**UNIVERSIDAD ANTONIO NARIÑO**



FACULTAD DE EDUCACIÓN


AUTONOMOUS LEARNING ENGLISH GUIDE

**TAKE YOUR PHONE AND LET´S LEARN ENGLISH**

**(Useful guide for English language learners)**



Degree work presented as a requirement to obtain the degree:

**Licenciado en lengua castellana e inglés**



Presented by:

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**Bachelor's degree in Spanish and English**

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**DEDICATION**

This work is dedicated to my parents who have been supporting me during these years that I have been in the process of becoming a language teacher.  Ii is also dedicated to my sister and brother specially, my grandmother and my aunts that in spite of the distance, they have been always with me and giving me the best support.

# ACKNOWLEDGEMENTS

I thank my parents who have given me the opportunity to study such an excellent program as the Language Teaching Degree is, and who have provided me the best advice and all the support I needed to reach this point in my professional life.  I also thank my friends, especially to Luisa Serrano with whom I have shared the best moments during the academic process, who had given me the most useful advice to keep going with the program and who have been supporting and helping me. I also thank Elizabeth Skantz who in spite of the distance have inspired and encouraged me to study hard to achieve my goals by reading her writings and experiences and all my teachers at Antonio Nariño University who have been teaching me excellent facts about professional life but also about growing as a person.

# SUMMARY AND KEY WORDS

**SUMMARY:**

The autonomous learning guide *Take Your Phone And Let's Learn English* was specifically designed for students to learn English by means of the use of different tools carefully chosen to make the learning process easier for them. The students will find a bunch of units which are going to help them to learn English from the very beginning and reach an A1 level, according to what the CEFR says; This can be possible thanks to the specific selection of topics and units, which iare going to give them through English proficiency by using a big quantity of applications and websites.

**KEY WORDS:**

Learning guide, web tools, learning, English language, autonomy.

**RESUMEN:**

La guía de aprendizaje autónomo ''Take Your Phone And Let's Learn English'' fue diseñada específicamente para que los estudiantes aprendan inglés mediante el uso de diferentes herramientas cuidadosamente seleccionadas para facilitarles el proceso de aprendizaje. Los estudiantes encontrarán un conjunto de unidades que los ayudarán a aprender inglés desde el principio y alcanzar un nivel A1, según el MCER; Esto puede ser posible gracias a la selección específica de temas y unidades, que se les dará a través del conocimiento del inglés mediante el uso de una gran cantidad de aplicaciones móviles y sitios web.

**PALABRAS CLAVE:**

Guía de aprendizaje, herramientas web, aprendizaje, lengua inglesa, autonomía.

**TABLE OF CONTENTS**

## 1.  INTRODUCTION

In this document, it is going to be treated all the information regarding the creation and design of the guide *Take Your Phone And Let's Learn English*, so it is going to include all the elements and reasons that motivated the author to create the guide, the theoretical referents for its realization, the contextual and pedagogical facts considered for creating its content as well as some other important facts about the physical design of the unit like size, font types, colors, pictures, icons etc. It is also going to be described the process of creating the unit, since the very beginning to the end of this, the reasons why some elements are used instead of another, and how it was evaluated by experts in order to get an approval from them about the effectiveness of the guide. Finally, it is going to describe the conclusions reached after finishing the process of creating the guide *Take Your Phone And Let's Learn English.*

## 2. NEED IDENTIFICATION

According to what was possible to realize and see during the development of some teaching exercises in different schools in various levels, students are very immersed into technologies. Those students were most of the time making use of their mobile devices when needed to check any data regarding the class, because they could find fast and effective explanations of the topic they were learning. On the other hand, considering personal experiences where I have been able to improve my listening, speaking, writing and reading skills in English and other languages by using several websites and mobile applications; it is evident the importance and impact that technologies have in people's current lives. That is why it was concluded that it is necessary to introduce them in specific autonomous learning tools for language learning, so students can generate knowledge to themselves by means of the use of these useful tools.

Taking into account this previous information, it becomes increasingly important to make use of Information and Communication Technologies ICT and combine them with autonomous learning in order to obtain appropriate results in students' knowledge level.

Another important detail to consider was the lack of English proficiency in people, Lizarazo (2015) asserts, only a 2% of secondary reach an intermediate level. On the other hand, Semana (2016) asserts that some of the difficulties people have not to learn English are related to prices, lack of help by government and time by students. In agreement with this, it becomes necessary and very useful the design and creation of a guide that is versatile, portable and easy to use in order to help students and people, in general, who do

not have any English knowledge and proficiency to get fluency and accuracy in the English

language.

## 3. **EXPLORING THE DIFFICULTY**

Using information and communication technologies (ICT) is becoming increasingly important and is becoming more necessary due to the rapid increase in the use of technologies and all the services they offer. Due to this, the educational field has seen the need to include such technological services within the teaching and learning processes.

Filippi (2009) argues that the inclusion of ICT in education is generated because they are presented in all areas whether cultural and/or social, which in some way has forced educational systems to include them in their curricula as they advance and new technologies are emerging. The inclusion of ICT in classrooms is a great advantage because its use as a didactic tool energizes the processes and serves as motivation, Forero (2008). Regarding the use of ICT as a motivating tool, Ospina (2013) affirms that information and communication technologies help to encourage motivation in students after carrying out a process that includes the modification of the context, the modification of some aspects of the classroom, such as the resources with which students interact constantly.

Bearing in mind that according to Forero (2008), ICT stimulates learning through images and audio files, it also maintains that this stimulates and generates a triangle of interaction between teachers, students and the technological resources used. On the other hand, Cifuentes and Ramírez (2000) propose that ICT can be used to promote autonomous learning because these, as previously stated, are a motivating tool. However, what Cifuentes and Ramírez propose is focused on the use of the computer, basically.

After having realized the importance and impact of using technology it was important to set some specific facts for the realization of the guide.

The first considered fact was the English level that students who use the guide could be able to reach. For this, it was taken into account what Council of Europe (2018), states about The Common European Framework which, ''presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education, further elaborated in the Guide mentioned in the introduction.''. In this way, English language learners can be aware of the things related to fluency and accuracy that they need to learn and master in order to reach a specific language level. Those levels are also provided by the CEFR in order to ''allow learners' progress to be measured at each stage of learning and on a life-long basis'' Council of Europe (2018).

About the skills that students are going to master by using the guide, it was concluded that working in all the four skills: listening, speaking, reading and writing is very important because as Manaj states ''the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively'' Manaj (2015) and the final purpose of learning a language is to communicate with other people, to share and understand ideas. Considering the information provided and explained previously, it was decided that the skills that students are going to improve are all the four by means of the use of different websites and mobile applications that contain videos, audios, readings, writing exercises and opportunities to interact with other people in order to practice and master these skills.

Different research, as the one developed by Estrada, Mejía and Rey (2015) where it was found out that in Colombia less than the 1% of students reach an intermediate level in English, however, even if it does not have the most quantity of native speakers, is a very important language with a lot of influence all over the world. Graddol (as cited in Zikmundová, 2016). Considering this information and data, it was needed to think about how to help people to learn this important language by means of the use of an autonomous learning guide whereby they can get the knowledge by themselves without having the necessity of going to a language academy.

## 4. REALIZATION

### 4.1. CONTEXTUAL REALIZATION

Before starting with the design of the guide *Take Your Phone And Let's Learn English*, it was completely necessary to set some parameters in order to get a final product useful for some specific population with precise learning needs and characteristics.

In this way, the first parameter to be set was the population the guide was going to be designed for. As the guide was going to be designed for people to learn the language by themselves the best option was not to set a specific population but to design it for any person to use it. Hence, the elements in the guide are appropriate for all kinds of students, they are going to find different topics involved in real life, so no one is excluded from learning English by using the guide.

The second parameter was necessary to consider, as the guide was going to be designed for students to learn English, was their target language level. Contemplating the statistics about the English level in Colombian people, just few people are able to speak it in an effective way (Semana, 2017), that's why it was concluded the importance of helping people to learn English from the very beginning, to those people who have barely been introduced or have never been into the language.

It was relevant the fact of starting by designing an autonomous learning guide for the lower levels so then could be better to design guides for upper ones and they could be prepared to continue their process. Considering the information explained before, the guide *Take Your Phone And Let's Learn English* was designed for students who are just starting

their English learning process so at the end of this, they are going to reach an A1 level according to the CEFR.

Thus, the guide *Take Your Phone And Let's Learn English* assists and guides people through the language by helping them to learn basic topics such as personal pronouns, possessives, articles, etc. which are very important to start the learning process, then they keep learning the language through the guide until they end it up where they will be able to take the test at the end and account for an A1 level which characteristics are going to be described below.

The CEFR is a tool used to know proficiency level of language learners thanks to its scheme of levels where provides specific statements for each proficiency level with a description of the things each student is able to do depending on his or her knowledge. In this case, as the guide was designed for students to reach an A1 level and bearing in mind what the CEFR states about this level, in listening comprehension, each student:

> Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech. (Council of Europe, 2018, p.55).

Regarding Reading comprehension, the CEFR states that students ''Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.'' (Council of Europe, 2018, p.60). The next skill is speaking production, in this according to the CEFR students ''Can produce simple mainly isolated phrases about people and places'' (Council of Europe, 2018, p.69). The last skill that CEFR describes is writing, it states that students in A1 level ''Can give information in

writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences'' (Council of Europe, 2018, p.75).

In this way, the guide is divided by units, each one of them has a name helped by icons and pictures that helps students to recognize and learn specific vocabulary found in daily vocabulary. Under the title of each unit there is a question for helping students to get used to see that specific type of questions and the principal words used to ask questions (WH questions).

The way the Information and Communication Technologies (ICT) are included in the guide is by means of the use of QR codes; They, according to (Coleman, 2011) ''QR (quick response) codes are two dimensional images that when scanned by a smart phone's camera, prompt the smart phone to open a web-page or display an image, video, or text.'' Throughout the guide, students are going to find specific QR codes classified by colors and these codes when they need to take a quiz, watch a supporting video or practice the topics by playing a game or an activity. Students only need to scan a particular code using their smartphone camera or a mobile application specialized in recognizing QR codes (except in the desktop version, where they only need to click in the link) and it is going to take them to a specific website where they can find any activity related to the topic they are learning.

As the idea is that students can keep going with their learning process, at the end of all the units, they are going to find a special section with some recommendations. Within those recommendations they are going to find YouTube channels, websites and mobile

applications, so they can follow them in order to keep learning the language and improving their skills and getting ready to develop future guides.

## 4.2. PEDAGOGICAL REALIZATION

In order to create and design the guide *Take Your Phone And Let's Learn English*, some important pedagogical facts as the approaches the guide uses, the way students are assessed, and the different methods it is possible to find in the guide were considered.

The first considered fact for the realization of this didactic unit was the Common European Framework of Reference (CEFR) taking into account that it provides the standards and levels in the language learning process. Thus, because it was necessary to be considered when choosing the topics, as well as the activities and units, so students can reach A1 proficiency level.

The second fact to be treated was the self-instruction which, according to (Dickinson, 1987) is defined ''as a *learning mode* in which a learner, with others, or alone is working without the direct control of a teacher. Such work can refer to short periods within a lesson, whole lessons or several consecutive lessons, or even to undertaking the whole of a learning task without the help of a teacher''. Considering the previous information, it can be possible to state that an English Language Autonomous Learner can learn the language by his or her own means and it is not completely necessary to have a teacher helping and guiding the process. However, for students who are not completely autonomous it is necessary to have guide to give them a hand through their learning process. This guide isn't always has to be a person or a teacher, it can also be a tool as *Take Your Phone And Let's Learn English* is.

There is a third considered fact, it is the macro strategies suggested by Kumaravadivelu in the post method. According to what Birjandi and Hashamdar (2014) state about the ten Kumaravadivelu's micro strategies, one of the most used in the guide *Take Your Phone And Let's Learn English* is the one related to the use of technology, which say that:

In the world of language teaching, technology can also be utilized for teaching the foreign or second language. The most frequent technological appliances are cell phones and MP3 or MP4 players. Teachers can take advantage of these technological instruments in the best way. For instance, the learners can be asked to use their cell phones for improving the listening skill. They can download different speeches of famous people and listen to them while walking or sitting aimlessly. The other use of technology might be the use of tablets for developing reading skill. They can download websites of their favorite magazines or newspapers and read them to find hot subjects to talk about them in their classes. (Birjandi and Hashamdar, 2014).

The next a very relevant fact in being considered is Content-Based ESL approach which according to (Bardack 2010) is ''A model of language education that integrates language and content instruction in the second- language classroom. Second-language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicles for developing second language, content, cognition, and study skills''. For the guide *Take Your Phone And Let's Learn English* it is very important to be included because in this way the students are going to be in more contact with the target language so the learning process is going to be more effective, considering

that it is essential for students to know what is each instruction about so they will need to find out its meaning and in this way they are going to get more knowledge.

Then, there is another important approach used in the guide, it is Communicative Language Teaching (CLT). This is a very important approach in language teaching that focuses on teaching the different contents based on communication as its main purpose. So by using this approach, all what students learn is going to be focused to communicate and express ideas. In addition, there are some goals in this approach, for this, (Richards, 2006) states that ''Communicative language teaching sets as its goal the teaching of communicative competence''. This the development of this competence is going to help students to communicate effectively with other users of the target language. With the guide it can be possible by using the mobile applications and websites recommended that allow students to interact with other people.

One fact more in being considered was gamification which according to Borrás (2015) is the design of games where users are involved in order to carry out a specific activity. He also says that the use of gamification is useful due to the motivation it generates in students to learn, as well as the constant feedback it provides, the results it provides and the increasing of autonomous learning in students. This last fact has a lot of importance in the guide *Take Your Phone And Let's Learn English* because it is an autonomous learning guide so students have to be motivated to keep learning the language by themselves by playing some games that can be found in the left bottom corner of pages and can be identified with an icon. (see annex 1).

## 5. PHISICAL PRODUCTION

Regarding the physical production of the guide, one of the most important matters was its size. As the idea for this guide is to be portable for students, its size cannot be so big but not too small, so the final size with which the guide was designed was 13cm x 18cm, this is the most appropriate for a portable guide which includes pictures and text.

About the physical design, the cover and back cover is going to be printed in ''propalcote'' paper 300 grams, this type of paper is thicker than the pages because it needs to be resistant to be ported to different places without being damaged. The pages are going to be printed out in ''propalcote'' paper 150 grams, this is not too thin, but not too thick and its appropriate to write in it due to its consistence.

The unit was designed and created with the online software design canva.com which allows designers to add a bunch of images and icons without copyright, different font types as well as shapes and little details like the color of pages, fonts and pictures. It also includes the option of exporting designs in pdf format to be printed.

About the interior design, it was considered the importance of using different contrasting and flashy colors in RGB color code in order to catch students' attention. The over and back cover were designed with colors #4ccbb6 and #45b8a4. The colors for fonts were #eeffa5, #ffffff and #fffbea. The color of pages was #f9fff9 and the color for fonts on pages was #000000.

Font types were different depending on the kind of element; For example, cover and back cover titles were written with the font types ''Peace sans'', ''Glacial indifference'', ''Farsan'' and ''Trocchi''. On pages, tittles were written in font types ''Peace sans'';

general information, instructions, and explanations were written in font type ''Glacial indifference'', Exercises were written in font type ''Farsan'', recommendations tittle's were written in font type ''Gochi hand''.

The QR codes in the guide were divided in quizzes, support videos and practice games, they are classified in three colors: red, azure and gray respectively. They are also identified by an icon (see annex 1). These codes can be scanned by using the smartphone or tablet camera or a mobile application specialized in reading this type of codes. However, for those students without a smartphone or a tablet, there is a special version for desktop computers, where they can find a link for each code, so they just need to click the link to go to each website. The link for getting this version can be found in the main version of the guide.

# 6. MATERIAL EVALUATION

The material evaluation for the guide *Take Your Phone And Let's Learn English* was developed by academic pairs who considered some specific facts related to pedagogical foundation, contents and design.

The first parameter considered by academic pairs was the pedagogical foundation. According to the results, the guide is properly developed according to current postures and methods related to learning processes. Results also state that the guide has clarity and coherence in the sequence of activities due to its variety and difficulty order in each one of them and also that this allow individual work as it is a guide based on autonomous learning. Likewise, it was possible to evidence in the guide that it is articulated to curricular relevance because the activities and topics are designed according to its proficiency level. Finally, within the pedagogical foundation, results state that the guide uses proper instructions due to its clarity and the help provided in the key words section.

The second parameter that academic pairs examined is related to the contents of the guide, so here, the results state that objectives and contents are articulated to activities and competences in a proper way, as well as the clarity and coherence in assessment activities. On the other hand, results show that the guide makes use of information based on daily situations which is interesting for all kinds of students. However, in the unit there are not any activities which allow the possibility of developing critical thinking.

The third parameter considered by academic pairs was the design of the guide. In this its evaluation, they say that it generates interest in students due to the joint of icons,

pictures and different font types. About the reflection in students' learning process, all quizzes in the guide has a feedback, so they can check and find out their strengths and weaknesses. Finally, the guide allows interactive processes thanks to the recommendations it has so students can practice the language with other learners around all over the world. They can follow a specific QR code or link and visit the website HiNative where it is possible to ask questions directly to English native speakers in order to develop collaborative learning.

## 6.1. ACADEMIC PAIRS EVALUATION

**Natali Serna Guerrero**
''Licenciada en Español, Universidad Distrital''
''Magister en educación, Universidad de Los Andes''
''Certificación Trinity College London, B2''

The academic pair states that even if the guide has good elements regarding the

content and design, it does not include the abilities that students are going to have when

they finish its development. She also states that it does not include the development of

critical thinking activities. (see annex 2).

**Freddy Cuellar**

''Licenciado en lenguas modernas, inglés, francés, Universidad de La Salle''
''Magister en educación con énfasis en gestión, Universidad libre''

After reviewing the guide, the academic pair says that it is a good tool for students

due to its dynamism and creativity. However, according to the rubric (see annex 3) he

says that it does not include critical thinking activities and also that it does not have a

way for students to make reflections about their learning process. Finally, he also states

that it is important to focus on the didactic sequence and the possibility for students to

interact with others.

# 7. CONCLUSIONS AND RECOMMENDATIONS

At the end of the design and creation of the guide *Take Your Phone And Let's Learn English* it was possible to realize the importance of creating material to learn by means of the use of information and communication technologies, because they are present in people's daily life, so using them is a great opportunity to make the learning process more effective and interesting for today's students.

The inclusion of ICT in the guide is a great advantage because thanks to this it can be possible to expand the students' possibilities to get more knowledge, interact with others, and motivate them to keep learning autonomously, as the autonomous learning guide includes recommendations, motivating content and it is open to people to keep learning and practicing. It also was an advantage because with this, students can learn anywhere thanks to the adaptation of websites to work with any mobile device (Android, iPhone, iPad, iPod etc.) and it allowed the possibility of creating a physical version for mobile devices and an electronic one for desktop computers.

Another advantage was the opportunity to use great tools and software for the creation and design of the guide. However, there were some limitations there, one of the principals was the high costs in the paid versions, these tools like the software used to generate the QR codes or even the one used to design the guide in general.

On the other hand, it was possible to conclude that the guide *Take Your Phone And Let's Learn English* can also be used by teachers in classroom, considering that it can be

used by all kind of students, teachers can use it to reinforce basic topics or to motivate students to learn English in different context than scholar.

Finally, considering the observations, it becomes necessary to make some adjustments regarding specific facts in the guide. These adjustments are related with the inclusion of the competences that students are going to develop by using the guide, as well as some activities that allow the development of critical thinking in students.

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## 9. ANNEXES

Annex 1: Icons for each type of QR code used:



Pictures taken from: Free version of Canva.com

Annex 2: Colors used for the design of the autonomous learning guide.



Annex 3: Evaluation rubric by academic pair Natali Serna Guerrero:

### RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

**Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.**
**A continuación se explican los descriptores para la interpretación del puntaje obtenido.**
55 -60: Excelente
45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).
30 - 44: Aceptable (es un material que requiere ajustes sustanciales).
Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

| FUNDAMENTACIÓN PEDAGÓGICA | VALORACIÓN |
|---|---|
| El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje. | 1  2  3  4  5 |
| La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc. | 1  2  3  4  5 |
| La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular. | 1  2  3  4  5 |
| Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc. | 1  2  3  4  5 |

| CONTENIDO | |
|---|---|
| Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara. | 1  2  3  4  **5** |
| Los objetivos se encuentran articulados con las actividades y las competencias propuestas. | 1  2  3  **4**  5 |
| La información ofrecida es relevante y de interés para la formación de la población seleccionada. | 1  2  3  4  **5** |
| La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar. | 1  2  3  **4**  5 |
| Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico. | 1  **2**  3  4  5 |
| **DISEÑO** | |
| La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impacta favorablemente y genera interés. | 1  2  3  4  **5** |
| El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje. | 1  2  3  **4**  5 |
| Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje. | 1  2  3  4  **5** |

OBSERVACIONES: es importante hacer evidente en la cartilla las habilidades que se obtendrán en el proceso de aprendizaje.
A lo largo de la cartilla no se hace tan evidente el desarrollo de procesos de pensamiento crítico.

Annex 4: Evaluation rubric by academic pair Freddy Cuellar:

### RÚBRICA PARA LA EVALUACIÓN DE MATERIAL DIDÁCTICO

**Evalúe de forma objetiva cada uno de los siguientes aspectos. Tenga en cuenta que 1 es la valoración mínima y 5 la máxima.**
**A continuación se explican los descriptores para la interpretación del puntaje obtenido.**
55 -60: Excelente
45 -54: Sobresaliente (es un material que debe ser ajustado en algunos aspectos).
30 - 44: Aceptable (es un material que requiere ajustes sustanciales).
Menos de treinta se considera un material que no cumple con los parámetros de calidad exigidos.

| FUNDAMENTACIÓN PEDAGÓGICA | VALORACIÓN |
|---|---|
| El material evidencia un desarrollo acorde con posturas contemporáneas en cuanto a procesos de enseñanza y aprendizaje. | 1  2  3  4  **5** |
| La secuencia didáctica es clara y coherente ya que se ofrecen actividades variadas y en orden de complejidad, se alternan el trabajo individual con el grupal, la verificación de los saberes es pertinente, etc. | 1  2  3  **4**  5 |
| La estructuración de los diferentes elementos del material da cuenta de articulación y pertinencia curricular. | 1  2  3  4  **5** |

| | |
|---|---|
| Las instrucciones son pertinentes puesto que se evidencia uso adecuado del código lingüístico en cuanto a claridad y concreción, otros códigos comunicativos propenden por el entendimiento, etc. | 1  2  3  4  **5** |
| **CONTENIDO** | |
| Los contenidos están delimitados y se abordan en las diferentes actividades formativas, evaluativas y de refuerzo de forma coherente y clara. | 1  2  3  4  **5** |
| Los objetivos se encuentran articulados con las actividades y las competencias propuestas. | 1  2  3  4  **5** |
| La información ofrecida es relevante y de interés para la formación de la población seleccionada. | 1  2  3  4  **5** |
| La información abordada en el material se basa en situaciones de la vida real y se articula con políticas educativas en el campo disciplinar. | 1  2  3  4  **5** |
| Las actividades ofrecidas posibilitan el desarrollo de procesos de pensamiento crítico. | 1  2  3  **4**  5 |
| **DISEÑO** | |
| La articulación de diversos textos (icónicos, fílmicos, gráficos, etc.) impacta favorablemente y genera interés. | 1  2  3  4  **5** |
| El material facilita la reflexión del estudiante en torno a su proceso de aprendizaje. | 1  2  3  **4**  5 |
| Se favorecen procesos de interacción que dinamicen el proceso de aprendizaje. | 1  2  3  **4**  5 |

OBSERVACIONES: es un trabajo interesante que le permite al estudiante trabajar el idioma inglés de una forma dinámica y creativa.

Annex 5: Autonomous Learning Guide *Take Your Phone And Let's Learn English*
    Pdf file attached to this document.