



Using instruments aimed at self-regulation in the consecutive interpreting¹ classroom: Two case studies

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Abstract

The aim of the research is to investigate the self-regulation processes in consecutive interpreting learning in the context of formal teaching in the university sphere. More specifically, we are interested in finding out about the relationship between consciousness of learning and learner autonomy based on the study of the self-regulation processes that result from the incorporation of teaching actions aimed explicitly at encouraging the process of reflection on learning itself.

This research is part of a broader dissertation whose aim is to investigate the effect of the incorporation, into an education context, of mediation instruments for encouraging self-regulation processes in learners.

The specific aim of this paper, however, is to present the results arising from a particular teaching action; that is the introduction of the metacognitive guide instrument in the classroom for beginners in consecutive interpreting, focusing on two case studies.

Conceptually, our research takes as its main theoretical reference the area of the learner autonomy and its direct relationship with self-regulation processes. The theoretical assumptions can be found in the principles of the socio-cultural theory of learning (Lantolf, 2000). Methodologically, we apply the criteria of ethnographic research.

Among the main results obtained, the mediation instrument 'metacognitive guide' proves to be valid forms for verbalizing metacognitive reflection. At the same time, the analysis shows that self-regulation of learning itself develops in a cyclical and open process of reflection that shows different degrees or levels, making up a dynamic process. In this sense, the identification of different degrees of self-regulation can help to integrate and work with the metacognitive component in the classroom and in drawing up a learning-to-learn program that respects the micro-processes related to the levels of consciousness identified and which should prove useful for teaching purposes.

1 Introduction

The aim of the research we are presenting is the study of the development of metacognitive skills in learning consecutive interpreting, carried out in the context of formal teaching in a university environment. More specifically, we are interested in discovering the self-regulation processes that emerge or are achieved by means of the incorporation of learning actions explicitly aimed at encouraging the process of reflection on learning itself (learning awareness). The focus of our interest is to analyse the move from hetero-regulation to self-regulation based on the effect of mediation instruments, specifically: "[...] from a stage in which any kind of assistance was useless,

to a stage in which external forms of mediation would improve task performance, to a final stage in which external mediation has been internalized.” (Lantolf, 2000, p. 81).

This research is part of a broader dissertation whose aim is to investigate the effect of the incorporation, into an education context, of mediation instruments for encouraging self-regulation processes in learners.

The specific aim of this paper, however, is to present the results arising from a particular teaching action; that is the introduction of the metacognitive guide instrument in the classroom for beginners in consecutive interpreting, focusing on two case studies.

This should make it clear that the research falls within a type of interventionist research very close to that offered by action-research. Conceptually, our research takes as its main theoretical reference the area of the learner autonomy and its direct relationship with self-regulation processes. Methodologically, we start from the assumptions of ethnographic research. We will now present these references in detail.

2 Conceptual references

2.1 *Autonomy in learning*

In the area of language learning, autonomy has been defined in various ways. One of the definitions usually referred to is that of Holec (1981, p. 74) who defines the concept of autonomy as "the capacity to manage one's own learning" and adds that the first step towards achieving this lies in "taking responsibility for one's own learning". When he speaks of responsibility for learning, he understands it as:

- a) Determining the objectives.
- b) Defining the content and the progression.
- c) Selecting the methods and techniques to be used.
- d) Monitoring the acquisition process.
- e) Assessing what has been acquired.

Although the cognitive factors involved in the development of autonomy are implicit in Holec's definition, Little (1991, p. 74) argues that autonomy does not consist exclusively of the way learning is organized:

Essentially, autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts.

Referring to this definition by Little, Benson (2001) adds that the capacity to take responsibility for one's own learning is described in terms of *control over the cognitive processes* involved in the effective self-regulation of learning. In this sense, Little's definition complements Holec's, but incorporates a psychological dimension that is not usually taken into account in definitions of autonomy. Benson (2001) suggests that a suitable description of autonomy in language learning should recognize and include the importance of three levels over which the learner can exercise control: a) the management of learning, b) the cognitive processes and c) the content of learning. This author highlights the interdependence established between these three levels of control. The effective management of learning depends directly on the control of the cognitive processes involved in this. The control of cognitive processes also necessarily has consequences for self-management. Finally, autonomy implies that self-management and control of cognitive processes should involve decision-making related to the content of learning.

2.2 *The contributions of socio-cultural theory to metacognition*

Which learning actions foster these self-regulation processes? To answer this question, we start from the principles of the sociocultural theory of learning (Vygotsky, 1978). The main idea in Vygotsky's approach is the negation of mental processes and of the mind as individual properties and as phenomena taking place only in peoples' minds. The theorists in this current of thought consider that it only makes sense to speak of the mind and of mental processes as psychological entities if it is taken into account that their nature is not individual, but rather social, and that these processes are deployed and show themselves through interaction with people, in social relationships, in socio-cultural practices, in the use of language, and in the linguistic practices of the community or the social world, depending on the case.

The process involved in transforming social activities or phenomena into psychological phenomena is that of interiorization or internalization. We should not understand interiorization as copying or transference, but rather as a transformational process involving changes in the structures and functions that are interiorized. Far from involving a transmission of properties, this is the learning process on the same intra-psychological plane (Leontiev, 1981; Vygotsky, 1978; Wertsch, 1988). Vygotsky understands internalization as a process in which certain aspects of the structure of the activity that has been carried out on an external plane come to be carried out on an internal plane (Wertsch, 1988). This is a process of monitoring signs that originally were part of a social activity. We will now concentrate on this special issue.

Sociocultural theory or socioconstructivism notes the idea that cognitive development always goes from the external, social world towards the internal, individual world: this means the move to self-regulation is not spontaneous; instead it is the result of a socially mediated process in which the help of external elements or instruments encouraging mediation and the internal dialogue (with oneself) play an important role (Vygotsky, 1978). In this study, we are at the centre of these so-called mediation instruments.

2.2.1 *Mediation instruments*

As we see in the previous section, sociocultural theory upholds the importance of conceptualizing learning as a semiotic mediation process (Lantolf, 2000). From this point of view, it provides the most important aspect of our research: the fact that, in order to achieve the maximum level of autonomy – self-regulation (a term originating from the assumptions of this theory) – it is necessary to use a system of signs of social origin and which the individual finds in his or her social surroundings, because that transforms speech, thought and, in general, human action (Wertsch, 1988).

In our research, we investigate the self-regulation processes that emerge in learners of consecutive interpreting, based on the incorporation of a mediation instrument: metacognitive guides².

More specifically, the learning action consists of the regular introduction into the classroom of the metacognitive guides with which students will work periodically. Metacognitive guides are mediation instruments intended to help learners reflect on their learning process.

In the sphere of teaching and educational psychology there is not a single agreed name to refer to the "metacognitive guide" instrument, which for Monereo (1995) is a tool the teacher has available for transferring the control of each activity to the students, thereby encouraging them to interiorize or move closer to the purpose of the curricular contexts dealt with so that they can come to use them independently. Along the same lines, Arumí (2003) understands them as written guidelines designed so students can use them for reflection, guidance and explanation of their individual learning process concerning a particular skill.

The metacognitive guides drawn up as part of this research are made up of questions which, as is characteristic with guides, represent a "breakdown" of the cognitive process – of mental operations – which the learner should take into account in carrying out a particular task related to the skills of consecutive interpreting (listening, attention and concentration; memory and analysis

of the original; comprehension of the original discourse; note-taking; the reproduction and presentation of the discourse in the target language).

Altogether they have two overall objectives, which are:

- a) To gradually transfer the control and consciousness of educational activities to the students, without, however, losing the external perspective that can be provided by the teacher or by other learners.
- b) To foster interaction, helping learners to become conscious of everything related to their learning process, not in general terms but always related to a particular skill. This is interaction with the learners themselves and with the others. Through dialogue with the others, the learners' consciousness is awakened and they begin individual internal dialogues with themselves, helping them to achieve self-regulation. The basis is the awakening of learners' consciousness of what they do in the learning process and how they do it.

3 The study

3.1 Research paradigm

The research methodology lies along clearly qualitative ethnographic lines and, specifically, it involves two case studies, whose aim is to describe what is happening to a particular group of people in a specific place. Creswell (1997, p. 61) defines the case study as follows:

A case study is an exploration of a “bounded system or case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. This bounded system is bounded by time and place, and it is the case being studied – a program, an event, an activity, or individuals.

The researcher in a case study focuses on a single individual or group of individuals, and the detailed description of a phenomenon is set as an objective. The case studies are based on the concept that real phenomena need to be described so that, based on this description, the researcher can achieve a better understanding of their causes and origins (Yin, 1984; Merriam, 1988). As Stake (1995, p. 11) argues, the purpose of a case study is that it should capture the complexity and particular features of a unique case, with unique complexities. It involves observing the interactions in the context in detail and understanding it in terms of the circumstances:

We are interested in them for both their uniqueness and commonality. We seek to understand them. We would like to hear their stories. We may have reservations about some things the people tell us, just as they will question some of the things we will tell about them. But we enter the scene with a sincere interest in learning how they function in their ordinary pursuits and milieus and with a willingness to put aside many presumptions while we learn.

3.2 The context of the research

The institutional context in which the research is carried out was the Faculty of Translation and Interpretation at the Autonomous University of Barcelona during the 2003-2004 academic year, in two core subjects in the first term of the third year: consecutive interpreting techniques and consecutive interpreting practice.

3.3 The subjects of the study

They are students in the third year of a degree in translation and interpreting. Reading the initial questionnaires that all the students taking part in the research filled in allows us to define a series of general characteristics all of them share. They are as follows:

- Adult students with an average age of 20 and a predominance of the female sex.

- With considerable linguistic knowledge of the foreign language – German – and with full mastery of the mother tongue – Catalan or Spanish.
- All of them have, at some point, studied at least two foreign languages.
- All have considerable knowledge of written translation.
- As it is a compulsory subject, they show very different objectives in terms of learning interpreting.
- Some arrive with their own (not very realistic) beliefs and ideas about what interpreting is and what it consists of.

The depth and quality of the data made us realize we had to concentrate on studying a small number of learners in order to look at the selected cases in depth. We will now explain the criteria we applied to select the students we would study.

In the two subjects for which we have carried out the study there were a total of 37 students registered, of whom 25 regularly attended class and about twenty actively participated in writing and handing in the diaries and guides. It must be highlighted that, in most cases and barring the odd exception, the same students were registered for both subjects.

Bearing in mind the large quantity of data we generated, based on the instruments we will describe below and the purposes of this research, we decided to carry out the study on the data from two learners. In order to select them and to make the study as objective as possible, we took into account the following criteria:

- a) That the students should attend class regularly.
- b) That they should show an interest in the subjects.
- c) That they should have actively taken part in writing and handing in the diary and the guides. (Learner 1's diary consisted of 13 entries and learner 2's 11. They also both worked with the guides 8 times).
- d) It seemed appropriate to concentrate on the students with a level of progress and problems representing the class average.

3.3.1 Participation by the subjects in the research

The role of everyone involved is fundamental in research of this nature. It is a type of research very much based on collaboration, carried out jointly and acquiring its meaning based on the participation of all those involved.

The participation of the students consisted of:

- a) Response to the initial and final questionnaires
- b) Regular work with the metacognitive guides
- c) Writing a class diary
- d) Participation in a final group interview

The learners' participation was good. They responded regularly to the guides and the diary. The fact that the teachers decided to integrate the two instruments into the work from the beginning, as part of the programme, probably had a lot to do with this. At the end of each class, they usually had a period of 20 or 25 minutes set aside for working with the guides and the diary. They could respond to the guides and the diary in the language they preferred: the mother tongue (Catalan or Spanish) or the foreign language (German).

As for the interview, which was carried out in groups of 3 or 4 students, this was held at the end of the experiment. In general, it was a long, participative interview and the researcher's impression was that they liked being able to speak openly and give their opinions about the experiment. They could take part in the interview in whichever language they liked – the mother tongue or the foreign language.

3.4 Data collection

Taking into account that the focus of attention of our research is the effect of the incorporation into an educational context of a mediation instrument for encouraging self-regulation processes in learners, it is logical to see the need to discover and understand the operation and characteristics of the context in question. This is where the need arises to use research tools helping to establish a link between the learning process itself and the context in which it is carried on.

The main methods used in this study to produce the data have been the learners' diaries and the metacognitive guides themselves.

Metacognitive guides

From the research point of view, the metacognitive guides as research methods are closed instruments which, as we have already said, include a series of more or less open questions related to the skills and abilities being developed. The students are asked to answer these questions and to incorporate additional comments when needed. The questions, as we have seen, represent a breakdown of the cognitive process the learner carries out when doing a specific task related to consecutive interpreting skills. In answering the guide's questions in writing, learners retrospectively go over the process they have followed in carrying out the task set.

Learning diaries

The keeping of diaries has been used as an introspective technique over the last few years in order to explore various aspects of language teaching and learning not included in quantitative and empirical research. They have formed the basis for important studies on language teaching, teacher-student interaction, teacher training and other aspects of learning and linguistic usage (Long, 1983; Van Lier, 1984, 1988; Bailey, 1985; Allwright & Bailey, 1991; Guerrero, 2004, 2005; Fox, 2000; Harmer, 2000).

In this research, the diary is an entirely open instrument, as learners received no instruction of any kind on how to use it. Only on the first day of classes did they receive the instruction that for the last fifteen or twenty minutes of each class they should write down their experiences of that class in the diary.

Additional methods

The additional methods used for the methodological triangulation of the data were final group interviews and initial and final questionnaires³.

We carried out semi-structured interviews between researcher and learners at the end of the term and of the research. The interviews were recorded in video and audio formats and later transcribed. Questionnaires are one of the most commonly used techniques for obtaining information in both qualitative and quantitative research. They are a data collection instrument presenting a list of pre-established questions to one or more subjects, which they must answer in writing. The main difference from an interview lies in the written nature of the questionnaire. Its very nature does not include variations, either in the kind of questions or in their order, which are established beforehand. Specifically, we have used two questionnaires which are quite different from one another. We passed the first of them – the initial questionnaire – to the learners on the first day of classes, before they began. It is a brief questionnaire consisting of 5 questions with very open answers. The aim of this first questionnaire is to obtain information about who the learners are, their profile, their beliefs about consecutive interpreting and how they are beginning to learn this skill. By contrast, learners answered the final questionnaire on the last day of classes and a few days before doing the group interview.

Some of the questions in this questionnaire also appear in the interview, in order to check whether the same learner's answers coincide. This questionnaire consists of 24 questions organized by subjects and a space for learners to include additional observations. In contrast to the first

questionnaire, this combines closed questions which must be answered by choosing from three possibilities (yes; no; only partially) and open questions for which a larger space is left for the learner to answer. The questions the latter questionnaire includes are focused so that the learners should answer about matters concerning their learning but also so that they should evaluate the experience they have taken part in.

3.4.1 *The progress of the collection of data*

This is a longitudinal study in which the collection of data covers a period of six months.

We now present, in a schematic way, the most important phases in the development of the collection of data:

- The researcher had two meetings with the teachers during September 2003 where she explained the proposal to them in detail and agreed the way it would be integrated into the classroom.
- From the beginning of term, the researcher took part in the classes as a participating observer and recorded them. At the same time, she took field notes.
- On the first day of classes, the learners answered an initial questionnaire.
- From the first day of classes, the students wrote their diaries.
- The first guide, about listening, was introduced on the second day of classes. The students kept the guides in an individual folder.

The dates the guides were introduced were:

- 10/10/2003/Guide No. 1: About listening, attention and concentration.
- 17/10/2003/Guide No. 2: About remembering and analysing the original discourse.
- 31/10/2003/Guide No. 3: About note-taking.
- 5 and 7/11/2003/Guide No. 4: About comprehension of original discourse.
- 12 and 14/11/2003/Guide No. 5: About the presentation and reproduction of the discourse in the target language.
- From the sixth week of class, they continued working with the so called overall guide (which was worked on four times) and which comprises all the skills seen before. With all these guides, they worked with the original text beside them, recording their contribution.

The dates these overall guides were introduced are

- 19 and 21/11/2003/Overall Guide No. 1.
- 26 and 28/11/2003/Overall Guide No. 2.
- 3 and 5/12/2003/Overall Guide No. 3.
- 10 and 12/12/2003/Overall Guide No. 4.
- On the last day of classes, the learners answered a final questionnaire.
- In February 2004, the learners took part in an interview for small groups and the teachers took part in individual interviews.

3.5 *Analysis and interpretation of the data*

One common characteristic of all basic qualitative research is the fact that, once data collection is over, the researcher is left with enormous amounts of data that is initially difficult to process or analyse. The specific case that concerns us is no exception. We will now specify the steps that have to be followed before beginning to analyse the data so that the process that Stake (1995, p. 16) calls "from puzzlement toward understanding and explanation" can be followed. The stages we have followed before beginning the analysis are the following:

- a) Reading, viewing and listening to the data, with notes
- b) Assessment of the volume of data and selection of the learners to be subjects of the study
- c) Considerations concerning the analysis: which analysis model are we going to apply?

Reading, viewing and listening to the data, with notes

Once a prudent period had passed, enabling us to gain enough distance from the experience of observation and data collection, the first step we carried out was to read the data on written support and to watch and listen to the data on audio and video support. We made notes as we went along, not systematically or with any specific objective, on everything that caught our attention. After a few days, we had a second reading in order to begin to working out which data from the large volume we would select for the research.

Assessment of the volume of data and selection of the learners to be subjects of the study

After these two readings and having had time to analyse the notes we had made, we were then ready to choose the data that would form the basis for our study. As in all research of this kind, we left a great deal of data in the drawer. The depth and quality of the data which we had been able to see during the reading process made us realize we had to concentrate on studying a small number of learners in order to study the selected cases in depth.

Considerations concerning the analysis: which analysis model are we going to apply?

As ethnographic research, this study begins from letting the data do the talking, and from the curiosity, excitement and, sometimes, even the patience involved in listening to it. As can be deduced, we are not, therefore, faced with a quick, simple analysis but rather a cyclical process requiring its own time and feeding off itself. We would emphasize, for example, that we have not started from a preconceived idea or category of analysis. Instead we have created, configured and adapted the analysis as it has gone along. The fact that we have found the data to be a reflection of people and not impersonal, quantifiable data means it requires a special analysis and special treatment, which we present below.

3.5.1 Which analysis model?

Qualitative analysis involves certain difficulties stemming from its very nature. Qualitative data is rich, polysemic and conceals many nuances. As Gil, García and Rodríguez (1995) note, there are so many difficulties and the methods used are so varied and singular that it is sometimes the researchers themselves who design their own analysis method based on accumulated experience and according to their own style. In the words of Taylor and Bogdan (1992, p. 159): “All researchers develop their own methods for analysing qualitative data”.

In this sense, one of the important challenges was to find an analysis model that would serve as a basis for studying the data resulting from the metacognitive reflection. In order to do this, we have moved towards a type of analysis close to the one which different authors studying the field of beliefs and teachers' actions have applied in various studies (Palou, 2002; Deprez, 1993).

Once the data was segmented, the method used in this study for approaching the interpretation of the qualitative data generated by the learners has been discourse analysis. We focus on language as a tool for verbalizing learning processes; more specifically on the way that discourse is generated when beginning a task or reflecting on it shows the learner's cognitive development and how it also shows an externalization of *inner speech* or internal dialogue (Vygotsky, 1978).

Within discourse analysis, we have taken into account the following aspects:

- a) The relationship established between the sentences through the markers and connectors in the discourse. (Calsamiglia & Tusón, 1999).
- b) The location in time: we consider both the time and the verbal periphrasis for the determined involvement they signify. At the same time, the fact that these are retrospective instruments means that the coexistence of three temporal planes must be taken into account: the time when they were written; the time when the specific task the person is reflecting on was carried out, and the learning process that includes these two times.

- c) Discursive behaviour: We were interested in distinguishing what types of textual sequences appear. The discursive behaviours we have considered were describing, explaining, arguing and justifying.
- d) The entry of the subject in the discourse:
- One of the aspects we have focused on quite closely is *discourse modalization*, and we have examined the presence of the speaker through the use made of personal pronouns, of verb forms and tenses and the use of verbal intensifiers.
 - Another of the aspects considered *the polyphony in the discourse*, that is, how the multiple nature of the subject is deployed. Following Ducrot (1984), there is a speaking subject (the empirical being) who is the effective producer of the message. But this producer of the message may or may not be the same as the speaker (discursive being). According to the author, every time someone starts to speak it constructs a discursive subject. During the discourse a wide diversity of subjects can be activated and there is always multiplicity.

3.5.1.1 Examples of the analysis

We will now include two examples of the process of analysis we have followed, using the first metacognitive guide and the first diary entry of one of the learners subject to the study:

Interpretative analysis

LEARNER 1 – METACOGNITIVE GUIDE 1		
UNIT OF ANALYSIS		INTERPRETATIVE ANALYSIS
No.	TEXT	
1	<p>SP: En principio, sin pensarlo demasiado, diría que sí estoy acostumbrada a escuchar en mi vida cotidiana; pero, si reflexiono un poco, creo que muchas veces me quedo sólo con aquellas partes de la conversación que, por un motivo u otro, me han llamado más la atención y el resto de las palabras las dejo a un lado. Soy capaz de reproducir el tema en general.</p> <p>EN: <i>In principle, without thinking too much about it, I would say that I am used to listening in my everyday life; but, if I reflect a little, I think that often I end up with only the parts of the conversation which, for one reason or another, have attracted my attention, and I leave the other words on one side. I am capable of reproducing the subject in general.</i></p>	<p>At the beginning of this unit there is clear opposition, marked by the counter-argumentative “<i>but</i>”, between the preconceived ideas about listening with which the learner arrived in the classroom and the result of the product of her reflection. Through the effort of reflection, she notices, and introduces through the modalizer <i>I think that</i>, that it is easier to concentrate on what most attracts her attention or on something with which she has greatest empathy. She introduces what she can do through the expression <i>I am capable of</i>.</p>
2	<p>SP: Si se trata de personas más allegadas a mí, con las que comparto mis "problemas" y los suyos, suelo estar mucho más atenta aunque normalmente hay palabras o gestos mínimos, maneras de decir las cosas, de hacer hincapié en algo que se me graban de tal manera que otros puntos del proceso de escuchar dejan de tener tanta importancia. A veces no me fijo tanto en el qué, sino en el cómo.</p> <p>EN: <i>If it involves people who are closer to me, with whom I share my “problems” and theirs, I am usually much more attentive, although there are normally words or minimal gestures – ways of saying things – which emphasize something which are recorded in me in such a way that</i></p>	<p>She begins this idea with a conditional <i>if</i>, through which she establishes a condition under which her level of intention increases in certain situations. She continues with the idea which had begun in the previous analysis unit: it is easier for her to concentrate on things she has most empathy with. With the adversative <i>although</i>, she underlines the importance of gestures and forms going beyond words in order to retain an idea.</p> <p>We interpret the introduction of the term “<i>problems</i>” in inverted commas as a mark of modalization, through which she is trying to hold the reader's attention on this term, perhaps with a desire to attenuate it. To close the unit, she</p>

	<i>other points of the listening process cease to be important. Sometimes I take more notice of the how than the what.</i>	makes a statement about her listening methods: she notices more how things are said than what is said.
3	<p>SP: Cuando G. dice "concentración, empiezo", respiro e intento poner los cinco sentidos en las palabras que oigo. Intento sentarme de manera cómoda y pensar simplemente en esas palabras y no en otros ruidos que pueda haber en la sala aunque, si son muy cercanos, una parte de mi atención se va hacia ellos.</p> <p>EN: <i>When G. says "Concentrate, I'm starting", I take a breath and try to put all five senses into the words I hear. I try to sit comfortably and to think only of the words and not any other noises there might be in the room, although, if they are very nearby, part of my attention is drawn towards them.</i></p>	She begins this idea making an explicit reference to the teacher, and reproduces her words verbatim, in inverted commas. She explains how they prepare to listen. Through the verb <i>try</i> , which she uses twice, she introduces the explicit desire to put all five senses into what she hears, sit comfortably and think only about the words that concern her. Her idea is to leave the noises of the room on one side. The adversative <i>although</i> allows her to introduce the idea that, despite the intention, these noises are very close to her and her attention is distracted by them.
4	<p>SP: Si no estoy cansada no me cuesta tanto concentrarme y es un factor que me influye mucho, además de los ruidos externos. Si no se dan estos dos casos, no tengo dificultad.</p> <p>EN: <i>If I'm not tired, I don't find it so difficult to concentrate and it is a factor that has a big influence on me, as well as the external noises. If these things don't happen, I don't have difficulty.</i></p>	Through the conditional expression with which she opens the unit, she notes the condition that must exist so that she can concentrate easily: that she is not tired. She establishes a correlation between the level of tiredness and the ease of concentration. She then mentions another influential factor, which is placed at a second level of importance using the adverb <i>as well as</i> . It concerns external noises.
5	<p>SP: Normalmente, como es una asignatura que me interesa mucho, consigo concentrarme o, al menos, intento hacerlo en el mayor grado posible.</p> <p>EN: <i>Normally, as it is a subject I am very interested in, I manage to concentrate, or, at least, I try to do it as much as possible.</i></p>	She highlights her interest in the subject as a factor with a positive influence on her concentration. It is an idea she modalizes using the adverb <i>normally</i> ; that is, in a way she leaves the door open to cases when this does not occur. In addition, we see that the appearance of the verb <i>try</i> allows her to speak of her explicit will to concentrate. The adverb <i>at least</i> also modalizes this idea and strengthens the component of will.
6	<p>SP: Lo que necesito es aprender a compaginar el hecho de estar concentrada con el de ir escuchando ruidos de hojas, puertas, etc. Supongo que el oído también puede educarse con la práctica y con trucos como el que nos dijo W. para recordar cifras: visualizarlas mentalmente como un cartel luminoso.</p> <p>EN: <i>What I need to do is to learn to combine concentration with hearing to the noise of sheets of paper, doors, etc. I suppose the ear can also be educated with practice and with tricks like the one W. told us for remembering figures: mentally visualizing them as a luminous poster.</i></p>	She introduces the idea with the expression <i>what I need to do is</i> , through which we perceive a detection of needs. She recognizes that she needs to learn to concentrate despite the external noises. With the verb of possibility <i>I suppose that</i> , she starts to become aware of the fact that the ear becomes educated with practice and with <i>tricks</i> , such as that of visualizing figures in the mind. She mentions a strategy the teacher has told them about and refers to it as a <i>trick</i> . The fact that she uses the verb <i>suppose</i> , with its modalizing charge, allows us to see that she is giving this strategy a vote of confidence and believes in it because it has been recommended to her.

Table 1: Example of interpretative analysis – Metacognitive Guide

The interpretative analysis carried out allows us to approach the data with the questions and objectives we are trying to answer. For this reason, we have concentrated on analysing in depth the questions we detail below: What is he/she doing? How is he/she doing it? Which subjects from the guide does he/she include? Which subjects mentioned do not appear in the guide?

We will now present an example of how we have carried this out in the case of this metacognitive guide:

LEARNER 1 – METACOGNITIVE GUIDE 1				
UNIT OF ANALYSIS				
No.	TEXT	WHAT IS SHE DOING?	HOW IS SHE DOING IT? DISCURSIVE RESOURCES	TOPICS
1	<i>In principle, without thinking too much about it, I would say that I am used to listening in my everyday life; but, if I reflect a little, I think that often I end up with only the parts of the conversation which, for one reason or another, have attracted my attention, and I leave the other words on one side. I am capable of reproducing the subject in general.</i>	<ul style="list-style-type: none"> ◦She realizes how she is listening: it is easier to concentrate on what most attracts her attention or things she has most empathy with. ◦She realizes what she can do. 	<ul style="list-style-type: none"> ◦if I reflect a little ◦I think that ◦I am capable of 	<ul style="list-style-type: none"> ◦The memory of only what most attracts her attention. ◦The importance of empathy with the person or content she is listening to.
2	<i>If it involves people who are closer to me, with whom I share my “problems” and theirs, I am usually much more attentive, although there are normally words or minimal gestures – ways of saying things – which emphasize something which are recorded in me in such a way that other points of the listening process cease to be important. Sometimes I take more notice of the how than the what.</i>	<ul style="list-style-type: none"> ◦ She realizes how she is listening: the influence of having empathy with the person listening. ◦She indicates the consequence: greater degree of attention. 	<ul style="list-style-type: none"> ◦Expression of the condition: <i>if</i>. ◦<i>I don't take so much notice of ... but rather</i> ◦Adversative: <i>although</i>. ◦Use of inverted commas. 	<ul style="list-style-type: none"> ◦Concentration on the content or person she has most empathy with. ◦The importance of gestures and the way things are said.
3	<i>When G. says “Concentrate, I'm starting”, I take a breath and try to put all five senses into the words I hear. I try to sit comfortably and to think only of the words and not any other noises there might be in the room, although, if they are very nearby, part of my attention is drawn towards them.</i>	<ul style="list-style-type: none"> ◦She realizes the best way to get herself to listen. ◦She realizes a factor affecting her performance: the external noises distracting her attention. ◦She refers to the teacher. 	<ul style="list-style-type: none"> ◦I try ◦Use of inverted commas ◦Adversative: <i>although</i> 	<ul style="list-style-type: none"> ◦Concentration and attention. ◦Sitting comfortably. ◦Isolating herself from the external noises.
4	<i>If I'm not tired, I don't find it so difficult to concentrate and it is a factor that has a big influence on me, as well as the external noises. If these things don't happen, I don't have difficulty.</i>	<ul style="list-style-type: none"> ◦She realizes the factors negatively affecting concentration: tiredness and external noises. ◦She formulates a hypothesis (with a certain degree of security) about the factors that negatively affect concentration. 	<ul style="list-style-type: none"> ◦Expression of the condition: <i>if</i> ◦<i>it isn't so hard for me</i> ◦<i>I don't have difficulty</i> 	<ul style="list-style-type: none"> ◦The factors affecting concentration: tiredness and external noises.

5	<i>Normally, as it is a subject I am very interested in, I manage to concentrate, or, at least, I try to do it as much as possible.</i>	<ul style="list-style-type: none"> ◦She expresses interest in the subject as a positive factor. ◦<i>She realizes that this interest is a positive factor.</i> ◦INDICATING THE CONSEQUENCE: greater concentration. 	<ul style="list-style-type: none"> ◦<i>I am very interested in it</i> ◦<i>I try</i> 	◦Interest in the subject as a factor in concentration..
6	<i>What I need to do is to learn to combine concentration with hearing to the noise of sheets of paper, doors, etc. I suppose the ear can also be educated with practice and with tricks like the one W. told us for remembering figures: mentally visualizing them as a luminous poster.</i>	<ul style="list-style-type: none"> ◦<i>She realizes what she lacks: greater concentration, despite the external noises.</i> ◦<i>She formulates a hypothesis about how she thinks it can be done: with practice and strategies.</i> ◦<i>She half plans an action.</i> ◦She refers to the teacher. 	<ul style="list-style-type: none"> ◦<i>what I need is.</i> ◦<i>I suppose that</i> 	<ul style="list-style-type: none"> ◦Education of the ear. ◦Concentration despite external noises. ◦The teacher's strategy.

Table 2: Example of categorization of topics – Metacognitive Guide

We will now see an example from the diary:

LEARNER 1 – ENTRY 1 IN THE DIARY – 01/10/2003		
UNIT OF ANALYSIS		INTERPRETATIVE ANALYSIS
No.	TEXT	
1	SP.: ¡Uff! La primera clase de interpretación. EN.: <i>Phew! The first interpreting class.</i>	She begins this unit with the exclamation "Phew!" which indicates a certain degree of oral language. At the same time, this expression at the beginning of the diary could have more than one interpretation. On one hand, it could mean either relief at having got through the first class or, on the other, the detection of difficulty after it. It is, in this sense then, an ambiguous expression. If we go on reading this entry, this ambiguity is cleared up and the second option we mention becomes more likely.
2	Sp.: Yo esperaba llegar puntual y mantenerme atenta desde el primer minuto, pero he llegado media hora tarde porque no encontraba la clase y, en fin, un comienzo un poco "desastroso". EN.: <i>I was hoping to get there on time and keep concentrating from the start, but I arrived half an hour late because I couldn't find the room and, well, it was quite a "disastrous" start.</i>	In the first part of the sentence, we see how she had planned the first day of classes. However, using the counter-argumentative "but", she indicates that this plan did not become reality. The subordinate link "because" introduces the external circumstances, such as not finding the room, which meant that her plan was not achieved. She classifies the start as "disastrous" and she puts this in inverted commas. This is probably a typographical resource she uses either to attenuate the intensity of the adjective

		or to gain some distance.
3	<p>SP.: Tengo muchas ganas de seguir las clases pero, al mismo tiempo, no puedo evitar un cosquilleo en el estómago que no me deja estar tranquila.</p> <p>EN.: <i>I really want to carry on with the classes but, at the same time, I can't help feeling butterflies in my stomach which won't allow me to be calm.</i></p>	At the beginning of this unit, using the counter-argument "but", she indicates her desire to continue with the classes together with the nerves they involve for her, to the point that they will not allow her to be calm. The fact that she speaks of "butterflies in the stomach" illustrates the nervous feeling they generate for her.
4	<p>SP.: Menos mal que me he ido tranquilizando hasta que G. me ha señalado y me ha pedido que explicara algo voluntariamente. No me importa porque las clases así te animan y te empujan a superarte, pero no he podido evitar que el nerviosismo se reactivase.</p> <p>EN.: <i>Thank goodness I calmed down, until G. pointed to me and asked me to explain something myself. I don't mind because in class that's the way they encourage you and push you into improving, but I couldn't help getting nervous again.</i></p>	She also opens this unit with an expression with a strong component of oral language: "thank goodness". We note that she has calmed down, although the learner does not mention the reasons why. She expresses a feeling of relief, but active participation in the class makes her nervous again. With the expression "I don't mind", however, she makes it clear that, despite the nerves involved for her, she likes this kind of challenge, and with the subordinate causal link "because" she introduces the reasons for this: it encourages her and is a factor for improvement. However, through the counter-argumentative connector "but" she once again introduces the recurring idea of nerves.
5	<p>SP.: Claro está, el discurso ha sido una birria lleno de "eh", "pues" y toda clase de muletillas.</p> <p>EN.: <i>Of course, the discourse was a load of crap, full of "eh", "well" and all kinds of clichés.</i></p>	Through the oral language expression "of course" at the beginning of the unit, we understand that the learner had been expecting what happened. She then gives a negative assessment of the discourse, which she classifies as "crap", justifying this because of the presence of what she calls "clichés" and she gives a couple of examples, which she includes in inverted commas "eh", "well".

Table 3: Example of interpretative analysis – diary

LEARNER 1 – ENTRY 1 IN THE DIARY – 01/10/2003				
UNIT OF ANALYSIS		WHAT IS HE/SHE DOING?	HOW IS HE/SHE DOING IT? DISCURSIVE RESOURCES	SUBJECTS
No.	TEXT			
1	Phew! The first interpreting class.	◦ Expresses relief or the detection of difficulty	◦ Sign of oral language: "Phew!"	◦ Relief or difficulty after the first class
2	I was hoping to get there on time and keep concentrating from the start, but I arrived half an hour late because I couldn't find the room and, well, it was quite a "disastrous" start.	◦ Explains how she had planned the first day and compares it with reality	◦ Use of inverted commas ◦ Counter-argumentative: "but" ◦ Subordinate	◦ Arriving late for class on the first day

			link: "because"	
3	I really want to carry on with the classes but, at the same time, I can't help feeling butterflies in my stomach which won't allow me to be calm.	<ul style="list-style-type: none"> ▫ Expresses the motivation she has for the classes ▫ Expresses the nerves the classes generate for her 	<ul style="list-style-type: none"> ▫ Sign of oral language: "butterflies in the stomach" ▫ Counter-argumentative "but" 	<ul style="list-style-type: none"> ▫ Motivation ▫ Nerves
4	Thank goodness I calmed down, until G. pointed to me and asked me to explain something myself. I don't mind because in class that's the way they encourage you and push you into improving, but I couldn't help getting nervous again.	<ul style="list-style-type: none"> ▫ Expresses the calm she feels when she does not have to participate actively in the class ▫ Expresses the reactivation of her nerves when she has to do it ▫ Expresses her desire to improve ▫ Refers to the teacher ▫ Refers to a class activity ▫ Gives an opinion on the class 	<ul style="list-style-type: none"> ▫ Sign of oral language: "thank goodness" ▫ Subordinate link: "because" ▫ Counter-argumentative: "but" 	<ul style="list-style-type: none"> ▫ Calming down ▫ Active participation in class ▫ Class activity: explaining something voluntarily ▫ Nerves ▫ Motivation ▫ Improvement
5	Of course, the discourse was a load of crap, full of "eh", "well" and all kinds of clichés.	<ul style="list-style-type: none"> ▫ <i>Notices</i> that when there are "clichés" her discourse is not correct ▫ <i>Evaluates</i> 	<ul style="list-style-type: none"> ▫ Signs of oral language: "of course"; "crap" ▫ Colloquial expression: "crap" 	<ul style="list-style-type: none"> ▫ Her discourse: "the clichés"

Table 4: Example of categorization of topics – diary

3.6 Results

To explain the results of the research, we return to the objective of the study (which follows from the introduction of the metacognitive guide instrument into the initial classroom for learning consecutive interpreting) and we compare the data obtained from the different data collection and analysis methods. We present the results of the analysis of the data from the principal instruments, the diaries and guides. For space reasons, we do not present the triangulation in each case of the results of the principal data with the analysis of the two complementary methods – the initial and final questionnaires and the final group interview. This comparison or triangulation of the data is what gives us the basis to be able to analyse and debate the results and reach the conclusions we will present later.

3.6.1 What actions result from the metacognitive guides?

Concerning the actions the learners carry out in the guides, there is a predominance of the action of self-regulating their learning of consecutive interpreting. At the same time, they make specific references to aspects in the context of learning and also express their attitudes.

3.6.1.1 *The expression of attitudes and references to the context of learning*

It is worth highlighting that the expression of attitudes to learning and sensations aroused by this are constantly present in the analysis that forms the body of this study, although the frequency with which they appear is greater in the diaries than in the guides. It is interesting to see how the person, with their knowledge and experience, values, meanings and feelings, their perception of the world etc. appears.

In the following table, we see the expression of the emotions of both learners in the guides:

LEARNER 1	LEARNER 2
ATTITUDES: -Interest for the subject -Will	ATTITUDES: -Tenacity and will
FEELINGS: -Concern	MOODS: -Nerves -Security -Tension
	NEGATIVE SELF-IMAGE

Table 5: Expression of emotions

Although they are two different people, there is a series of common characteristics in their way of projecting their "I". Firstly, both arrive in the interpreting classroom with a baggage of emotions and preconceived ideas (fears, ignorance, myths, doubts) that will determine the start and a great part of the learning. Secondly, the initial reactions caused by the learning experiences (tension, stress, anguish, nerves etc.) are very similar in both of them. However, both calm down as the course goes on and they begin to feel more secure. They also share the same attitudes of desire, tenacity and constancy.

We notice that encouraging the verbalization of metacognitive reflection creates an ideal space, encourages the appearance of emotional components and stimulates reflections about attitudes towards oneself, towards interpreting and towards learning.

The main aspects the learners deal with related to the learning context are grouped into:

- The experience of group work
- Relationships established with teachers
- Relationships established with classmates

The main reference of both learners in the guides and in the diaries revolves around the importance of group work. The group work helps to build knowledge through dialogue, break down barriers and remove fear of active participation in class. In the following example we see where Learner 1 underlines group work as a form of commenting and sharing with classmates and consequently improving their personal performance:

As well as this, perhaps group work, because we can comment on the different options for the same symbol and adopt a classmate's solution which had not occurred to us before. (Learner 1, Guide 3).

The guides and diaries show the importance of the relationships between learners and teachers and between the students themselves. The learners have shown their individuality in the context and have established a set of relationships with everything around them: people, activities, spaces etc. They have often mentioned the direct influence of this environment on their learning.

The figure of the teacher takes on great importance in both cases. He or she becomes a companion and guide, confers authority, provides security and help, and transmits support,

motivation and confidence. Many authors state that the way learners perceive and construct the interaction with the teacher has a direct influence on their learning (Dörnyei, 2001).

For both learners, a good teacher is one who understands the students, knows their specific needs and is concerned about them. A good teacher is one who, even outside spaces for formal teaching, shows interest in the students and is close to them; one who is aware of the levels of difficulty of activities and provides useful comments.

The importance of socializing with learners and understanding learning as a social and communicative process has been shown. Teachers transmit knowledge and also problem-solving procedures. For example: they provide strategies, explain the meaning of class activities and use interaction to encourage students to specify their own thought processes.

3.6.1.2 *Self-regulation of the learning process*

A clear process of self-regulating the learning of consecutive interpreting appears. We propose to look at the way in which the analysis shows that this self-regulation occurs and the aspects that the learners self-regulate.

First, we will look at how they self-regulate. The meaning of the different levels is indicated in Figures 1 to 4: Level 1: Initial awakening of consciousness; Level 1-A: Initial awakening of consciousness and evaluation; Level 2: Search for answers; Level 3: Planning; Level 4: New awakening of consciousness; Level 4-A: New awakening of consciousness and new evaluation and Level 5: New planning.

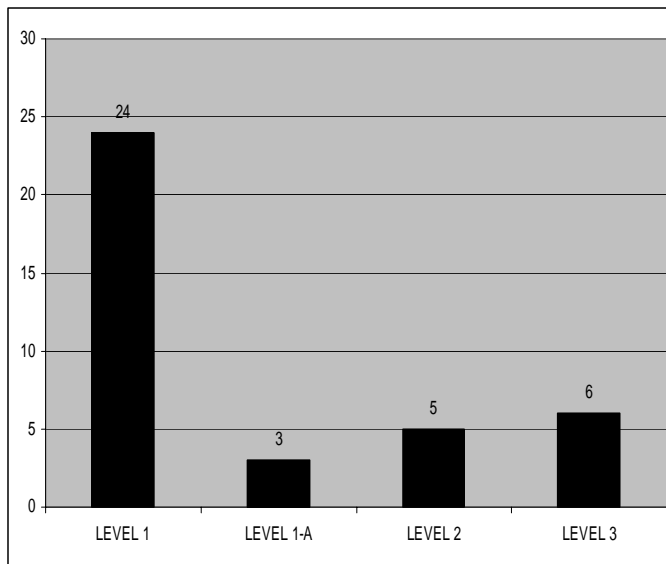


Fig. 1: Occurrence of the levels of self-regulation in learner 1's guides

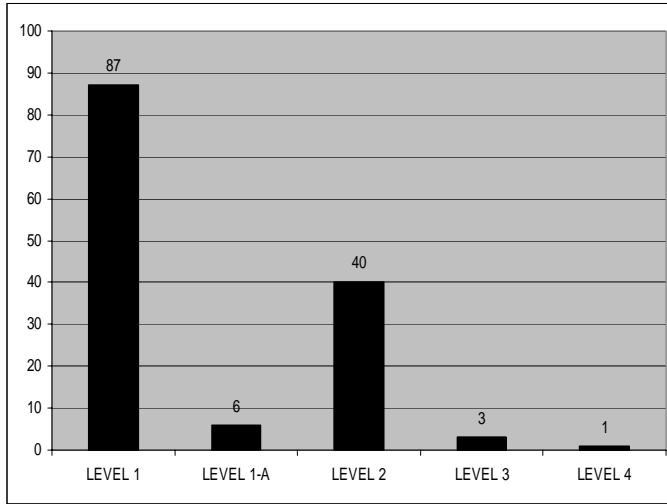


Fig. 2: Occurrence of the levels of self-regulation in learner 1's diary

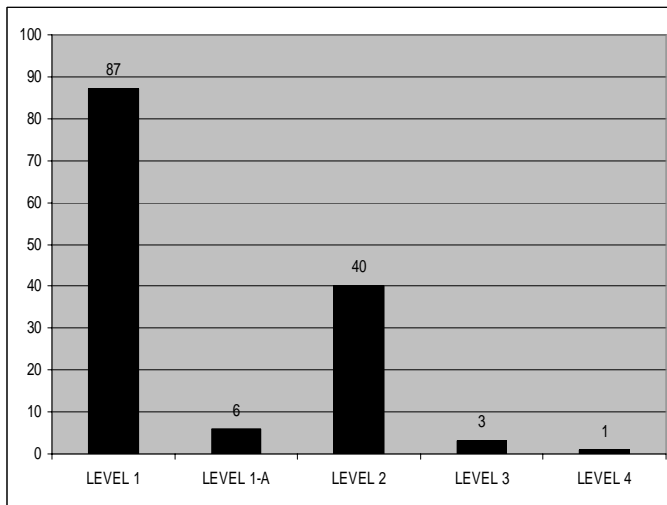


Fig. 3: Occurrence of the levels of self-regulation in learner 2's guides

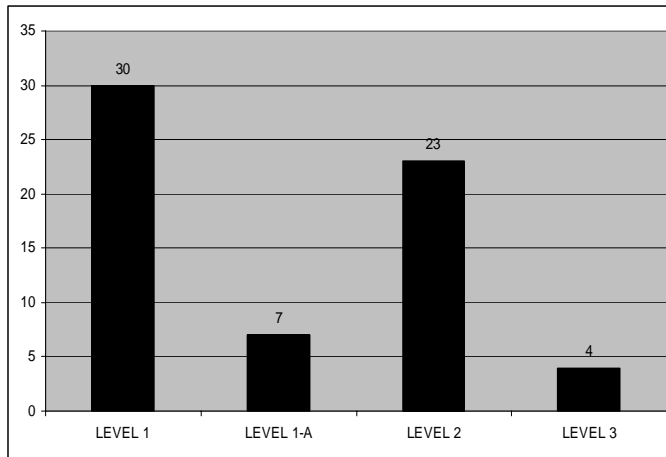


Fig. 4: Occurrence of the levels of self-regulation in learner 2's diary

The comparison of the frequencies of appearance make it possible to corroborate that, in the diary and in both learners' guides, there is a consciousness component and a control component.

Concerning the first learner, the diary shows the first three levels of self-regulation: awakening of consciousness and initial evaluation; seeking answers; and planning. As for their guides, they show five levels of the self-regulation process. To the three in the diary are added new awakening of consciousness and evaluation, and new planning.

The second level of self-regulation is achieved on significantly more occasions than in the diary. The deployment of this level is more complex here. That is, while the guides seek causes and consequences, reasons and explanations, formulate hypotheses and put forward answers, the diary seeks only causes and consequences or explains reasons. A larger number of occasions, both in terms of results and strategies, is evaluated there, while the diary deals with fewer of these and only with results. The use of planning is sporadic in both instruments, but similar. The number of times it is used is only slightly greater in the diary. The last two levels appear only in the guides.

For the second learner, the three first levels of self-regulation also appear in the diary. And a fourth level also appears in the guides. The first level predominates both in the diary and the guides. In the guides, the number of occasions when the second level of self-regulation is revealed is comparatively fewer than in the diary. Evaluation is carried out in a very similar way in the diary and in the guides, although it appears more often in the diary than in the guides. The use of planning is sporadic in both instruments, but slightly greater in the diary. The fourth level is reached only on a very few times.

The most important similarities between both learners are:

- Presence of components of consciousness and control, both in the diaries and in the guides.
- That both reach the third level of self-regulation in the diaries.
- That there are more levels of self-regulation in the guides than in the diary.
- That the first level predominates more in the diary than in the guides, with very similar frequencies.
- That planning appears more in the diary than in the guides, although less frequently than the first two levels.
- That the second level of self-regulation appears in the same way in the diaries and guides (seeking causes and consequences, and formulating hypotheses).

The most important differences between both learners are:

- That the second level of self-regulation is shown on few occasions in Learner 1's diary. By contrast, it appears more frequently in Learner 2's.
- With Learner 1, there is more evaluation in the guides than in the diary.
- With Learner 2, there is more evaluation in the diary than in the guides.

Self-regulation of one's own learning has been developed in both cases in a cyclical, open reflection process, in which:

- Two great moments appear: the awakening of consciousness (with which self-regulation always starts) and the moment when the learners begin to exercise a certain control over their learning. The reflection process starts with an immersion in consciousness and, sooner or later, a monitoring component is added. From this moment onwards, consciousness and monitoring go in parallel, interrelating and complementing one another. These are not linear movements, they are cyclical and they normally appear together and interact during the process.
- Various degrees or levels are shown. The different levels make up a dynamic process that helps learners move forward in the self-regulation of their learning. The different levels interact with one another and each of them is shown to be essential in order to move on to the next one. Despite this, none of them disappears when the next level is reached. Instead, they remain, forming part of the whole that makes up self-regulation. These levels are: i) Initial awakening of consciousness and evaluation; ii) Search for answers; iii) Planning; iv) New awakening of consciousness and new evaluation; v) New planning.

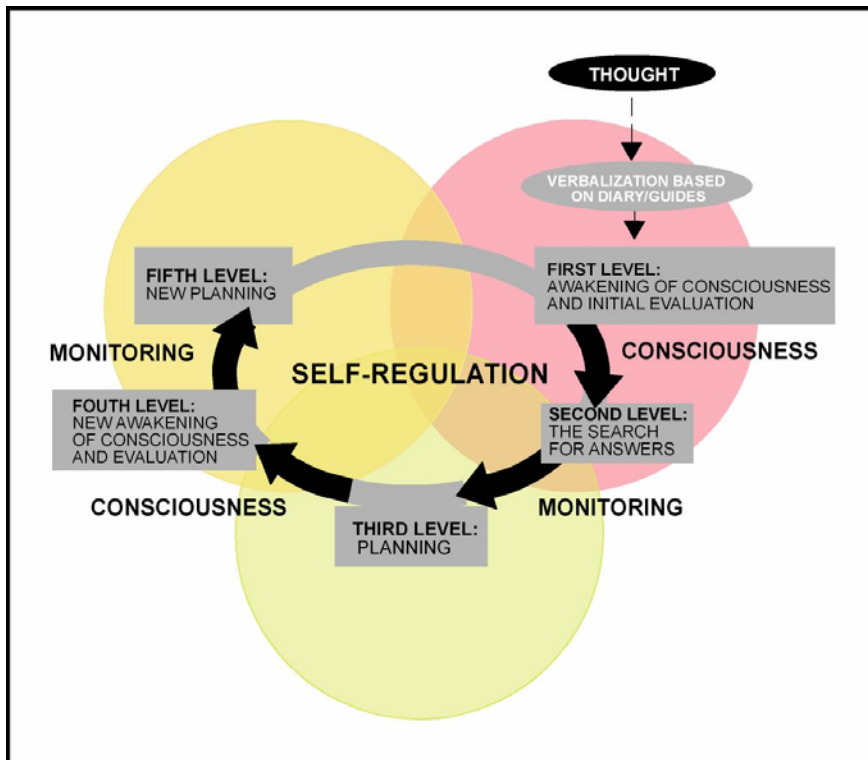


Fig. 5: Levels of self-regulation (Arumí, 2006)

It must be indicated that, the first level observable based on the data analysis is the awakening of consciousness. If we followed the principles of Vygotsky (1978), there would be a previous

level, not visible from the data, which would already include this. However, the awakening of consciousness is only perceptible when what already exists in the mind is verbalized. Words, as the mind's organizational tools, are the result of thought. From this point of view, the metacognitive guides are instruments that facilitate and unleash the move from thought to verbalization.

The first level: The awakening of consciousness and initial evaluation

The first level corresponds to the first awakening of consciousness, that is, the first contact of the learners with reflection. It is shown as the stage where they open up to what is happening, seeing the difficulties and elements that will be important for learning, etc. The fact of realization characterizes this first level and this will allow the learners to access the other levels of control and consciousness. One of the ways in which consciousness is awakened is by resorting to an initial evaluation, both of results and of strategies.

Both the learner's diary and guides coincide in awakening consciousness of:

- a) The aspects involving difficulties and gaps.

WHAT DO THEY HAVE DIFFICULTIES WITH?	
LEARNER 1	LEARNER 2
Complicated abbreviations and strange proper nouns.	Lack of knowledge of terms.
Connectors.	Fear of not remembering certain information.
Symbols.	Problems with technical terminology and verbs.
Terminology in English.	Failure to be concise.
Note-taking.	When it comes to remembering figures, proper names and cultural references.
Equivalences.	Reading notes.
Expression.	Difficulties in transforming the overall idea into the form of discourse.
Unknown abbreviations and note-taking.	Extracting the principal ideas from secondary ones.
Terminology in English.	
Technical terminology.	
Terminological confusion.	
Note-taking.	

Table 6: Difficulties

- b) The aspects they have already mastered or those they have improved

WHICH ASPECTS HAVE THEY MASTERED?	
LEARNER 1	LEARNER 2
Strategy for remembering figures.	Control of stress and <u>anguish</u> .
Remembering the general idea.	Greater security.
Understanding of the discourse as a whole.	Greater capacity for control.
Comprehension through the context.	Greater facility for comprehension.
Clear structure.	Greater concentration.
Noting down figures.	Listening with greater attention.
	Remembering lists.
	Proper vocalization.
	Natural intonation and correct tone of voice.
	More coherent discourse.

Table 7: Aspects that they master

c) The external and internal aspects of learning affecting performance

ASPECTS AFFECTING PERFORMANCE	
LEARNER 1	LEARNER 2
- In concentration and attention (negatively: tiredness and external noises; positively: interest in the subject)	- positively: - in comprehension (extra-linguistic knowledge, prior knowledge of the subject) - in note-taking; (more regular practice, time)
- In the internalization of symbols (practice, group work)	- Negatively: time

Table 8: Aspects affecting performance

d) The strategies applied

STRATEGIES	
LEARNER 1	LEARNER 2
- Introduced by the teacher (visualizing figures as if in a poster)	- Belonging to the learner: list of symbols, seeking logical, coherent discourse
- Writing little and with symbols	- Induced by the guide: deduction from the context and knowledge of the subject)
- Their own (the importance of personal ones, noting the initials of foreign proper nouns)	
- Induced by the guide (deduction based on context, paraphrase, extra-linguistic information)	

Table 9: Strategies

The second level: The search for answers

The second level of self-regulation is that of control over learning and the search for explanations for what has been detected at the first level. The answers are found in causes, in consequences, in the formulation of hypotheses, in the explanation of reasons and in putting forward solutions. At this second level, the learners answer questions such as: Why does this happen? What happens when...?

We will now present two examples of this. In the first, Learner 1 explains that the causes of the destabilization she is experiencing are rooted in spending more time than necessary on a piece of information or that this destabilization can also be because of the appearance of abbreviations or proper nouns which she finds difficult:

I think it's because, firstly, I might have been given a piece of information that has captured my attention for a second more than normal (although not on a very high percentage of occasions) or because, secondly, there have been difficult abbreviations or the strange name of an institution that has thrown me off balance a bit. (Learner 1, Guide 1)

In this case, Learner 2 formulates the hypothesis that the probable causes of having gone blank are her nerves and a lack of attention and concentration when it comes to listening to the original:

I normally have this feeling of not having listened enough because I don't remember the beginning of the discourse. It may be because I have got the overall idea but not the "body" which would allow me to repeat the discourse. I go blank. Perhaps the cause is nerves or lack of concentration and attention when listening. (Learner 2, Guide 1)

The third level: Planning

The third level, continuing the line of control over learning, results in the planning of action to fill the gaps detected. It appears when, having gone through the previous levels, a need for change is detected, always followed by the planning of action to put the change into practice. The need for change is made explicit in the text or remains implicit in the planning. Learners try to answer questions like: How could I prevent this? What do I need to do to improve? What can I suggest?

In this first example from Learner 1, we would stress the appearance of the verb *try*. Through this verb there is, from the beginning, detection of an aspect that has not entirely been achieved while, at a second level and in the light of this failure, the explicit will to achieve it and to improve appears. She is planning a change, an improvement, etc., because she has already detected the failure:

The first time I took notes, if I remember rightly, was a disaster when it came to connectors. Now, I try to include them more and mark the separation of ideas clearly because I realize that without them I didn't know where to start or finish the sentence or whether or not the symbols at the top were connected with the ones at the bottom. (Learner 1, Guide 3)

In the following example, Learner 2 is planning more practice to internalize the symbols:

On the other hand, I think the only way of internalizing the symbols is to practice with them and work with them. [...] (Learner 2, Guide 3)

The fourth level: New awakening of consciousness and new evaluation

The fourth level appears when, the planned action having been carried out, consciousness is once again awakened concerning the operation and positive or negative result of whatever had been planned. We call this level the second awakening of consciousness, as there is a clear parallel with the first level. A new awakening of consciousness process begins, this time concerning a proposed change. As with the first level, this second awakening of consciousness is related to an evaluation process which appears as a resource for the awakening of consciousness.

In the following example, Learner 1 states that the objective of working with the symbols more has had a positive result: it has reduced the volume of her notes:

Of course it has. It is a question of working on it. In fact, in the last class what I set out to do and achieved was to considerably reduce the volume of notes (although it was difficult). (Learner 1, Guide 3)

The fifth level: New planning

At the fifth and last level of self-regulation, learners draw conclusions that enable them to make new plans, slightly or radically changing the first ones. This fifth level of self-regulation involves one more step, which takes shape in a new or second plan.

Only Learner 1 reaches the fifth level. She does it in a continuum made up of four units of analysis. If we follow these, we can describe this development from the first to the fifth level of consciousness. It involves unit numbers 22, 23, 24 and 25, all of them in guide number.3:

I don't think I write very much; in fact, at times, because I haven't wanted to write explicitly and because no symbol has occurred to me, I have been left with less information than I perhaps needed to give more details.

I try to use the symbols as far as possible because, since we began I have been left with the phrase (more or less) that 'it's better to write little and with symbols than to write everything in words'.

I think the only answer for internalizing them is practice.

As well as this, perhaps group work, because we can comment on the different options for the same symbol and adopt a classmate's solution which had not occurred to us before.

In the first unit, she notices the fact she has not written very much and indicates the consequences, such as the loss of information. Then, in analysis unit number 23, after detecting the need for change, she plans to make maximum use of symbols in order to overcome the failures she has indicated in the previous unit. In the following unit, 24, she becomes aware of the ways that will allow her to achieve internalization of the symbols in order to use them as much as possible, as she proposes to do. In unit number 25, she resorts to new planning, consisting of intensive practice and group work in order to internalize the symbols.

3.6.1.2.1 *Self-regulation and discourse*

Discourse, verbalized in the form of text, allows learners to give shape to their individual mental activity. It has been shown that discourse becomes a tool for internal dialogue. And, following Vygotsky, we see how discourse, beyond its communicative function, helps learners to verbalize a set of ideas that take shape in written words. According to Vygotsky, when someone speaks or writes, they configure their ideas and construct knowledge. So, discourse has a private, egocentric function of organizing and carrying out mental activity and regulating a person's own actions.

Bearing in mind the close relationship between discourse and self-regulation, this study shows that, through detailed discourse analysis, the self-regulation processes verbalized by the learners can be deciphered.

Discourse analysis provides a great wealth of details and is essential in this type of research, where we must reach the shades of meaning of each word. It seems interesting to us to present a classification of expressions in discourse which we have seen denote an awakening of consciousness and control over learning and which have been repeated throughout the analysis. As there are no existing classifications that might help us, we have grouped them by meanings and functions in the self-regulation process. Below we present the classification we have developed, bearing in mind the model of the levels of self-regulation resulting from the analysis of the body of discourse. We do not present a closed classification. We believe that, when faced with the difficulties shown by any analysis of introspective data, it could be a great help for future research on self-regulation processes.

This table includes the different expressions in the discourse:

EXPRESSIONS IN THE DISCOURSE DENOTING THE PRESENCE OF A SELF-REGULATION PROCESS	
WHAT COULD IT INDICATE?	WHICH EXPRESSION?
REALIZATION:	“me he dado cuenta de que” (“I've realized that”) “lo que hoy he sacado en claro es que” (“what I've clearly learned today is that”) “soy consciente de que” (“I am aware that”) “cierto es que” (“it is true that”) “la cosa ha sido definitiva para” (“this has finally convinced me that”) “he notado que” (“I've noticed that”) “está claro que” (“it is clear that”) “reconozco que” (“I recognize that”) “no me fijo tanto en ... sino ...” (“I don't take so much notice of ... but rather ...”) “si reflexiono un poco” (“if I reflect a little”) “no estoy acostumbrada a” (“I'm not used to”) “pero no quiere decir que” (“but it doesn't mean that”) “un factor muy importante es” (“a very important factor is”) “no he notado” (“I haven't noticed”)
EVALUATION:	“el resultado ha sido mucho mejor” (“the result has been much better”) “todo va mucho mejor” (“everything's going much better”)

	<p>“me ha ido muy bien” (“it went very well for me”) “no ha ido tan mal como” (“it didn't go as badly as”) “pensaba que sería mucho peor” (“I thought it would be much worse”) “algo he mejorado” (“I've improved a bit”) “he mejorado en cuanto a” (“I've improved in terms of”) “un error grave es” (“a serious mistake is”) “ha sido caótico/coherente, etc” (“it was chaotic/coherent, etc”) “el tono de voz es correcto” (“the tone of voice is right”)</p>
ESTABLISHING A COMPARISON:	<p>“no es tan fácil como” (“it isn't as easy as”) “el resultado ha sido mucho mejor hoy” (“the result has been much better today”) “no ha ido tan mal como la semana pasada” (“it didn't go as badly as last week”) “es más difícil que” (“it's more difficult than”) “me ha costado un poco menos” (“I didn't find it quite so difficult”) “continuo teniendo problemas” (“I'm still having problems”) “he estado más segura” (“I've been more secure”)</p>
DETECTING FAILURES:	<p>“me falta eso” (“that's what I lack”) “no consigo” (“I don't manage to”) “no he podido” (“I couldn't”) “no hago” (“I don't”) “no utilizo” (“I don't use”) “me falta mucho por” (“I'm a long way from”) “no tenía presente” (“I didn't keep in mind”) “he tenido muchos problemas con” (“I've had lots of problems with”) “me cuesta mucho” (“it's very difficult for me to”) “no he precisado lo suficiente” (“I wasn't specific enough”) “el problema no ha sido ... sino” (“the problem wasn't ... but rather”) “el problema principal para mí” (“the main problem for me”) “no he encontrado” (“I couldn't find”) “me confunden” (“they confuse me”) “como no he hecho ...” (“as I haven't ...”) “soy incapaz de” (“I'm incapable of”) “me olvido de” (“I forget to”) “me quedo muy lejos de lo que debería ser” (“I'm a long way from where I should be”) “no tengo nada claro” (“I'm not at all sure”) “he cometido algunos errores” (“I've made some mistakes”) “he pecado de” (“I've made the mistake of”) “no sabía como” (“I didn't know how”)</p>
DETECTING ACHIEVEMENTS:	<p>“no me cuesta tanto” (“it isn't so hard for me”) “he conseguido” (“I managed to”) “he sido capaz de” (“I was capable of”) “ahora no tengo dificultad con” (“now I don't have difficulty with”) “suelo recordar” (“I usually remember”) “he sabido” (“I knew”) “he progresado” (“I've progressed”) “tengo en cuenta” (“I bear in mind”) “no he tenido problemas” (“I haven't had problems”)</p>
DETECTING NEEDS:	<p>“lo que necesito es” (“what I need is”) “todavía me falta” (“I still lack”)</p>

SEEKING AN EXPLANATION	<p>“creo que” (“I think that”) “supongo que” (“I suppose that”) “lo que está claro es que” (“what is clear is that”) “lo que pasa es que” (“the thing is”) “puede ser que” (“it could be that”)</p>
SEEKING AN EXPLANATION INDICATING THE CAUSE:	<p>“esto hace que” (“this means that”) “yo creo que esto es porque” (“I think this is because”) “una de las razones radica en que” (“one of the reasons lies in the fact that”) “me he perdido en gran parte por” (“I got lost largely because”) “lo que sí estoy segura es de que se debe a” (“what I am sure of is that it is due to”) “seguro que es debido a” (“I'm sure this is due to”) “por lo tanto” (“therefore”) “quizá una de las causas es” (“perhaps one of the causes is”) “dado que” (“given that”) “gracias a” (“thanks to”)</p>
SEEKING AN EXPLANATION INDICATING THE CONSEQUENCE:	<p>“el resultado es que” (“the result is that”) “así que” (“so”) “consecuentemente” (“consequently”)</p>
SEEKING AN EXPLANATION FORMULATING A HYPOTHESIS:	<p>“quizá” (“perhaps”) “expressió de la condició (si)” (“expression of the condition (if”)</p>
PLANNING	<p>“tengo que/ tendré que” (“I must/I'll have to”) “he de obligarme a” (“I must make myself”) “todo es cuestión de” (“it's all a question of”) “la única forma de mejorar es” (“the only way to improve is”) “esto es crucial para” (“this is crucial in order to”) “es lo que me propuse” (“that's the target I'm setting myself”) “la única forma de conseguirlo es” (“the only way of achieving it is”)</p>

Table 10: Expressions denoting a self-regulation process

3.7 Conclusions

Based on the results explained in the previous section, we present the following conclusions:

a) Metacognitive guides encourage the verbalization of learning.

One of the main results of this research is that metacognitive guides are shown to be valid:

- From the teaching side, as tools for encouraging verbalization about the learning process;
- From the research side, as data collection instruments making it possible to study and analyse this verbalization in detail.

The metacognitive guide instruments encourage the verbalization of learning, and this:

- makes it possible to perceive the development of self-regulation of the learning process.
- creates an ideal space for encouraging the appearance of the emotional components and reflections on attitudes towards oneself, towards interpreting and towards learning.
- makes clear the importance of relationships within the classroom, between learner and teacher and between learners.

- b) Metacognitive guides give rise to reflection processes.
The results show that both the metacognitive guides and the diary unleash reflection processes around two central themes:
- About the person and about the person immersed in learning.
 - About the relationship with the learning context and with the other leading participants: teachers and classmates.
- c) Metacognitive guides lead to a process of self-regulating of learning:
- which is developed in a cyclical, open process of reflection.
 - which has two important moments: the awakening of consciousness, which always begins self-regulation, and control over learning.
 - which passes through various levels or stages. These form a dynamic process, helping the learner to move forward in self-regulating learning.
- d) Self-regulation appears through discourse.
The detailed discourse analysis makes it possible to identify the frameworks of the discourse, the study of which makes it possible to decipher the self-regulation processes verbalized by the learners.

4 Final considerations

The importance of the research we have presented here lies in its contribution to teaching: having determined that the self-regulation process takes place by degrees and that it is closely related to the learner as a person, and to his or her links to the content and the task. We believe this can contribute to integrating and working more easily with the metacognitive component in the classroom.

The study reveals a series of learning and teaching implications for the metacognitive guide instruments:

- The use of the guides encourages a type of teaching more directed towards the learning process.
- Through the reflection process unleashed, the guides encourage more autonomous learning and encourage the students to take responsibility for their own learning.
- Through the use of the guides, the students have the chance to express their problems in relating to the content of the course and, in this way, they can get help.
- The teachers can get excellent first-hand information about their actions in class and the point to which these are useful for learners, or whether they should be altered in any way.
- The guides create teacher-student and student-teacher interaction that goes beyond the classroom.
- The exchange of ideas with the teacher boosts the student's confidence.

In addition, our experience shows the basic principles of ethnographic research are an ideal context for approaching the interpreting learning classroom. The methodology of analysis, based on the socio-cultural learning theory approach, makes it possible to collect introspective data about teaching and learning processes in the classroom, as well as data on the perceptions and implications of these processes for the learners.

We believe our study makes an important methodological contribution to qualitative research. An analysis model like the one we have put forward and applied makes it possible to take into account all the nuances of very rich, plural and subtle data, full of meanings that need to be discovered, and to deal with it in depth, systematically and analytically. The in-depth discourse analysis has made it possible to analyse what is said and how it is said, and to describe in depth even the most subtle phenomena of action in the classroom context, phenomena that could not be observed in any other way. In this sense, we consider that the close relationship we have identified

between discourse and self-regulation could provide a solid base to be taken into account in other research analysing similar introspective data.

Notes:

¹ Consecutive interpreting is a form of face to face interpreting. During consecutive interpreting, the speaker pauses and the interpreter then renders what was said into the target language. Interpreters work from memory and brief note taking when performing consecutive interpreting.

² In appendix 1, you can see an example of a metacognitive guide, specifically concerning comprehension skill in the foreign language.

³ In appendix 2 you can see the initial and final questionnaires.

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Appendix 1

REFLECTION GUIDE

ON COMPREHENSION OF ORIGINAL DISCOURSE

Reflect on the following points and answer:

1. The comprehension of a discourse in a foreign language basically depends on our knowledge of this language. Have you had comprehension problems?

If so:

- a) Would you say they are due to issues of German syntax structure, to the length or complexity of sentences?
- b) Or do you have vocabulary problems?
- c) Comprehension difficulties can also be a result of ignorance of the subject matter involved, of the speed of the original discourse, of the speaker's accent, among other things. Is this your case?

2. If you have had comprehension problems, how are they reflected in the recording you have listened to of your performance?

3. The context of the discourse we are listening to can be a great help for us when it comes to understanding words or sentences which we have not understood when listening to them. In fact, in interpreting, comprehension goes beyond the simple recognition of words. Can you remember one or more terms, ideas or expressions which you did not understand at first but whose meaning you have correctly inferred from the context?

4. In interpreting, apart from a good knowledge of the foreign language, a key element for good comprehension of the original is extra-linguistic knowledge, whether that be knowledge of the world, encyclopaedic knowledge, knowledge of the speaker or the situation, knowledge of the conventions of the textual genre in question, etc. In this specific case, have you been able to apply your extra-linguistic knowledge? Which knowledge?

5. Do you believe that while you are listening to the original discourse you anticipate information that the speaker has not yet given and which helps you to comprehend the discourse? Can you remember an example?

6. While you are listening to the discourse, do you construct hypotheses about the meaning and information that appears, which you verify as the discourse goes on?

7. Do you want to add any reflections that have not appeared in the previous questions?

Appendix 2

INITIAL QUESTIONNAIRE

NAME: **TELEPHONE:**

AGE: **E-MAIL:**

LANGUAGE COMBINATION IN STUDIES:

A:

B:

C:

We would now like you to answer the following questions:

Today you are going to start to learn a new form of translation: interpreting.

1. What do you know about interpreting?

2. What do you think about interpreting?

3. What objectives are you setting yourself, faced with this new learning?

4. What foreign languages have you mastered? How have you learned them? Would you highlight a method or class activities that have helped you to improve your learning?

5. During the first two years of the studies, how have you learned to translate? What has helped you do it? Would you highlight a method or class activities that have helped you to improve your learning?

FINAL QUESTIONNAIRE
NAME:

	YES	NO	Only partially
1. Have you achieved the objectives you set yourself when you started the subject?			
2. Has your attitude to interpreting changed after this term?			
Give reasons for your answer:			
About reflection guides:			
3. We would like you to think about how you have used the reflection guides. Can you describe the process you have followed when sitting down in the booth (or at home) and starting to work with the guides?			
4. When working with the guides, have you felt comfortable?			
Give reasons for your answer:			
5. Do you think the reflection guides are useful instruments?			
If so, specify one of the uses the guides have had for you and, if not, explain why they have not be useful for you:			
6. Apart from the times in each class given over to working explicitly with the guides, have you borne them in mind at other times?			
If so, when?			
7. Do you think working with a guide every week is a good thing?			
Give reasons for your answer:			
	YES	NO	Only partially

8. The reflection guides have been useful for doing more and better planning of my work			
9. The reflection guides have been useful for monitoring the development of my learning			
10. The reflection guides have been useful for me for assessing my performance			
11. Without the reflection guides it would have been more difficult for me to detect my mistakes			
12. Without the reflection guides it would have been more difficult for me to detect what I was doing well			
13. I believe that continuing reflection about the consecutive interpreting exercises carried out makes learning easier			
14. I don't believe that continuing reflection after the consecutive interpreting exercises has anything to do with better or worse learning			
About the diaries:			
15. I have enjoyed the experience of having to write a diary regularly			
16. At the beginning I found the introspection exercise at the end of each class a bit difficult but, as the term has gone on, I've got used to it.			
17. It has been useful for me to write a diary regularly			
If so, explain what the uses have been for you and, if not, explain why you believe it has not been useful:			
18. The diary has been useful for me for indirect dialogue with the teacher			
About interaction in class:			
19. The interaction with the teachers has been good			
20. The classroom atmosphere and the relationship with classmates has been good			
21. I have not felt comfortable with the presence of the camera in all the classes			
22. Although it might have affected me at the beginning, as time has gone on I've forgotten about the presence of the camera in classes			
23. I have not felt comfortable with the presence of another teacher in all the classes			
24. As time has gone on, I have got used to the presence of another teacher in all the classes			

Do you have any comments you would like to add?