Promoting self-regulation: A dialogic approach for trainees of A B.A. in TEFL

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Abstract

This study explores a dialogic approach between the faculty and the pre-service teachers of English for there seems to be an epistemological void in the interpretation of this relationship. On the one hand, the learner in the program under study, expects the teacher to transmit knowledge. On the other, the faculty dogmatizes its roles and actions, and they both miss the opportunity to develop the potential of quality communication. Vygotsky's (1978, 1986) ZPD, and self-regulating strategies as well as Lantolf's (2000) socio-cultural theory have shed light on this inquiry that deals with an attempt to modify the communicative interaction in which pre-service teachers learn to set their own goals monitor them, as they gain awareness of their progress towards autonomy. For the qualitative study eight professors and thirty eight undergraduate TEFL trainees have participated. Self-regulation and tutoring have been scrutinized in focus groups by means of surveys (appendix 1), field notes, video taping and audio-recording (6 samples are analyzed) of classes and of tutoring sessions. The inquiry hopes to find the ways in which a dialogic approach in tutoring may allow the faculty and the learners to trace a learning path for the target language (TL). Preliminary results suggest that the faculty requires to become responsive to the trainees' needs, interests, learning styles and strategies. This paper addresses the question: *How may a dialogic approach promote self-regulation in tutoring to develop autonomy in foreign language learning?* The literature review draws mainly on *Vygotsky's Zone of Proximal Development (1978) and on self-regulation (1986; Lantolf's socio-cultural approach (2000)* and Autonomous language Learning *(Holec, 1981; Little, 1990; Nunan, 1997.)*. The paper closes with a discussion of the preliminary results.

Key Words: Autonomy, Dialogic Approach, Foreign language learning, Self-regulation, Socio-cultural theory, Tutoring

1. The problem

The study was conducted at a private university in Bogotá that serves 520 low-income students of B.A in TEFL as a major, and French as a minor. The B.A is looking for an identity, a curriculum, a pedagogy and for practices that reflect today's educational needs and that take advantage of the plentiful resources available today to promote autonomous learning. The Curriculum Committee of the B.A program has identified the absence or the limitations of tutoring sessions: it has also noted low proficiency achievement in the target language (TL). The committee feels the faculty needs to steer a pathway for orienting the undergraduates, for dealing with mixed-ability classes, and for offering differentiated learning.

Previous studies conducted, at the B.A. program under study, by this author and by others indicate that:

- Heteronomy affects negatively the development of proficiency in the TL. (Zorro, et al 2004:58)
- Professors do not seem to promote autonomous processes, and trainees depend on teachers (Zorro et al, 2007),
- Learning pathways are not identified by the students nor the faculty to promote autonomy (Zorro et al, 2005),
- Trainees do not use English materials outside of the classroom (Zorro et al, 2004),
- Learning and teaching worksheets, designed to promote self-regulation, are not enough to supply undergraduates' needs (Zorro et al, 2007b),
- Self-access centers are required to help trainees cope with their needs and interests (Zorro et al, 2011).

There is a need to study a dialogic approach that sheds light into the mediations of the professors and the pre-service teachers when communicating about L2 development. Along those lines the following research question and objectives are proposed:

How may a dialogic approach promote self-regulation in tutoring to develop autonomy in foreign language learning?

General objectives: To establish how a dialogic approach for the faculty and the pre-service teacher promotes the development of learner autonomy.
Specific objectives:
- To assess the phase of autonomy in which the trainees are.
- To define the steps and criteria to design, adapt and validate tutoring sessions.
- To evaluate the impact of a dialogic approach in tracing a learning path.

2. Hypothesis

The working hypothesis for this study can be stated in the following terms: *When dialogic tutoring is implemented, communicative competence in English may be enhanced significantly.* This study proposes that engaging the faculty and the undergraduates in a dialog, the development of autonomy shall lead to:
- Proposing tasks in which the trainees are able to self-evaluate their progress and trace a learning path.
- Creating strategies that validate cognitive and metacognitive processes relating them to the undergraduates' needs and interests.
- Building up cooperative and learning ties to promote knowledge.

The inquiry consists in finding how change is feasible in gaining independence (Little,1990; Benson, 1996) to establish goals, to plan and assess students' progress in the TL. The dialogic intervention shall help learners self-regulate and monitor the acquisition of the TL, tracing a pathway that provides support and enhancement of their cognitive and metacognitive knowledge.

The hypothesis stated above is in line with Donato's (1994) concept of collective scaffolding in which peers help one another in a TL through collaboration on the social plane. By working cooperatively individual and collective success is achieved.
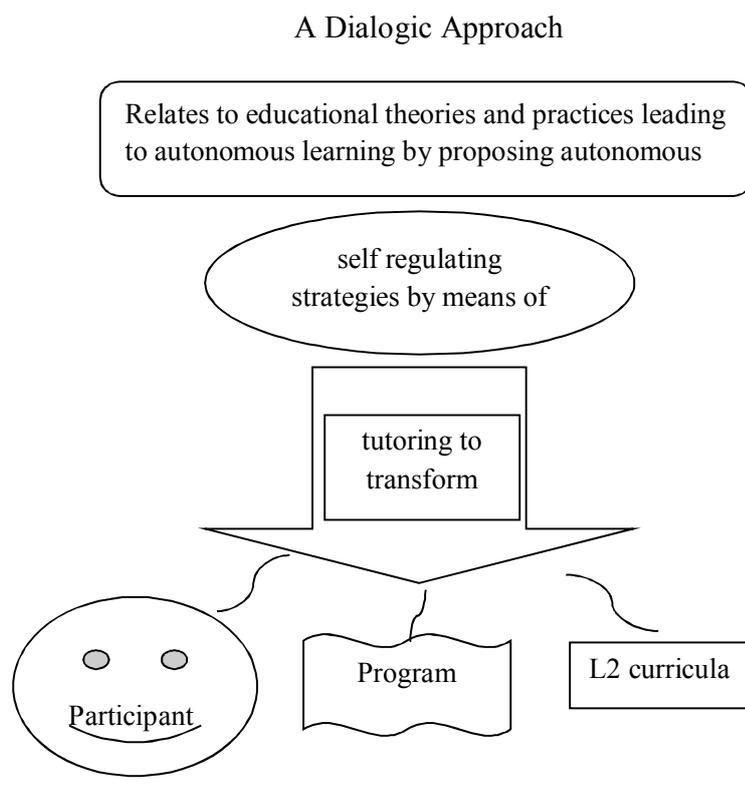
3. Literature review

The literature review indicates that more than in other disciplines, the development of autonomy is the focus of study in educational research (44%). The literature review draws on discussions on the body of knowledge in education that relate to Dialogism, and Autonomy. Vygotsky's studies on the Zone of Proximal Development (1978) and on self-regulation (1986) as well as Lantolf's socio-cultural approach (2000) have shed light on dialogic interaction. In this mediation, autonomy (Holec, 1981; Little, 1990; Nunan, 1997) and the Socio-Cultural Approach harmonize with aspects such as responsibility, goal-setting and decision-making. These categories propose innovations in curricula and in methodologies.

3.1 Dialogism

There seems to be an epistemological gap in the teacher-learner relationship. On one hand culture tends to shape learners to expect teachers to pass on knowledge. On the other hand, instrumental curricula creates a culture which does not always allow learners to become agents of their learning. This proposal, framed within contemporary pedagogies, hopes to make a contribution to tertiary education and specifically to teacher education. It attempts to inquire and establish dialogism between the teacher and the students (Hoyos, 2012; Voloshinov/Bakhtin, 1976).

A dialogic approach should assist the steering and tracing of learning pathways that may result in gains in communicative competence in TL. The figure below illustrates how the B.A program expects to transform the practices with the intervention and participation of the faculty and of the pre-service teachers.

A Dialogic Approach

Relates to educational theories and practices leading to autonomous learning by proposing autonomous

self regulating strategies by means of

tutoring to transform

Participant

Program

L2 curricula

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Vygotsky's "Zone of Proximal Development" (ZPD) suggests that language learning occurs when production is stretched through required skillful assistance at points in the learner's ZPD; the distance between the learner's capacity and the capacity to produce language with assistance constitutes the ZPD. This zone is likely to be different for various students in any given class, based on many individual characteristics of the learners. These characteristics include, among others, motivation, self-esteem, anxiety level, risk taking ability, learning styles, and learning strategies; and these differences are sometimes very major, relating both to cultural background and to individual personalities." (Scarcella, 1992)

Taking into account Vygotsky's concern, it should be considered that trainees require different types of assistance in order to perform most effectively. Individual differences account for the need of a dialogic approach which would transform the B.A. trainees, the B.A program, their curricula and their practices.

3.2 Autonomy in foreign language learning

For Little (1991:4) autonomous learning is the capacity for detachment, critical reflection, decision making and independent action. Autonomy is not a specific thing –it is a capacity which will grow by practice, or be lost through inactivity. Human beings are autonomous in relation to a particular task when they are able to perform that task (1) without assistance, (2) beyond the immediate context in which they acquired the knowledge and skills on which successful task performance depends, and (3) flexibly, taking account of the special requirements of particular circumstances (Little, in Sinclair, 2001:15).

Little claims that the capacities that make up behavioral autonomy are procedural, which means that they can be developed only experientially, that is, through practice. You can no more become an autonomous language learner-user simply by being told how to do it than you can learn to ride a bicycle simply from written instructions. Being told how to be an autonomous language learner/user and reading written instructions about how to ride a bike may well provide the learner in either case with useful information and insights. But the language learner/user will become gradually more proficient only by riding their bike.

To build autonomy, trainees need encouragement to take on responsibility for their own work. By having some control over how and what they learn, trainees are more likely to be able to set realistic goals, plan programs of work, develop strategies for coping with new and unforeseen situations, evaluate and assess their own work and, generally, to learn how to learn from their success and failure in ways in which will help them to be efficient learners in the future as Mc. Garry (1995:1) argues. Besides, autonomous learners are willing to take risks to communicate in the TL at all costs; are good guessers and place importance on accuracy as well as appropriateness (Omaggio, 1978).

However, autonomy does not mean that the teachers become redundant, but they help learners to assume greater control over their own learning, so they become aware and identify the strategies they already use or could potentially use. (Holmes & Ramos, 1991) Having in mind that individuals have different learning habits, interests, needs and motivation these can be developed at varying degrees of independence throughout their lives (Tumposky, 1982).

The concept of autonomy on learning is semantically complex, but near its core are the notions of individuality and independence. Because we are social beings our independence is always balanced by dependence; our essential condition is one of interdependence. Total detachment is a principal determining feature not of autonomy but of autism (Little, 1997 in

Sinclair, 2001:16). This enquiry attempts to identify how autonomy grows as trainees establish and plan their goals as a result of dialogic tutoring.

3.2. 1. Models of autonomous language learning.

The importance of using the TL through collaborative tasks and problem-solving is emphasized in today's curricula. The growth of learner independence is supported by learner interdependence. The chart presented below, proposed by Sheerin (1997:57) provide a guide within a range of factors that go from dependence to independence. It proposes that learners can develop the disposition and ability to carry out tasks in which both cognition and reflection are stressed as it is desired in the B.A program under study. (Minutes of the Curricular Committee)

Promoting autonomous learning

		DISPOSITION TO	
	1	Analyze one's own strengths/weaknesses, language needs	**I**
D	2	Set achievable targets and overall objectives	**N**
E	3	Plan a work program to achieve the objectives set	**D**
P	4	Exercise choice, select materials and activities	**E**
E	5	Work without supervision	**P**
N	6	Evaluate one's program	**E**
D		**ABILITY TO**	**N**
E	7	Analyze one's strengths/weaknesses, language needs	**D**
N	8	Set achievable targets and overall objectives	**E**
C	9	Plan a work program to achieve the objectives set	**N**
E	10	Exercise choice, select materials and activities	**C**
	11	Work without supervision	**E**
	12	Evaluate one's program	

Sheerin (1997:57) contends that the implementation of a program based on the above model may contribute to:

- Allow learners to analyze their own strengths/weaknesses and language needs by providing a framework for them to analyze these, and by providing authentic communication situations so that the learners can test their language abilities.
- Help learners set achievable targets and overall objectives by giving an explanation of the planning process, and providing learning pathways.
- Help learners to plan work plan to achieve the objectives set through access to lists of materials useful for learners to lead them through a planning to evaluation process
- Encourage learner to exercise their choice and select materials and activities. Criteria for these choices are made clear in the explanation of the planning process.
- Encourage work without supervision but the program strongly advices help and guidance from teachers and tutors because it is recognized that there is a range degree of autonomy.
- Include the self-evaluation of learner's progress which is explained and aided by teachers, but for less independent learners, e-mail advice and tutor evaluation shall be made available.

On the other hand Nunan's proposes a Model of autonomy characterized by:

- Awareness
- Identifying students awareness, and learning styles.
- Involvement
- Planning student's learning process making the most of language learning
- Intervention
- Learning about self-assessment of continuing language development, finding Self-access activities, modifying them.
- Creation
- Prioritizing language needs; Planning a learner contract
- Transcendence
- Portfolio co-evaluation; Seminar skills

Level	Learner Action	Content	Process
1	**Awareness**	Raising learners' awareness of the pedagogical goals of the materials used**.**	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies.
2	**Involvement**	Learners are involved in selecting their own goals from a list of alternatives given.	Learners make choices among a range of options.
3	**Intervention**	Learners take part in modifying and adapting the goals and content of the program.	Learners adapt tasks
4	**Creation**	Learners create their own goals and objectives.	Learners create their own goals tasks.
5	**Transcendence**	Learners go beyond the classroom and make links between what they learn in class and the outside world.	Learners become teachers and researchers**.**

Nunan's Model of autonomy. Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.) Autonomy and independence in language learning (pp. 192-203). London: Longman.

Analogically, it is important to highlight that children acquiring their first language move from one stage to another only when they feel ready to do so; that is to say the child enjoys a degree of autonomy that is also provided by an environmental stimuli. This fact reminds teachers that there is a crucial sense in which all learning is internal to the learner; we cannot control what goes on inside each learner's head. Even more, learners require time and psychological space in which to learn; and if we are too insistently interventionist in our pedagogical practice we can all too easily deprive them of that time and space.

Like children learning their first language, foreign language learners follow predictable routes of acquisition. The most successful learners will be those who have developed sufficient autonomy to allow those processes free rein. On addition, the development of literacy skills entails the development of the capacity to plan, monitor and edit discourse. For language learners, the reflective processes that planning, monitoring and editing embody are a means of providing crucial conscious support for the processes of acquisition (see Little, in Gathercole, 1990).

So far the paper has formulated the problem, has stated a hypothesis and the literature has been reviewed. The next section discusses the data analyzed to date and the preliminary findings

which concern the faculty and the learners' strengths and weaknesses, the role feedback, scaffolding and the use of internet play in self-regulation. The data closes with an analysis of how to train the faculty to become dialogic tutors.

As Yamaguchi et al (2012) declare, studies on autonomy have found a positive impact on the curriculum, yet there is still more research to do to find out how much the learner takes charge of his/her progress when learning a language.

4. Preliminary data and expected results

The enquiry attempts to identify how college students from B.A in TEFL reflect on establishing and planning their goals.

ANALYSIS OF SAMPLES (note fields and corpus)

Sample No.1

Cami (a pseudonym) is a freshman. He is 18 years old. He spent a year in England after leaving high school. Then he decided to join the licensure in TEFL. His professor has encouraged him to assist his classmates... These facts account for his sense of direction. He takes part in modifying and adapting the goals and content of the program.

Cami discusses with the professor the importance of placing grammar as a 'big goal'. He declares that for a teacher the knowledge of grammar is a must.

1.Cami: Well..in my opinion I guess is quite similar to writing an essay. You have to take
2.-I don't know how can you say that- the topic sentence could be the big goal you can
3.take…I guess… we can handle it in that way, and the small goal may be the order how
4.we write, but I really liked it. ¡why? Because if you have a big goal and small goal so
5.that we can create a way in order to create a structure between that small goal and
6.big goal that you are creating like a structure so I think is quite nice because that first
7.point would be the small goal and the second point would be the big goal, we can
8.produce… we can find too many things. I mean for example my biggest goal is to try to
9.understand the present perfect tenses...
10.Professor 1: That's grammar...
11.Cami: yeah, I know I have a kind of obsession for *the grammar
12.Professor 1: that's not bad
13.Cami: because I believe that if you want to teach a language you have to know the
14.grammar. I mean if you speak a language *doesn't mean you can explain it or teach it,
15.and it's so important to understand all the structures of a language in order to
16.explain it, because OK I could understand the thing I have to say, for example to buy
17.coffee or for example if you want to teach, that is important that you know the
18.structure and also you can use those structures in these times is not always in that
19.time. I don't have any issue trying to learn the language between the experience, using
20.the experience is good. But for me is also important the structure that I am going to
21.teach, we have to understand the structure, we have to know it perfectly.
22.Prof 1.: I see you very enthusiastic working with classmates monitoring because you
23.enjoy it.
24.Cami:....

Sample 1 suggests that Cami knows how to tackle tasks. Cami seems to be aware that a plan is needed, that moving from the parts to the whole helps language development and insists on his teacher identity to explain his behavior.

Model of autonomy: According to Nunan's model (1997), Cami is placed in the intervention level of autonomy, he modifies his goals to suit his needs (see lines 4,5,6 and 7). In addition, for the length of his intervention, he has mastery in turn taking.

Sample No.2

Professor Mau (a pseudonym) held a dialogue with Angie (a pseudonym) in two tutoring sessions. In the first the learner mentions her difficulties, in the second one, goals are the subject.

> *1.Angie: well, I get confused when I use prepositions, really I don't know when to use them*
> *2. Professor Mau: Prepositions of place or time ?*
> *3.Angie: More or less also the structures, I don't know when to use them*
> *4. Professor Mau: What do you mean?*
> *5.Angie: I don't know when to use the present, the past or the future*
> *6. Professor Mau: Do you mean the use of language ?*
> *7.Angie: I recognize the structure but not the communicative use.*
> *Professor 2. Uh, it's like when you learn little pieces of language, translating literally but there is no communication at all. Well, so the next step is to think ... I am going to share a weekly learning pathway in the following session. (Bueno entonces el siguiente paso es pensar... les voy a socializar una ruta de aprendizaje con plan de trabajo semanal)*

Angie's worries and difficulties for understanding how language works (line 7) and with prepositions and tenses (lines 1 and 5) help the professor to start tutoring sessions in which a weekly pathway and continued dialogue facilitate Angie's language progress. Professor Mau uses a scaffolding procedure to help Angie to look for a specific goal to develop with the help of a format.

Sample No.3
Second tutoring session with Angie.
> *1. Professor Mau: today is March 10th, we are here with our student Angie: she's, she has come for the second time to the tutoring session, according to the format that I gave you last time, was based on a plan of work, so I'm going to check it to see how you did during the first week, and then we're going to set new goals, I mean learning objectives to start working weekly so let's switch into Spanish.*
> *1. Professor Mau: Hi Angie: How did it go with your learning objective this week of review? (Hola Angélica: ¿Cómo te fue con tu primera semana de revisión, con tu objetivo aprendizaje)*
> *2. Angie: Well, I have been looking for many ways of learning (Bien, pues ahí he estado buscando muchas formas de, de aprendizaje).*
> *3. Professor Mau: And what was your objective, your learning goal, this week that just ended. (¿Cuál fue tu objetivo, tu meta de aprendizaje esta semana que acaba)*

4. Angie: I wrote that my difficulty was comprehension when answering questions that was my objective eh. (puse que la comprensión, la comprensión de las respuestas de las preguntas, se me dificultaban, entonces ese fue el objetivo.)
5.Professor Mau: How to formulate and understand questions (formulación de preguntas, comprensión de preguntas y..

In contrast with Cami's classmate, Angie does not seem to understand the game of learning. She seem to have difficulty to verbalize what she wants. The professor tries to translate what she wants so as to offer support. Following the *model of autonomy* proposed by Nunan (1997): Angie's difficulty to assess her goals would be assisted by working with the professor in this learner contract.

PLANNING A LEARNER CONTRACT
This worksheet will help you commit yourself to a realistic goal. Fill out the contract below and discuss with a consultant if necessary. Use a contract for only one goal.
Remember to make realistic estimates of your time. If you underestimate what you can do, you will achieve very little; if you probably have a lot of unfinished tasks.
Name: Angie
This plan covers the period _____2_____ hours per week/ month for the next _____5____ weeks/months
GOAL: By the end of this period, I want to be able to Formulate questions
I am going to achieve my goal by / learning methods/ English textbook and internet
I am going to assess my own achievement by means of translation
I am going to meet the consultant once a week/ a month to talk about my progress.

Date and time	Sub-goal (s)	No. of hours	Activities/Materials	Remarks
Mondays	Understand questions	2 weekly	Book /internet	None
Signed_____Consultant_____Date_____				

Taken from Gardner & Miller (1996) *Tasks for independent language learning.* United Kingdom: Cambridge University Press.

Sample No.4
For this video recording session, Professor Sally (a pseudonym) and a group of five trainees review part of a writing exam for the class of 25. They talk about the writing conventions, the professor makes sure the learners understand them. Next the use of plural/singular; adjective, verb and pronouns was discussed.

1.T: it is not going to take more than 10 minutes. Ok, mmm, we are going to correct the writing section, right? Do you remember the symbols?
2.S1:   yes, WW
3.T: WW stands for?
4.S2:   wrong word
5.T: wrong word, right? And GR stands for?
6.S3:   grammar
7.T: grammar, so there's a grammar problem over there, right?
8.   WO…what Daniela was explaining
9.S4:   word order
10.T: what else? Do we have another?

11.S5: SP

12.T: oh, yeah! You have SP, spelling, what is this, symbol? What does it stand for?

13.S1: MISS WORD, missing a connector or word

14.T. a missing word? And you don't have it but we have another that is p.

15.S2: punctuation

15.T: punctuation.

16.S2: punctuation

17.T: right? ok, ok, do you want to do it in English or in Spanish?

18.S3: reading?

19.T. no, I mean, to do the correction and everything, and the explanation

20.S5: in English

21.T: ok, right, so what do we have here? We have here, Andrea, could you read the first sentence?

22.S1: three invention that changed

23.T: when you are pronouncing, yes, but what happened here?

24.S2: inventions

25.T: you wrote…

26.S1: the s

27.T: ah, ok, yeah, but you wrote the singular and three means plural, no so, the first part is three inventions, that was the problem no? Ok

28.S1: three inventions that changed the world were cell phones, the TV and the internet.

29.T. ok, and there was a, a no…cell phones, TV and the internet, ok, Lida, can you see the second one? Can you read it?

30.S4: all, all was different because people didn't have cell phones, so the only way, the communication was letters.

31.T. ok, ok, we are going to check this, this is ok.

All was different because people didn't have cell phones so the only way…the communication, how can we change this? This the wrong word, this is the noun, what do we need here?

32.S1: communicative

33.T: that is the ADJECTIVE, here we need the verb, the only way?

34.S1: communicate

35.T: to, to communicate, the only way to communicate

36.S1: was letter

37.T: and how do you spell letters?

38.S2: l-e-t

39.T:t-

40.S2: t

41.S2:er

42.T: that's, right? So here you have the problem…is this French?

43.S1: como Francés (as in French).

44.S1: French excuse me

45.T: that's why, right? Ok,

46.S2: Now

47.T: Eliana

48.S3: now

49.T: don't worry
50.S3. now that always come to cell phones
51.S2:cell phones
52.T: I think maybe here you have, well, you can also say
53.S1: L, double l
54.T: this is Here we didn't write spelling
55.S1: they talk all day with them meet their friends
56.T. and what did you write? they talk all day with them friends. Do you know the difference 57.between THEM *and* THEIR?
58.S2: is intransitive?
59.T. no, those are the verbs, verbs are transitive and intransitive, right? But what is them and 60.what is their?
61.S1: THEIR *is possessive*
62.T. the possessive
63.S2: and this, this is a, I don't know
64.T. OBJECT PRONOUN, *object, this is an object pronoun, right?*
65.S1. this is used to the end of the sentence for them
66.T: well, for them, look at them, so here you used the OBJECT PRONOUN *instead of the 67.*POSSESSIVE, *right?*
68.S1: adjective

Analysis: The tutoring session indicates a process of scaffolding to identify syntax problems. The dialog allowed participants to clarify and establish differences in the use of pronouns and of writing conventions. Mistakes in the use of pronouns object and possessive (lines 61 and 64) is stated, clarification of the position of it in a sentence is provided by student 1's intervention (line 65) in collaboration with the professor (in lines 66 and 67). Grammar in context also helped a learner to rephrase distinguishing between singular and plural.

The *Model of autonomy* (Nunan, 1997) would correspond to *level 3 intervention*. This feedback with the professor's active lead made part of a collaborative work in which a test was worked on.

Sample No.5
　　　Tutoring session with the native English speaker, assistant to the class (pseudonym) Nelly. Trainees voluntarily attend session with Nelly. In the following session she provides orientation to a learner Mike, who is interested in understanding rhythm and intonation for writing a poem. Mike attends the English club every week.

Mike (M: …it has like a metrical.., how do you say that? How do you say "métrica"?
Nelly (K): Like a metrical mistake. Yeah
M: So, if you find any mistake or something like that there…you are free to let me know what you think about it.
Nelly: Ok. How about if you read out loud, and then we can check it together?
M: yeah ok, with an intonation
Nelly: Yeah, exactly. Ok, what is the meter for this poem?
M: mmm I mean when I write that, I write it like freely, I mean, I don´t follow like any pattern or something like that. No, I just write it, I mean, I just try to listen to myself, and

if has a rhythm or something like that I would be like "ok it's cool" but, I don't know like any pattern or any rule to compose these things.
Nelly: ok
M: so that's why I'm asking you to help me
Nelly: Ok, sure.
M: So, shall I read?
Nelly: Yeah, go ahead.
M: Ok. (Reading)
    Beauty and the beast
Beauty and the maiden with deep blue eyes
see _____ her nice tights ,
beauty and snow white with her snowed smile
beauty and the fake princess whom from the ashes rises
the cast spell on the king son,
beauty is the maiden that makes a beast fight
and go to work and kill six demons until they are killed,
beauty is the girl who loves the beast and no matter how they_____,
you are my beauty girl and yeah with deep eyes
you can *her next tights and know what's a smile,
you are my princess you are my princess
not fake, for you love this beast you_____
even though I am not the king son
Nelly: Awesome, no this is really great, mmm there are like a few grammar things that I should tell you right away . Hmmm you say: "beauty ain't the fake princess who from ashes rises"? But beauty is singular…Hmm Beauty -rises oh! No that's correct. Ok I was getting confused because "ashes" is plural, but you are saying "beauty… rises" Ok. So, that's good. And, there's another thing... Oh! You say "deep eyes". Do you mean "deep
blue"?*
M: yeah it's like a missing word,
Nelly: you might want to add it, because "deep" means like… so you could mean as a point of making eye contact..."profundo", so that's ok but I wasn't sure if you wanted to put it there.
M: Yeah. But I don't know if when I was reading I actually would pronounce the word
Nelly: You said the word "blue"?
M: Yes, because it's like missing? I don't' know
Nelly: Yeah, you might wanna put it there ....Let's see ...here you said: "even I'm not the king's son" you mean "even though"? .....yep, you might want to say "even though I'm not the king's son" because I heard it like a missing word.
M: is there something else? I mean like any rule or something that I am not taking into account or something like that?
Nelly: I mean it's your poem so you can do whatever you want right and like you said you don't have a specific meter here it does has a rhythm. It has a really nice rhythm but you're not following any specific rule, but you're saying: "ok. I'm the pentameter" yeah you know fourteen lines, so you're not doing that so I don't think you're breaking any rule I already told you about just a few grammar things that I noticed..It sounds kind of a song--like a rap

M: really?
Nelly: Yeah because you have this word which is nice where you have sounds like
"yeah""ain't" . It's more about a song especially for the rhythm I think you can turn it
into a rap if you want it when you sing the sound is like…have you ever heard trastoken
word? it's a kind of culture that perform outside the rap and there are competitions in the
United Stated so the rhythm is in group of minor students who practice and prepare
writes to know which school is the best called spoken word, schools like this have a
special speak nit, so o you speak like rhythm it's almost like raping, you should make a
rap for you, spoken word and then I think that's…that´s name of any competition for
college I know people who compete it's national all the people can compete.
So, what do you want to say....

Then they talk closely about the previous English club in which Nelly spoke on verses and numbers of syllables.

Analysis: Mike's interest for poetry attests to his command of the language. His oriented goals appear in the tutoring session Nelly's session on poetry, metric and alliteration caused him a genuine interest. The tutoring reinforces his work to attain proficiency in the TL. As a result of a scaffolding experience to perform independently, Mike is able to read his poem to keep the rhythm.

The *Model of autonomy* (Nunan, 1997) for Mike is transcendence. Interaction with Nelly and understanding in this dialogue allows Nelly's praising him due to fact that the interest when attending the tutoring session is a follow up of an assignment in which he shows great interest in poetry.

Sample No.6

During the tutoring session Professor Ida talks to the learners about the main goal and sub goals, which for these learners were speaking (main goal) and vocabulary (sub-goal). They wanted to reinforce the importance of using the TL at any time. The professor assents having the girls e-mail to send them a vocabulary log format to start working on this.

First the professor ask about vocabulary learning strategies, if they knew any of them.
1. IDA: Tell me you know any vocabulary learning strategies?
2. Nathy: Well, I write the words and if I have to use it*, I check them
3. IDA:and you?
4. Nancy: Well I write the meaning of the words well in English not in Spanish so then I
start 5.thinking how I can use them in context,
6. IDA: ok that is very good.
IDA advices and remind these learners the importance of continuing using English and
praises learners for registering the vocabulary in a vocabulary log.

The discussion moves to the main goal (speaking) and the professor reminds the learners to be aware of using the language. One of her suggestions has to do with going out with the assistants to have the chance to use the language naturally. (Nathy and Nancy mentioned to have done this not only with the two American assistants but with the French girl) Then the dialog continues...

9.T: Have you travelled to other country?
10.Nathy: Yes, it was really amazing
11.T: Oh you have to tell me about it , how risky were you when you were in the United States?
12. Nathy: Risky, yes in the sense that you say I'm going to speak, for example going to the restaurant (The professor shows a lot of enthusiasm to elicit her learner, inviting her to talk about that experience.
13.Nathy: (Laughs, nervously) well. my sister and me. we has a friend from Long Beach so we 14.went with her to the mall to buy some clothes and when the girl.... said me (ujjjjjkkkkkk.....) 15.and she in English well I told her to talk whmmmm, how do you say?
16Teacher: Slowly
17.Nathy : In a slowly way so she asked me if I had found everything in the shop and she said 18.ok...ah yeah it was a good experience talking in English. I stayed there like fifteen days and 19.after I continue talking in en English in a normal way (She laughs) to help my parents with 20.something they needed.

Analysis: Nathy and Nancy have completed a four week plan in which her big and small goals have been successful. Scaffolding as a sample provided to be followed by dialogic approach. Nunan's model of autonomy corresponds to an intervention stage, the use of work guides with the researcher of this project shows a pathway that for their learning process both the tutors and learners have built together.

The *Model of autonomy* (Nunan, 1997) for Nathy and Nancy makes part of involvement and intervention, Nahty in lines (17,18,19 and 20)

5. Discussion

The interpretation of data in this study follows Lantolf's model (2000, Ch. II). The interest of the faculty is to understand how language works in actual tutoring sessions. Language development happens moment by moment in the interaction.

The role of Scaffolding (1994) in teacher-student interaction, presented in the previous analysis offered the learners explanations about the tasks they have to develop to become autonomous. The samples discussed indicate guide and support according to the trainees' identified needs and interests. It is yet to be established how the B.A. program and the faculty can tune in teaching and curricula to the levels of autonomy that are identified as proposed by Nunan (1997).

The final results hope to contribute to the establishment of principles that would allow both the faculty and the trainees to build a more participatory syllabi and develop a pedagogy whose impact reveals the consensus of voices' polyphony proposed by Bahthin (2010).

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APPENDIX 1

SURVEY RESULTS
(13 teachers)

AUTONOMY
- Discover learning styles and strategies in language learning (usually)
- Establish goals at long, medium and short periods of time (Usually)
- Involve learners in topics they would like to learn (sometimes)
- Provide tasks to learners that promote independent learning) (Usually) e.g workguides, study plans...
- Promote the use of English outside the classroom (using ICT tools)

SELF REGULATION
- Provide orientation to learners by means of the use of resources
- Typology of learners found in class: Low risk, high risk
- Dependent ,independent and disoriented learners
- Able to assign complex homeworks
- Making clusters to promote cooperative work
- Asigning independent work
- Analyzing strenghs and weaknesses

TUTORING
- Only 50% of teachers offer tutoring sessions
- Learners who have attended tutoring sessions have improved in the speaking ability
- Teachers mentioned that learners who have attended feel more confident
- Both learners and teachers claim for space and time.

SURVEYS RESULTS
N=38 students)

AUTONOMY
- 45% share opinions about the topics given class with their classmates
- 54% of learners use English outside the classroom
- 71% of the students ask for explanations about the topics given in class

What have you liked the most in class? (answers to the open question).
- The lessons given by the native assistants
- The teacher commitment
- To learn by oneself and share that experience
- The activities developed with my teacher
- The feedback provided with my teacher and partners
- Acquire new knowledge
- To fulfill my assessment
- To develop the class by units
- To use the language
- To use interdisciplinarity
- To review the topics
- To be aware of my limitations
- To use books and grammar books
- To develop a pedagogical project
- To attend the English club
- **What have you liked the least in class?**
- Some learners don't show their progress
- Not to have indivual attendance
- Not to review the learned topics
- Lessons tend to be boring
- To be aware we cannot fulfill everything
- Learners do not like some teachers' methodology
- Lack of determination and autonomy from some learners
- Assume everybody goes in the same pace
- Not to work on weaknessess
- Too much use of web pages
- Not to consider everybody's learning assessment
- Not to practice what we have learned
- Some teachers attitudes
  SELF REGULATION
- Using exercises from internet
- Chatting with foreigners
- Doing repetition of mispronounced words
- Doinf feedback
- Correcting quizes in class
- Facilitating selfcorrection
- Correcting exams
- Providing extra exercises

HOW DO YOU FEEL ATTENDING TUTORIAL SESSIONS. N=38

	No. of students
Feel that Improve	11
Feel well	14
The teacher is friendly	1
Not availability of tutoring sessions	2
It's rewarding	3
It's offered previous to the exam 1	
Provides confidence	3
Feels shy and afraid in class	1
Clarifies doubts	1
There's no need of it	2