Collaborative Work with Wikis in the Setting and Monitoring Language Learning Objectives

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Abstract

This research proposal aims to explore the effects of using collaboratively the Computer-Mediated Communication tools called wikis in the establishment and monitoring of language learning objectives by English language adult learners. The project belongs to the qualitative action research paradigm and was carried out at a language institute of a public university in Colombia. This research project is an initiative to foster collaborative work using wikis in the setting of language learning objectives, in students' self-directed work.   The proposal is framed within an autonomy-development learning perspective supported by the use of the 2.0 web tool, wikis. The findings of the thesis report indicate features of collaborative work in which students assisted, provided resources, and contributed with each other in the task of creating and pursuing language learning objectives.

Key words: *Language Learning Objectives, Collaborative work, Wikis, Self-directed work.*

Resumen

Esta propuesta de investigación apunta a explorar los efectos de usar colaborativamente las herramientas de comunicación mediada por computadora llamadas Wikis en el establecimiento y monitoreo de objetivos de aprendizaje de lengua por parte de estudiantes adultos de inglés. El proyecto pertenece al paradigma cualitativo investigación-acción y fue llevado a cabo en instituto de lenguas de una universidad pública en Colombia. Este Proyecto de investigación es una iniciativa para fomentar el trabajo colaborativo por medio del uso de wikis en el establecimiento de objetivos de aprendizaje de lengua durante el trabajo auto-dirigido de los estudiantes. La propuesta está enmarcada dentro la perspectiva de desarrollo de aprendizaje autónomo apoyado por el uso de la herramienta web 2.0, wikis. Los resultados del reporte de tesis indican características del trabajo colaborativo en el cual los estudiantes ayudaron, proporcionaron recursos y contribuyeron en la tarea de crear y hacer seguimiento a los objetivos del lenguaje.

Palabras Clave: *Objetivos de Aprendizaje de lengua, Trabajo Colaborativo, wikis, Trabajo Auto-Dirigido.*

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Chapter I

Introduction

Current educational tendencies aim to foster practices where learners are more active participants of their own language learning process. Thus, it is common knowledge that English as a Foreign Language (EFL) students require extra practice and exposure to the language further from the one offered in the classroom. Constant contact and practice with the language is a situation desired by both teachers and learners. In particular, participants of this research project claimed that time and practice provided in the class are not enough. Although this need seems simple, it actually entails shifting the perception of students from passive learners who receive knowledge to more active learners involved in the process. As Laskar (2011) suggests, "Opportunities need to exist in the classroom where generation of knowledge and active participation is required" (p. 106). Consequently, this research project is framed by this learning need.

Therefore, addressing that problematic situation unfolds several possibilities to apply different educational practices; the selected one for this research is the use of language objectives established by learners in a collaborative environment. As depicted above, the problematic situation requires an autonomy development process where students are more engaged in their learning development. For that reason, the use of the language learning objectives is an initial stage of that complex and challenging progression of becoming autonomous learners.

Additionally, the conditions and specific characteristics of the population that participated in the study are the reasons to articulate the use of a 2.0 web tool called wikis with the language

learning objectives. Wikis are websites to facilitate communication and interaction among participants which are features that can be integrated to foster a collaboration to set and monitor language learning objectives. This reason has been important in the selection of wikis as an integrating and enhancing element in the work of establishing language learning objectives.

Statement of the problem

The following section presents the origin of the research project and it describes the problem situation of this particular context, all along with the research question and objectives.

Learners of a language often want to play a more active role in the process (Weimer 2002). The need of being active participants is a constant concern of the participants of the project. Also, teachers stress the importance of practicing and keeping contact with English outside the classroom However, as expressed by the same learners, they fail to begin an autonomous process outside the classroom. The reason for that difficulty in autonomous work is because the process of carrying out work on their own seems a challenging and demanding one, and often learners question themselves about "How am I going to proceed?", "What activities should I do?", "What do I want to learn or practice?" Orientation and support are likely to be needed whenever students are engaged in autonomous work. Autonomy development is not spontaneous and language learners are needed of steps, support and procedures to reach that desired state of autonomy.

The students that took part in this research are 12 adult learners at B1 according to the Common European Framework of Reference (CEFR) enrolled in an English language course at Instituto de Lenguas de la Universidad Distrital (ILUD). They were interested in following a process outside the classroom that involves practicing and using the target language. A

preliminary data analysis from a survey (see appendix 1) and inquiries from different students guided me to carry out research in such aspect. The results outlined some characteristics related to the way leaners practice English outside the classroom along with the logistic limitation and opportunities for autonomous work.

First, despite the fact that the population of learners is adults, they perceive that guidance and orientation are needed whenever they want to initiate a self-directed process. They lack knowledge about resources where they can find, as stated by them, "a real practice". Even though they perceive that movies, songs and the internet can be used as sources for practice, they believe that it is not enough and most of the participants expressed that they ignored how to proceed when they want to work on their own outside the classroom. Therefore, their autonomous work can be extremely challenging and even discouraging for them when they remain unguided.

Another aspect shown in the preliminary data collection (appendix 1) was that participants did not have awareness or knowledge of their own level of English, despite the fact of being adults. When they were asked about this concern, they failed to account for a proficiency level. Also, it was quite surprising to see that students were not able to distinguish whether they made progress or not. Learners, at that time, did not perceive the progress they should have felt as because they were unable to account for the abilities and capabilities expected from them at that level. The previous finding led me to research on ways in which they can also monitor their own process.

It is clear from their context that extra practice was not a simple issue. Most of the participants of the course are enrolled in other professional studies or are even full-time workers

in different areas. Therefore, the time-limit to practice English by themselves is   a striking problem. In the results of the preliminary data collection the tendency of time spent in contact with the language is in average 1 to 2 hours per week outside of the 6 hours per week they spend in class. This sort of finding shed some light about the type of problem that participants were facing and encouraged the researcher to inquire about ways in which they can tackle this necessity in a collaborative way that is achievable bearing in mind their conditions and limitations.

Research Question

What are the possible effects of collaborative work in the setting and monitoring language learning objectives through the use of wikis?

General objective

To analyze the effects of collaborative work with wikis in the setting and monitoring of language learning objectives in adult students' self-directed work.

Specific objective

To relate the features of the collaborative work done in the wiki and their possible incidence in students' autonomy development process.

Rationale/Justification

The participants of the project required the integration of more oriented activities for their self-directed practices. Taking that need as a starting point the research project was oriented

having as a scope the self-directed work that participants can do to continue their process in a more autonomous and collaborative way. The language learning objectives are one specific aspect of the broader area of autonomy.

The setting of language learning objectives is an important part of becoming autonomous. The objectives can give more than guidance; they give specific and approachable objectives that can be perceptible. Nevertheless such endeavor is not easy at all, as exposed by Murray (2011), "The notion that determining language learning objectives forms entails having a vision of a possible self as an EFL speaker makes goal setting a much more complex process than it appears" (p. 85). Evidently, there is a need to determine to what extent students need to learn, what contents and abilities they need to acquire and how are they going to reach those goals. Indeed, a challenge not only for learners but also for teachers who need to set the conditions and organize the classes to guide in the best possible ways the students towards the objectives.

What is more, accomplishing language learning objectives can be enriched by the benefits of the collaborative component. Instead of a purely individual endeavor where learners just focus on their own objectives, this research sought for articulating collaborative features to the process. In that way, students could support in each other in a more social experience when they establish language learning objectives. Tasks in language learning can be best developed with the benefits of a collaborative approach. For instance, in the process of setting and monitoring language learning objectives there is a great deal of profits resulting from the interaction, reflection and sharing with peers. By doing so, learners might advantage of the classmates' experiences and advice.

Additionally, setting specific language objectives offered significant insights about the need previously established in the statement of the problem. Starting that process with the

objectives definitely was an initial stage in students' quest to have guidance and procedures in their self-directed work. It also appealed to the individual interests and constraints in their autonomous work. Since participants were the ones who decided how committed they were going to be with the objectives, they had the control over the time and the depth in their language learning objectives.

This research project was nurtured from the perspective of autonomy development process provided by expert researchers. There is a vast interest in promoting autonomy in our learners: "Students need to be encouraged to develop their own learning strategies so that as far as possible, they become autonomous learners" (Harmer, 2007, p. 394), they need to be more *active* learners, who can convert information into meaningful knowledge. Students need to learn how to acquire, integrate and use new knowledge so they can be more strategic learners (Weinstein, 1996). The setting of language learning objectives is part of this educational approach, which requires that students have self-awareness of themselves as learners; they need to know their strengths and weaknesses, their academic interests and preferences. In words of Weinstein (1996) "Effective learning requires the will to set and accomplish reasonable learning goals" (p .50).

This research project is shaped with the benefits given by a collaborative and reflective focus that is why, the selection of a 2.0 web tool as wikis emerged; as described by Reis (2010), "As a web 2.0 tool, wikis can be generally described as collaborative websites in which information can be rapidly added, modified, or deleted" (p. 9). The interaction that is generated in wikis allowed collaborative benefits because of the exchanges possible in the platform considering that participants in a Wiki can always comment on every entry they might be interested in. They even can add media or links to have a more diverse interaction among them.

The need for innovative and useful practices has guided this project. With the vast growth of technology and the Internet, the types of interactions among learners are constantly changing. Learners' interaction is no longer limited to the classroom. Therefore, a collaborative learning process that includes web 2.0 tools is not only feasible but needed in the current tendencies of language learning and more specifically in the needs of this particular context where the research project was carried out.

On the other hand, educational practices can be benefited from this project in similar contexts where students have similar problematic situation. Consequently, teachers and students might find relevant findings about the setting of language learning objectives and ways in which it can be done collaboratively. This research may show advantages and constraints that apply to learners and educators in likewise situations. What is more importantly, this research might initiate a self-awareness and autonomous process in the participant that may transcend beyond the classroom.

The upcoming chapter will contain the theoretical framework in which constructs, concepts and relevant research will be presented along with their relevance to this research project.

Chapter II

Theoretical Framework

In the introductory chapter there was an exploration on the problematic situation that this research project copes with. The analysis is centered in the collaborative setting and monitoring of language learning objectives in students' self-directed work, by making use of wikis. To gain a general perspective of the situation, it is necessary to see each construct and the role they have in the language learning spectrum and their incidence in this particular research project. In that way, this chapter will provide a reflective discussion between constructs to see the big picture of the situation. First, the concepts of collaborative work, and its relation to learning objectives will be described, stating the big theory and areas that contemplate the use of learning objectives. Finally, the implementation of wikis in language learning will be depicted.

Collaborative work

In order to grasp the **collaborative work** concept first, it is imperative to look at the general principle defined as **collaborative learning.** This research has the value-added aspect of collaborative learning which is defined by Macaro (1997) as, "a situation where learners are encouraged to achieve common goals by working together" (p.134). Also, authors such as Dillenbourg and Schneider (1995) have made a distinction of two related concepts like collaborative learning and cooperative learning, "Collaborative learning requires the active participation in which two or more subjects build synchronously and interactively a joint solution to some problem" (p. 2). Whereas, in cooperative learning groups of learners could distribute tasks to work independently. Based on that distinction and given the nature of the interaction using wikis, the **collaborative learning** perspective would be the most appropriate to the project.

Subsequently, learners establishing learning objectives could benefit from mutual interaction rather than from task individual assignation.

Additionally, in regards to the elements of collaboration, Johnson and Johnson (1996) consider that collaboration should aim at promoting social interdependence. Therefore, aspects such as giving and receiving help, exchanging resources, giving feedback, challenging, encouraging, and reflecting should be present in a collaborative learning environment. The insights of the authors provide a framework of reference of what can be considered as collaboration and what attitudes and behaviors are needed to promote collaborative work in the classroom.

In addition, to understand collaboration in language learning using technology, it is necessary to analyze the insights of Chang and Morales (2010) who reported on the perceptions that their population had on the academic work with wikis. They came up with three categories: Perception of wiki in constructive learning, perception of wiki in collaborative learning and perception of wiki in learning outcome. Those perceptions were positive with remarks towards what students highlighted of the experience of working with wikis and what they considered irrelevant or negative. Learners in the study see a clear relation between wikis and collaborative learning, since wikis allowed them to work on contributions. Chang and Morales (2010) categorize the collaborative contributions of wikis in the following aspects*: Interpersonal skills, Positive Interdependence, Promotive interaction, accountability, individual and group processing.* To sum up, the article sees perceptions of learners using wikis and deepens into aspects of collaborative learning.

In order to understand the purposes of this research, the term **collaborative work** is derived from the general principles of collaborative learning. Collaborative work then is characterized by the use of the general principles of collaborative learning to a specific task, in this case the establishment of language learning objectives. Collaborative learning is a perspective to human learning whereas the concept of collaborative work is to be understood as the use of particular actions and behaviors that seek to help classmates in a task.

Furthermore, Engstrom and Dusty (2009) in their study entitled collaborative learning the wiki way describe the rationale for using wikis in education. Additionally, the authors provide insights and recommendations for using wikis in large student-centered curriculum projects. What is more, they confirm the use of wiki for collaborative purposes when they state that "Wikis are collaborative environments by design, and can serve a variety of purposes for collaborative online projects" (Engsrom & Dusty, 2009, p. 12). In their findings the authors emphasize in the organizational issues that imply the use of the wiki, for instance, the instruction of students, the use of acceptable use policies, the trouble shooting problems.

Finally, in their study, they report about the benefits the teachers gained for participating in the process. The project was useful for teachers because it helped them in their professional development; they had the opportunity to attend seminars about the implementation of wikis and creation of collaborative projects. To sum up, the study confirms the selection of wikis for collaboration process and it highlights the benefits for both teachers and students.

One local study that regards collaborative learning when using Information and Communication Technologies (ICTS), depicting findings concerning this project, is the one done by Espitia (2010). In this case study the researcher inquired about virtual forums and the

opportunities they bring to foster collaborative learning. The Colombian author conceives that collaborative learning is achieved since participants in the forum discussed, and socially evaluated their practices by making use of blogs, wikis and other tools provided by the forums. In a nutshell Espitia summarized the relevance of collaborative learning when she says that "The importance of collaboration in a virtual community is presented as the fulfillment of individual goals through the interaction and help of others" (Espitia 2010, p.57). That case study is relevant to this project in the extent that it reassures and provides perspectives of the use of collaborative learning using technology in a Colombian setting with similar conditions of this project.

Self-directed Learning-Language Learning Objectives

This research project is framed within a general perspective of a learner-centered class with emphasis towards autonomous learning. In general terms autonomy is defined as "the ability to take charge of one's learning" by Holec (as cited in Benson and Voller 1997, p1). This view of learning has originated many theories that focus on how this principle can be carried out by learners. To begin an autonomous process, learners change and adapt strategies and behaviors. For instance it is recognized that setting goals or objectives is part of the big endeavor of becoming more autonomous learners.

Authors such as Diseth and Kobbeltvedt (2010) have researched about learning goals and their effects on learners' autonomy and they have come up with the following distinction of learning goals or objectives: **achievement motive goals, performance based goals** and **academic goals**. More than that, the authors explore relations between the setting of goals and the **learning strategies** used by students. The results and conclusions derived from the research

favour one sort of goals that were incorporated by participants in their strategic learning. Research done by these authors validates the selection of **performance-based goals** as part of the strategic learning process of students which proved to be successful. The research concluded that academic goals are defined by how learners evaluate their competence in terms of academic standards. But the performance-based goals provide deeper benefits, since "They are concrete cognitive representations that direct individuals towards specific states or ends" (Diseth & Kobbeltvedt, p.672).

For the purposes of this research it was evident that a focus towards performance-based goals would centre the population into specific outcomes in terms of their capabilities as users of English whereas academic goals will only limit them to generate objectives that are assessed by their academic performance.   Apart from that, the authors explain and deepen in the motivational dispositions and the effects on the learning process. This distinction made by Diseth & Kobbeltvedt (2010) narrows the selection of objectives in this research to performance based objectives, which can be incorporated into students' strategic learning, and would be more fruitful than purely academic objectives since the learners in this study need to perfom using the language in their jobs and universtiy studies. Thus, the selection of **performance based-objectives** seems a more suitable option that will go accordingly to lifelong learners in the quest for more autonomous learning experiences.

Apart from theories on learning objectives, there are some approaches in language learning that are embedded in principles of autonomy and also contemplate the use and effects of learning objectives. One of these approaches is **self-directed learning (SDL).**

Self-directed learning is a strategic approach more specific than the big and complex concept of autonomy. Self-directed learning is more oriented towards the activities, procedures, and processes designed by the same learners, (Gibbons 2002). This educational perspective also sees the role of setting objectives as part of the process of becoming an effective self-directed learner. The setting of objectives is part of the aim and orientation within this theoretical perception.

Self-directed learning is focused on teaching the skills and providing the experience that students need to guide their own learning (Gibbons 2002). The outcomes of research in SDL expose that the best benefit of this approach is that students create their own learning style that appeals to individual needs. That is why, establishing objectives in SDL is part of learners' self-recognition as individuals that control and project their own learning.

Additionally, self-directed learning is not the only approach whose possesses or procedures contemplate learning objectives. Apart from self-directed learning, there are more theoretical tendencies that consider learning goals as important aspects.

Strategic learning is other approach. In strategic learning Authors claim that "students must take an active role in converting new information into meaningful knowledge," (Weinstein 1996, p46). Strategic learning implies more than specific meta-cognitive strategies. It also entails to set and accomplish reasonable learning objectives. One relevant aspect of learning objectives is the highly motivational function of achieving learning objectives, since achieving objectives may produce a more concrete sense of progress that boosts the motivational state of the learners.

The learning objectives in strategic learning follow a cyclic process: the cycle begins with setting and studying the goal, then creating a plan to reach the objective, selecting the

specific method, implementing the methods, monitoring progress, modifying the plan or even the goal and start with a new objective again.

The insights given by strategic learning regarding setting objectives are relevant. However, the approach does not provide a detailed description of the setting of language learning objects. In the strategic learning objectives are expressed as important part of becoming a strategic learner; nevertheless, the approach is limited to the implementation of meta-cognitive objectives.

Another important autonomous-oriented learning approach is **self-management learning.** Gibbson (2002) provides a differentiation between self-directed learning and self-management learning. He considers that in self-management learning, students work through teacher´s guidance. On the other hand, in self-directed work, students design and follow their own paths with less teacher's orientation. Self-management learning is being long studied providing also reference about the importance of objectives in learning. As Butler explains: "Learner self-management refers to the ability to deploy *procedures* and to access *knowledge and beliefs* in order to accomplish **learning objectives** in a dynamically changing environment" (Butler, 1997, as cited in Rubin 2005, p 1)

There are five key procedures in self-management learning. The learning objectives are exposed deeply in the first procedure planning. First, students need to define and select objectives, second they have to set the criteria to measure the objective achievement, third there is a task analysis and finally a time line is set (Rubin, 2005). Self-management learning defines and gives specific parameters that should be used by learners. The goals or objectives need to be timed framed; they can be long and short term goals. Besides, expert learner set realistic objectives by themselves in a realistic time frame. Another relevant aspect when setting

objectives is the assessment that learners do to the process of achieving the goal. There is an acronym that sums up better the requirements of self-management learning goals; **SMART** goals. The goals must be Specific, Measurable, Attainable, Realistic and Time-framed.   This perspective and description of the criteria of goals was applied in the instruction for setting language learning objectives.

From this theoretical perspective the learning objectives are given great deal of importance and what is more relevant, they give procedures and parameters of the type of objectives that can be more effective. Therefore, the self-management learning focus created not only a framework of work for the pedagogical implementation, but also permitted students' reflection about their role as language learners. That is why, the theoretical view provided by self-management learning was appropriate for this project to guide and instruct learners in setting objectives depending on their particular needs.

Research about learning objectives is mainly focused on the motivational boost that achieving objective produces. Achieving objectives has been more researched towards the psychological effect that it has on learners. One important author that has carried research about learning objectives is Cummings (2006) who presents studies done about learning goals, and more specifically about setting learning objectives in literacy development in Second Language Acquisition. As result, his studies are centered in establishing writing goals. In his studies Cummings highlights the constant dilemma when theorists try to conceptualize learning goals. Learning goals have been analyzed with two perspectives: One learning *for* communication and objectives in learning *through* communication (Widdowson, 1983). One objective from the first perspective may be improving general English proficiency, while the latter would be performing better in classes.

In his studies Cummings (2006) sees the importance of setting writing goals as part of the literacy development in adult learners taking a language course. He considers that, goals mediate teaching and learning and even curriculum contexts. In the findings of his studies he reckons that "goals are valuable focus for understanding ESL students' efforts to improve their writing in English for academic purposes" (Cummings, 2006, p159). In his research he established some findings from the use of learning objectives. He concluded that such objectives have a *force:* an intention that produces an outcome; an *object:* a specific aspect or issue to work with; an *action:* that is a clear intervention to get the goal. Finally, a *context:* where the objective is put into action.

From these studies we can see how research about language learning objectives can be implemented in real practices. It is relevant to see the understanding that theorists have about language learning objectives in research.

Another research is the local study carried out in Colombia by Rodriguez (2007). In his study he analyses students' self-assessment as an empowering tool in the teaching and learning in EFL process. In his study, self-assessment contemplates monitoring specific goals that students have when they do listening tasks. The relevance of learning goals in students' self-assessment process is an interesting finding that this local study gives. The study concluded that: learners' self-assessment practices promoted reflection on the weaknesses and strengths they have. Consequently, participants' perception changed in terms of responsibility in their language learning process.

In a related study carried out in an EFL context, researchers analyzed the use of language learning strategies proposed by Oxford (1990). In their study the researchers interviewed varied

population to see possible relations among the strategies for language learning and the purpose learners have to learn English. The method to analyze data was qualitative and the results indicated that adult learners regarded as efficient metacognitive strategies that included language learning objectives.

Based on the results of the study in which adult learners preferred a particular set of strategies and young learners are inclined for others strategies; this validates the use of language learning objectives as a strategy that might be effective for the population of the project. What is more, the results indicated that metacognitive strategies such as, centering the learning, planning, and arranging the learning using language goals were preferred by adult learners (Sadeghi & Khonbi, 2012).
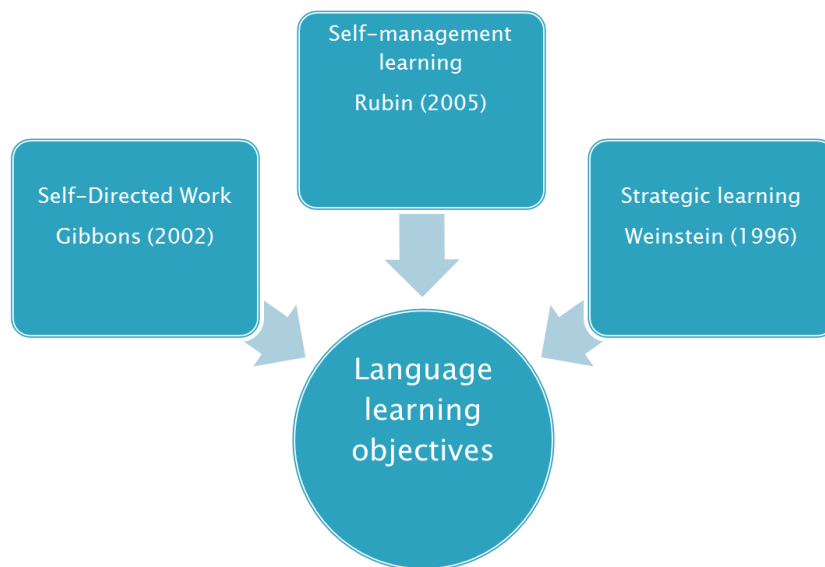

Figure 1. Language learning approaches that contemplates learning objectives

Wikis

The advancement of technology has influenced education significantly. With the new digital information, new ways of interaction have broadened the spaces where learning takes place. In that way, with the upcoming online learning there are new perks to foster problems of time and distance. Teachers of languages have been looking at other spaces where interaction takes place. That is the reason for using Computer Mediated Technology (CMT); because CMT allows communication in a synchronous and asynchronous way (Blake & Chun, 2008).

Wikis are part of the CMT tools that are currently being used in education due to their collaborative components (Ramirez, 2010). Wikis "are collaborative created websites where users can create a series of web pages, edit and revise others' work, provide feedback, keep track of the changes and publish information online" (Chen, 2008, p 23). The word wiki comes from the Hawaiian word "quick" because it is the fast creation of web pages by teams of people.

The advantages of using wikis in classes include:

1. It promotes collaborative writing skills because learners learn from the interaction and feedback from others (Reis (2010).

2. open-editing. In groups they can edit their own information and even the information uploaded by other students.

3. It allows non-linear text structure: wikis provide new ways of organizing and placing information.

4. Encouraging multiple modalities: learner can effectively use other sorts of media in wikis like: videos, animation, audio, and graphics.

5. It is user-friendly. Wikis allow easy editing and basic computational knowledge is enough to use them.

Nevertheless, authors have mentioned limitations and constraints in the use of wikis. The most important drawback is that students may feel uncomfortable when they have to edit or correct other's works (Chen 2008).

One study that points outs how the wikis can be used in the particular context of learning languages, is the study done by Reis. In his study Reis (2006) describes the perceptions taken from students in language courses about the use of wikis in the classroom. The study revealed the great collaborative component of wikis when developing narrative skills. This study highlights the contributions that wikis give to collaborative work. The perceptions of other language learners using wikis are valuable. However, the study is limited in explaining the procedures or activities they do with wikis.

Another study about wikis with interesting outcomes is the one carried out by Morellion, (2009) in which students and teachers used a wiki with curriculum specific parameters in a project called WANDA. In the study, wikis are used in the development of literature circles where students could make critical responses about books they selected. They could share insights of the process via wikis, about the books they read. All within the conception of literature circles in which they first: select a book, reflect on the contents of the books, and discuss. This was done with the innovation that they did this using of wikis. The results of this study highlight the creation of a community with the wiki where the participants shared meanings dispositions and responsibilities. Also, the results of the study concluded that the work with wikis fostered in the participants the following characteristics: openness, integrity and self-organization.

So as it has been discussed, wikis are applicable to education and more specifically to language learning. They are versatile tools, which as seen by the studies exposed previously in the chapter, can be implemented in different areas of learning and can be utilized to work in different language skills.

Another study regarding the use of wikis is the one carried out by the Colombian author Fandiño (2012). In his study the author used the wikis to vary and expand the teaching practices of in-service teachers who wanted to apply ICT tools in the classroom. The author in his study explains how initially teachers evidenced a "survival stage" of ICT competence in which they struggled with the implementation of technology in the classes. At the end of his implementation he regarded that due to the features of the wiki teachers were able to create and use wikis as part of implementing ICT in their classes. As Fandiño (2012) states "Teachers were aware of a variety of specific applications that wikis have to help people access information, collaborate, and carry out projects" (p. 19).

This Colombian study favors the use of wiki in language learning settings even when the teachers are not familiar with the tool. Moreover, the author reported how participants had had negative attitudes and beliefs towards the use of technology before they started the project and how that changed because the user-friendly features of the wiki.

The theoretical framework exposed before placed the constructs into perspective, and it is framed by authors who have done research. Distinctions and conceptions about learning objectives, self-directed learning and wikis have been mentioned. Knowing the nature of learning objective was helpful to guide students in this research project to set realistic and achievable

objectives, taking as reference the work done by authors such as Rubin (2005). In addition,

references where wikis have been used in language learning were exposed too. As conclusion,

theories and studies carried out gave some light about how to proceed in the research and also

gave new interpretation of the situation to research.

Chapter III

Research Design

In this chapter the type of research applied will be depicted along with the research question and objectives. Also the context and participants will be described with the implications of doing research in such context. Then, the chapter will describe how this research process addresses ethical considerations and finally the instruments of the data collection and reasons for their selection will be specified in relation to research aspects such as validity, triangulation and reliability.

Type of Research

The selection of this qualitative action research lies on the fact that the problematic situation emerged in a real teaching context. Hence, this action research focus guided the project bearing in mind the needs and particular characteristics of a real teaching context.

This qualitative study has characteristics that belong to the Action Research (Elliot 1991) due to the fact that the research process was originated from the learners' needs in the context where the teaching practices were carried out. The inquiries that led this research arose from the immediate setting. Therefore, the outcomes of this research benefit the teacher, the learners, and the context.

This action research process provided valuable insights in order to continue with the professional development and reflective skills of the researcher since it bears in mind a cyclic process (Kemmis & McTaggart 1988) where stages such as planning, observation, action and reflection will increase my reflective-teaching development.

To sum up, this action research approach reflects the needs and origin of the problem situation; it guided the process towards reliable and valid outcomes to be shared within the

educational community. Additionally, action research offered a valuable reflective process of real events and situations of this particular teaching context.

This research project aimed at analyzing and describing the possible outcomes of setting and monitoring language learning objectives with the collaborative work through wikis and is guided by the following research question and objectives:

Research Question

What are the possible effects of collaborative work in the setting and monitoring language learning objectives through the use of wikis?

General objective

To analyze the effects of collaborative work with wikis in the setting and monitoring of language learning objectives in adult students' self-directed work.

Specific objective

To relate the features of the collaborative work done in the wiki and their possible incidence in students' Autonomy development process.

Setting

The setting of this research is the Instituto de Lenguas de la Universidad Distrital (ILUD) which is in charge of designing and creating extension language learning courses in different branches in Bogota. The institute offers courses to learn English, German, Italian, Portuguese, Mandarin and Spanish as a Second Language to adults and children. Also, it is certified by Cambridge University as preparation center for ESOL exams.

ILUD's vision: To favor academic spaces for the district in which the individuals are able to recognize their human potential to generate meaningful contributions in their family and social contexts.

ILUD's mission: To contribute in the development of integral human beings willing to generate changes in their contexts from reflections derived of the language learning framed in an informal education.

ILUD's objectives:

1. To contribute to the integral development of the individual within the informal education.

2. To favor spaces for pedagogical actions and reflections that tackle the challenges required by globalization.

 3. To analyze, execute and create language extension courses and services for the different faculties of Universidad Distrital and for the Capital District.

 The institute's program is divided into 11 levels of proficiency each of which lasts two months. Learners are expected to be certified at a B2 (CEFR) level in international exams when they complete the entire course. Each level has a class frequency of 6 hours per week and students use the textbook guide series of New Total English (Roberts & Wilson, 2011) and First Certificate in English expert (Bell & Gower, 2008). Nevertheless, complementary material is also used by teachers. Learners have at their disposal self-access rooms with complementary resources such as books, magazines and, computers with educational software and Internet connection.

The institute advocates for a meaningful learning experience where learners are expected to develop an autonomous learning process that is why the rationale behind this research contemplates self-directed work as part of the autonomy development. In that way, this research

proposal aims to complement the institute's aspiration to use autonomy since this research project will give discernments of the initiation of an autonomy process using the language learning objectives.

Participants

The class was integrated by 15 adult learners at intermediate level B1 according to the Common European Framework of Reference (CEFR). They are a mixed ability group that shares different backgrounds. Some of them are undergraduate students from different universities; others are full-time workers in different areas. The learners perceive a need to engage themselves in a self-directed work that complements the regular classes. In addition, the participants have claimed that the reasons to learn a language go further from job or studies requirements. They are eager to interact with other people using English as citizens of the world.

This group was selected bearing in mind the stage of their English language development. These learners are capable of recognizing language learning needs, and are able to follow a self-directed process where they analyzed their own process and identified areas of improvement, all conditions necessary to set language learning objectives.

Role of the Teacher- Researcher

In this action research project the teacher was responsible for designing and executing the activities to be done in the level, also he was in charge of observing, collecting, and analyzing data. These two roles offered a valuable perk. As described by Burns (1999) "Action research has the capacity to initiate and enhance teachers' research skills as a natural extension of teaching practice" (p.15). This dual role helped to articulate beneficial research skills, such as reflection of events in class, into the teacher's professional development. Also, designing a research process and being the teacher of the class permitted to face the problematic situation more directly.

Instruments for Data Collection

This research design contemplated the following instruments for data collection: teacher's logs, students' artifacts, and audio recorded semi-structured interviews to have different perspectives and sources to enrich the data analysis process.

Teacher's Log: Logs are defined as mechanism for recording ideas and thoughts while teaching and learning (Buehl, 2009). The teacher's logs were selected in order to have insights of learners' reactions towards the process of setting language learning objectives (see appendix 2). Also, it is selected to collect contributions done among participants in the collaborative-monitoring stage, and finally to analyze perceptions of the reflection-checking stage.   The logs were collected in the classes assigned for those stages where participants had specific tasks to accomplish, As stated by Freeman (1998) "the teacher logs have the a retrospective account of the lesson" (P. 212) Therefore, the researcher gained retrospective account of their insights, contributions, and perceptions of those particular stages of the implementation.

Students' Artifacts Wikis: Artifacts are objects which we can get data from, but is the researcher who interprets such information as suggested by Marshall and Rossman (1995) "the meanings of artifacts are perceived and interpreted by the investigator" (p. 119). In this case, the objects or artifacts were the digital information of the students' entries in the wiki. The data from the wikis was analyzed in two ways: first the individual entries: comments or extra electronic media added by the participants in order to see how they set and monitor their own language learning objectives. Second: the entries of the classmates in others' language learning projects in the Wiki. From the second one, the type of data analyzed were the entries in terms of: comments, contributions / suggestions and electronic media to help their classmates in their projects. The Wiki as artifacts had the role of Computer Mediated Communication (CMC) because "Wiki is a

collective website where a large number of participants communicate by modifying or creating pages using their Web browser (Desilets, Gonzalez, Paquet, & Stojanovic, 2006, p.19)." The data collected was portrayed in those entries or modifications that students made in their own project (appendix 3).

Students' Semi-structured Interviews: This instrument was selected to collect students' perceptions regarding the collaborative aspect of the process, how the monitoring language objective took place and perceptions towards the work with wikis. The selection of this type of interview is done because it provides some advantages as Burns (1999) remarks: "semi-structured interviews allow for the emergence of themes and topics which had not been anticipated" (p.120.) Consequently, this type of interview assisted to broaden the perceptions that student have for the collaborative work with wikis (appendix 4). The interviews were implemented in Spanish so learners would not restrict their answers due to impediments in their proficiency in English. By doing so, their answers could be as descriptive as they naturally express themselves in their mother tongue. The interviews were done at the end of the cycles so learners had a general perspective of the process. The teacher conducted the interviews which were done one by one.

Ethical Considerations

This research project addressed ethical considerations as stated by Burns (1999) by assuring the following aspects throughout the process: *Confidentiality:* first of all the participants were given an informed consent letter (appendix 5) explaining the purpose of the research and they were asked for their participation which did not affect their final grade of the level or was related to their promotion. In addition, participants were provided with the opportunity to reject participation in the project. And finally their identities were protected by using code names in all

the stages of the research even in the creation of the wikis, only the researcher and participants had access to entries and projects created.

Responsibility: Apart from the participants, the director of the institution was asked for permission to conduct this research in other consent letter, where the purposes goals and benefits from the project were explained. Finally, this project sought for a beneficial improvement of all the participants in their autonomous work in their language learning process.

Validity and Procedures for Data Collection and Analysis

Before the data collection process, a piloting of the instruments was applied to a similar population to see unexpected results and modify and enhance the application of them. The data was gathered from different perspectives to gain validity in the sort of outcomes of the data analysis because it is generally accepted in action research "that researchers should not rely on any single source of data, interview, observation, or instrument" (Mills, 2003, p. 52).

The data was triangulated form the three instruments to see their relation with the research question. The processing of the data followed specific stages where first: the data was gathered from the three instruments to see the initial emerging patterns of the preliminary data analysis. Then in a second stage recurrent patterns were assigned to focus only in useful data and in that way spot emerging categories. Finally, an interpretative stage was done to see the implications derived from the data and its relation to the research questions and objectives.

The previous chapter explored the research design in terms of the actions and considerations to be taken. The schedule of such actions is explained in the research action plan (see appendix 6). As a conclusion this qualitative action research guided my project towards the thoroughness and trustworthiness expected from a professional teacher researcher.

Chapter IV

Pedagogical Intervention

The following chapter describes the pedagogical intervention in terms of the cycle of setting and monitoring language learning objectives. This chapter will explore the general pedagogical considerations when using wikis with adults.   Finally, it will explain the procedures stages and resources implemented in the study.

This pedagogical intervention is framed within the autonomy-development perspective which is the focus of the project as it has been stated before; it sought to initiate and enhance self-directed work using the technological tool wiki, which means that the pedagogical intervention was not limited to the development of a particular language skill or system in the population.

The intervention supposed a blended learning process in the **activity level** as a methodological measure**.** Graham (2005) classifies it as the following: "Blending at the activity level occurs when a learning activity contains both face-to-face and computer mediated elements" (P.11). Consequently, the pedagogical intervention in this research project was designed to have face-to-face sessions where students were guided into collaborative work, use of wikis and in the setting and monitoring of language learning objectives. And equally important, the pedagogical design also contemplated work with wikis as Computer Mediated Communication (CMC) tools where tasks were carried out in their self-directed work online. The intention behind the blended learning was to find a balance between the face-to-face classes and the work with the wiki. In the face-to-face sessions learners had the opportunity to interact immediately with the teacher. Also participants were given instant feedback. Consequently, the

sessions in the classroom allowed them to have a more traditional space that they were more comfortable.

On the other side, the work with the wiki provided them the opportunity to organize their times to work. Also, learners at home had instant access to the internet and all the sources discussed in class. Therefore, the implementation sought for participants taking advantage of both modalities of learning.

Language Learning Objective Cycles

The pedagogical intervention was divided into 2 cycles named the objective cycles with the following stages in each one: introductory stage, posting stage, collaborative and monitoring stage, and reflection and checking stage. See figure 2
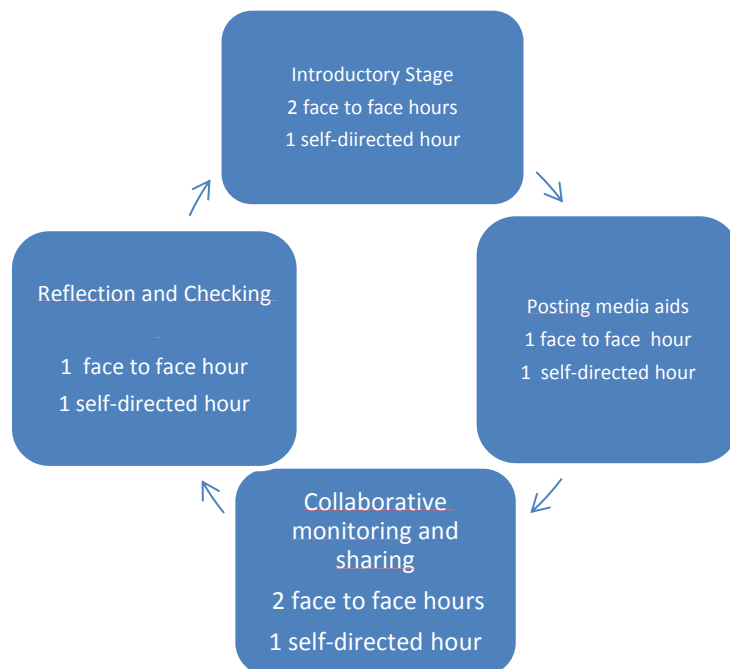

Figure 2. Setting goals and monitoring objectives cycle

In the introductory stage lessons were oriented towards guiding students in the use of the wiki. Learners received instruction in the access to the wiki and in the creation of their own project where they set their SMART objectives which stand for **Specific, Measurable, Attainable, Realistic, Time framed**. Apart from that, the introductory stage provided guidance in the setting of SMART objectives following the procedures established by Rubin (2005): defining/selecting goals, setting criteria to measure goal achievement, task analysis, and setting a time line. Finally, the students checked their own process comparing examples with a rubric provided by the teacher.

The posting aids and media stage was designed to assist students' selection of material, media and procedures in order to have support for the objectives' accomplishment. In face–to-face sessions of this stage, students were instructed in choosing and selecting resources that helped them in the completion of their project. More specifically learners were instructed in the selection of **learning objects**. Learning objects are defined by Wiley (2002) as "Any digital resource that can be reused to support learning" (p. 5). Then in their self-directed session they posted the media aids that help them accomplish the objective.

Collaborating and monitoring stage: during this stage, students in the face to face sessions interacted and shared experiences about setting the goals. Also, learners gave their opinions about the feasibility of their classmates' projects. During the classes students were invited to remark on each other's learning objectives.   Then in the self-directed work, learners were required to post entries in the classmates' projects to promote collaboration by means of: Interpersonal entries (comments like good job, well done, etc.), and promotion of interdependence (entries that contribute achieving the goal: links, webpages and constructive comments) Chang & Morales.

(2010). In order to foster promotive collaboration, a rubric was supplied to the students to analyze their classmates' objectives and comment how they can improve their objectives.

Reflection and checking stage: in this final stage the lessons gravitated towards the raising of reflection and assessment of the project. The objective of this stage was to generate awareness in students, so they were able to check if the learning objective was completely achieved, partially achieved or was not achieved at all. Students posted in their projects the outcomes of the process and insights about how the collaboration was provided by the classmates.

Being a blending-activity level learning, the face to face lessons carried out the following general procedures in the different stages: providing input/ setting tasks/offering feedback. In the self-directed sessions learners had tasks to accomplish in the wiki and in class both synchronously and asynchronously.

Instructional material

This pedagogical intervention required the use of the academic wiki that is hosted by the following website: http://www.wikispaces.com/, where students created their own project SMART objectives. Students, depending on their objectives, made use of different digital learning objects (Wiley 2002) which were webpages and digital media that assisted the completion of the learning objectives. Some example of the learning objects that students judged as useful for the classmates are in appendix 7. During the face to face sessions rubric (appendix 8 annex 1) and examples of language learning objectives were provided, finally, academic web pages and resources were suggested to students.

To conclude, the pedagogical intervention sought for students' autonomy-development in their self-directed language learning process. Learners followed two cycles in which they created their own learning objectives project in the Wiki following the stages previously mentioned. This process was framed within the use of blended activities which implies that learners had face-to-face sessions and also were required to do tasks online using the Wiki.

Language work in the implementation

In the introductory stage where learners were first instructed in the setting of SMART goals an awareness raising process was designed so students had to recognize themselves as language learners and most importantly their strengths and weaknesses in their individual processes. Students examined themselves in relation to the four language skills and about the grammatical system of the language. After they had narrowed down their language usage to specific skills, their goals and work focused on very specific aspects.

The tendency of the population regarding the objectives and the language work they wanted to carry out can be summarized in the following aspects: Listening for specific information and gist of aural texts, work on lexical new items and phrasal verbs and finally, work on the functions of different grammatical tenses and aspects in English. The language development work was first established by the learners' needs and constraints in their self-directed work. Participants expressed that having the opportunity to select which specific area to work on during classes was an unusual but inclusive experience for them.

Also, the work with the language learning objectives allowed incidental English language development. For instance, during the classes students needed to use grammatical structures to

provide advice like *you should or should not*. Additionally, it helped students to express

agreement and disagreement. In a nutshell, students required different abilities and structures for

different times during the process, either by providing advice or reporting in the progress they

were doing with their language objective.

The following is a chart that explains the stages that were carried out with one objective, after

learners complete the stages they selected a second objective to start the cycle again

TIMELINE
Cycle 1

August 6th - 8th	August 15th	August 27th	September 3rd
Introductory stage	Posting media and aids	Collaborative monitoring and sharing	Reflection and Checking

Chart 1. Timeline for the intervention

Chapter IV explored the pedagogical intervention and each of its stages along with the

relevant considerations needed for the project and the sort of language development done during

the process.

CHAPTER V

Data Analysis

Chapter five will offer a thorough description of the data analysis process carried out in this research project. First the approach to data analysis will be depicted along with the data management. Then, the analysis process will be described including the stages of the analysis and the categories. Finally, the general conclusions of this analysis will be presented.

Grounded Theory Approach

Grounded theory has allowed the researcher to have a framework of interpretation of the collaborative features displayed during the intervention. This inductive perspective was useful to analyze and make sense of the particular behaviors of the nine participants when establishing language learning objectives, and by doing so the approach guided the analysis into the articulation of new theory relevant to the context and problem situation.

The researcher employed the principles outlined by the grounded theory which is an approach that supposes a systematic methodology where theory is developed from grounded data (Strauss & Corbin 1994). Subsequently, the project initiated with the emergence of a research question which guided the systematic analysis of data obtained from the context. Hence, this process concluded in the creation of new theory regarding collaborative work and language learning objectives using data grounded in this particular context.

Grounded theory also denotes an inductive focus to analyze data, called **constant comparative analysis** (Cohen & Crabtree 2006) in which the researcher scrutinizes data and analyzes it constantly to grasp understanding of the phenomena to be researched. Having the

same perspective, the researcher cyclically examined data to refine the analysis and gain a better understanding of the particular problem situation at hand.

The selection of Grounded Theory implied a methodological focus on the data analysis that was not only systematic and rigorous but that also provided significant benefits. To begin with, the process of data analysis has served to develop sensitivity towards the theory and data analyzed (Corbin & Strauss 1994).

Data Management

Regarding the data management process it was done to facilitate access and organization of the data, it was necessary to cluster the data obtained from the instruments. The following section explains how data from each instrument was collected and organized during the data analysis process.

Semi–structured Interviews

First participants were interviewed once the cycle of language learning objectives was complete; each student was interviewed individually by the teacher. Each student was recorded using Microsoft sound recorder ®. Therefore, there was a Mp3 file for each interview .Then, the interviews had to be transcribed, each one of them in a word document. Afterwards, to facilitate browsing the data, the transcription of each question in all the interviews was grouped in a single word processor document. The intention of the interviews was to allow participants voices to be heard regarding the use of the wiki and how they perceived collaboration features during the process.

Teacher's Logs

The logs were written in word documents for each face to face session. The objective with the logs was to keep track of the process, inquiries and relevant aspect regarding collaboration that might be displayed during the class discussions. Each Log corresponded to different stages in the intervention. The logs were organized in folders. Finally, they were copied in a single document along with the transcriptions of the interviews.

Artifacts

Lastly, the artifacts were gathered as entries made in each student's project page in the wiki. Every change on the wiki was reported via e-mail. Every single change in the wiki was saved as JPEG image file. The images were grouped in folders each one corresponding to one participant. In the document to compile all the data the entries were used as hyperlinks to facilitate their retrieval. The objective of the artifacts was to see how students interacted using the wiki to promote collaboration during the task. The entries were representation of their collaborative work during the self-directed time.

Data Analysis

The data analysis process was done simultaneously as data was being collected and organized. Data obtained from the three instruments and unified in a single word document, was the raw material to begin with the first stage of this data analysis nominated **open coding**. Subsequently, the open coding was done using the strategy line-by-line analysis. As expressed by Nagy & Leavy (2008), this implies "Grounded theory coding by comparing incidents or by coding word by word, line by line (p. 164). The analysis began looking at the data document

having as scope all the incidents that might be relevant to answer the research question. Those

initial incidents arose from looking line-by-line, word by word all the data from the instruments.

Open Coding

In order to classify those initial recurrent incidents, color coding was applied to

distinguish and group findings different in nature. In that way, commonalities in findings were

grouped and labeled using different colors.

 Initial findings about how students used the wiki collaboratively to set the objectives

were colored in blue. The most frequent patterns on this regard were the following: **helping**

others to define the objective, proposing ideas on the objective, wiki as a committing space,

suggestion of digital learning objects/ use of webpages for strategies/ use of webpages for

input. Those were recurrent elements related to collaborative work. Since, those initial patterns

were obtained from the different instruments in repeated occasions and were characterized as

collaborative actions or behaviours. This first scope was advantageous to prioritize the focus of

analysis and reduce data.

Other types of findings were colored in green. These ones were related to the monitoring

progress of their objective and learners' perceptions on how that progress was reflected in their

language learning process. The following patterns emerged: From the instruments:

accomplishment of the objectives/ advancement in the process/ language learning

reflections.

The line-by-line coding done with the data provided an inductive perspective where particular aspects of the collaborative work with wikis started to emerge and progressively it was configuring the focus of areas to analyze in depth.

After the completion of the open coding stage exposed above, the succeeding stage in the data analysis was the **axial coding** which consists of "intense analysis around categories at the time in terms of the paradigm items (conditions, consequences and so forth)" (Strauss, 1987, p.32)**.** Based on aforementioned findings and patterns, data was assembled in the form of the following categories:

Axial Coding

What does the collaborative work through wikis tell us about student's setting and monitoring of language learning objectives in their self-directed work?					
Categories	**1 Collaborative work with the objective**			**2 Monitoring progress**	
Subcategories	1.1Help to establish the objective	1.2 Sharing resources	1.3Wiki digital committing space	2.1Perceptions on my progress	2.2Self-reflections on language development

Chart 2 Preliminary categories

1. Collaboration with the objective:

The category refers to the collaborative traits displayed with the use of the Wiki tool, when learners established the objective. Learners depicted and evidenced collaboration features by generating social interdependence (Johnson & Johnson, 1996) that guided and helped them in the definition and therefore in the accomplishment of their objectives. The category has the following three subcategories.

1.1 Help to establish the objective

During the first stage of the implementation learners were instructed into the creation of performance–based language objectives. Such objectives had specific criteria to be written down. The criteria were that the objectives needed to be S.M.A.R.T (specific, measurable, attainable, realistic, and time-framed). From the data it was clear that learners did entries in the wiki trying to help their classmates in the definition of objectives. Such acts revealed the existence of social interdependence (Johnson & Johnson 1996), in the way that learners interacted with the purpose of helping each other to define the objectives in the wiki. Also, it can be said that there is a promotive interaction (Chang & Morales 2010) in which the comments on the parameters of the objective generated beneficial effects on the task of setting the objective.

The following is a sample of an entry where the subcategory is depicted.

Excerpt taken from student artifact J #1

☆ J   📝 Editar   🔗 0   💬 0   🔄 8   ...
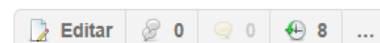
Welcome J

i will watch a movie spoken in english twice. the first time, i will watch the movie with subtitles in english and the second time, i will watch the movie with subtitles in spanish for learn the meaning of the words.

how many words do you want to learn?

C

I want to learn 30 new words

In the sample student J writes his objective and student C asks about the quantity of verbs he is going to be able to learn. From the sample, the entry made by student C asking about the specificity of his objective, helped student J to define his objective with the number of words to extract from the movies.

Such trait of collaborative work did not just appear by itself. To begin with, in the first stage of the cycle, learners were instructed into the criteria to establish the objective. Moreover, learners were engaged in critical assessment of language objectives so they could share their opinions and decide if certain objective meets the S.M.A.R.T criteria or not. The tasks done in the face-to-face sessions served as reference to the collaborative work done in the Wiki. Participants evidenced the capability to transfer their collaborative skills to help the others in the setting of the objectives during their self-directed work using the 2.0 web tool. It can be concluded that learners were able to provide support to others based on the recently acquired knowledge of what implies formulating a proper language objective. By doing so, the participants evidenced the ability to act collaboratively and not just individualistically.

From the teacher's log it was recorded how students critically assessed objectives which later served as preparation to have learners collaborating and helping in the definition of the objective. As stated in the learning log, learners should be willing and ready to make responses to their classmates' products if these conditions are assured, then a "collaborative atmosphere" is apt for learners to help and contribute in setting the objective.

Excerpt taken from Teacher's log # 1

*"From the face to face session **students were willing to listen and even correct others**. It was the case of C and J*

where C asked about how J could measure his objective and how he could keep track of the progress."

In the same regards, evidence was taken from the semi-structured interviews where learners manifested and expressed this relevant and important feature of collaboration. It is clear learners perceived that support and help provided by their peers:

Excerpt taken from transcription SJ 3

"Si varias veces me comentaron por que al principio no era un objetivo digamos muy ... muy claro no había

propuesto digamos la cantidad de palabras que quería aprender y pues todo eso lo fueron tejiendo ahí mis

compañeros."(sic)

Being able to help, support and criticize the work of others is one important aspect of the collaborative work. Participants in the project were capable of such actions not only in the face-to-face session but also in the wiki. Consequently, collaborative work was extended to the self-directed work where learners help each other in the demanding task of establishing the objective.

1.2 Sharing resources

Still in the realms of collaboration the following subcategory, sharing resources, finds its place. The use of the Wiki allowed learners to interact with each other in the website; such interaction took place as entries they made on each other's projects. In that way, students' comments and suggestions generated a collaborative work that addressed all the participants. One predominant way in which they helped each other was by suggesting resources that might help

them in the completion of the objective. This was accomplished because learners were instructed

in searching and evaluating material and resources that they might find online. During that stage

in the face to face sessions learners were advised to have specific criteria to determine whether

the resources or learning objects (Wiley 2002) could be of use to accomplish their own objective.

Learners in the Wiki evaluated, and more importantly, suggested resources to their

classmates in their entries by means of links to material they considered could help their

classmates. The following artifact exemplifies how the sharing of resources took place.

Excerpt taken from Artifact S # 4
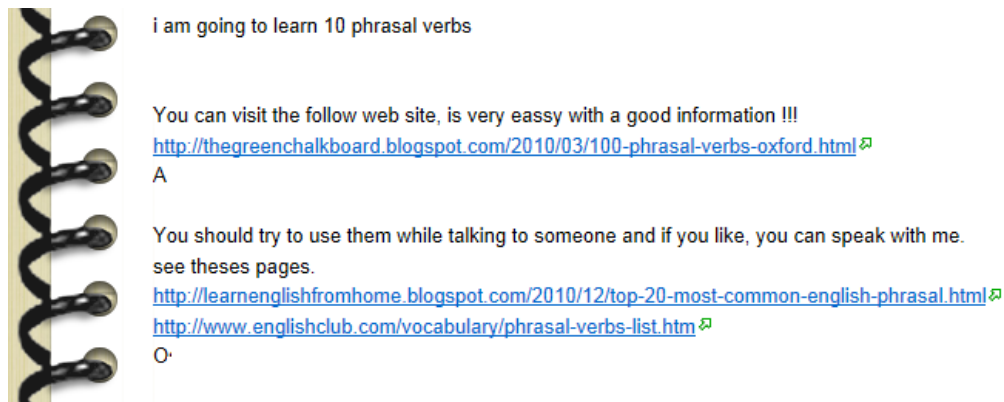
In the wiki post one participant had the objective of learning and memorizing phrasal

verbs and two other participants made entries suggesting links that according to them could be

useful to accomplish the objective. The artifact displays the documented behavior of

collaborative learning: **exchanging resources and information** (Johnson & Johnson, 1996).

In the same way during the face to face sessions it was registered in the teacher's log how

this sharing of resources had a positive effect on the work with the Wiki. Learners mentioned and

provided webpages bearing in mind their classmates objectives, which was later confirmed as entries they made to propose possible useful sources for their peers. The participation on the wiki produced more interaction; entries suggesting webpages were replied with other entries thanking and providing different sources.

Excerpt taken from teacher's log # 2

"Student A is using the Wiki with media to help the rest of students who have been able to post. Students talked about the webpages and resources they know."

In the same aspect of sharing resources learners expressed the importance of such practices:

Excerpt taken from transcription SL 3

*"**SL:** Pues me parece que nos deja como enseñanza que no tenemos que encerrarnos a nosotros en: mi trabajo, mi trabajo, mi trabajo y ya, y podemos aprovechar lo que los demás compañeros nos puedan aportar como páginas que no hemos visto en los diferentes niveles oh.. eh.. no se **cualquier persona nos puede decir una página y nosotros nos podemos apoyar** y como eh igualmente como cada compañero tiene un fuerte, él nos puede apoyar en ese fuerte o nos podemos apoyar, en nuestras debilidades nos pueden, están ayudando" (sic)*

The analysis formerly made highlight one collaborative use that the wiki provides as stated by Chang (2008) "wikis could be used as a place for brainstorming or a place to archive shared content and links to other web sites"(p.2). The subcategory illustrates a challenging shift of roles where learners took charge of their own learning, and critically assessed material to be implemented in their own learning; this behavior entails that students need to be able to see their language learning process more analytically and judge on the validity of using certain resources or digital objects (see annex 7 to look at samples). Sharing resources does not only help others, it also serves as training for learners to prioritize and selectively take the best resources from the plethora of options that are available on the Internet.

1.3 Wiki as a digital compelling space

The Wiki provided a digital space where learners could display their objectives concretely. In the Wiki learners constructed a community where their objective needed to be written for classmates to see and interact. Also, the creation of a profile and a project page with their names provided a space of their own. The project in the Wiki was not a place where they acted in incognito. It was the responsibility of each student to register the objective and changes of their own project.

This generated a committing and engaging task that required learners to express and define their objectives in an understandable way. Besides, the presence of their objective in this website had a compelling and binding effect on other learners. There is definitely a difference to express a language objective bearing in mind an audience that is going to be following your process. The following is an excerpt of the interview in which one participant gave insights on the work using wikis.

Excerpt taken from transcription SC 1

"pues bien yo creo que a pesar de que es un trabajo adicional del que uno tiene en clase uno se preocupa por cumplirlos pues por que es un compromiso ya con uno mismo no por una nota sino con uno mismo en ese sentido pues eh me incentive para hacerlo y de hecho lo hice." (Sic)

That compelling effect that the work with the wikis generated on learners was registered in the teacher's logs as well since learners discussed on the face to face sessions about their perceptions of the whole work with the language learning objectives:

Excerpt taken from teacher's log # 4

"Students related the use of the wiki as a compelling task they perceived their projects as homework to check on the weekends which led to work."

The subcategory describes the effect of having an existing space where the learning objectives are registered, and equally important, how the wiki created a sense of academic

community that was definitive to accomplish the objectives. The fact that each student had a project page in the Wiki that was accessible and editable by their peers, increased students regard for completing the tasks. It was no longer an individual endeavor to achieve an objective; rather than that, it was a constructive social experience that they shared online as language learners.

2 Monitoring progress

The category describes how learners checked their progress. Additionally, it depicts learners' perceptions on the effect that working with language learning objectives had on their process of language learners. During the process learners were required to monitor their completion of the objectives and when the deadline was over, students had to determine if they had fully accomplished the objectives, partially or if they had not achieved them. Data in this regard emerged all along with students' reflection on how the process had an effect in their language learning process.

2.1 Perceptions on learners 'progress

The subcategory is related to how the learners perceived and expressed the accomplishment of the objective in the last stage of the cycle. After a face to face session where they talked about challenges in the process and concluded the cycle, they expressed in the Wiki the level of completion of their objective. The following excerpt taken from an artifact shows the participant final remark on the objective:

Taken from Artifact S, # 3

I achieve fully the objective I could memorize and learn the 10 phrasal verbs

The capability of determining the level of completion of the objectives had been developed in the face to face sessions before participants could express it on the Wiki. Learners in a round off session had the space and opportunity to reflect on the process from the first stage to the last of the cycle. As stated by Weinstein (1996) in regards to evaluating objectives or goals, "strategic learners need to evaluate the process to decide if this would be a good way to try or meet similar goals in the future". (p.51). Data illustrated how the participants of the project were capable of evaluating their progress and express their performance they had with the learning objective.

The teacher's log # 4 registered how the reflection took place:

"In the reflection stage students talked about how the process was.
Categories were given to students: Fully achieved, partially achieved and not achieved
A student fully achieved (expressed further interests for new objectives)
C student partially achieved (talked about time constrains)
M student objective not achieved (talked about time constrains, the possibility of changing the objective)"

Based on their own criteria for performing the objective, learners themselves were able to determine the level of completion of the objective and judge on their own performance. They used the web tool as part of the socialization of the final outcomes of the whole process. This evaluation process reflects the insights given by Rubin (2005) when she considers than "learners determine whether they have made appropriate progress. They do this by applying the criteria established (during planning) to determine whether they have met some or all of their goals.

Learners then consider whether they are satisfied with their performance or need to problem-solve to attain their goals". (p.5)

2.2 Self-Reflections on language development

The process of monitoring and evaluating their objectives was carried out but learners reflected not only on their performance of the objective, but also how this process helped them in their continuum development as language learners. In the following excerpt taken from the semi-structured interviews there is an example of such reflection.

Excerpt taken from transcription SJ2

SJ *"Pues es que siempre he tenido dificultades al momento de digamos expresar ideas pero siento que no es por el estudio de las oraciones gramaticalmente sino por la falta de vocabulario entonces me propuse eso mejorar en listening a partir de aprender el significado de 30 nuevas palabras"(sic).*

The learner in the sample reflects not only in his objective, but relates the selection of the objective to general challenges that he has faced during his language learning process. Therefore, the process of monitoring the achievement of the objective led him not only to determine if he learnt the 30 new words, but more than that it helped him to relate this work to his general performance as a language learner.

Another example of such reflection can be found in the following instrument:

Excerpt taken from transcription SO 5

"Creo que ahora me acuerdo de eso de manejar bien los tiempos simples que era mi objetivo pero es cuestión de estar usando los y yo la semana pasada no los utilicé pero si, si ha servido" (sic.)

The previous reflection depicts how the learner' reflection not only in the metalinguistic topic of simple tenses, but also in the role of the constant practice and usage of the tenses.

Reflections as the ones displayed above exemplify how the work with language objectives reflects and transcends to their general progress as language learners.

From the very first face to face session, learners had to introspectively see their challenges and areas to improve as language learners. Based on their particular needs, inter-language development, and general interests as English language learners, they selected the areas that their objectives had to cover. In the first teacher's log such need was expressed:

"The first instruction into the setting of goal evidenced students need for breaking down the goals into measurable performance goals according to language skills/ language systems."

Selective Coding

The last stage of the data analysis, selective coding, was a process in which the core category emerged from relating and validating the relationships of the above-mentioned categories (Strauss & Corbin, 1994). As a result of this process the category **Wiki a space that fosters collaboration** was established.

Collaborative work was not a simple by-product of the interaction among learners. More than that, it came from a much more general recognition and understanding that language learning entails a social construction where students are all part of a learning community. That perspective allowed learners to think of their peers as agents that can help and provide relevant support and regard themselves in the same way.

That view of collaborative work was extrapolated form face-to-face classes and put into practice in the setting of language learning objectives in the Wiki. Collaboration was fostered in the Wiki, because learners **helped establishing the objective** by making entries so they could define their objectives according to the criteria. Additionally, participants in the project use the

space of the Wiki to suggest and **share resources.** Moreover, in this digital space learners were able to **monitor their progress** of the objective and share results which finally led them to **self-reflect** beyond the objective into general language learning issues.

Figure 3 Core category

The aforementioned categories have provided insights of how the collaborative work with wikis has had effects on the population. The categories are configuring a theory that is being generated from the data and the relevant particularities found in it.

CHAPTER VI

Conclusions, Pedagogical Implications, Limitations and Further Research

The following chapter will report the conclusions, pedagogical implications, and limitations derived from the research process. Additionally, some areas for further research will be suggested   as well.

Conclusions

The need for providing a solution to lack of guidance and promotion of autonomy in the classes was the main concern that guided this research project. The whole process of research served as an initiative to explore new ways in which students could guide and complement their self-directed practices as language learners.

Vital discernments were obtained from the data analysis processes which are relevant to the research question: *What are the possible effects of collaborative work in the setting and monitoring language learning objectives through the use of wikis?* To begin with, it was evident that students reacted positively towards work done because of the specific elements of collaboration displayed while using the wikis. For instance, the first category defines the specific traits of the collaborative work that were evidenced; behaviors such as helping in the establishment of the objective to meet the criteria, and sharing resources in the wiki, were concrete representations of the type of social interdependence (Johnson & Johnson, 1996) and promotive interaction (Chang & Morales 2010) that were present during the intervention. Moreover, participants were able to use the 2.0 tool as a space to critically judge and help their peers to establish language objectives.

The collaborative work needed in the intervention was characterized by students' attitude towards the work. Indeed, when learners made entries in the page of their classmates, it required

thinking as part of a social community in which they could collaborate. Students engaged in participation in the wiki with the sole purpose of providing help to others. It showed how they were able to look beyond their individual objectives and start contributing with others. That attitudinal condition is essential in the configuration of collaborative practices that differ from individualistic and competitive work (Curtis & Lawson 1999).

Additionally, the collaborative work done in the wiki was achieved because the conditions and requirements to collaborate are transferable form face-to-face classes into the asynchronous work with the 2.0 web tool. Features of the wiki such as having a profile, allowing making entries and providing varied resources were elements that students correlated and integrated as part of an academic environment where familiar elements such as feedback and collaborative interaction were present and available in the wiki.

Furthermore, the work with the wiki generated a binding and committing digital space where learners could concretize their objective bearing in mind their peers and teacher as audience. This effect is a by-product of having students' page project, where they wrote their objective and kept track of their progress. Their page project in the wiki is a representation of their work to be seen by classmates and teachers; it had their names on it and evidenced if the objective established was being achieved or not.

The creation of a wiki generated a commitment similar to a "contract" with themselves as language learners. Due to the fact that their selection of the objectives according to their individual needs, time, and desires as language learners was that participants knew better than anyone their interest, limitations and capabilities.

Additionally, students were capable introspectively of monitoring and assessing the outcomes of their language objectives. Besides, the work with objectives revealed that learners were able to reflect and connect the specific task of setting and accomplishing a language learning objective with their continuum language learning process. As noted by them, the reflections on the face-to-face sessions evidenced how they became more aware of their process as language learners. The objective in the wiki unfolded new opportunities for reflection. They went beyond their particular performance with the objective and expressed concerns and ideas of boarder areas of their language learning process. Some students verbalized that they are more cognizant of their individual needs and skills to work on.

Limitations

In the research process, one predominant constraint was that the learners made entries in the wiki in their self-directed time. This limited the researcher to analyze artifacts only after participants were willing and able to participate in the wiki. For that reason, it was necessary to set deadlines for posting. However, the researcher had to be flexible with students who due to several responsibilities were delayed in the participation. Aiming at generating an environment where participants truly feel that the task was not an assignment but a commitment they have with themselves as language learners.

Finally, time was another limiting aspect of the research. Since time needed to be allotted in the face to face sessions of the intervention due to varied circumstances some classes had to be postponed and research schedule moved needed to be modified as well. Furthermore, the time participants were in the courses was four months and analyzing deeper outcomes in terms of the autonomy-development process requires much more time that the one devoted.

Pedagogical Implications

There are certain insights and pedagogical considerations that emerged from the whole research process. To start, the collaborative component embedded in the intervention required participants' training and awareness on collaborative work. It is essential to set an environment where students not only think of individual academic success; learners need a collaborative attitude that is characterized by the willingness to help and be helped by their classmates. Setting this environment required taking time of the face to face sessions to establish expected outcomes in terms of how participants can assist classmates in this common task of establishing objectives.

Another implication is the use of the web 2.0 tools for self-directed practices which implied that participants needed to have access to technological resources, namely a computer and Internet. This needs to be considered if the research project is to be replicated in other Colombian contexts which lack of such resources.

On the other side, the work with the language learning objectives proved to be useful in the language learning process since they give an empowerment to the learners of their own learning process. Language learning objectives allow learners to introspectively analyze their process and take conscious decisions based on their needs. What is more, accomplishing objectives can have a powerful motivating effect. Students experience a more concrete sense of progress when they accomplish performance based objectives. However, learners need a lot of guidance and support along the process. Specifically learners required concrete training in the criteria to establish S.M.A.R.T objectives and preparation for evaluating and selecting resources that can be useful for them.

Finally, there are some pedagogical implications of the work with wikis that emerged from this research project. For instance, the use of the wikis has been mainly centered in the collaborative writing process (Chang & Morales, 2010), (Chen, 2008) however, initiatives such as this research proposal expand the use of wikis to the autonomy development realms because the wikis offer much more than writing tasks. Additionally, the interactivity that the wikis bring can be applied to multiple uses and they should be not restricted to writing development skills exclusively.

Further Research

Research that deepens and explores the areas that this investigation coped with is needed. For instance, it would be interesting and worthy to enquire about how 2.0 collaborative tools as wikis can create interactive environments where they can keep track of metacognitive strategies. With that perspective, learners using metacognitive strategies to improve a very specific area of language leaning could make use the collaborative components of the wikis to not only to keep track of their individual outcomes, but to generate an interactive space where participants could assist each other in the use of these strategies.

Furthermore, it also can be thought-provoking to carry out a research project on the use of language learning objectives in an English for Specific Purposes (ESP) context, due to the personalizing language learning processes derived from setting language objectives. In English for Specific Purposes the methodology and emphasis can vary in terms of grammar, lexis, register, study skills, discourse and genre depending on the needs of the learners and the context (Fiorito 2005). Thusly, the language learning objectives would center learners into identifying their need according to their purposes and use of the language. In that way, it would be expected

to find different language learning objectives among, students in the area of business and others in the science of medicine because the contexts in which they are going to use the language are different.

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List of abbreviations:

CEFR =Common European Framework of Reference

CMT= Computer mediated technology

CMC=Computer Mediated Communication

EFL= English foreign learning

SML= Self-management learning

ESP= English For Specific Purposes

ILUD= Instituto de Lenguas de la Universidad Distrital

ICTS= Information and Communication Technologies

SDL= Self-directed learning

SMART = Specific, Measurable, Attatinable, Realistic and Timed framed

APPENDIX 1

SURVEY

1) Do you have contact with the English language outside the class?

No__ yes __**how**_____

2) If you answered no in number 1, do not answer number 2) what activities do you do outside the classrooms that involve English?

_____

_____

3) What type of material do you use to keep in contact with English?

Books_____

Songs_____

Movies_____

Webpages_____

TV programs_____

Other_____

4) Do you study English outside the classroom?

Yes___ no___

5) Do you consider that the time you study in classes is enough to improve?

Yes___ no___

6) What activities do you do to study outside the classroom?

Review with the student's book_____

Complete the Workbook _____

Watch the book's video_____

Use the total English software_____

Download the Autonomous work from ILUD' web page___

Attend to the ILUD'S skills workshops___

Other_____

 7) How much time do you spend to study English apart from the classes?

___0-1 hour per week

___2-5 hours per week

___5 or more hours per week

8) What is your current level of English?

_____

9) Do you know if you are making progress in your language learning process?

No_____ yes__, how_____

10) Do you know if you need to study more outside the classroom?

No _____ Yes__, how _____

Created by: Boris Santana

APPENDIX 2

TEACHER'S LOG

Teacher's log number:	Stage of intervention: (setting objectives)
Date	Collaborative issues *Interpesonal skills, Positive Interdependence, Promotive interaction, individual and group processing.* (Perceptions/ contributions /suggestions /comments)

APPENDIX 3

Students' artifacts individual wiki page
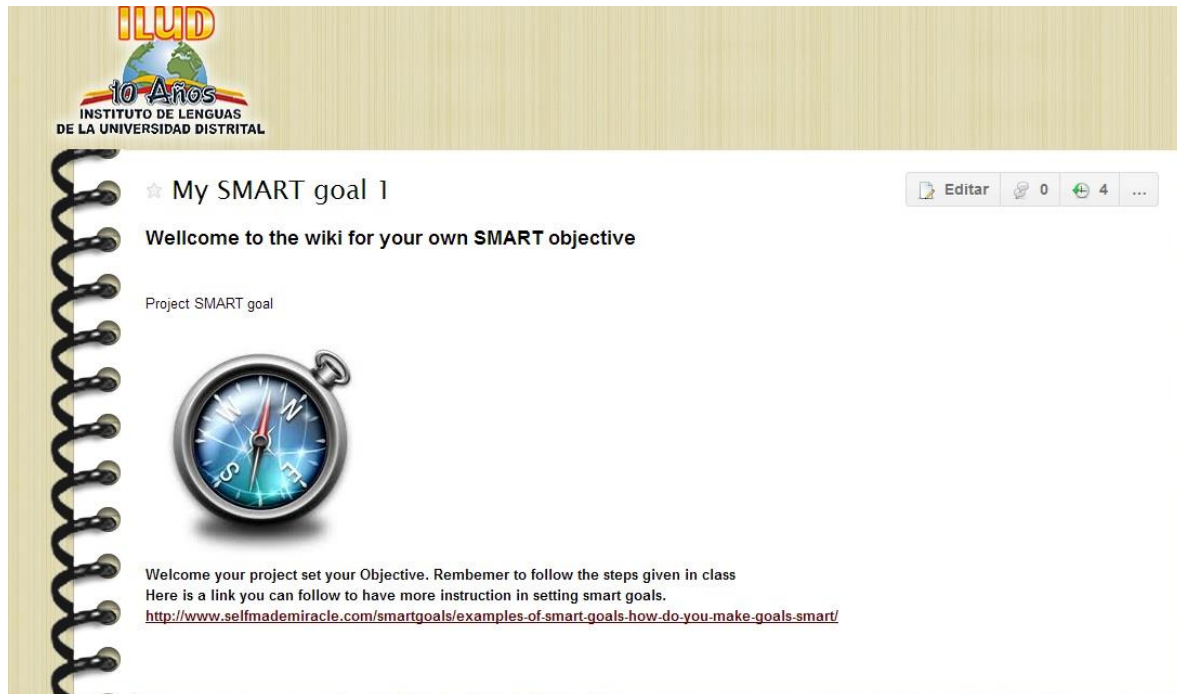
APPENDIX 4

Students' semi-structured interview

Hola y gracias de antemano por tu colaboración recuerda que esta entrevista no afectará tu nota definitiva. Student ____

1) Respecto al trabajo realizado en la wiki, ¿cómo te sentiste?

2) Acerca de establecer objetivos ¿crees que te ayudó? ¿cómo crees que te ayudó en tu proceso de aprendizaje?

3) ¿Qué opinas de poder mirar los objetivos de tus compañeros y poder comentar y contribuir a los demás?

4) Crees que hubo colaboración por parte de tus compañeros? (cómo)

5) Crees que pudiste monitorear el proceso (cómo)-e

6) Tuviste dificultades en el proceso ?(cuales)

7) Si decidieras seguir con tu trabajo autónomo volverías a utilizar objetivos de aprendizaje

8) ¿Hubieras hecho algo distinto?

Muchas Gracias por tu tiempo y colaboración.

Transcription sheet

Interview number____
Question number____
Topic_____
TR:
S1:

APPENDIX 5

INSTITUTO DE LENGUAS DE LA UNIVERSIDAD DISTRITAL
Formato de Autorización –Directivos

Bogotá,D.C. Marzo de 2012

Proyecto de Educación: el uso de wikis en objetivos de lenguaje (wikis with language learning goals)

Maestría

Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo

UNIVERSIDAD DE LA SABANA

Director: ALVARO EDUARDO CASTAÑEDA SANCHEZ Ciudad

Respetada Director:

Con el deseo de contribuir al desarrollo de un aprendizaje autónomo en el proceso de los estudiantes, se pretende desarrollar un proyecto educativo llamado 'el uso de wikis en objetivos de lenguaje", dirigido a los estudiantes de intermedio II. Con el propósito de establecer objetivos de lenguaje que fomenten el trabajo independiente. Con el apoyo de la herramienta digital conocida como wikis.

Dicho proyecto es requisito de graduación en la maestría   ayudará a optimizar prácticas en el trabajo autónomo de los estudiantes sin intervenir en la programación y planeación de las clases. El proyecto tendrá una duración de dos bimestres. Cabe mencionar que, a los estudiantes se les solicitara dar entrevistas o llenar cuestionarios. A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y la aprueban para ser desarrollada en su instituto solicito firmar el presente consentimiento.

_____

ALVARO EDUARDO CASTAÑEDA SANCHEZ –Director

Instituto de Lenguas de la Universidad Distrital

Formato de Autorización –Estudiantes

Bogotá, D.C. julio 2012

Proyecto de Educación:

Estudiantes Intermedio II

Grupo ____

Ciudad

Apreciados Estudiantes:

Con el objeto de investigar e iniciar un proceso de trabajo autónomo de aprendizaje de inglés, se pretende desarrollar un proyecto de investigación llamado "el uso de Wikis en objetivos de lenguaje" para tal fin se les pide comedidamente su participación activa y voluntaria en el desarrollo del proyecto. Para hacer el seguimiento del desarrollo de este proyecto, se realizaran actividades con la herramienta wikis donde podrán plantear sus objetivos de lenguaje. Esta investigación es requisito de la maestría: Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo de la universidad de la Sabana y se realiza con el deseo de contribuir al desarrollo de un aprendizaje autónomo.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Como constancia que conocen esta información y la aprueban, por favor firmar el presente consentimiento.

Nombre _____

APPENDIX 6 Research Action Plan

Activity/Date	2011 August, September November				Months March April may				Months July August				Months September – November				Months February
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	
Step 1: Initiation	YELLOW	YELLOW	YELLOW	YELLOW													
Step 2: Preliminary Investigation	YELLOW	YELLOW	YELLOW	YELLOW													
Step 3: Literature review	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW
Step 4: Design of action plan					ORANGE	ORANGE	ORANGE	ORANGE									
Step 5: instruments Design					ORANGE	ORANGE	ORANGE	ORANGE									
Step 6: implementation											YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	YELLOW	
Step 7: Analysis and of data									ORANGE	ORANGE	ORANGE	ORANGE	YELLOW	YELLOW	YELLOW	YELLOW	
Step 8: Reflection & decision making																	ORANGE
Step 9: Sharing findings																	ORANGE

Stage	Month	Week (Dates)	Activity	Data Collection Instrument(s)	Comments
		March 12	Consent letter		

COLLABORATIVE WORK WITH WIKIS IN SETTING AND MONITORING LANGUAGE LEARNING OBJECTIVES

Stage	Month	Week (Dates)	Activity	Data Collection Instrument(s)	Comments
Pre-stage	March April	April 14th-15th	Piloting instruments Language needs	survey	Initial stage with a new group.
While-Stage	July	23rd	Initial informal interview with new group / Introduction to the groups wikis Introduction to language learning goals	survey	To get acquainted with the new group's language needs
While- Stage	July	30th	First posting of language learning goals aids included (setting stage)	Artifact (wikis)/teacher journal	To obtain the first language learning goal
	August	6th 13th 20 th	Analisis of the first posts and journal entries Peer posting / monitoring (monitoring stage) Analysis of the monitoring stage data	Artifact (wikis)/teacher journal	To obtain data from the first encounter To check the monitoring stage and peer posting collaborative part To see ways in which classmates collaborate with each other and also to check doubts /constrains /early accomplishers?
	August	23rd	Group reflection about monitoring and achievement of the goal	Students interviews /teacher journal	To check insights about the process so far and find doubts, interesting anecdotes. Real classmate intervention/vs individual achievement
	September	4th	Final posts and group reflection Triangulation of information Reflection and Analysis and possible methodological changes	Students artifact wiki/students interview /teacher journal Verify commonalities and relevant data.	To obtain results and insights of the 1st cycle and start a new goal

Appendix 7

Web pages used by learners to assist the completion of their objectives:

- http://learnenglishfromhome.blogspot.com/2010/12/top-20-most-common-english-phrasal.html

(for Student C whose learning objective was related to phrasal verbs)

- http://www.elearnenglishlanguage.com/esl/grammar/simple-past-pronunciation.html

(for Student A whose objective implied pronunciation of regular verbs in past)

Video

- http://www.youtube.com/watch?v=ZADpco6Zn9I&feature=related

(for student A whose objective implied learning new vocabulary)

Blog

- http://thegreenchalkboard.blogspot.com/search/label/TV

(for student J where he would find information related to his language learning objective)

APPEDIX 8

ICELT LESSON PLAN FORM

Class/grade: Intermediate II	
Lesson Number **1**	**Cycle state: introduction**

○ **Main Aim(s): Students will be able to set SMART objectives in the wikis**
 Subsidiary Aims:
To assess the objective
To create a project in the wiki
 Personal aims:
To guide students in the creation of SMART objectives
To exemplify the setting of SMART objectives
To foster autonomy and self-evaluation using a rubric to check their objectives

Assumed knowledge:
Students are capable of setting specific objectives that will help them in their language learning process
Students are able to use limited meta-language

Description of language item / skill(s)
Setting SMART objectives
Defining/selecting objective; setting criteria to measure goal achievement; task analysis; and setting a time line.

Materials :
Example of language learning objective:
http://www.selfmademiracle.com/smartgoals/examples-of-smart-goals-how-do-you-make-goal

Sample:
** By the ends of two weeks I will be able to use 4 new connectors in my writing task 1.**
Wiki:
http://intermediate2smartgoals.wikispaces.com/My+SMART+goal+1
SMART objective Rubric

Rationale

This lesson is designed as part of the introductory stage where learners will be able to set their own goals.

Anticipated problems	Planned solutions
Students might set unrealistic objectives	**Students will be provided with examples and a rubric to determine the feasibility of their objectives**

Lesson Stage	Aim	Procedure Teacher and student activity	Time and interaction
Warm up Face to face	To engage learner to participate	Students will try to determine what SMART acronym stand for	t-sts 5
Lead in	To introduce the Setting of language learning goals To introduce the concept of self-directed work	Students will answer these questions and share in pairs Why are you studying English? What do you do when you are not in classes to improve your English?	s-St 10 5
Introduction of the objectives	To clarify what is an objective and what is expected from students	Teacher will explain the purposes and uses of language learning objectives and will show them how to create them.	t-s 15
Setting the objectives	To draft on the objectives	Students will write draft of their goals and assess them with the rubric	St- 10 min
Feedback	To interact with others and provide feedback and collaboration	In groups of 4 each student will say his or her objective and the rest of students will comment on their perception of such objectives	St –st 15
Wrap up	To close the lesson To solve further doubts	The teacher will read one objective and give feedback and comments to the class.	St 5
Self-directed work	To create their project my SMART objective To post online their project for the rest of the group to see.	**Tasks: students will sign up to the wiki Students will post their own project with the first entry explaining their SMART objectives and setting the time line in the wiki project.**	1 hour

Project: My SMART objective

Objective:_____

	Yes / no how do you know
Specific	
Measurable	
Attainable	
Realistic	
Timed	
Comments:	