Table 1

Cases: Summary and analysis

Note. CV: Developing a critical view of language education; LC: Managing local constraints to open up spaces for manoeuvre; CTL: Centring teaching on learning; IO: Interacting with others in the professional community.

SUMMARY				ANALYSIS
Case title, author, and context	**Case rationale and objectives**	**Teaching approach and techniques implemented**	**Principles for PA implemented in the case**	**Professional competences towards autonomy identified in the case**
"Learning through learning stations" Rebecca (Language school, German language teaching, A2)	▪ To promote a constructivist approach to FL learning and attend to learner diversity to challenge teacher-centred, transmissive classes; learners' passive role; and the promotion of a unified model of learning	▪ Learning stations and self-correction ▪ Questionnaire for learners to reflect on the implementation of learning stations and their learning experience	▪ Responsibility, choice, & flexible control ▪ Engagement & intrinsic motivation ▪ Learner differentiation ▪ Conversational interaction ▪ Reflective inquiry	▪ CV: Critical of the educational practices promoted: teacher-centred, transmission-oriented, and imposing the same learning pace on learners ▪ CTL: Encouraging learners' responsibility for and reflection on their learning Attending to learners' different interests and learning pace Collecting and analysing learner data ▪ IO: Discussing material production with school tutor Asking learners for feedback on the activity implemented
"The benefits of a reflective environment" Pablo & Juan[5] (2 secondary schools, English language teaching, grades 7-9)	▪ To address learners' lack of opportunities to reflect on their learning and assess teaching practice ▪ To explore the benefits of reflection, self-assessment and peer-assessment for learner and teacher development towards autonomy	▪ Project work ▪ Learners' and student teachers' self-assessment and peer-assessment ▪ Questionnaires for learners' reflection on their learning ▪ Learners' assessment of the student teachers' teaching practice	▪ Responsibility, choice, & flexible control ▪ Engagement & intrinsic motivation ▪ Learning to learn & self-regulation ▪ Action-orientedness ▪ Reflective inquiry ▪ Formative assessment, assessment for learning & assessment for autonomy	▪ CV: Critical of the lack of opportunities for learners to reflect on learning and assess teaching ▪ LC: Managing constraints (time to implement the case) and finding spaces for manoeuvre ▪ CTL: Encouraging cooperation, learners' responsibility for the teaching-learning process and reflection on their learning Collecting and analysing learner data ▪ IO: Inviting learners and a peer to help them (i.e., the student teachers) improve teaching and learning through feedback

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[5] Pablo and Juan asked to construct the case collaboratively. Their proposal was accepted.

"Narrative case" Aitana (Secondary school, English language teaching, grade 7)	▪ To promote learners' independence and improve their self-confidence and self-esteem	▪ Individual learning (completing worksheets) ▪ Providing learners with individual support and positive feedback and strengthening their self-efficacy beliefs ▪ Developing strategies to overcome learning difficulties	▪ Responsibility, choice, & flexible control ▪ Engagement & intrinsic motivation ▪ Cognitive autonomy support	▪ CV: Critical of her school tutor's educational practices which promote learners' teacher dependence ▪ LC: Managing constraints: learners' teacher dependence, lack of motivation and interest, low level of language proficiency, disruptive behaviour, lack of self-confidence Adapting her teaching to learners' characteristics and the teaching practice by her school tutor but promoting LA ▪ CTL: Fostering learners' self-esteem, responsibility for their learning and independence through strategy training Collecting and analysing learner data
"Teaching writing in a demotivated English classroom environment" Celeste (Secondary school, English language teaching, grade 10)	▪ To counteract the emphasis on grammar explanation and practice ▪ To address learners' lack of opportunities for language production ▪ To enhance learners' motivation and self-confidence in writing and provide them with writing strategies	▪ Task-based approach (writing task; process approach to writing) ▪ Self-correction and peer-correction ▪ Learners' self-evaluation	▪ Responsibility, choice, & flexible control ▪ Engagement & intrinsic motivation ▪ Action-orientedness ▪ Conversational interaction ▪ Reflective inquiry ▪ Formative assessment, assessment for learning & assessment for autonomy	▪ CV: Critical of the emphasis on grammar and the lack of opportunities for language production ▪ LC: Managing constraints (limited time to implement the case; school tutor's restrictions on the topic of the case) and finding spaces for manoeuvre ▪ CTL: Encouraging cooperation and learners' responsibility for their learning Collecting and analysing learner data
"Motivating students through the use of games in the English classroom" Paula (Secondary school, English language teaching, grade 7)	▪ To increase learners' motivation through games ▪ To practise past simple, review vocabulary and develop speaking skills ▪ To promote cooperative learning and cater to learners' needs	▪ Gamification (games: detective game, 'taboo', 'snakes and ladders', 'bingo') ▪ Cooperative learning	▪ Engagement & intrinsic motivation ▪ Learner differentiation ▪ Conversational interaction	▪ CV: Critical of her school tutor's educational practices (textbook- and grammar-based, exam-oriented, lack of attention to learner diversity) and learning materials (the textbook; demotivating and poorly communicative listening and speaking activities) ▪ LC: Managing constraints: learners' low level of language proficiency, her school tutor's restrictions on the learning objectives of the case (need to focus on grammar and vocabulary), and his discouraging comments ▪ CTL: Encouraging learner motivation and cooperation Attending to diversity
"Technology-based study methods: Quizlet"	▪ To encourage learners to reassess their learning strategies by providing	▪ Technology-enhanced learning	▪ Responsibility ▪ Engagement & intrinsic motivation	▪ CTL: Encouraging learners' responsibility for and reflection on their learning Engaging learners in using Quizlet for language learning

Gerardo (Secondary school, English language teaching, grade 9)	them with alternative learning methods regarding vocabulary ▪ To strengthen learning-to-learn skills through technology and digital resources ▪ To raise learners' awareness of the use of technology for learning vocabulary	▪ Creating a Quizlet-based folder for learning vocabulary ▪ Questionnaires for learners' reflection on vocabulary learning and the use of Quizlet	▪ Learning to learn ▪ Reflective inquiry	Collecting and analysing learner data ▪ IO: Asking learners for feedback to improve teaching and learning