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UNIVERSIDAD DE LA SABANA
INSTITUTO DE POSTGRADOS- FORUM
RESUMEN ANALÍTICO DE INVESTIGACIÓN (R.A.I)

No.	VARIABLES	DESCRIPCIÓN DE LA VARIABLE
1	**NOMBRE DEL POSTGRADO**	Master in English Language Teaching for Self-Directed Learning.
2	**TÍTULO DEL PROYECTO**	**Increasing 11th graders vocabulary through explicit memory strategies instruction.**
3	**AUTOR(es)**	Luis Fernando Noriega Díaz, María Andrea Quintero Salazar, Nini Johanna Vidal Medina.
4	**AÑO Y MES**	2014/Agosto
5	**NOMBRE DEL ASESOR(a)**	Carolina Rodríguez Buitrago
6	**DESCRIPCIÓN O ABSTRACT**	This study was aimed at exploring the effectiveness of two of Oxford's (1990) memory strategies: Creating Mental Linkages and Applying images and sounds using the Cognitive Academic Language Learning Approach (CALLA) in increasing learners' vocabulary knowledge. This research study was conducted with 98 eleventh grade students in three different public schools in Colombia. The interventions consisted of eight sessions carried out during four months. An action research methodology was conducted in this study. A mixed - method approach was used in order to collect qualitative and quantitative data through five instruments: three elicitation instruments: A pre-test a post-test, and a questionnaire and two introspective instruments: students' journals and teachers' journals. Results indicated that the implementation of the memory strategies significantly improved learners' vocabulary knowledge as well as their interest and willingness to take an active role in their learning experience. The findings also display evidence that supports the assumption that the intervention helped the participants become more autonomous and responsible language learners.
7	**PALABRAS CLAVES**	Explicit Instruction, Memory Strategies, Vocabulary Learning, CALLA, Self-Directed Learning
8	**SECTOR ECONÓMICO AL QUE PERTENECE EL PROYECTO**	Educación
9	**TIPO DE ESTUDIO**	Investigación-Acción

10	**OBJETIVO GENERAL**	To determine to what extent the use of explicit memory strategies contributed to the learning of vocabulary.
11	**OBJETIVOS ESPECÍFICOS**	To help students develop lexical competence through the identification learning strategies. To assist learners in the development of lexical competence through explicit training on learning strategies using the CALLA model. To raise students' awareness of the importance of the use of training on memory strategies to increase vocabulary. To compare the extent to which the explicit instruction on memory strategies impacted the three different populations where the implementation was done.
12	**RESUMEN GENERAL**	This study attempted to give an answer to problematic issues such as how to help students overcome their verbalized difficulty to learn and recall words in English as a Foreign Language (EFL); and also, how to guide students in the process of becoming more self-directed and autonomous learners that take responsibility and active action in their vocabulary learning process. The teacher-researchers found that explicit instruction on memory strategies using the CALLA model does indeed increase students' retention of vocabulary after a period of time and enhances positive feelings of achievement and comfort towards the learning of vocabulary. Furthermore, this intervention might provide valuable information in relation to how to increase lexical knowledge teaching practices in Colombian schools.
13	**CONCLUSIONES.**	The results achieved with the implementation of this project displayed that the three memory strategies chosen for teaching vocabulary were effective for helping students increase their lexical knowledge of a foreign language as well as their awareness. The findings indicate that explicit memory strategy instruction has a positive impact on the lexical knowledge development of EFL students. Furthermore, students' interest and willingness towards their learning process increased since they were involved in activities in which they had the opportunity to learn new words in an interesting and meaningful way that were chosen in accordance with their preferred learning styles. Another important aspect is that the memory strategies instruction fostered self-directness in learners since those strategies assisted them in becoming independent and confident learners. This research showed that students began to be more autonomous and responsible for their own learning as well as more interested in finding ways that suit their learning styles not only in EFL but also in other areas of their school curriculum. Likewise, the CALLA model to teach memory strategies was practical and useful since it helped students learn more effectively at the time that promoted participants' reflection upon their own learning.

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CRISANTO QUIROGA OTÁLORA

INCREASING 11th GRADERS VOCABULARY THROUGH EXPLICIT

MEMORY STRATEGIES INSTRUCTION

Luis Fernando Noriega Díaz

María Andrea Quintero Salazar

Nini Johanna Vidal Medina

Research Report submitted in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Self-Directed Learning (Online Program)

Directed by: Carolina Rodriguez Buitrago

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

August 2014

Declaration

We hereby declare that our research report entitled:

"Increasing 11th graders vocabulary through explicit memory strategies instruction".

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;

- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;

- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;

- has been submitted by or on the required submission date.

Date: March 31st 2014

Full Names: Luis Fernando Noriega Díaz, María Andrea Quintero Salazar, Nini Johana Vidal Medina

Signatures:

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Abstract

This study was aimed at exploring the effectiveness of two of Oxford's (1990) memory strategies: Creating Mental Linkages and Applying images and sounds using the Cognitive Academic Language Learning Approach (CALLA) in increasing learners' vocabulary knowledge. This research study was conducted with 98 eleventh grade students in three different public schools in Colombia. The interventions consisted of eight sessions carried out during four months.

An action research methodology was conducted in this study. A mixed -method approach was used in order to collect qualitative and quantitative data through five instruments: three elicitation instruments: A pre-test a post-test, and a questionnaire and two introspective instruments: students' journals and teachers' journals.

Results indicated that the implementation of the memory strategies significantly improved learners' vocabulary knowledge as well as their interest and willingness to take an active role in their learning experience. The findings also display evidence that supports the assumption that the intervention helped the participants become more autonomous and responsible language learners.

Key Words: *Explicit Instruction, Memory Strategies, Vocabulary Learning, CALLA, Self-Directed Learning*

Resumen

Este estudio buscaba explorar la eficacia de las estrategias de memoria: La creación de vínculos mentales y aplicación de imágenes y sonidos usando el modelo CALLA para aumentar el conocimiento del vocabulario de los educandos. Este estudio de investigación se realizó con 98 estudiantes de undécimo grado en tres diferentes escuelas públicas en Colombia. La intervención consistió en ocho sesiones llevadas a cabo durante cuatro meses.

La metodología utilizada en el presente estudio fue la investigación acción. Un enfoque de métodos mixtos se utilizó con el fin de recolectar datos cualitativos y cuantitativos a través de cinco instrumentos: tres instrumentos de obtención: Un pre- test, un post-test y un cuestionario y dos instrumentos introspectivos: diarios de los profesores y los estudiantes.

Los resultados indicaron que la aplicación de las estrategias de memoria mejoró significativamente el vocabulario de los educandos, así como su interés y motivación para asumir un rol activo en su experiencia de aprendizaje. Los hallazgos evidenciaron que la intervención ayudó a los participantes a convertirse en estudiantes más autónomos y responsables.

Palabras claves: Instrucción explicita en estrategias, Estrategias de memoria, Aprendizaje de Vocabulario, CALLA, Aprendizaje Autodirigido

Table of Contents

List of Tables and Figures

Introduction

"… While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". (Wilkins, 1972 p. 111 - 112).

One of the goals of the National Bilingualism Plan of the Colombian National Ministry of Education (2006) is to "lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global, en la apertura cultural con estándares internacionalmente comparables"[1] (p. 6). However, for this objective, most public schools only have 3 hours a week of instruction in English; hours which are often sacrificed and given to other cultural events and meetings during the school year. Therefore, English teachers in the public sector face important challenges as to how to provide their students with quality language instruction with minimum time and usually reduced resources.

Given the contexts where the three teacher-researchers work, additional challenges were faced taking into consideration their students' poor English level and socio-economic conditions. Besides, students in these three contexts evidenced to have strong beliefs regarding their incapability to learn English. In order to find out the best way to start a transformational instruction of English in their three contexts, the teachers-researchers decided to carry out a needs analysis with their 98 students going into 11ᵗʰ grade.

As part of the needs analysis, students took the Oxford Placement Test at the beginning of the school year in order to assess their proficiency level and, after having been

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[1] Translation provided by the authors "to form Colombian citizens who are able to communicate in English in such a way that they can insert the country in universal communication processes, in the global economy, and in the cultural opening with internationally comparable standards"

graded in relation to the Common European Framework of Reference for Languages (CEFR), the majority of the students (96%) reported to have achieved an A2 level (the remaining 4% was graded as follows: 1% B1, 3% A1). These results are no different to those presented by the Minister of Education during the launch of the new Programa Nacional de Inglés; Colombia Very Well! (2014). Only 6% of students in 11ᵗʰ grade nationwide report to have B1 or more. Also, during the needs analysis stage of the project, the teacher-researchers could identify the teaching of vocabulary as a pressing need of their learners given its importance for communication and understanding.

Even though the difficulties seemed overwhelming at first, the teacher-researchers decided it was time to start transforming their students' realities and considered vocabulary instruction, and more specifically, explicit training on vocabulary strategies, as the main skill for their study.

Statement of the problem

Evidences of the difficulties faced by 98 eleventh graders at three different public schools in Colombia correspond to the situations that were identified through class observations, a diagnostic test, Pruebas SABER 11ᵗʰ scores in the past 3 years, as well as learners' perceptions towards vocabulary learning. These evidences provide sustainable arguments to define the research problem. It is relevant to say that the data collected in the preliminary needs analysis revealed learners' lack of vocabulary knowledge to understand texts and to communicate in a written and a spoken form and make their way from level A2 to B1 (CEFR). They were not able to write simple paragraphs correctly in the target language. Likewise, students did not have confidence to tackle and participate in the activities carried out in the classroom. Besides, English teachers in the three different

schools in this study had used a grammar translation method to teaching for a long time, which made changes in students' production more difficult to occur.

The situation described is the main problem found in the students who come from different backgrounds and whose ages range from 15 to 18 years old.

Focus of the study

As mentioned before, students in this study had been familiar with a grammar translation approach since the 6th grade, which had given them a distorted idea about their capability to learn the language. During the needs analysis, students mentioned they thought English was too hard to learn because even though they had studied it for five years, they could not use it as they would like. In this regard, Thornbury (2002) asserts that "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words! " (p.13). For that reason, vocabulary learning seemed as an interesting starting point for the teacher-researchers due to the lack of command of vocabulary students evidenced in class, their need to enhance their vocabulary to succeed in the Pruebas SABER 11th, and the negative feelings they were having about English learning in general.

However, vocabulary learning on its own did not seem enough. As, students also reported having negative feelings and experiences towards vocabulary learning, the teachers-researchers decided to tackle this issue by using a strategic approach to vocabulary learning through two of Oxford's (1990) memory strategies taught using the Cognitive Academic Language Learning Approach (CALLA). The teacher-researchers are aware that CALLA and strategies in general are not new models; nonetheless, they were chosen given

their practicality, applicability to the context and the particular students' situation (i.e. no other means of instruction of English other than the grammar translation approach).

For the purpose of this study, Chamot's (1999) assertion that "learning strategies instruction can help students of English become better learners" will be considered. Also, the teacher-researchers have found, as it will be read in the theoretical framework and the presentation of the findings, that explicit instruction assists learners in becoming independent and confident, and in providing them with the tools to succeed in language learning.

This study attempts to propose a solution to problematic issues such as how to help students overcome their verbalized difficulty to learn and recall words in English as a Foreign Language (EFL); and also, how to guide students in the process of becoming more self-directed and autonomous learners that take responsibility and active action in their vocabulary learning process. These issues directed the teachers-researchers to define the research question this study addresses.

"To what extent does explicit instruction of memory strategies (creating mental linkages and applying images and sounds) using the CALLA approach increase the lexical knowledge of EFL eleventh graders?"

The objectives to achieve in this research were:

General Objective:

To determine to what extent the use of explicit memory strategies contributed to the learning of vocabulary.

Specific Objectives:

To help students develop lexical competence through the identification of learning strategies.

To assist students in the development of lexical competence through explicit training on learning strategies using the CALLA model.

To raise students' awareness of the importance of the use of training on memory strategies to increase vocabulary.

To compare the extent to which the explicit instruction on memory strategies impacted the three different populations where the implementation was done.

The teacher-researchers found that explicit instruction on memory strategies using the CALLA model does indeed increase students' retention of vocabulary after a period of time and enhances positive feelings of achievement and comfort towards the learning of vocabulary. Furthermore, this intervention might provide valuable information in relation to how to increase lexical knowledge teaching practices in Colombian schools. The succeeding chapter will address the theoretical framework in which constructs, concepts and also some relevant research findings will be presented along with their relevance to this particular research study.

Theoretical Framework

In order to outline a general perspective of the research situation, this chapter approaches each one of the constructs underlying this study, the role they play in the language learning spectrum and their incidence in this study in particular.

First, the concept of vocabulary learning and vocabulary learning strategies will be described. After that, the notion of memory strategies and its role in the second language learning process will be depicted. Then, the idea of explicit memory strategies instruction will be outlined. Besides, the Cognitive Academic Language Learning Approach (CALLA) will be portrayed in detail. Finally, the concept of self-directed learning will be briefly outlined.

Vocabulary learning

Vocabulary learning can aid communication and the resolution of communicative blockages. Regarding this issue, Scott *et al*, (2003) have stated that vocabulary plays a significant role for communication, because communication would be stopped if people hear or read words that people fail to understand. This assumption is corroborated by Fauziati (2005) who has asserted that without a sufficient vocabulary, one cannot convey a message effectively or express ideas in both oral and written forms. In this concern, Schmitt (2000) stressed the importance of vocabulary for language learning and more than a decade ago asserted that vocabulary is the center of learning and communication.

Nevertheless, Oxford (1990) found that "language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency". Therefore, to deal with vocabulary learning difficulties is a big concern. In this regard, Thornbury (2002)

has itemized that learning vocabulary in a second language "presents the learner with the following challenges:

1. Making the correct connections, when understanding the second language, between the form and the meaning of words, including discriminating the meaning of closely related words.

2. When producing language, using the correct form of a word for the meaning intended" (p. 2).

Such challenges, which in turn are the same faced by the participants of this study and ignited this research, require teachers to approach language learning in such a way that students are provided with opportunities to achieve success when developing lexical competence. In this regard, Thornbury (2002) went further to state that, in order to meet such challenges, the learner needs to:

"acquire a critical mass of words for use in both understanding and producing language, remember words over time, and be able to recall them readily, develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words" (p. 6)

Accordingly, some types of approaches, techniques, exercises and practice have been suggested into the field to teach vocabulary (Schmitt, 2000) and it has been suggested that teaching vocabulary should not only consist of teaching specific words but also intend at equipping learners with the necessary strategies to expand their vocabulary knowledge (Morin & Goebel, 2001). Based on this assumption, some other authors including Kelly (1986) and Laufer et al. (2004) have said that since the greatest difficulty in acquiring a

word in the initial stages is to link form and meaning in memory, Vocabulary Learning

Strategies (VLS) including: imagery, mnemonics, word grouping, semantic mapping

among others, are very helpful for vocabulary learning and acquisition.

With these notions, a wealth of studies on the effectiveness and teachability of

learning strategies instruction, both explicit and implicit, has been conducted to date. And,

as a result of the research in the field of language learning strategies, several taxonomies

categorizing the actions and/or procedures learners use to learn the language and overcome

performance difficulties were proposed (Naiman et al. (1978), Rubin (1981), Brown &

Palinscar (1982), O'Malley (1985), Oxford (1990)). In this regard, though there is no

generally used classification of language learning strategies, the teacher-researchers

coincide with Vlčková (2005) who has privileged Oxford's (1990) Strategy Inventory of

Language Learning (SILL) over the others as it: "offers a better way of linking strategies

with the four language skills (listening, reading, speaking, writing), uses less

incomprehensible terms and thus is transparent for teachers of a foreign language, not only

for experts" (p. 42). For practical reasons, for the purpose of this research, only two

categories of memory strategies from Oxford's SILL were used to frame the

implementation process: creating mental linkages, applying images and sounds.

Memory strategies

It's worth mentioning at this point that memory strategies, one kind of the language

learning strategies, are considered vital in vocabulary teaching and learning (Nation, 2004).

With regard to the above statement, Thornbury (2002) has said that "teachers need to think

of creative ways of developing an activity to ensure memorability" (p. 47). This notion can

be supported by stating that memory strategies are "powerful mental tools" for language

learners to deal with vocabulary learning difficulties, because they "make learning easier, faster, more enjoyable, more self–directed, more effective, and more transferable to new situations" (Oxford, 1990, p.8). Wu and Chang (2005) also revealed that memory is the important medium for learning and gaining knowledge and also supported that teaching students memory strategies would enhance English vocabulary learning. Since the aim of this research is to increase the lexical knowledge of 11th graders, this assumption is the underlying reason for this study to focus in this category of language learning strategies.

In this concern, Oxford (1990, p. 9) has claimed that Memory strategies, as deployed in her SILL, relate to those actions learners use when they have to work with new information including remembering words and thus have an important role to play when learning languages and that they "aid learners in entering information into long-term memory and retrieving information when needed for communication" (p. 38). Oxford (1990) includes in this category, strategies such as "creating mental linkages, applying images and sounds, reviewing, and employing action" (ibid.) to assist learners internalize language information and added that they are "employed by the learner to aid the acquisition, storage, retrieval, and use of information" (p.8). For practical reasons, only two categories of memory strategies based on Oxford's (1990) SILL were employed for the purpose of this study.

Creating mental linkages

This strategy has been explained as "classifying or reclassifying what is heard or read into meaningful groups to reduce the number of unrelated elements" (Oxford, 1990, p. 40). As the term suggests, this strategy focuses on making certain connections of language items, which are helpful for remembering new information. This category includes

strategies of grouping, associating/elaborating and placing new words into a context. For the purpose of this study, only grouping was considered.

The strategy of **grouping**, is based on classifying words into groups according to what the words have in common and labeling the groups. Ellis & Sinclair (1989) first presented the usefulness of this strategy by stating that "research has shown that words are stored in the brain in connected groups, according to, for example: semantic associations, stress patterns, number of syllables, initial consonants, final clusters, the type of word, e.g. noun, verb" (p. 71).

Applying images and sounds

This strategy involves making associations, namely those which deal with visual and/or aural context. Imagery, semantic mapping, using keywords and representing sounds in memory belong to this group of strategies (Oxford, 1990, p. 38). As stated above, for practical reasons only imagery and representing sounds in memory were considered for this research.

Imagery has been defined by Oxford (1990) as a strategy that help learners "relate new language information to concepts in memory by means of meaningful visual imagery, either in mind or in an actual drawing" (p. 41). In other words, imagery is a strategy which focuses on creating mental or visual images of new words and representing concepts in different ways for language learners.

On the same line of thought, the strategy **representing sounds in memory** has been defined as "linking new words with familiar words or sounds from any familiar language as

a memory aid" (Oxford, 1990, p. 41). This strategy helps learners remember a new word according to its sound and focuses on creating aural associations.

To conclude, memory strategies are based on simple principles as organizing things, making association, and reviewing. The researchers in this study regard as true that these principles are employed when a learner faces the challenge of vocabulary learning and also that the words and phrases can be associated with visual images that can be stored and retrieved for communication. Rubin (1981) claimed that strategies are not the preserve of highly capable individuals, but could be learned by others. Under this assumption, a variety of instructional models for foreign language strategy instruction have already been developed since the late 1980's and implemented in a variety of educational settings.

Explicit memory strategies instruction

Research evidence has indicated that students' English performance is related to the use of language learning strategies (Li, 2005; Nisbet et al., 2005) and that strategies could be taught (Brown, 2002; Nation, 2004). In this concern, research findings suggest that the language learning strategies of the more successful students may be learnt by the less successful ones (Griffiths, 2004; Cohen & Macaro, 2007) and correspondingly that with the correct instruction, below average students could learn to use strategies and enhance their learning. Griffiths (2004) goes beyond to say that "teachers can assist the language learning process by promoting language learning strategy awareness and use". Following this thread, Rubin et al. (2007), as quoted in Mizumoto & Takeuchi (2009), have stated that "teaching students learning strategies, if effectively done, increases not only their knowledge of strategies but also their motivation and performance" (p. 426)

Recent research supports the claim that teaching vocabulary through memory strategies facilitates storing and retrieving new vocabulary items (Chia–WenChuc, 2008; Nemati, 2009). Some studies have explored the effects of memory vocabulary learning strategies. The results of these studies suggested that after memory strategy instruction, participants applied memory strategies more frequently and their vocabulary productive performance improved (Chia–WenChuc, 2008; Nemati, 2009). Nemati (2009), in an attempt to compare the impacts of teaching through memory strategies, reported that both more and less proficient learners' vocabulary productive ability significantly improved.

The above mentioned findings support Rubin's (1981) saying that strategies are not unique to highly capable individuals, but could be learned by others. Those studies have also exposed that second language teachers play an active and valuable role by teaching students how to apply learning strategies to varied language activities and how to extend the strategies to new tasks both in the language classroom and in content areas requiring language skills. With the development of strategy instruction and finding its usefulness, researchers have developed different models for strategy based instruction. However, for the purpose of this study we have decided to focus on the Cognitive Academic Language learning Approach (CALLA).

The Cognitive Academic Language Learning Approach (CALLA)

The Cognitive Academic Language Learning Approach (CALLA) builds on cognitive learning theory and integrates academic content instruction with explicit instruction in language development and learning strategies. The CALLA model is based on the premise that English language learners need explicit instruction in the academic language necessary for academic success (Chamot et al., 1999, p. 43). In this concern,

Moughamian, et al. (2009) have stated that it is grounded in social-interactive theory and requires that students have multiple opportunities to practice authentic language use through interactions.

CALLA aims to generate student reflection on their own learning processes and to help them become more effective learners. It approach has a five-stage cycle of instruction: preparation, presentation, practice, evaluation, and expansion. These five stages do not have to be used in sequence, and are in fact often used recursively such that the stages will be repeated according to student needs.

The **Preparation** phase of this approach helps students become aware of their existing knowledge and strategies they may already know. In the preparation stage, teachers should use culturally sensitive strategies to elicit students' prior knowledge and to ensure that students understand the new material. The **Presentation** stage provides students with new information. CALLA suggests teacher modeling at this stage to help students develop new language and learning strategies. After that, in the **Practice** stage, teachers give students opportunities to practice their new language and learning strategies in preparation for using them actively in classroom activities. In the **Evaluation** stage, students evaluate their progress and develop metacognitive awareness of their new learning strategies and the new material they have learned. Discussing their learning activities fosters students' self-evaluative and metacognitive skills. Finally, in the **Expansion** stage, students make connections between new material, what they already know from school, and their experiences beyond school. Students choose the best strategies and learn how to apply them across environments and contexts.As it can be seen, CALLA, and explicit strategy instruction in general, provides learners with opportunities to evidence and assess their own

progress and thus help them to focus their own learning thus giving students the possibility to develop autonomy and self-directedness.

Self-Directed Learning (SDL)

The concept of self-directed learning is not a new one. Though self-direction has come to prominence in the last two decades due to the increasing attention research on the field of learner autonomy has received, back in the mid-1970s Knowles (1975), referring to adult learners, had already stated that:

> "in its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative, with our without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes." (p. 18).

There may be slight variations in how different researchers and the educational community in general define SDL, but a survey of the literature on the subject identifies several views that are central to the concept. As the term suggests, SDL views learners as responsible owners and managers of their own learning process. This objective was approached in this study through the use of explicit strategy instruction. In this regard, Antonio (2001) has stated that SDL integrates self-management with self-monitoring.

Besides, in SDL, control gradually shifts from teachers to learners. Learners exercise a great deal of independence in setting learning goals and deciding what is worthwhile learning as well as how to approach the learning task within a given framework (Long,1994 as cited in Kerka, 2000; Morrow, Sharkey, & Firestone, 1993 as cited in

Antonio, 2001). The CALLA model, the instructional framework used for this study, is based on the premise that as the students receive instruction they will become more effective and independent learners (See *Figure 1)*. This is also supported by the assumption that SDL, as well as CALLA, are characterized by involving teachers in scaffolding learning by modeling learning strategies and work with students so that they develop the ability to use them on their own (Antonio, 2001).
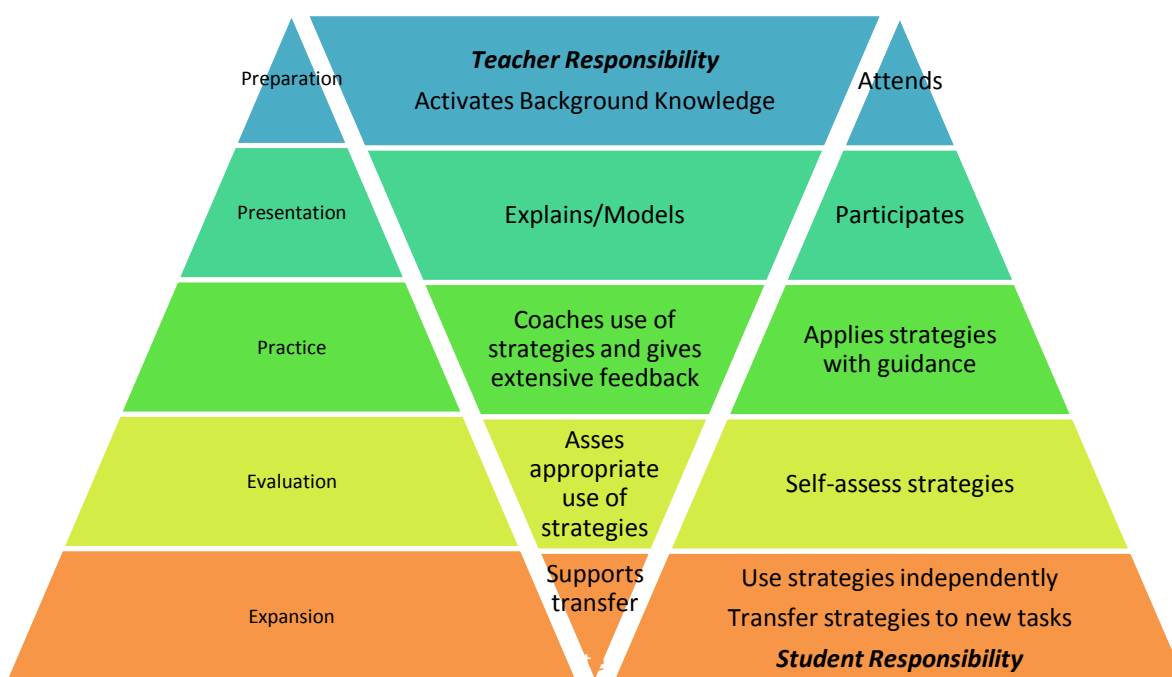
Figure 1 - The CALLA Model Pyramid. Adapted from: Chamot & O'Malley (1996)

To conclude, this section was concerned with outlining the theoretical foundation for this research project. The concepts of vocabulary, its importance and the usefulness of Vocabulary Learning Strategies have been presented based on recent theory. Besides, the notion of memory strategies and memory strategies instruction will be outlined. Finally, the theories underlying the Cognitive Academic Language Learning Approach (CALLA) and

the Self-Directed Learning will be depicted with regard to this study. In the upcoming

chapter, the research design for this study will be explained in detail.

Research Design

This chapter addresses the type of research that was carried out, the context, the participants of the study, the researchers' roles, some ethical considerations for the study, the instruments used to collect data as well as the validation of the data collection tools and the information triangulation process.

Type of Study

The researchers decided to work on action research in order to solve a problem in their educational contexts, in this case learners' difficulty to develop vocabulary and their lack of a strategic approach to learn lexical units. Teacher-researchers decided to work on vocabulary development through the implementation of an explicit memory strategies approach framed under the Cognitive Academic Language Learning Approach (CALLA). The memory strategies used to undertake the study derived from Oxford's (1990) Strategy Inventory of Language Learning as follows: Creating mental linkages and applying images and sounds. This study is an action research since it is a form of self-reflective enquiry undertaken by practitioners in their own contexts of action (Ellis, 1988). In this action research, the problem emerged from the learners' needs, and the final goal corresponds to improve what goes on in the classroom (Nunan & Bailey, 2009).

In this study, the researchers implemented a mixed-method approach in order to collect qualitative and quantitative data through five instruments in total. The teacher-researchers decided to use three elicitation instruments: A pre-test, a post-test, and a questionnaire and two introspective instruments: students' and teachers' journals. The instruments were administered to the participants before and after the implementation of the pedagogical interventions.

Context

This research was carried out in three public schools in Colombia, school 1 located in Monteria, Cordoba; school 2 located in Tierralta, Cordoba and school 3 in Tunja, Boyacá.

These schools do not follow a course book for the teaching of English, however for research purposes, it was necessary to choose and implement a book called American Travellers A2 by MM Publications. The teacher-researchers decided to use this book because it places a special emphasis on vocabulary building and provides students with readings that help them expand their lexical knowledge. Besides, another important reason was that the book had already been chosen and implemented in one of the three schools participating in this study. Therefore, using it was also a practical decision.

Most of the students come from low-income families.

Participants

The participants of this study were 98 eleventh grade students from three public schools in Colombia whose ages ranged from 15 to 18 years. They had an A2 level of proficiency in English according to the CEFR. In school 1, students attend English classes three times a week, with a total of 120 hours a year, school 2 had 4 hours , with a total of 160 hours a year, and school 3 had 6 hours a week, with a total of 240 hours a year,. The researchers chose these groups due to the students' pressing need to improve their English in order to succeed in the Pruebas Saber 11th.

A needs analysis process was conducted at the beginning of the school year. It was aimed at collecting information regarding students' lacks, interests and wants as well as

their learning styles and proficiency level. Two instruments were used for such purpose as follows: Needs Analysis Questionnaire (Nunan & Lamb, 1996 p. 34 - 42) and Oxford Placement Test. The findings of the needs analysis procedure showed that participants were mainly visual and kinesthetic learners and also that they liked to work in groups and be involved in interesting and meaningful activities such role plays, games, listening to songs and engage in doing things such as posters, cards and flashcards.

Besides, according to Estándares Básicos de Competencias en Lenguas Extranjeras (2006) students from eleventh grade should achieve a B1 (Pre-Intermediate) level of proficiency in English in relation to the CEFR so that they can be able to communicate in different situations. However, 96% of the students involved in this study reported to have an initial A2 level, the remaining 1% and 3% reported to have achieved B1 and A1 respectively.

Researchers' Roles

The teacher-researchers adopted different roles during this study. First, the role of trainers because students were involved in an explicit memory strategies instruction process to increase their vocabulary knowledge. Second, the role of facilitators and guides in order to help learners in their learning process. As well, the teacher-researchers became observers since they had to analyze the learners' attitudes and behaviors during the interventions.

As researchers, our role was to investigate learners' needs and look for a solution to a problem, namely the lack of vocabulary in eleventh graders and also to write down the report.

Ethical Considerations

Some ethical considerations were taken into account during the research process. For instance, the teacher- researchers gave the school principals a consent letter in order to ask for permission to carry out the study. A consent letter was also given to students in order to inform them that their participation in the study was voluntary and confidentiality as well as anonymity would be maintained when applying the different instruments. Moreover, students were informed that the results would be used only for research purposes, rather than to assign failing or passing marks.

Data Collection Instruments and Procedures

In this research study, five data collection instruments were selected in order to retrieve useful and relevant information from the learners, before, during and after the implementation process and also to gather information regarding the teachers' perspectives on the whole intervention process. The instruments selected as the most suitable for the purposes of this study were: a vocabulary pre-test and a vocabulary post-test were selected in order to measure the extent to which explicit instruction of memory strategies through the CALLA approach could increase the lexical knowledge of 11th graders. Also, the teacher-researchers decided to use learners' questionnaires to find out students' feelings and perceptions after the first half of the implementation (4 sessions). Besides, in order to find out participants feelings, perceptions and thoughts during the whole process, learners' and teachers' journals were used. The figure below shows the different methods used to collect the data.
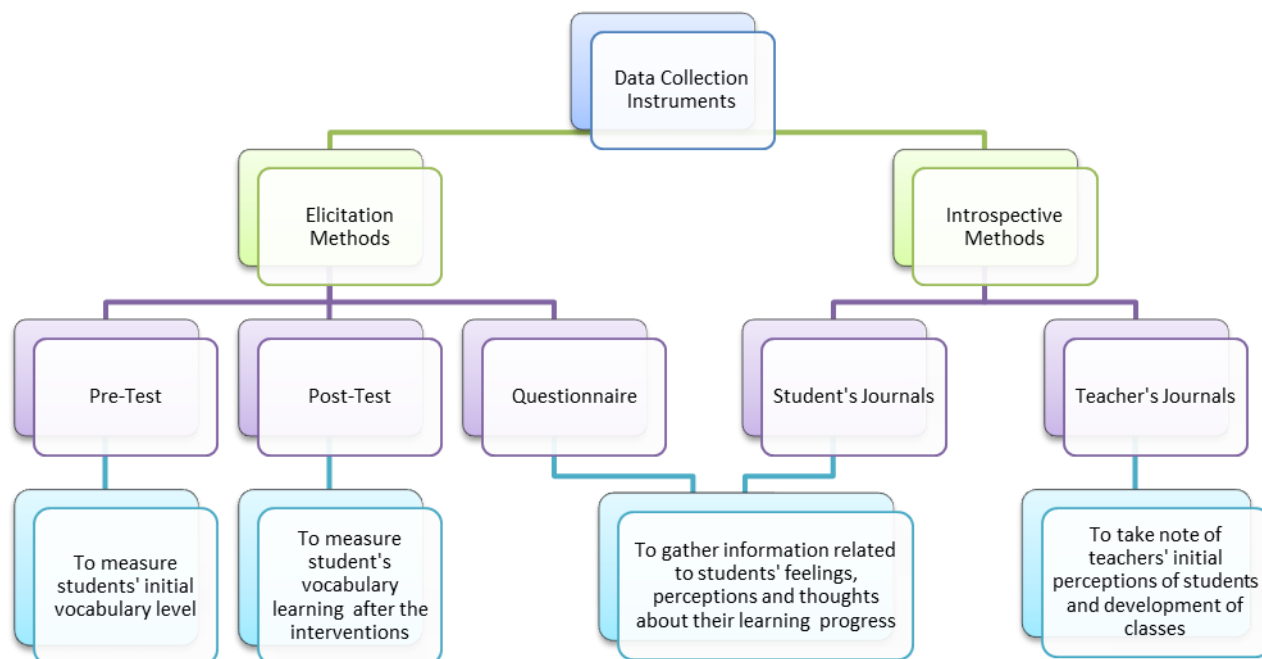
Figure 2 - Data collection instruments.

Vocabulary Pre -Test

The vocabulary pre-test had 3 sections: definitions in context, synonyms and antonyms with a total of 30 multiple-choice questions (ten questions per section). In the test, each question had four items: a, b, c, and d, the latter contained the phrase *Do not know* so that students could select it and ensure a minimum of guesses. This instrument was administered at the beginning of the intervention process in order to measure the initial students' vocabulary level.

The vocabulary used in the pre-test was chosen from the readings of the book American Travellers A2 by MM Publications. The units 1 through 8 were selected because they fit with the proposed contents for the first term of the school year.

The researchers explained the instructions using both languages, Spanish and English in order for instructions to be clear and check comprehension. The participants of the study were provided with an hour to answer the test.

Vocabulary Post – Test

The post-test questions were exactly the same ones as those in the pre-test. The purpose of the post-test was to measure students' vocabulary learning as a result of the instruction on memory strategies and the whole implementation in general. This instrument was administered after the completion of the intervention process (8 weeks) in order to contrast and analyze the participants' possible increase in lexical knowledge after the implementation of the memory strategies. Comparing participants' post-test scores with their pre-test enabled the researchers to see whether the implementation of the memory strategies was successful in improving participants' vocabulary knowledge (See *Appendix 1 for a complete sample of the pre-test and post-test instrument*).

Learners' Questionnaire

This instrument was designed with 6 open-ended questions in Spanish to facilitate learners' comprehension and more complete and descriptive responses which could give relevant information to the teacher-researchers about the learners' feelings, perceptions and thoughts about their learning process and the implementation of the memory strategies chosen (See *Appendix 2 for a complete sample of the Learners' Questionnaire*). It was administered during the intervention process after the fifth lesson plan. The questionnaire was aimed at indirectly testing the implementations thus far, and to consider students' perceptions, thoughts and feelings for the remaining lesson plans.

Learners' Journals

The participants were invited by the teacher-researchers to keep a journal for them to write about the most relevant details pertaining the vocabulary they learned, the mistakes they made, the difficulties they faced, their outstanding needs and expectations and their

feelings regarding the work done each week. They wrote their feelings and attitudes in order for them to reflect upon the importance of the strategies and their own learning. In this tool, the students responded to the prompts given in Spanish due to the fact that they were descriptive and students didn't yet have the ability not the proficiency level to carry out these reflections in English. At this point, it is important to state that students were given some prompts in order to guide and help them reflect upon their learning progress as well as the importance of the learning strategies. Prompts were aimed at eliciting students responses with regard to the usefulness of strategies, the difficulties they encountered during the process of learning and also to provide the participants with the opportunity to plan actions in order to solve those problems. Besides, prompts were also aimed at avoiding students not knowing what to write about in their journals.

This instrument was used, as well as the questionnaire, to gain insights about students' reflections, perceptions, feelings, and thoughts about their learning progress and implementation of the memory strategies to learn vocabulary (See *Appendix 3 for sample Learners' Journal Template*). The participants were asked to write their journal entries at the end of each implementation (1 class).

Teachers' Journals

The teacher- researchers designed a journal template in order to write about the same issues found in the three different schools. In their journal, the teacher-researchers recorded their classroom observations during the entire process (See *Appendix 4 for a complete Teacher-Researcher Journal Template*). The journal consisted of brief accounts of the development of the classes, what the teacher-researchers considered to be important reflections of the daily process, and strengths and weaknesses observed during the

implementation. Moreover, comments were written concerning attitudes and behaviors students had during the interventions. Thus, the journal helped the teacher-researchers to evaluate the process and make decisions for the development of the research.

Validation and Triangulation Process

Validity is the extent to which instruments measure what they are supposed to measure (Bailey, 1998). In terms of validity, it is worth saying that the instruments implemented in this study such as the test was revised and piloted with three well qualified colleagues and ten students from a different school prior to the application in order to identify any unclear items, confusing instructions or more than one possible answer in the test.

Data was triangulated in order to compare the results found and draw significant conclusions from the information gathered (Cohen & Manion, 1994). Information from the learners' questionnaire, the learners' journals and the teachers' journals was organized in charts and then cross-referenced to find similarities and differences among them. Even though each of the instruments was designed to gather a different kind of data they came up with similar types of information. The categories that were used to analyze the qualitative data emerged from the similarities in the information gathered. Then, the teachers-researchers correlated the categories with the results of the pre-test and post-test.

Finally, triangulation process was also conducted in order to find out similarities and differences of the participants from the three schools in relation to their vocabulary knowledge gain and how the context and the amount of practice and class contact time may affect their achievement.

Pedagogical Intervention and Implementation

This study was concerned with exploring the extent to which the explicit instruction of two of Oxford's SILL (1990) memory strategies; creating mental linkages and applying images and sounds, had in increasing vocabulary using the Cognitive Academic Language Learning Approach (CALLA). This chapter describes the steps followed during the intervention process, and how CALLA was implemented to frame lesson planning in the three different Colombian schools involved in this study.

In the following section, a detailed description of the pedagogical intervention is presented. First of all, the project consisted of eight lessons planned especially for the intervention. Each of the lessons followed the same stages mirroring the five phases of CALLA, for more information on the model see chapter two. The lesson plans used in the eight different classes during the pedagogical intervention were adapted to fit the purposes of the study and to favor explicit instruction of memory strategies, vocabulary learning and the necessary reflection around the implementations.

As explained in chapter two, CALLA considers five different stages for instruction as follows: preparation, presentation, practice, evaluation and expansion. During this study, the preparation phase helped students identify the strategies they were to use and developed their cognitive awareness of the relationship between their own mental processes and effective learning. Regarding vocabulary learning, based on the pre-test results, participants were guided by the teachers-researchers to set specific goals for mastering the vocabulary from certain resources used during the class time within a certain time frame, and they planned their time in order to accomplish the task (time-management).

The presentation stage was focused on modeling the learning strategies through posters which comprised a brief definition of the strategy as well as an example. (See *Appendix 5 for a sample Poster*). Then, the teacher-researchers explained the characteristics, usefulness, and applications of the strategy to the students through examples and also elicited students' responses on possible ways they thought the memory strategies could help them learn new words in an effective way.

Concerning the practice phase, the teachers-researchers provided the participants with lots of opportunities for strategy practice through activities such as hands on activities, reading comprehension tasks and role plays. In this phase, students were also given the opportunity to discuss their use of strategies in small groups.

Then, the evaluation phase was carried out with the purpose to provide students with opportunities to assess their own progress in using learning strategies, thus developing their cognitive awareness of their own learning processes. The participants carried out some significant activities through this process; they were involved in activities that helped them develop self-evaluation insights; they were self-questioning, debriefing discussions after strategies practice, learning strategy logs in which they recorded the results of their learning strategies applications and checklists of strategies used to express their opinions about the usefulness of the strategies. (See *Appendix 6 for a sample Learners' learning strategy log*).

As suggested in CALLA, the final stage for strategy instruction was always expansion. It is important to say that students were encouraged to use the strategies in the way they found them more effective, apply these strategies to new contexts, and devise their own individual combinations and interpretations of memory learning strategies. Besides, they were asked to consider not only vocabulary learning but also other domains of language learning. This decision favored students' self-directedness and development of autonomy and

41

awareness of more useful resources for learning. Participants started reflecting on possible ways to use the strategies involved in the intervention in other language areas like grammar and speaking. Using a digital picture dictionary to learn phrasal verbs and employing picture prompts to support speaking tasks were some of the ideas they come up with.

The pedagogical intervention was carried out within nearly two months, from January 29th to March 13th, in which eight ninety-minutes lessons were implemented. It is pertinent to say that the implementation process flowed smoothly in schools 1 and 2, but school 3 showed some delays in the schedule due to extracurricular activities and administrative problems. In school 3, the intervention went from January 19th to March 21st. Nonetheless, the teacher-researchers managed to rearrange schedules within the timeframe and the project evaluation was held on the proposed date.

As it can be evidenced in the table below, a total of 12 actions comprised the data gathering process. Seven of the actions (in green) consisted of the interventions that were devoted to the actual training of the participants in the memory strategies of creating mental linkages and applying images and sounds. One of the initial interventions (in yellow) was used to administering the pre-test instrument. One of the lessons (in blue) was used for the presentation of the project. One session was devoted to administer the participants' questionnaire (in pink). The last two interventions were devoted to administer the post-test and to execute the evaluation of the project. The following table illustrates the project planning, it includes the dates and the actions developed in each one of the stages of the intervention process.

Action	Date
1. Pretest Administration	29/01/2014
2. Project Presentation	31/01/2014
3. Creating Mental Linkages strategy Training: Grouping	04/02/2014
Creating Mental Linkages strategy Training: Grouping	18/02/2014
4. Applying images and sounds strategy Training: Imagery	20/02/2014
5. Applying images and sounds strategy Training: Representing sounds in memory	25/02/2014
6. Questionnaire administration	27/02/2014
7. Applying images and sounds strategy Training: Representing sounds in memory	03/03/2014
8. Applying images and sounds strategy Training: Representing sounds in memory	04/03/2014
9. Mixed strategy Training	06/03/2014
10. Post-test Administration	11/03/2014
11. Project evaluation	14/03/2014

Table 1 – Project Schedule

After the **pre-test administration**, students were provided with feedback regarding the pre-test results, in order to help them reflect on and self-assess their strengths and difficulties in relation to the three sections included in the test: definitions in context, synonyms and antonyms. The information gathered at this point of the intervention was useful to create an action plan and decide to what to teach during the implementation.

After that, the teacher-researchers were able to successfully conduct the first five implementations which were devoted to the explanation of the project and the first two strategies. The first intervention was used to explain the procedures involved in the project and to help students elaborate on their own concept of strategy. The second and third interventions were aimed to train students in and do practical exercises with the strategy of creating mental images. As the sub-strategy selected for the study was grouping, the teacher-researchers designed activities were students had to group vocabulary in different categories depending on their meaning. The fourth and fifth implementations were dedicated to the strategy of applying images and sounds to recall vocabulary. Imagery was

presented to students through videos and students were trained on the identification of sounds using a website. During these five implementations, posters were used to present concepts and to help students remember better. It is important to mention that students were invited to write their reflections after each one of these lessons in their journals.

Subsequently, after the fifth lesson, a **questionnaire** was administered so that students could express their thoughts, feelings and opinions about the process to that point of the intervention. Through this questionnaire, researchers could gather information in relation to the students' attitudes and feelings regarding the strategy training process and their vocabulary learning and considered such reflections to plan the following lessons.

The results of the questionnaire showed the teacher-researchers that their model of strategy presentation and practice was well-accepted. Consequently, the **sixth, seventh, and eighth interventions** were carried out as initially planned. The sixth and seventh interventions were devoted to train students on the use of the strategy of applying images and sounds. The teacher-researchers chose the strategy of representing sounds in memory and they did through the use of short videos and audio recordings. In one of the interventions the teacher-researchers recorded their own voice to be used as the input for the lesson. The eighth intervention was reserved for a mixed strategies lesson; all of the three strategies were included in a lesson plan in order to have students practice and identify the usefulness of each strategy in a given situation.

To complete the intervention process, a **post-test** was administered to the participants in order to analyze the results obtained after the implementation of the memory strategies. It is pertinent to state that students were given feedback in relation to the results of the post-test as well. As in the pre-test, this was intended to have the students reflect on their strategy training process as well as on their vocabulary development. Students were

provided with an opportunity to compare their results in the post-test with their performance in the pre-test.

Finally, the last step in the intervention was the **project evaluation**. At this point of the process, participants were asked to write their last entry in their journals so that they could reflect upon the whole pedagogical intervention.

It is relevant to say that the teacher-researchers recorded their insights in parallel teachers' journals to enrich the pedagogical intervention process with their reflection and also to note changes in students' attitudes towards the language learning process.

Lesson Planning

The teacher-researchers created the lesson plans for the pedagogical intervention taking into consideration the template suggested by Universidad de la Sabana which is an adaptation of Rubin's (n.d.) model. However, the teacher-researchers also decided to modify the format for it to include the five stages of the CALLA model used in this study. Each lesson plan contained important resources that aided students in their understanding and practice of the different strategies being presented. The materials, page numbers and different resources were described in the lesson plans and the teacher-researchers abided by the information in the LP for standardization purposes in the three different schools. (See *Appendix 7 for a complete Sample Lesson Plan*)

After introducing the strategy to be practiced, the teachers showed students a poster with a definition and a practical example of the strategy. The posters with each strategy were pasted in each classroom so that students could refer to it anytime they needed it. Besides, teachers provided students with plenty of examples and practice opportunities so to guarantee the achievement of a better understanding of what learners were required to do as part of the strategy training process.

At this point, it is relevant to mention again that two lessons were devoted to present and practice every strategy in order to provide students with more opportunities to exercise on the strategy procedure and also to allow students to achieve a sense of success and confidence before moving on to the next strategy.

Each lesson plan was organized around a reading text with specific vocabulary from which the lexicon for the pre/post - test was taken.

Results and Data Analysis

The following analysis was based on the data gathered from the five collection instruments used in this study: the vocabulary pre-test and post-test, a learners' questionnaire and learners' and teachers' journals. Analyzing both qualitative data (through the pre and post-tests) and quantitative data (through the questionnaire, and journals) helped the teachers-researchers answer the research question: *To what extent does the explicit instruction of memory strategies through the CALLA approach increase the knowledge of EFL 11th graders?*

Data Analysis Methods and Procedures

Both qualitative and quantitative data were gathered and considered for this study. The first component of the analysis was carried out with the quantitative approach. Quantitative data was gathered through the vocabulary pre and post-tests. In order to analyze the pre-test and the post-test, a rubric was created to compare both results from a quantitative perspective. The pre-test and post-test were analyzed by considering the total score of the results and also the individual sections comprised in the test definition in context, synonyms and antonyms.

Pre-Test/Post-Test Analysis

An analysis of the results of the pre and post-test was necessary in order to find out the gain in total scores for the participants in the three schools. *Table 2* outlines the total average score for the pre-test and the post-test in each school. Also, the general gain in scores which represents the additional points obtained in the post-test after the pedagogical intervention.

Number of students per group		Total Average Score Vocabulary Pre-test	Total Average Score Vocabulary Post-test	Gain in Total Scores
School 1:	26	8,5 correct answers	23,5 correct answers	+14,9(49,7%)
School 2:	35	6,6 correct answers	21,5 correct answers	+14,8(49,3%)
School 3:	37	6,2 correct answers	21,0 correct answers	+14,8 (49,3%)
Total:	98	7,1 correct answers	22,0 correct answers	+14,8(49,3%)

Table 2 - Pre-test/Post-test Total Score Analysis (30 Possible Points)

For practical reasons, the teacher-researchers considered the average scores of the participants' correct answers to present the pre-test and post-test results. Taking into account the information in *Table 2* we observed that learners from the three schools had a considerable improvement in their vocabulary knowledge when they took the post-test, this knowledge is represented in the *Gain in Total Scores* column in the above table.

In this sense, an individual analysis of the three schools allowed us to say that the participants from school 1 obtained a gain of 49.7%, school 2 had 49.3%, and school 3 achieved 49.3%. Clustering the results of the 98 participants of the study allows us to see that the total enhancement of the three groups was 49.3%. As it is evident from the data in the chart, the gained results are homogeneous and showed consistency in the results for the pre and post-test (See *Figure 3*). Though, the results represented in the Total Scores indicated that there was a significant difference between the results obtained in the pre-test with regard to the post-test in all the three schools, it is interesting to see that School 1 not only achieved the highest score in the vocabulary pre-test but also in the post-test. As it can be seen in *Figure 3*, explicit instruction on memory strategies helped indeed improve students' lexical knowledge to some extent.
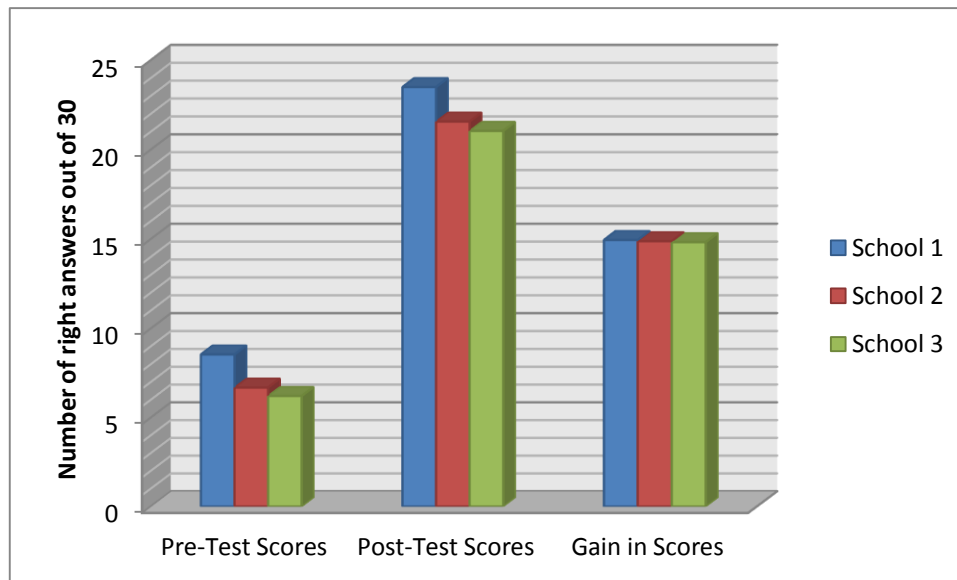
Figure 3 - Pre-Test/Post-Test Total Scores Analysis.

In the following lines, each section of the test will be analyzed independently in order to identify which of them represented more difficulty for students and also which section(s) that showed more improvement from the participants. It is worth mentioning that, as it was fully explained in the research design chapter, that each section consisted of ten multiple choice questions and the results are presented on a scale of 0 to 10.

	Definitions in context			Synonyms			Antonyms		
	Pretest	Post-test	Gain	Pretest	Post-test	Gain	Pretest	Post-test	Gain
School 1	3,54	7,46	3,92	2,08	8,04	5,96	2,58	8,27	5,69
School 2	2,40	7,11	4,71	2,14	7,49	5,35	2,11	7,40	5,29
School 3	2,16	7,62	5,46	2,11	7,00	4,89	1,92	6,32	4,40
Total	2,70	7,39	4,69	2,11	7,51	5,40	2,20	7,33	5,12

Table 3 - Pre-test/Post-test sections Analysis (30 Possible Points)

As evidenced in *Table 3*, the three sections showed a gain in the scores of the post-test which evidences the effectiveness of the explicit instruction of memory strategies done in the pedagogical implementation in different kinds of lexical categories (namely definitions, synonyms and antonyms).

Regarding the section called "definitions in context", in the pre and post-tests that required learners to choose the word or phrase that best answered the question in the test. It can be concluded that the three schools improved the results in the post test regarding the section of 'definitions in context' after the implementation of the strategy training process. As presented before in *Table 3*, School 1 had an average improvement of 39%, School 2 had 47% and School 3 had 55%. School 3 showed a very significant improvement taking into account that it had obtained the lowest score in this particular section of the pre-test. This is because school 3, had more time to assimilate the strategy trained because of the strikes and administrative difficulties. It is also interesting to see that School 1, that achieved the highest score in the pre-test, had the lowest gain in total scores. School 2 showed a consistent gain and obtained a score (4, 69%) which is very close to the Total Scores (4, 7 %) Gain mean (See *Figure 4*).
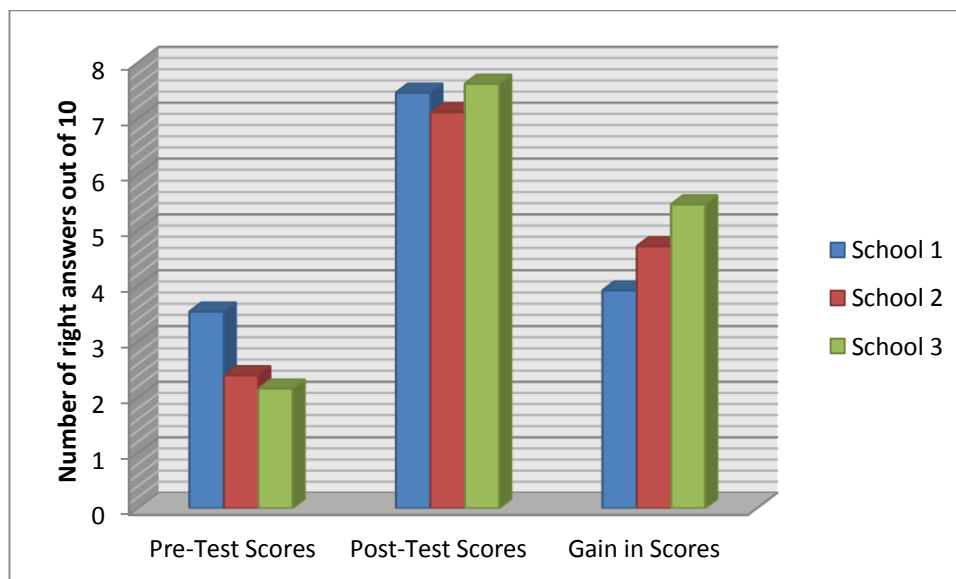

Figure 4 - Pre-Test/Post-Test Section 1 (Definitions in context) Analysis.

With regard to the synonyms section, it is important to mention that it comprised ten multiple choice questions in which students had to select the synonym of a word in each item. As it could be observed in *Table 3*, the results for the synonyms section in the post test shows an improvement of %, which leads us to conclude that strategy training was not only effective for defining concepts in concepts, but also in identifying the best synonym option. The teacher-researchers suspect the strategy of grouping impacted students' ability to recognize synonyms since during the activities performed in class, they had to do so as well. School 1 had an average gain of 60%, school 2 had 53% and school 3 had 49% of improvement in the synonyms section as compared with the pre-test results. It is worth mentioning that after comparing the results in the pre and post-test, there was an improvement in the three schools represented in a 54% (See *Figure 5*).

The results showed that, even though the pre-test scores in the three schools were homogeneous, the post-test scores differed from one school to the other. School 1, that got the lowest score in the pre-test, had the highest gain after comparing the scores with the post-test. Once again, school 2 obtained a gain score close to the mean and school 3 obtained the lowest gain score. Though individual and group differences, including interest and willingness, have a part to play in this regard, these results may also be attributed to individual teaching differences including teacher-researcher's creativity and quality of instructions and explanations of the memory strategies. The time devoted to support learners outside the classroom may have also influenced the results. Moreover, the teacher in school 3 reported additional time spent with students 3 times a week in order to mend the time wasted during the strikes experienced and reinforce the use of the strategies trained.
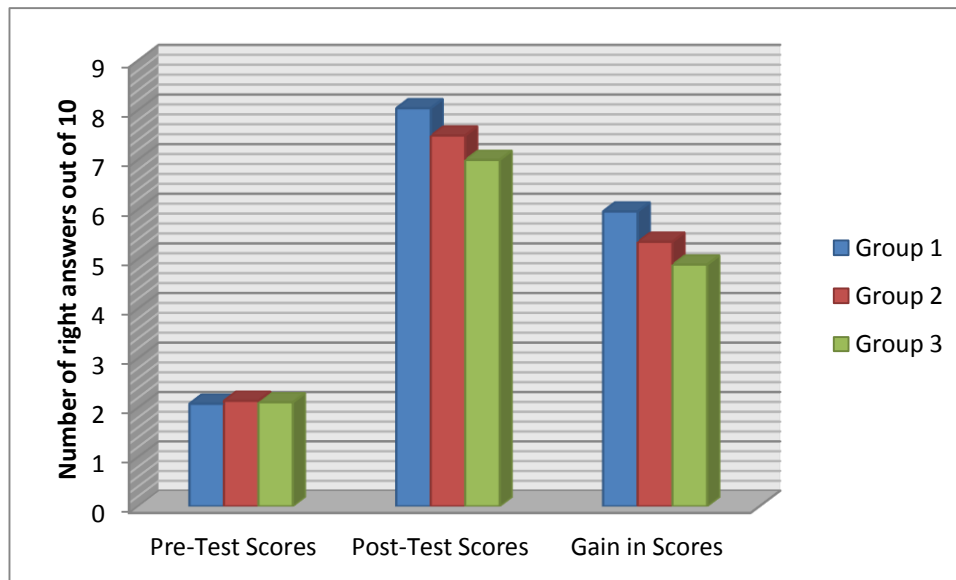
Figure 5 – Pre-Test/Post-Test Section 2 (Synonyms) Analysis.

Finally, the antonyms section included ten multiple choice questions in which the participants had to choose the opposite meaning of a word. As it can be seen in *Table 3*, the results allow us to conclude that all the three schools achieved better results in the post-test concerning antonyms as well. Participants from school 1 obtained an average of 57% , school 2 obtained 53% and school 3 got 44% of improvement when comparing the results with the pre-test scores.

Regarding this, it may be said that it was easier for students to learn words with opposite meanings (antonyms) because they made new connections between words that were different in meaning. Besides, the use of flash cards as well as meaningful activities helped students to learn those words.

Results showed consistency in the improvement scores. School 1 that achieved the highest score in the pre-test, had the highest score in the post-test and obviously obtained

the highest gain in total score. School 3, obtained the lowest gain due to the fact that it

obtained the lowest scores in both the pre and post-test (See *Figure 6*).

Considering the results of the quantitative data in this study, it is relevant to say that

the explicit instruction of memory strategies increased students' lexical knowledge to some

extent depending on the following issues: quality of instruction, frequency of the strategies

presented to the learners as well as the activities carried out in such process.
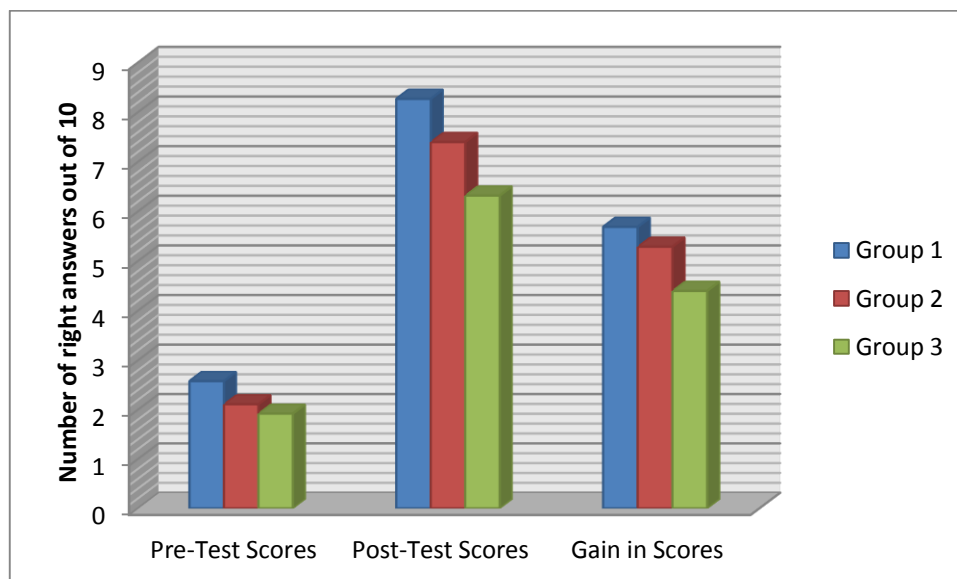
Figure 6 – Pre-Test/Post-Test Section 3 (Antonyms) Analysis.

To sum up, although the three schools reported to have achieved a similar gain in

the total scores, the analysis of the results of the three sections of the pre-test/post-test

instrument evidenced some differences. The sections that had more improvement from the

participants were the synonyms part for school 1 and 2 and definitions in context for school

3. On the other hand, the sections that showed a lower growth were definitions in context

for schools 1 and 2 and antonyms for school 3.

Having explored in detail the quantitative data gathered through the pre-test and post-test results in general and considering each section in particular, it is the time to explore the qualitative data gathered during the implementation process.

Qualitative Data Analysis

Qualitative data was gathered by using three instruments as follows: a learners' questionnaire (See *Appendix 8 for the questionnaires responses chart*) and learners' and teachers' journals. The method used to analyze qualitative data was known as "coding". Coding facilitates the organization, retrieval, and interpretation of data and leads to conclusions on the basis of that interpretation. The teacher-researchers started the process of analyzing the data collected in the teachers' and learners' journals as well as learners' questionnaires by reading the information gathered and coding words and phrases found in the transcript, then, the most relevant information was underlined. In order to classify learners' perceptions and comments about the effects of memory strategies, color coding was used as a way to differentiate data.

For analytical purposes, the teacher-researchers created a chart to categorize and code the information. The chart was comprised of three columns; in the first column, there were some open and closed questions; in the second column, the categories identified after reading all the participants' journals and the last one contains the percentages they represented with regard to the total of the population (See *Appendix 9 for a complete Learners' journal reflections chart*).

Taking into account the analysis of the study, some categories and subcategories emerged from the data analysis in response to the research question: *To what extent does the explicit instruction of memory strategies through the CALLA approach increase the lexical knowledge of EFL 11th graders*? The emerging categories are the following:

importance of strategies, memory strategies, interests and willingness and self-directedness. The sub-categories are as follows: strategy use, strategy effectiveness, vocabulary strategies, autonomous learning, collaborative work, self-evaluation and participation and positive attitude towards the activities.

The categories and subcategories are summarized in *Figure 7* below and a discussion of the categories identified is presented in the following paragraphs.
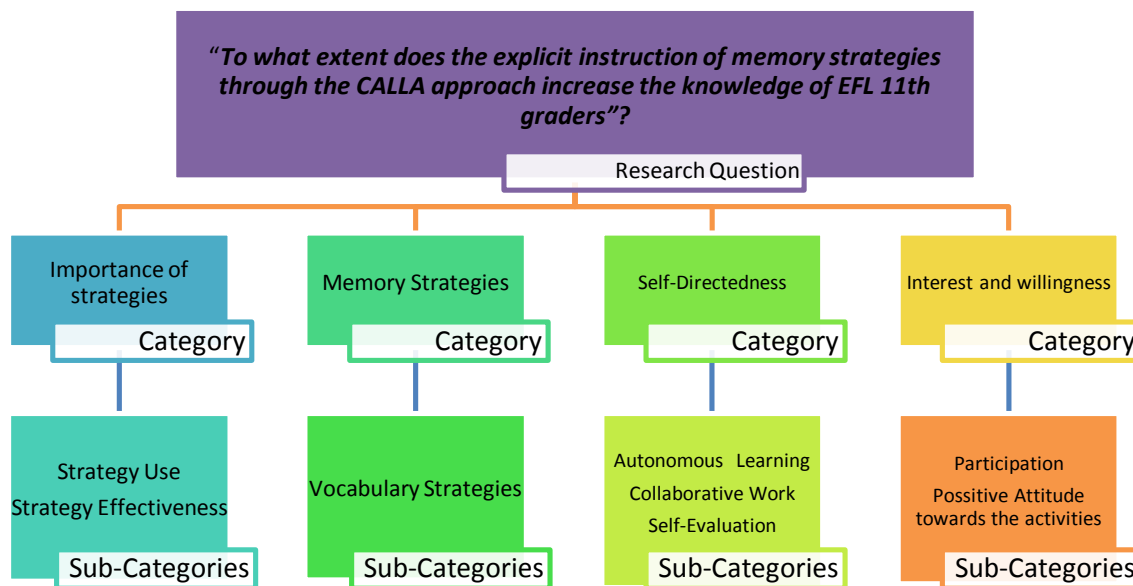
Figure 7 – Qualitative Data categories and subcategories

Category 1: Importance of strategies

Considering the information gathered through the learner's questionnaires and the journals, the teachers-researchers concluded that students understood what a strategy is and the role it plays when learning vocabulary and language in general. Besides, students reflected upon and became aware of their possibilities when learning the language. These assertions are illustrated in the following paragraphs.

Regarding the participants' understanding of the concept of strategy, most students were able to write their own definition as well as the possible benefits of memory strategies for vocabulary learning. The most given definitions were: solution to a problem and a means to reach a goal.

"Es una forma más fácil de aprender las cosas que uno no conoce, la forma de alcanzar las metas"

Excerpt from Students' Journals. (Journal Entry N° 2 – Student N° 27)

"Las estrategias son de gran importancia   puesto que facilitan el aprendizaje de vocabulario, con el uso de ellas se hace más fácil aprender"

Excerpt from Students' Journals. (Journal Entry N° 2 – Student N° 12)

The definitions of strategy given by students had to do with their immediate realities and the way they personally see life. For example, most students from School1 related their definition of strategy with "Military Plans". The researchers think this is partly due to the fact that they live in a rural area where the army has a strong influence. On the other hand, students from school 2, located in a more metropolitan area, related their definitions to soccer schemes as well as market policies. The following comments evidence students' perceptions of strategies:

"yo comparo una estrategia con lo que hacen los soldados para agarrar a

los bandidos, las ordenes que ellos siguen, el camuflaje y todo lo demás

para lograr su objetivo"

Excerpt from Students' Journals. (Journal Entry N° 3 – Student N° 03)

"Para mí una estrategia es lo que hacen los técnicos de los equipos de futbol que

dicen cuántos defensas y cuantos volantes van a ser durante el partido. También es

como lo que hace Coca-Cola que le da a uno un vaso para que compre más

gaseosa. Ósea los pasos que uno sigue para lograr algo"

Excerpt from Students' Journals. (Journal Entry N° 3 – Student N° 03)

Even though students could define strategies easily based on their realities, understanding their use and application to actual reading texts and language tasks was not as simple for students to do. Maybe considering the results of the quantitative data in this study, it is relevant to say that the explicit instruction of memory strategies helped students expand their lexical knowledge to some extent depending on the following issues: quality of instruction, frequency of the strategies presented to the learners as well as the activities carried out in such process.

Regarding the strategies instruction, students reported to need more guidance in terms of how to understand words in context and how they make sense when found in a reading text. Below, excerpts of the reflections written by two of the students are presented as a sample to support the previous point.

"Para la comprensión de cada estrategia, sobre todo en la parte para entender las

palabras en contextos, que no es tan fácil porque algunas veces se confunde

uno, nos ayudó que nos presentarán las estrategias con ejemplos claros por

medio de láminas y también en diapositivas"

Excerpt from Students' Journals. (Journal Entry N° 7 – Student N° 15)

> *"yo he aprendido mucho con esas estrategias que no son difíciles de usar es*
>
> *cuestión de ponerlas en práctica porque a veces uno no sabe cuál es la estrategia*
>
> *más efectiva o la más apropiada para aprender palabras nuevas"*

Excerpt from Students' questionnaire. (Questionnaire – Student N° 10)

The teacher-researchers consider this is partly due to the fact that students were not involved in the process of explicit strategy training.

Besides, the learners reported they felt the pedagogical intervention process was successful and they were interested in knowing how they could learn and recall words more easily and effectively. Only a few of them, mostly from School 3, reported to be confused with the process.

The teacher-researchers attribute the confusion experienced by students in School 3 with the explicit strategy instruction process to the fact that the teacher, as he reported in the teacher-researcher's journal, had used academic language to refer to the strategies. The authors of this paper learned that presenting the strategies needed to be a very careful process in which creativity plays an important role. The teacher–researcher in school 3 reported such situation in the following words:

> *"I think the kind of language I have used to present the strategies to the*
>
> *students can be a bit confusing, and can also hinder learners' comprehension of the*
>
> *process. A good solution for this is to ask my students to give the strategies a name*
>
> *that is easy to recall and also fit what they expect the strategy is useful for."*

Excerpt from Teachers' Journal. (Journal Entry Nº 10 – Teacher N° 3)

On the other hand, the teacher in School 2 expressed that giving the students the chance to "name" the strategies to make them easy memorable was a useful task and also

gave them a sense of control over what they were learning. The following piece of text from the teacher-researcher journal reflects such a view:

> *"Today it was an amazing experience. It was so exciting to realize students were so involved in the strategy training process. At the beginning of the lesson they asked me for some more examples to use Imagery and grouping in real contexts. When I finished doing so a student stood up and said grouping sounded "awful" and she preferred to call that strategy "Graphs strategy". Another student said Pictures or even Pictionary sounded a bit better than Imagery. I saw no problem in doing so, they felt satisfied with my approval and I realized they felt they have some kind of power over the project"*

Excerpt from Teachers' Journal. (Journal Entry Nº 18 – Teacher N° 2)

As evidenced by the excerpts presented in this section, students and teachers alike discovered the potential of strategies and understood their importance. Strategies were a new tool in the three schools to expand students' vocabulary knowledge and raise their awareness with regard to their learning.

Category 2: Memory strategies

As explained before, the memory strategies used in this study were creating mental linkages and applying images and sounds for increasing learners' lexical knowledge. After analyzing the data, the teacher-researchers observed that after being trained in the use of memory strategies, students reported to have liked imagery and grouping best than representing sounds in memory.

It is pertinent to say that one of the grouping strategies used was a Venn diagram used to categorize vocabulary in which students had to group words into different

categories in a chart. An interesting finding was that students who liked Math felt a strong connection to this strategy and found it very useful. One of the students mentioned this connection and its close relation to his learning of vocabulary:

"Parecía una clase de matemáticas con eso de los diagramas para agrupar pero aprendí a organizar las palabras, no sabía que así se aprende mejor"

Excerpt from Students' Journals. (Journal Entry N° 5 – Student N° 05)

In this concern, the teacher-researchers discovered that strategy instruction should establish a connection between learners preferred learning styles and the selection of strategies and materials in order to optimize the learning process. A cross curricular approach to the teaching of learning strategies could also be beneficial.

Surprisingly, the grouping strategy was not only appealing, but also meaningful for the students in the three schools. Evidence found in the qualitative data gathered through students' journals supports this statement:

"Agrupar las palabras y luego escribirlas en unas columnas facilita más la comprensión y la memorización de nuevas palabras porque uno lo hace de forma dinámica y divertida"

Excerpt from Students' Journals. (Journal Entry N° 5 – Student N° 24)

The following excerpt mentions also speed with which students could learn words and express their satisfaction regarding their vocabulary learning process. As it was stated in the introductory section, students reported to feel frustrated because even after 5 years of study they felt they knew nothing. In this respect, it can be concluded that students have proven to learn more and faster after 2 months of instruction than after 5 years at school.

"Esta estrategia es muy buena, se me hizo más fácil aprender a través de las imágenes" "No necesité de usar el diccionario, con imágenes uno se aprende las palabras más rápido"

Excerpt from Students' Journals. (Journal Entry N° 3 – Student N° 89)

However, when talking about the representing sounds in memory strategy, 73% of the total number of participants (72 out of 98), said it was not easy to apply and transfer to new learning opportunities because they were not really good at listening. They felt they needed more teacher guidance and further practice. Some evidences support this assumption:

"Esta estrategia no me gusta tanto como las de las imágenes y la de agrupar, yo no soy bueno en el Listening" "Es mejor con imágenes y con diagramas"

Excerpt from Students' Journals. (Journal Entry N° 8 – Student N° 66)

"La estrategia de los sonidos es muy difícil, yo no estoy muy acostumbrada a escuchar en inglés y mis compañeros tampoco, de pronto por eso fue que no me gustó"

Excerpt from Students' Journals. (Journal Entry N° 8 – Student N° 41)

"Esa estrategia de usar sonidos para recordar palabras no es muy buena en mi opinión, la verdad yo no sé cómo usarla bien todavía. Tengo que practicar más"

Excerpt from Students' Journals. (Journal Entry N° 8 – Student N° 04)

"After presenting, modeling and giving learners the chance to use the strategy Representing sounds in memory, it was observed that some students did not feel

comfortable with this strategy because they had difficulties in understanding the different sounds presented to them"

Excerpt from Teachers' Journals. (Journal Entry N° 18 – Teacher N° 1)

"After applying the three different strategies and showing the students visual and sound aids, they demonstrated they could improve their vocabulary learning through the use of these strategies, however some of the students expressed they liked imagery strategy the best because it was easier for them to match images with words".

Excerpt from Teachers' Journals. (Journal Entry N° 24 – Teacher N° 3)

In this concern though the strategy instruction process was conducted similarly for the three strategies used for the purpose of this study, there are many factors that may have contributed this situation. First, students not liking the representing sounds in memory strategy may be attributed to the fact that students in two of the three schools (Schools1 and 3) were not really used to listening in their foreign language lessons. Only students in School 2 are using listening material, in the form of songs, during their English lessons. Second, in none of the three schools a room that is comfortable enough to develop listening skills exists. Third, as stated in the theoretical framework, the representing sounds in memory strategy helps learners remember a new word according to its sound and focuses on creating aural associations. In this sense, a learner who is supposed to remember a new word associates it with another word which is already familiar for him/her and sounds similar to the new word. In order to make such associations students need to have a significant range of vocabulary. In this view, the authors of this study consider that learners' lack of the necessary vocabulary to help them make such associations could also

inhibit them to take the most out of this strategy. Finally, though the listening pieces were short and interesting, as learners in the three schools reported, they were not appealing to them.

"Si hubiéramos escuchado una canción de pronto hubiese sido más útil esta estrategia, el listening era corto pero yo prefiero las canciones".

Excerpt from Students' Journals. (Journal Entry N° 13 – Student N° 35

"El listening era bien cortico y el tema era hasta interesante pero a mi escuchar así no me gusta, yo prefiero cancioncitas".

Excerpt from Students' Journals. (Journal Entry N° 10 – Student N° 59)

Finally, the analysis of the data collected, demonstrated that the memory strategies are vital and effective to enhance English vocabulary learning. Furthermore, it is relevant to say that these strategies can be considered as powerful tools to raise students' interest towards their learning.

Category 3: Interest and Willingness

Even though at the beginning of this research study the teacher-researchers hadn't considered that memory strategies would have an impact on students' interest and willingness to participate, this category was identified during the data analysis process as an important one in the project.

The research instruments revealed that the memory strategies had a positive impact on the learners' learning process. In this sense, the participants expressed that English classes became more fun and entertaining because there was more involvement in meaningful and interesting activities that aided learning in different ways. Besides, learners

were more motivated to learn and were willing to participate in the activities proposed by
the teachers-researchers during the process of the pedagogical interventions. The excerpts
below reflects such view:

"Para mí las actividades que realizamos con esas estrategias fueron muy

divertidas y significativas porque siento que participé más y eso me ayudó a que mi

vocabulario aumentara satisfactoriamente".

Excerpt from Students' Journals. (Journal Entry N° 3 – Student N° 05)

"Todas las actividades que hicimos en clase para aprender vocabulario fueron

interesantes, aprendí muchas palabras de una forma efectiva y amena"

Excerpt from Students' Journals. (Journal Entry N° 7 – Student N° 32)

For the teacher-researchers, the change in students' attitude towards the class and
the activities and towards working collaboratively was evident during class observations.
As it can be observed in the following excerpts, teachers considered relevant to mention
these changes in their journals.

"I feel my students are more motivated and that motivate me to keep on investing

time to plan Strategic Training lessons. Something that calls my attention is that

they asked for the time to write on their journals. Their participation has increased

and they are not reluctant to work in groups anymore"

Excerpt from Teachers' Journals. (Journal Entry N° 15 – Teacher N° 1)

"It seems to me, that the class was meaningful and enriching for all the students

who were motivated to participate in the class. They were actively involved in all

the activities carried out during the pedagogical interventions. Besides, they

enjoyed working collaboratively"

Excerpt from Teachers' Journals. (Journal Entry N° 6 – Teacher N° 2)

Category 4: Self-directedness

This category makes reference to the ability of learners to manage their level of commitment and awareness of their own learning. It can be inferred that after explicitly training students on the use of memory strategies learners could develop a sense of learning awareness and they also became responsible for their learning process in order to achieve better outcomes in the target language.

The information collected through the instruments demonstrated that the students became more autonomous selecting and using the strategies for improving vocabulary and retaining new words. Furthermore, they were constantly motivated to assess the effectiveness of the strategies as well as their own learning progress during the implementation of the pedagogical interventions. The following excerpts display the evidence in this regard:

"Para mi evaluar mi propio avance en el aprendizaje de vocabulario fue bueno porque me di cuenta que las estrategias fueron muy fáciles y efectivas para aprender diferentes palabras como sinónimos y antónimos"

Excerpt from Students' Journals. (Journal Entry N° 8 – Student N° 29)

"Las tres estrategias que aprendimos son muy buenas y nos permiten aumentar nuestro vocabulario y esto se notó en mi resultado en el último examen que me fue bien en comparación con el primero que salí bien mal"

Excerpt from Students' Journals. (Journal Entry N° 8 – Student N° 42)

It is worth mentioning that after the 5th intervention, when the questionnaire was applied, students were asked to self-assess their vocabulary level in a 1-to-5 scale, most of the students reported they corresponded to the low tiers (1 and 2). A few of them reported

to have a medium level. None of them claimed a high level of proficiency in terms of

vocabulary. Therefore, they expressed that they did not feel confident with the test due to

their lack of vocabulary knowledge. One of the students, whose thoughts well represent the

feelings of most of the participants, stated like this:

> *"Me sentí un poco incómodo y confundido porque no conocía el significado*
>
> *de muchas de las palabras evaluadas en el examen"*

<div align="right">Excerpt from Students' Journals. (Journal Entry N° 1 – Student N° 15)</div>

Another student expressed his frustration with regard to the pre-test as follows:

> *"Me sentí mal porque había muchas palabras que no conocía y no sabía cuáles*
>
> *eran sinónimos y antónimos"*

<div align="right">Excerpt from Students' Journals. (Journal Entry N° 1 – Student N° 32)</div>

Finally, after analyzing the results, the teacher-researchers concluded that students

developed their awareness of the language learning process because they became more

autonomous and responsible learners. In the following chapter, some conclusions and

implications for the educational community will be drawn together with some suggestions

for further research and the limitations for this study.

Conclusions and Pedagogical Implications

The major concern of this report was to explore the effectiveness of explicit memory strategies instruction on vocabulary learning through the CALLA model in three groups of 11th grade students in three Colombian public schools located in three different settings. As it was shown, the three groups outperformed the results on the vocabulary pre-test. Thus, the explicit memory strategy training seems to have contributed to the improvement of students' vocabulary learning, as well as to learners' awareness of their learning process. In other words, the explicit instruction and practice the participants received about how to learn and recall words had a positive effect in their performance in the post-test as well as in their attitudes and perceptions of vocabulary learning.

Conclusions

After conducting this study, it can be concluded that the explicit memory strategies are useful and effective to improve learners' vocabulary knowledge and their awareness concerning their learning process. The findings indicate that explicit memory strategy instruction has a positive impact on the lexical knowledge development of EFL students. Specific outcomes that can be drawn from this research are as follows:

The three groups of students who were trained in using the memory strategies of grouping, imagery and representing sounds in memory increased their vocabulary level. Learners' vocabulary knowledge significantly improved because they were involved in a strategy-based instruction process which helped them encounter success in learning vocabulary. They expressed that they learnt new items by grouping words into categories, looking at the visual aids to interpret the meaning and associating sounds with words in an

appealing and meaningful manner. It is pertinent to say that given the little exposure to audio material students regularly had in the English classes, the sounds strategy was not well- accepted.

Furthermore, students' interest and willingness towards their learning process increased since they were involved in activities in which they had the opportunity to learn new words in an interesting and meaningful way that were chosen in accordance with their preferred learning styles. Regarding data gathered from teachers' journals, it was found that students participated in a more active way in all the activities carried out during the implementation. Additionally, according to the data collected from learners' journals, the participants expressed they felt comfortable and motivated since they were learning vocabulary through meaningful strategies.

Another important aspect is that the memory strategies instruction fostered self-directness in learners since those strategies assisted them in becoming independent and confident learners. This research showed that students began to be more autonomous and responsible for their own learning as well as more interested in finding ways that suit their learning styles not only in EFL but also in other areas of their school curriculum. Moreover, awareness and reflections about the importance of using the memory strategies were provoked in them. They realized about the role that memory strategies played to increase vocabulary learning.

Likewise, the CALLA model to teach memory strategies was practical and useful since it helped students learn more effectively at the time that promoted participants' reflection upon their own learning.

According to the outcomes collected in the teachers' and learners' journals, the participants expressed their joy and the benefits from working with their peers using the sequence and resources outlined by this strategy-based instruction model.

In short, it can be stated that the results achieved with the implementation of this project displayed that the three memory strategies chosen for teaching vocabulary were effective for helping students increase their lexical knowledge of a foreign language as well as their awareness. It concords with Oxford & Nyikos (1989) when they assert that language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable .

Pedagogical Implications

The findings in this study provide evidence concerning the positive role that learning strategy instruction plays in language teaching and learning. It is important to say that implementing the CALLA model in the classrooms helped EFL students in three different Colombian contexts, including a rural one, to succeed and take control over their own learning as well as to assist them in the process of becoming autonomous and responsible learners even when it was the first time they received instruction about memory strategies.

Another important implication of the present study can be outlined regarding teachers' role in strategy instruction. EFL teachers can play an active role in influencing strategy use and in assisting students in using the strategies more effectively. Furthermore, teachers should teach the process and the strategies of vocabulary development in order to move students towards independence. Besides, teachers should train students in the use of

appropriate learning strategies so that they can be able to apply them with new tasks and learning situations not only in EFL but also in all areas of knowledge.

In English language teaching, it is crucial to incorporate learning strategy instruction in the rural area EFL classroom so that students can learn more effectively and become not only better, but also life-long learners.

Another implication found in this study; might be that we, as teachers, could train learners in the use of memory strategies for specific learning purposes, like modeling and explaining the strategies to the learners in some way that they are provided with opportunities to practice these strategies in class and out of the classroom in order to foster self-direction. Regarding this, it may be said that when students are able to select and use the strategies for improving vocabulary and retaining new words, they become more autonomous and responsible of their own learning process, because they are constantly motivated to assess the effectiveness of the strategies.

To sum up, both learners and teachers need to become more aware of learning strategies through strategy instruction in order to allow students to realize about their preferred strategies and to help them become more responsible and self-directed in order to meet their own goals and become more independent, autonomous, effective and reflective language learners in the Colombian rural context.

Limitations

From this study it was possible to obtain positive results with regard to vocabulary learning level improvement of three groups of eleventh graders as a result of the implementation of the memory strategies (Grouping, Imagery and Representing Sounds in Memory). However, some limitations were identified as well. The interventions' schedule

was one of the limitations since the implementation process was disrupted in several occasions due to strikes and extracurricular activities in the schools. In order to overcome this difficulty, the teacher-researchers had to reprogram new dates within the implementation schedule.

Second, the sample taken was large and difficult to manage given the amount of descriptive data collected. Also, given the contextual differences, it was also difficult to generate conclusions that included the information collected from the three different settings. Finally, this study was focused on informing the community about the process of learning vocabulary by using three different memory strategies, not by using language learning strategies for acquiring vocabulary.

Apart from that, the process flowed naturally as planned in the intervention schedule and data could be gathered within the proposed timeframe.

Recommendations for Further Research

In the present study, the results show positive effects of the memory strategies (Grouping, Imagery and Representing Sounds in Memory) on learners' vocabulary learning. However, further research could focus on how to improve vocabulary learning by implementing other memory strategies such as placing new words into context, semantic mapping, using key words, and using mechanical techniques. A comparison of the individual effectiveness of each of them could also be helpful.

Moreover, a future research study could investigate which strategy is more effective in different settings and with different populations. Besides, there is a need for more research on a wide range of variables affecting language learning strategies use such as cultural background, beliefs, learning style, motivation, and attitude that can be studied

with students of different language backgrounds, proficiency levels in the Colombian context.

Lastly, a possible study might focus on investigating the effectiveness of the memory strategies on primary learners and remarking possible differences with young learners in terms of motivation and self-directedness

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Appendices

Appendix 1. Pretest/Posttest Instrument

Appendix 2. Learners´ Questionnaire

Appendix 3. Learners' Journals Template

Appendix 4. Teacher-researchers' Journal Template

Appendix 5. Sample Poster

Appendix 6. Learners' Learning Strategy Log Template

Appendix 7. Sample Lesson Plan

Appendix 8. Questionnaire's Responses Chart

Appendix 9. Learner's Journals Reflections Chart

Appendix 1. Pretest/Posttest Instrument

Name: _____ **Group:** _____ **Date:** _____

General Directions: The following test intends to assess your vocabulary knowledge. It has three parts. In the first section, you should choose the word or phrase that best answers the question. The following two sections require you to choose a Synonym or an Antonym for the words in each question. Please, read the questions carefully and mark your chosen option in the answer sheet. Remember that this test is not graded so feel free to answer as honestly as possible. A *"Do not know"* option is available so that you mark it when you do not recognize an answer for the question and/or are not totally sure of it.

SECTION I

✓ **DIRECTIONS:** From questions 1 to 10, read the sentences and match the phrases in **bold** with the definitions a-c. If you do not know the answer, please mark d.

1. I try to **keep in touch** with friends from college through e-mail.
   a. Get and answer
   b. Continue to communicate
   c. Speak to someone for a short time
   d. Do not know
2. **Give me a call** when you get home, OK?
   a. Call someone
   b. Send a letter
   c. Get an answer
   d. Do not know
3. I am sorry I have not written to you. I promise to **drop you a line** soon.
   a. Send a short letter or note
   b. Stop communicating
   c. Call someone
   d. Do not know
4. Can I **have a word** with you before the meeting start?
   a. Call someone because they call you
   b. Get an answer
   c. Speak to someone for a short time
   d. Do not know

5. I sent a letter to Joe, but I did not **receive a reply**.
   a. Get an answer
   b. Continue to communicate
   c. Call someone because they call you
   d. Do not know
6. Maria was very **disappointed**. I could not even talk to her for a while.
   a. Very large or important
   b. Very silly
   c. Unhappy because something didn`t happen
   d. Do not know
7. If you keep on trying, you will **succeed**.
   a. Continue to exist
   b. Not fail
   c. Predict something
   d. Do not know

8. The horoscope prediction seems **ridiculous**.
   a. Very silly
   b. Unhappy because something didn`t happen
   c. Very sad
   d. Do not know.

9. Experts *predict* there will be 2 billion computers by 2.015.
- a. Say that something will happen in the future
- b. Believe in something
- c. Are unhappy because something didn`t happen
- d. Do not know.

10. Sofia Vergara played a *major* role in the Hollywood movie "Machete"
- a. Very silly
- b. Very large or important
- c. Unimportant
- d. Do not know.

_____

SECTION II

✓ **DIRECTIONS:** From question 11 to 20, choose the synonym (a word with the same or a similar meaning) of the vocabulary word a - c. If you do not know the answer, please mark d.

11. Merchant.
- a. Trader
- b. Customer
- c. Shopper
- d. Do not know.

12. Entire.
- a. Partial
- b. Whole
- c. Incomplete
- d. Do not know.

13. Response.
- a. Answer
- b. Question
- c. Request
- d. Do not know.

14. Bitter.
- a. Sour
- b. Sweet
- c. Sweetened
- d. Do not know.

15. Spectacular.
- a. Impressive
- b. Important
- c. Insignificant
- d. Do not know.

16. Region.
- a. Mountain
- b. Area
- c. Metropolis
- d. Do not know.

17. Developed.
- a. Depressed.
- b. Built.
- c. Grown
- d. Do not know.

18. Definitely.
- a. Fortunately
- b. Surely
- c. Doubtedly
- d. Do not know.

19. Crew.
- a. Individual
- b. Whole
- c. Team
- d. Do not know.

20. Upside -down.
- a. Inverted
- b. Upright
- c. Orderly
- d. Do not know.

_____

SECTION III

✓ **DIRECTIONS:** From question 21 to 30, choose the antonym (a word with an opposite meaning) of the vocabulary word a - c. If you do not know the answer, please mark d.

21. Stand for.
- a. Misrepresent
- b. Mean
- c. Signify
- d. Do not know.

22. However.
- a. Nevertheless

b. Conversely
c. Also
d. Do not know.

23. Show.
   a. Display
   b. Exhibit
   c. Hide
   d. Do not know.

24. Tale.
   a. Story
   b. Anecdote
   c. Reality
   d. Do not know.

25. Entertaining.
   a. Boring
   b. Amusing
   c. Compelling
   d. Do not know.

26. Wonderfully.
   a. Brilliantly
   b. Terribly
   c. Amazingly
   d. Do not know.

27. Silently.

   a. Quietly
   b. Noisily
   c. Inaudibly
   d. Do not know.

28. Remove.
   a. Eliminate
   b. Add
   c. Eradicate
   d. Do not know.

29. Clear up
   a. Mess up
   b. Clarify
   c. Resolve
   d. Do not know.

30. Uncomfortable.
   a. Unpleasant
   b. Relaxing
   c. Embarrassing
   d. Do not know.

This is the end of the test! Make sure you have answered all of the questions.

Thanks a lot!

ANSWER SHEET

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A																														
B																														
C																														
D																														

Right answers: _____

Wrong answers: _____

"Do not know" answers: _____

Appendix 2. Learners´ Questionnaire

NAME: _____ DATE: ___/___/_____

INSTRUCCIONES: Este cuestionario ha sido diseñado con el propósito de descubrir cuáles son tus ideas e impresiones con relación al proceso de entrenamiento en estrategias para el aprendizaje de vocabulario en inglés. Por favor responde con la mayor sinceridad posible ya que de esto dependerá el tomar acciones correctivas para que este proceso sea exitoso.

1. Estas son las dos cosas más importantes que he aprendido hasta este momento en el proceso de entrenamiento en estrategias de aprendizaje de vocabulario en inglés.

   a. _____
      _____

   b.
      _____
      _____

2. Siento que necesito más ayuda en relación a:

_____

_____

3. Así me siento acerca del proceso hasta este punto.

Exitoso	Confundido	Relajado
Interesado	Aburrido	Emocionado
Feliz	Preocupado	Decepcionado

4. Estas son algunas recomendaciones/sugerencias que quisiera se tomaran en cuenta para el resto del proceso:

_____

_____

Appendix 3. Learners' Journals Template

Complete this diary sheet each week. You can do it in Spanish if you want.

NAME: _____ DATE: ___/___/_____

This week I studied…	
This week I learnt…	
This week I made these mistakes…	
This is difficult for me…	
I would like to know…	
I need more help with…	
This is how I felt this week… (Circle the words that are true for you)	Successful, Interested, Happy, Confused, Bored, Worried, Relaxed, Excited, Upset.
My plan for learning and practicing next week is…	

Adapted from: Chamot, A.U., O'Malley, J.M. (1994) *The Calla Handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison Wesley Longman.

Appendix 4. Teacher-researchers' Journal Template

✓ DATE: ___/___/_____	✓ TIME:
✓ TEACHER:	✓ INTERVENTION Nº:
✓ ENTRY Nº:	✓ SCHOOL:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 5. Sample Poster

Grouping

Tasks such as the following help you because it is easier to memorise ítems that are grouped together in meaningful ways than trying to remember isolated ítems.

Task: Word Power

Group these words into the categories below:
Row, fatigue, subway, fly, canyon, ocean, museum, terror, bycicle, drive, river, ranch, mule, fear.

Forms of transportation	Ways to travel	Things to see on trips	Posible problems on trips

Adapted from: Nunan, D (1999). Second Language Teaching and Learning. Boston: Heinle.

Appendix 6. Learners' Learning Strategy Log Template

NAME: _____ DATE: ___/___/_____

1. Strategy: _____

Task:

_____

_____

Use: _____

_____

_____

2. Strategy: _____

Task:

_____

_____

Use: _____

_____

_____

3. Strategy: _____

Task:

_____

_____

Use: _____

_____

_____

Taken from: Chamot, A.U., O'Malley, J.M. (1994) *The Calla Handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison Wesley Longman.

Appendix 7. Sample Lesson Plan

LESSON PLAN TEMPLATE FOR INTERVENTION
Adapted from Dr. Joan Rubin´s Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

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Name of co-researchers: 005, 006, 007

University Code Numbers: 201214266 – 201214702 **–** 201212260.

Institution: SCHOOL 1, SCHOOL 2, SCHOOL 3.

Date of Class: 07/02/2014	**Length of class:** 90 Min
Week No. __3__	**Time Frame:** 10:15-11:45
Class/grade: 10ᵗʰ Grade	**Room:** 10
Number of students: 32	**Level of students:** A1 **A2** B1 B2 C1 C2

Lesson Number

1	2	3	4 x
5	6	7	8

Class Objective
To have learners involved in identifying ways to form mental images for ideas and concepts expressed through language.

Language Goal
Students will be able to express opinion and criticism in present on job types and its relation to success.

Learning to Learn Goal
Students will learn how to use images in order to learn and recall lexical items.

Identify a topic for the lesson
Job types and success.

Increasing 11th graders vocabulary through explicit memory strategies instruction.

Materials and Resources		
Material 1: Reading Text "Odd Jobs: All in a day`s work". Source: Mitchell, H (2011). Traveler Level B1+ American Edition Teacher´s Book. New York: MM publications.	Rationale: Introduce the topic and key vocabulary.	Annex 1
Material 2: Reading comprehension worksheet customized by the teacher. Source: Mitchell, H (2011). Traveler Level B1+ American Edition Teacher´s Book. New York: MM publications.	Rationale: Assess comprehension.	Annex 2
Material 3: Guessing the meaning of unknown words handout customized by the teacher. Source: Mitchell, H (2011). Traveler Level B1+ American Edition Teacher´s Book. New York: MM publications.	Rationale: Assess comprehension and provide students with a practical opportunity to use imagery to learn new words.	Annex 3
Material 3: Imagery Strategy Training Poster.	Rationale: Help students understand and recall how to use imagery to learn new words.	

Assumed knowledge
Students are familiar with nouns describing occupations and verbs in present.
Students know how to enroll in a debate.

Anticipated problems and planned solutions
- Students fear to interact orally with their classmates. (Positive feedback, avoiding interrupting them while speaking).
- Students lack the necessary vocabulary and expressions to join in the discussion. (Reading text).

SEQUENCE THE LESSON TO ACCOMPLISH YOUR GOALS

Teacher's role	Stage	Aim	Procedures		Interaction	Time
			Students´ actions	Teacher's actions		
Model Encourager Facilitator	**Preparation**	To introduce students to the topic and activate background knowledge.	Students will watch a PowerPoint presentation showing different images of people performing different jobs.	At this point some questions will be posed by the teacher so as to generate discussion based on their personal experience. E.g. What is your ideal job? What are the reasons for your choice? Can you think of any unusual job? Do you know any people with strange jobs?	TS	15 min
Guide Monitor Facilitator	**Presentation**	To introduce "Imagery" as a vocabulary learning strategy and help students identify key language to express opinion and criticism.	Students will be asked to complete a PowerPoint whole class matching/guessing task relating some images to unusual jobs images. Then, they will read a text quickly and answer the questions in a worksheet.	The teacher will ask students some comprehension questions such as: Why are rodeo clowns necessary in rodeo competitions? Why is the job of a fingerprint analyst essential? Some images illustrating the questions will be shown in a PowerPoint presentation.	SS	20 min

Guide Monitor Encourager	**Practice**	To give students practice in identifying word meaning in context using images. To activate schemata. To interact orally with peers. To provide an receive peer`s feedback.	In pairs, students will use a handout to work on an activity to try to guess the meaning of unknown words from the text.	The teacher will provide students with a handout and some images illustrating their meaning for the students to try to guess. The teacher will place a poster in the classroom to help students remember what imagery is all about and how to use it practically to learn vocabulary.	SS	30 min
Monitor Encourager Elicitor	**Evaluation**	To have learners reflect on their own learning process and the effect of using images when learning words.	Students will use a self-assessment checklist to judge the success of their strategy use and the progress they have made toward language proficiency and content learning.	Students will be heard by the teacher who will take notes about their experiences and points of view about their own learning processes which will be shared later as a conclusion of this stage.	ST	15 min
Monitor Encourager	**Expansion**	To help students expand on the topic of the lesson by drawing on their own experience.	Students will play a guess-a-sketch game where a person draws a randomly selected word (or phrase) and the rest try to guess it.	The teacher will monitor and encourage participation in the drawing/guessing activity.	SS	10 min

Teacher's Evaluation of his/her lesson plan
If changes or adjustments are to be made on specific sections of the class, describe here the situation and how to improvement. You may write some quick notes after the class about what worked well and what needs improvement.

REFERENCE

- Rubin, J. Lesson Planner (2012)
- ICELT Lesson Plan Template
- Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana
- Mitchell, H (2011). Traveler Level B1+ American Edition Teacher´s Book. New York: MM publications.

Appendix 8. Questionnaire's Responses Chart

Questions	Categories identified	Percentage
1. Estas son las dos cosas más importantes que he aprendido hasta este momento en el proceso de entrenamiento en estrategias de aprendizaje de vocabulario en inglés.	• Estrategias significativas para aprender vocabulario en Ingles. (56/98) • Implementar el uso de imágenes para recordar palabras.(14/98) • A trabajar en equipo. (12/98) • Hemos aprendido más vocabulario. (16/98)	• 57.1% • 14.2% • 12.2% • 16.3%
2. Siento que necesito más ayuda en relación a:	• Sinónimos (22/98) • Antónimos(47/98) • Pronunciación(10/98) • Escritura de las palabras(19/98)	• 22.4% • 47.9% • 10.2% • 19.3%
3. Así me siento acerca del proceso hasta este punto.	Exitoso (15/98)	15.3%
	Interesado (43/98)	43.8%
	Feliz (23/98)	23.4%
	Confundido (5/98)	5.10%
	Aburrido (0/98)	0%
	Preocupado (0/98)	0%
	Relajado (3/98)	3.06%
	Emocionado (9/98)	9.18%
	Decepcionado (0/98)	0%
4. Estas son algunas recomendaciones/sugerencias que quisiera se tomaran en cuenta para el resto del proceso:	Actividades similares (31/98)	31.6%
	Posters para recordar (12/98)	12.2%
	Más trabajo en equipo (17/98)	17.3%
	Aprender otras estrategias (24/98)	24.4%
	Más Lectura (Cuentos, historias, etc.) (3/98)	3.06%
	Usar más videos (3/98)	3.06%
	Seguir aprendiendo vocabulario con imágenes (8/98)	8.16%

Appendix 9. Learner's Journals Reflections Chart

JOURNALS	Categories identified	Percentage
1. Pre-test: • Como crees que está tu nivel de vocabulario en inglés en una escala de 1.0 a 5.0?	✓ 1.0 (12/98)	12.2%
	✓ 2.0 (50/98)	51%
	✓ 3.0 (27/98)	27.5%
	✓ 4.0 (9/98)	9.18%
	✓ 5.0 (0/98)	0%
• Crees que es fácil aprender vocabulario en inglés?	• Fácil (15/98)	13.3%
	• Regular (47/98)	47.9%
	• Difícil (36/98)	36.7%
• Como crees que te fue en la primera prueba de vocabulario en inglés?	• Bien (2/98)	2.0%
	• Regular (13/98)	13.2%
	• Mal (83/98)	84.6%
2. Concepto de estrategia y estrategia de agrupación • Cuál es tu concepto de estrategia?	• Dinámica utilizada para mejorar (45/98)	45.9%
	• Solución a algún problema (21/98)	21.4%
	• Medio para llegar a una solución (12/98)	12.2%
	• Forma de lograr un objetivo (20/98)	20.4%
• Para ti en que consiste la estrategia de agrupación?	• Clasificación de términos(11 /98)	11.2%
	• División de palabras (11/98)	11.2%
	• Organización de vocabulario (76/98)	77.5%
• Como te sentiste desarrollando la estrategia de agrupación?	• Cómodo (63/98)	64.2%
	• Relajado (10/98)	10.2%
	• Divertido (18/98)	18.3%
	• Preocupado (0/98)	0%
	• Confundido (7/98)	7.14%
• Consideras que el tiempo dado fue el apropiado para desarrollar las actividades propuestas?	• Suficiente (98/98)	100%
	• Insuficiente (0/98)	0%
• Disfrutaste trabajar en grupos?	• Si (86/98)	87.7%
	• No (12/98)	12.2%
3. Estrategia de imágenes: • Cuál es tu opinión acerca de la estrategia de imágenes?	• Excelente (90/98)	91.8%
	• Buena (8/98)	8.16%
	• Regular (0/98)	0%
	• Mala (0/98)	0%
• Cuáles son los beneficios de usar las estrategia de imágenes al momento de solucionar situaciones de aprendizaje?	• Facilita el aprendizaje (30/98)	30.6%
	• Mejora la comprensión (16/98)	16.3%
	• Soluciona el problema más rápidamente (8/98)	8.16%
	• Las imágenes permiten mayor aprendizaje de vocabulario (44/98)	44.8%
• Que le cambiarias a la estrategia de imágenes?	• Agregaría más vocabulario por cada imagen (8/98)	8.16%
	• Pondría también la palabra en español (7/98)	7.14%
	• No le cambiaría nada porque así es fácil de comprender (83/98)	84.6%
• Piensas que la estrategia de imágenes te ha ayudado a aprender más vocabulario?	• Si (96/98)	97.9%
	• No (0/98)	0%
	• Un poco (3/98)	3.06%
4. Estrategia de sonidos: • como te sentiste en el desarrollo de las actividades utilizando la estrategia de sonidos?	• Confundido (15/98)	15.3%
	• Preocupado (0/98)	0%
	• Confiado (9/98)	9.18%
	• Cómodo (35/98)	35.7%
	• Seguro (39/98)	39.7%

		• Tranquilo (0/98)	0%
	• Crees que esta estrategia te ayuda a recordar más vocabulario?	• Si (91/98)	92.8%
		• No (7/98)	7.14%
	• Que otros temas puedes aprender utilizando esta estrategia?	• Vocabulario sobre animales (25/98)	25.5%
		• Medios de transporte (30/98)	30.6%
		• Elementos de la naturaleza (26/98)	26.5%
		• Tiempos verbales (11/98)	11.2%
		• Estructuras (6/)	6.12%
5. Reflexión final • Cuál de las estrategias utilizadas crees que fue más exitosa para aprender vocabulario nuevo?		• Agrupación (28/98)	28.5%
		• Imágenes (64/98)	65.3%
		• Sonidos (6/98)	6.12%
	• Sientes que mejoraste o desmejoraste en el aprendizaje de palabras nuevas después de haber realizado los talleres propuestos en clase? Explica	• Mejore y ahora reconozco más palabras en inglés (90/98)	91.8%
		• Mejore pero aún me encuentro un poco confundido (8/98)	8.16%
		• Desmejore porque confundí las tres estrategias (0/98)	0%
		• Desmejore pero disfrute las actividades (0/98)	0%
	• Como te sentiste en la presentación del test final con respecto al primer test que presentaste?	• Más confiado (10/98)	10.2%
		• Mejor preparado (72/98)	73.4%
		• Confundido (0/98)	0%
		• Estresado (0/98)	0%
		• Cómodo (9/)	9.18%
		• Relajado (0/98)	0%
		• Igual (0/98)	0%
		• Tranquilo (7/98)	7.14%