation with the participants, and related to the second research question, it has also been confirmed that the students have had a new baggage of resources, such as the correct use of the dictionary or other safer online translators like *Cambridge Dictionary* or *DeepL*, among others. With this, and as Little (2007) explains about the learner involvement related to autonomy, the students showed more predisposition, that is to say, they didn't asked so much the need for the help of the teacher, but, in general, what the students did was to want the approval of the adult to know if what they had found could be correct. In this case, a more autonomous attitude was observed and, the Upper Cycle groups paid more attention to what they found, while trying to analyse it with different options of resources, although they weren't fully aware of them, since at this age they haven't the necessary knowledge of the English language yet, to be aware and sure of what they found. According to Velázquez (1998), this is related to what

Piaget talked about the fact that it's from the age of 10 or 11 years old when it can be seen the results of the process of autonomy, like the capacity on reflect that the students can have (Little, 2000), and that has been observed in these activities where they have been more reflective than in the last ones. In this way, there was also a change compared to the first activity, because the great majority of students went on to have most of the exercises correct and they showed more autonomy in them.

Therefore, in this study with the 24 students of the two rural schools, the objectives of the investigation have been reached because the behaviour of the children while working autonomously for the learning of the EFL (English as a Foreign Language) has been analysed and interpreted, where it has been seen that they are more autonomous in groups than alone, due to the rural schools' methodology, and it has been possible to identify the resources that they use to translate, helping them in their baggage for the near future.

Taking into account the results of this study, the general conclusion is that autonomy should be promoted during all the years of education in all senses, in the social and in the learning way. As far as this last one is concerned and related to the area of the EFL (English as a Foreign Language), the task of the teacher should be none other than to promote activities with situations and manage the class with a variety of strategies and materials, as Camilleri (1999) says. With this, the students, among different contents and other aspects, can acquire an autonomy, that will help them to have the necessary skills and knowledge to be able to learn English without the direct help of anyone, using their learning and resources with which they can practice and identify their truthfulness.

As mentioned above, this study could be carried out with any other group of students and its conclusions can be applied in any other educational context, related to the rural school. In this way, the proposals for improving the research can also be taken into account in the case that a similar study could be carried out in another place and time.

With the application of the investigation and in view of the results, it can be said that in order to see a clear evolution of the learner autonomy, it would be more feasible for the research to be carried out, at least, during a school year in order to be able to observe and analyse the students during the whole process and assess the final learning, as showing them strategies about learner autonomy throughout a flexible way (Días Barriga, Castañeda and Lule, 1986; Gaskins and Eliot, 1998, cited by Peralta, 2016). In addition to this, regarding to the resources for learning and translation into English, it could be more meaningful for the children to have activities where they themselves would discover different options of resources, after the teacher's approval, and with these, each student and/or groups of them could explain and show the resources to their classmates in order to assess, together, the truthfulness of each one. As Stoian and Simon (2018) tell at the literature review about translation in learner autonomy, it's necessary to identify the children's resources to help them in the process and to become aware of the importance of a good selection.

Another improvement for the study that could be made taking into account the time management and the participation of the adult in the teaching unit, would be that, in the activities of this one, to have the possibility of being able to observe each individual student in his/her accomplishment of the group activities, thus to compare it with its behaviours at the moment of elaborating individual activities. In this case, it could be possible to do a more detailed research of the autonomy of the students, really assessing the attitude of each child when working individually and in a group, autonomously.

Nevertheless, and taking into account the time in which the study has been carried out, it has been possible to answer the research questions and to reach the objectives thanks to the activities carried out and to the observation and analysis made with the assessment instruments for each case. In this way, it has been also possible to evaluate, from the point of view of the teacher, the importance of working on this core competence of the Primary Education Curriculum (2015) during all the years of schooling, so that, when they arrive to the final grades, the students already have the necessary knowledge and skills to work and to think

autonomously, a fact that gives them the opportunity to continue learning over the years, by themselves, and without the help of the adult, as Velázquez (1998) explains.

All in all, with this research, it has been possible to value that the students of these rural schools are more autonomous when working in groups, because they are used to cooperate to learn with the courses of each cycle, and this, is a positive part for their learning and their future, since they have some skills of work in groups, that it is difficult to find in some other type of school. As far as individual autonomy in learning the EFL (English as a Foreign Language) is concerned, it has been seen that there is necessary to do a progressive work during the Primary Education with situations and activities that can help them to acquire it, in order to be able to adapt and act in this changing society in which students must be part of it, in an autonomous way.

-
1. Link that leads to the initial questionnaire: <https://forms.gle/odSKmbH6RTZ7z7Ct6>
 2. Link that leads to *Google Translate*: <https://translate.google.es/?hl=ca&tab=TT>
 3. Link that leads to *Cambridge Dictionary*: <https://dictionary.cambridge.org/>
 4. Link that leads to *DeepL*: <https://www.deepl.com/translator>
 5. Link that leads to *Learner's Dictionary*: <https://learnersdictionary.com/>
 6. Link that leads to *Glosbe*: <https://ca.glosbe.com/>
 7. Link that leads to *WordReference*: <https://www.wordreference.com/>

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ANNEXES

Annex 1. General scheduling of the teaching unit “Who is who?”

| THE TEACHING UNIT'S GRID | |
|---|--|
| Title of the Teaching Unit: Who is who? | |
| School: ZER El Llierca - Mont Cós School and Montpalau School. | School Year: 2020 – 2021 (First Term) |
| Class Group: Upper Cycle (5 th and 6 th grade). | <p>Duration: This teaching unit consists of 5 sessions that are held during the first and the second weeks of November 2020.</p> <p>The sessions take place during the English language classes that are assigned to each group according to their timetable:</p> <ul style="list-style-type: none"> - At the Mont Cós School, it takes place on Mondays and Thursdays. - At the Montpalau School, it takes place on Tuesdays and Wednesdays. |
| Number of Students: In the Upper Cycle of the Mont Cós School there are 17 students (6 from the 5 th grade and 11 from the 6 th grade) and in the Montpalau School there are 9 students (4 from the 5 th grade and 5 from the 6 th grade). | |
| FIELD AND AREA | |
| Linguistic field. Foreign Language Area (English Language). | |

| DESCRIPTION AND JUSTIFICATION OF THE TEACHING UNIT | | | |
|--|--|---------------------|--|
| <p>The teaching unit entitled "Who is who?" wants to be a small project to help the students to learn and internalize the contents of physical adjectives and the use of the grammar structure "Have Got", through a fun and motivating game inspired by the typical board game called "<i>Guess Who</i>" or "<i>Who is who?</i>". Moreover, it's a significant proposal because the children are the ones who build the game as well as they are the main characters of it.</p> <p>During all the sessions, there is given importance to the autonomy in the group work in order to build the game and, as they are in a comfortable and confident environment, there is an intention to get them to use English as a language of communication to achieve their self-confidence with the language.</p> | | | |
| TEACHING AIMS | | ASSESSMENT CRITERIA | |
| 1 | To understand and apply the "Have Got" grammar structure through the game. | 1 | To use the "Have Got" grammar structure correctly. |
| 2 | To identify and verbalize physical adjectives with the game. | 2 | To be able to recognize and verbalize the worked adjectives and some others that they can observe. |
| 3 | To use the English language as a means of communication. | 3 | To make an effort to try to speak in English. |
| 4 | To act autonomously according to the roles decided for the team work. | 4 | To show predisposition to work in the groups. |

| LEARNING OUTCOMES | |
|----------------------|---|
| Know | <ul style="list-style-type: none">- The game "Who is who?"- The physical adjectives.- The "Have Got" grammar structure. |
| Be able to | <ul style="list-style-type: none">- Think about the material needed to build the game.- Build the game.- Identify the characteristics of the classmates.- Use the vocabulary and the grammar structure learnt. |
| Be aware that | <ul style="list-style-type: none">- Each person has unique characteristics.- Use English as the language to create and play the game. |

| CORE COMPETENCES |
|---|
| C1. Communicative linguistic and audiovisual competence. |
| C4. Artistic and cultural competence. |
| C5. Digital competence. |
| C7. Learning to learn competence. |
| C8. Autonomy and personal initiative and entrepreneurship competence. |

| AREAS, DIMENSIONS, COMPETENCES AND KEY CONTENTS | | | |
|---|-----------------------|---|--|
| Areas | Dimensions | Competences | Key Contents |
| Foreign Language Area (English Language) | Oral communication | <p>Competence 1. Obtain basic information and understand simple or graded oral texts related to everyday life, the media or school.</p> <p>Competence 3. Use oral interactions strategies to start, keep and finish discourse.</p> | <ul style="list-style-type: none"> - Strategies for oral interaction. - Usual and specific vocabulary. - Oral fluency. - Management and communication of the information. - Use of digital resources. |
| | Reading comprehension | <p>Competence 4. Apply strategies to obtain basic information and understand simple or graded written texts related to everyday life, the media or school.</p> <p>Competence 6. Use searching tools to access and understand texts.</p> | <ul style="list-style-type: none"> - Strategies for understanding. - Reading aloud. - Usual and specific vocabulary. - Searching strategies. - Use of digital resources. |

| | | | |
|--|---------------------------------------|--|--|
| | <p>Written expression</p> | <p>Competence 8. Produce simple texts through the identification of key elements in the communicative situation with some scaffolding.</p> | <ul style="list-style-type: none"> - Specific strategies for the production and revision of texts in foreign languages. - Usual and specific vocabulary. - Spelling of known and frequently used words. - Linguistic and spelling correction. - Use of digital resources. |
| | <p>Multicultural and multilingual</p> | <p>Competence 12. Use multilingual strategies to communicate.</p> | <ul style="list-style-type: none"> - Usual and specific vocabulary. - Phonetics and prosodic elements: intonation, pronunciation and rhythm. - Phonetic, graphic and lexical comparison strategies. - Basic sociolinguistic and |

| | | | |
|---------------------------|---------------------------------------|--|--|
| | | | cultural aspects. |
| Art Education Area | Perception, realization and appraisal | Competence 1. Show habits of conscious perception of the visual reality of the natural and cultural environment. | <ul style="list-style-type: none"> - Aesthetic satisfaction and emotion. - Resources, forms and communicative possibilities of the different artistic elements and languages. |
| | Imagination and creativity | <p>Competence 8. Improvise and create elements and basic resources of the different artistic languages.</p> <p>Competence 9. Design and realize projects and multidisciplinary artistic productions.</p> | <ul style="list-style-type: none"> - Imagination and creativity in artistic expression and communication. - Interest, appreciation and respect for the artistic fact and for one's own and other people's artistic productions. - Satisfaction and aesthetic emotion. - Artistic plastic |

| | | | |
|-----------------------------|--|--|--|
| | | | productions. - Use of digital resources in artistic expression. - Planning of artistic production processes. |
| COMMUNICATION | | | |
| Language of learning | Vocabulary: <ul style="list-style-type: none"> - Board Games (Specifically the game “Who is who?”). - Material to build the game. - Physical adjectives and others (accessories, etc.). | | |
| | Grammar structures: <ul style="list-style-type: none"> - Who knows about...?, I think that..., We can do... - We want to do..., She/He is going to do..., She/He makes... - Have Got (Affirmative, negative, question, positive answer and negative answer). | | |

| | | |
|---|---|--|
| <p>Language for learning</p> | <ul style="list-style-type: none"> - Sharing ideas. - Giving opinions. - Starting and interrupting a conversation. - Playing the game. | |
| <p>Language through learning</p> | <ul style="list-style-type: none"> - Applying of the learned grammar structures and the vocabulary. - Language that comes out when working in every lesson. | |
| <p>COGNITION</p> | | <p>CULTURE</p> |
| <ul style="list-style-type: none"> - Identifying the characteristics of the game. - Analysing how to build the game. - Building the game. - Comparing the different main characters of the game. - Applying what it's learned. | | <ul style="list-style-type: none"> - Appreciate the physical differences between the students who are in the class. - Be conscious of the learning contents by using the game. |

| CONTENTS |
|---|
| - Organization of the group work tasks. |
| - Discussion of the ideas of the tasks in English. |
| - Design of the game. |
| - Manipulation for the construction of the game. |
| - Use of the grammar structure "Have Got". |
| - Distinction of the vocabulary of the physical adjectives. |
| - Playing the game applying what it's learned. |
| - English-speaking habit. |

| SEQUENCE OF ACTIVITIES | | | | | | | | |
|------------------------|------------------------|----------|---|---|---|---|----------------------------------|---------------------|
| Session | Activity | Duration | Grouping | Material and Resources | Student Activity | Teacher Activity | Skills | Assessment Criteria |
| Warming-Up | | | | | | | | |
| S1 | Let's create our game! | 1 hour | Individual students and 4 groups of 4 or 5 students | Board with its writing material. Wool. 4 different puzzles. | The students are mainly receptive: - Talking by the teacher's guide. | The teacher is active: - Explaining of the game. - Giving conversation to the students. | Listening Speaking Reading | 3,4 |

| Central Part | | | | | | | | |
|--------------|-----------------------|---------|-----------------------------|---|---|--|---|-----|
| S2 | Let's build our game! | 2 hours | 4 groups of 4 or 5 students | Roles' grid. Papers and writing material. Cardboard. Camera. Computer. Printer. Laminating Machine. Scissors. Glue. | The students are active: - Designing the game. - Building the game. | The teacher is mainly receptive: - Suggesting the students' doubts. | Listening Speaking Reading Writing | 3,4 |

| | | | | | | | | |
|--------------------|----------------------------------|--------|---|--|---|---|---|---------|
| S3 | Let's know how to play our game! | 1 hour | Individual students | Board and its writing material. Clues. Students' notebooks and their writing material. 2 cards. | The students are active: - Talking about the game's function and the grammar structure and vocabulary. | The teacher is active: - Talking about the game's function and the grammar structure and vocabulary. | Listening Speaking Reading Writing | 1,2,3 |
| Rounding-Up | | | | | | | | |
| S4 | Let's play our game in groups! | 1 hour | 4 groups of 4 or 5 students and individual students | Their own game "Who is who?". Group's self-assessment paper. Writing material. | The students are active: - Playing the game. - Filling the group's self-assessment. | The teacher is receptive: - Observing and helping the students. | Listening Speaking Reading Writing | 1,2,3,4 |

| | | | | | | | | |
|----|-------------------------------|--------|-------------------------------|---|--|--|---|-------|
| S5 | Let's play our game in pairs! | 1 hour | Pairs and individual students | Their own game 'Who is who?'. Self-assessment paper. Writing material. | The students are active: - Playing the game. - Answering the individual self-assessment. | The teacher is receptive: - Observing and helping the students. | Listening Speaking Reading Writing | 1,2,3 |
|----|-------------------------------|--------|-------------------------------|---|--|--|---|-------|

METHODOLOGICAL GUIDELINES

As there are two different grades in each class, there isn't any difference between the courses because they are used to work together with the contents of the two years. However, the main contents of the vocabulary and the grammar of this unit are more intended for the 5th grade. For this reason, this can be a review for the students of the 6th grade, who can help their classmates when speaking or playing the game. In addition, there can be some additional extensions for the 6th grade's students that the 5th graders can also learn.

Therefore, the teaching unit is designed for the Upper Cycle in general, taking into account the characteristics of the two grades and their way of working.

Apart from this, the teacher tries to attend to the objective of using the English language as a means of communication during all the sessions, so, if there is someone who doesn't understand it, the teacher and the classmates can help him/her translating it in Catalan.

| DIVERSITY ATTENTION | | REINFORCEMENT AND EXTENSION ACTIVITIES | |
|--|--|---|--|
| <p>In this teaching unit, there is a work on the inclusion making all the children participate in all the activities.</p> <p>The group work is a proposal for the diversity because there is not a special attention to them. They have to feel like their colleagues of the group, who can help them and, if it's necessary, they can also receive help from the teacher.</p> <p>If there is a student with some type of disability, the teacher prepares an Individualized Plan with some adapted objectives, which help the student to learn without feeling apart from the rest of their classmates.</p> | | <p>As they work in groups, there are different levels in each one, so they can help each other.</p> <p>The students who have more difficulties can play the game reading the grammar structures and the adjectives from their notebooks, or they can ask for help from a classmate when they are having a game in pairs.</p> <p>The students who need some extension activities can have the freedom to use other grammar structures or some other adjectives that they may know.</p> | |
| INTERDISCIPLINARY | INFORMATION TECHNOLOGY'S USE | TRANSVERSE AXES | |
| <p>This teaching unit, apart from being mainly in the Foreign Language Area (English Language), it can also be related to the Art Education Area because the students have to design and build a game at the same time that they are trying to speak in English during the creation, with the learning of a specific grammar structure and vocabulary and to work</p> | <p>During the teaching unit, two groups have to use a camera, some computers, a printer and a laminating machine to create their photos to be the main characters of the game. So, there is a work to observe the digital competences of the students.</p> | <p>This teaching unit can be also used to work some different fields of the curriculum:</p> <ul style="list-style-type: none"> - Linguistic field: Learn new vocabulary and grammar structures. - Mathematics field: Learn the measures that they need to build the game. | |

| | | |
|------------|--|--|
| in groups. | | <ul style="list-style-type: none">- Science field: Talk about the genes of the human that make us with some characteristics different from some other people.- Artistic field: Design, build and decorate the game.- Education in values field: Take into account the humans' diversity and the importance of the self-esteem. |
|------------|--|--|

Annex 2. “Correcting mistakes” activity to study the individual autonomy of the students before the conversation about the resources

Correcting mistakes

Correct these mistakes given by the *Google Translate*:

The screenshot shows the Google Translate interface. The source language is set to CATALÀ and the target language is ANGLÈS. The input text is "El meu amic i jo no juguem a futbol." and the output translation is "My friend and I play football." There is a small 'x' icon next to the translation, indicating an error. The interface includes a microphone icon, a speaker icon, and a character count "6 / 5000".

The screenshot shows the Google Translate interface. The source language is set to CATALÀ and the target language is ANGLÈS. The input text is "On viu en Pere?" and the output translation is "Where do Peter live?" There is a small 'x' icon next to the translation, indicating an error. The interface includes a microphone icon, a speaker icon, and a character count "6 / 5000".



Annex 3. “Translating” activity to study the individual autonomy of the students after the conversation about the resources

Translating

Choose the correct translation:

- | | |
|---|--|
| 1. Hi ha tres gossos saltant. | a. The windows of the school canteen are round. |
| 2. El nadó plora tot el dia. | b. We go on holidays in a wonderful village. |
| 3. Anem de vacances a un poble meravellós. | c. The United Kingdom flag is white, red and blue. |
| 4. Les finestres del menjador de l'escola són rodones. | d. The baby cries all day. |
| 5. La bandera del Regne Unit és de color blanc, vermell i blau. | e. There are three dogs jumping. |

Translate the following sentences in English:

1. M'agrada estar amb el meu grup d'amics.

2. He anat a comprar claus per penjar el quadre.

3. L'estrena de la nova sèrie de *Netflix* és el dia 28 de novembre.

4. A on guardes les meves claus?

5. Avui estreno sabates, jersei i pantalons.

6. Aquest any el meu grup de música preferit ha tret un disc nou.

Annex 4. Observation grid to analyze the group autonomy of the students

OBSERVATION GRID¹

Group Task:

Members of the group:

| Issues | Answers | Comments |
|--|----------|----------|
| Goal-directedness | | |
| Have they set group goals? | Yes / No | |
| Have the roles been distributed among the group's members? | Yes / No | |
| Have they planned the tasks for the creation of the game? | Yes / No | |
| Action-orientation | | |
| Have they acted according to their task? | Yes / No | |
| Has each member of the group acted according to his or her role? | Yes / No | |
| Did they achieve the goal they set for themselves? | Yes / No | |

| Self-startedness | | |
|---|----------|--|
| Have they been motivated during the process of building the game? | Yes / No | |
| Have they been motivated to learn the content? | Yes / No | |
| Active-approach to problem solving | | |
| Have they shown responsibility when a problem was encountered? | Yes / No | |
| Have they solved the problems without the help of an adult? | Yes / No | |
| Persistence in overcoming obstacles | | |
| Have they applied what they have learned through the game? | Yes / No | |
| Have they looked for strategies when an obstacle appeared? | Yes / No | |

-
1. Observation grid of own elaboration and based on the five behaviours that are involved with learner autonomy of Ponton and Carr (2000)

Annex 5. Example of the observation grid of one group of students

OBSERVATION GRID¹

Group Task: Building the board of the game

Members of the group: M.C, L.B and S.R.

| Issues | Answers | Comments |
|--|----------|--|
| Goal-directedness | | |
| Have they set group goals? | Yes / No | They have thought how they want their board of the game. |
| Have the roles been distributed among the group's members? | Yes / No | They have distributed the roles for each member of the group. |
| Have they planned the tasks for the creation of the game? | Yes / No | They haven't had done it. They have improvised during the process of the building. |
| Action-orientation | | |
| Have they acted according to their task? | Yes / No | They have been following their ideas to build the board. |
| Has each member of the group acted according to his or her role? | Yes / No | Each member tried to act according to their role, helping to each other. |
| Did they achieve the goal they set for themselves? | Yes / No | They created the board that they had imagined. |

| Self-startedness | | |
|---|----------|---|
| Have they been motivated during the process of building the game? | Yes / No | They showed predisposition to build the board of the game. |
| Have they been motivated to learn the content? | Yes / No | They were motivated doing the different activities related to the content. |
| Active-approach to problem solving | | |
| Have they shown responsibility when a problem was encountered? | Yes / No | When they had a problem, they discussed about it. They don't show responsibility to solve it without getting angry. |
| Have they solved the problems without the help of an adult? | Yes / No | They asked the adult's help every time they had a problem. |
| Persistence in overcoming obstacles | | |
| Have they applied what they have learned through the game? | Yes / No | They knew how to play the game and what to use to it. |
| Have they looked for strategies when an obstacle appeared? | Yes / No | They tried to remember the clues of the third session. |

1. Observation grid of own elaboration and based on the five behaviours that are involved with learner autonomy of Ponton and Carr (2000)

Annex 6. Rubric to assess the individual autonomy of the students

RUBRIC TO ASSESS THE INDIVIDUAL ACTIVITIES²

Name of the student:

Type of activity: Correcting mistakes / Translating

| Category | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|--|---|---|--|--|-------|
| Need for help | - Asks help from the adult. - Asks help from classmates. | - Asks help from the adult. - Hardly asks help from classmates. | - Asks the approval from the adult. - Doesn't ask help from classmates. | - Doesn't ask help or approval from the adult. - Doesn't ask help from classmates. | |
| Use of the dictionary | - Doesn't differentiate the sections of each language. - Doesn't know how to search for the words. - Doesn't differentiate between the options of translations. | - Has difficulty in differentiating the sections of each language. - Has difficulty in searching for the words. - Doesn't differentiate between the options of translations; limits to the first one. | - Knows how to differentiate the sections of each language. - Knows how to search for words, but has difficulty with some of them. - Differentiates the options of translation for each word, but doesn't take into account the context. | - Knows how to differentiate the sections of each language. - Knows how to search for words correctly. - Differentiates the options of translation for each word according to the context. | |
| Use of online resources* | - Uses the first resource that he/she finds. - Doesn't know how to use it. | - Uses the first resource that he/she finds. - Has difficulties in using it. | - Looks for different resources, but ends up using only one. - Knows how to use it correctly. | - Uses different resources. - Knows how to use, all or almost all of them, correctly. | |
| Awareness of the findings | - Doesn't pay attention to the search. - Doesn't analyze the findings. - Isn't aware of the truthfulness of the findings. | - Pays attention to the search - Doesn't analyze the findings. - Isn't fully aware of the truthfulness of the findings. | - Pays attention to the search. - Analyze the findings. - Isn't fully aware of the truthfulness of the findings. | - Pays attention to the search. - Analyze the findings. - Is aware of the truthfulness of the findings. | |
| Elaboration of the activities | - All the answers are incorrect | - More than half of the answers are incorrect. | - More than half of the answers are correct. | - All the answers are correct. | |
| *Name of the online resources that he/she uses: Other observations: | | | | | |

2. Rubric of own elaboration to assess the individual activities and based on different authors such as Stoian and Simon (2018), Dişlen (2011) and Borg and Al-Busaidi (2012)

Annex 7. Example of the rubrics of one student to analyze his behavior in the two individual activities

RUBRIC TO ASSESS THE INDIVIDUAL ACTIVITIES ²

Name of the student: L.B

Type of activity: Correcting mistakes / Translating

| Category | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|---|---|---|--|--|-------|
| Need for help | - Asks help from the adult. - Asks help from classmates. | - Asks help from the adult. - Hardly asks help from classmates. | - Asks the approval from the adult. - Doesn't ask help from classmates. | - Doesn't ask help or approval from the adult. - Doesn't ask help from classmates. | 1 |
| Use of the dictionary | - Doesn't differentiate the sections of each language. - Doesn't know how to search for the words. - Doesn't differentiate between the options of translations. | - Has difficulty in differentiating the sections of each language. - Has difficulty in searching for the words. - Doesn't differentiate between the options of translations; limits to the first one. | - Knows how to differentiate the sections of each language. - Knows how to search for words, but has difficulty with some of them. - Differentiates the options of translation for each word, but doesn't take into account the context. | - Knows how to differentiate the sections of each language. - Knows how to search for words correctly. - Differentiates the options of translation for each word according to the context. | 2 |
| Use of online resources* | - Uses the first resource that he/she finds. - Doesn't know how to use it. | - Uses the first resource that he/she finds. - Has difficulties in using it. | - Looks for different resources, but ends up using only one. - Knows how to use it correctly. | - Uses different resources. - Knows how to use, all or almost all of them, correctly. | 2 |
| Awareness of the findings | - Doesn't pay attention to the search. - Doesn't analyze the findings. - Isn't aware of the truthfulness of the findings. | - Pays attention to the search - Doesn't analyze the findings. - Isn't fully aware of the truthfulness of the findings. | - Pays attention to the search. - Analyze the findings. - Isn't fully aware of the truthfulness of the findings. | - Pays attention to the search. - Analyze the findings. - Is aware of the truthfulness of the findings. | 1 |
| Elaboration of the activities | - All the activities are incorrect | - More than half of the activities are incorrect. | - More than half of the activities are correct. | - All the activities are correct. | 2 |
| <p>*Name of the online resources that he/she uses: Google Translate Other observations: He gives up and doesn't search other options.</p> | | | | | |

2. Rubric of own elaboration to assess the individual activities and based on different authors such as Stoian and Simon (2018), Dişlen (2011) and Borg and Al-Busaidi (2012)

RUBRIC TO ASSESS THE INDIVIDUAL ACTIVITIES²

Name of the student: L.B

Type of activity: Correction mistakes / **Translating**

| Category | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|---|---|---|--|--|-------|
| Need for help | - Asks help from the adult. - Asks help from classmates. | - Asks help from the adult. - Hardly asks help from classmates. | - Asks the approval from the adult. - Doesn't ask help from classmates. | - Doesn't ask help or approval from the adult. - Doesn't ask help from classmates. | 1 |
| Use of the dictionary | - Doesn't differentiate the sections of each language. - Doesn't know how to search for the words. - Doesn't differentiate between the options of translations. | - Has difficulty in differentiating the sections of each language. - Has difficulty in searching for the words. - Doesn't differentiate between the options of translations; limits to the first one. | - Knows how to differentiate the sections of each language. - Knows how to search for words, but has difficulty with some of them. - Differentiates the options of translation for each word, but doesn't take into account the context. | - Knows how to differentiate the sections of each language. - Knows how to search for words correctly. - Differentiates the options of translation for each word according to the context. | 3 |
| Use of online resources* | - Uses the first resource that he/she finds. - Doesn't know how to use it. | - Uses the first resource that he/she finds. - Has difficulties in using it. | - Looks for different resources, but ends up using only one. - Knows how to use it correctly. | - Uses different resources. - Knows how to use, all or almost all of them, correctly. | 3 |
| Awareness of the findings | - Doesn't pay attention to the search. - Doesn't analyze the findings. - Isn't aware of the truthfulness of the findings. | - Pays attention to the search - Doesn't analyze the findings. - Isn't fully aware of the truthfulness of the findings. | - Pays attention to the search. - Analyze the findings. - Isn't fully aware of the truthfulness of the findings. | - Pays attention to the search. - Analyze the findings. - Is aware of the truthfulness of the findings. | 2 |
| Elaboration of the activities | - All the activities are incorrect | - More than half of the activities are incorrect. | - More than half of the activities are correct. | - All the activities are correct. | 3 |
| <p>*Name of the online resources that he/she uses: Cambridge Dictionary and Google Translate Other observations: He pays attention to his activities.</p> | | | | | |

2. Rubric of own elaboration to assess the individual activities and based on different authors such as Stoian and Simon (2018), Dişlen (2011) and Borg and Al-Busaidi (2012)

Annex 8. Pictures of the own elaboration “Clues” used in the third session of the Teaching Unit

