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The Influence of Self-monitoring on Vocabulary Learning and Self-efficacy in an A1 Teenage  
Group of Colombian State School Students

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Research Report submitted  
in partial fulfillment of the requirements for the degree of  
Master in English Language Teaching for Self-Directed Learning

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June, 2013

## Declaration


I hereby declare that my research report entitled:

The Influence of Self-monitoring on Vocabulary Learning and Self-efficacy in an A1 Teenage Group of Colombian State School Students

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

English language teaching and learning in Colombian state schools involve particular contexts that demand innovative alternatives to address learners' needs and particular circumstances. This article describes the procedures and results of a research project on how implementing a self-monitoring strategy influences students' vocabulary learning and self-efficacy in a group of adolescent, English A1 learners from a state school. Data was gathered by the use of journal logs, a checklist, oral and written interviews. The results show that the strategy was beneficial and provided significant results since the students initiated a process of reflection about the role they should take in vocabulary learning as well as the implications regarding the strengthening of their self-efficacy.

*Key words:* Self-monitoring procedure; promoting self-efficacy; vocabulary learning

## Resumen

El proceso de enseñanza-aprendizaje del idioma inglés en las instituciones educativas públicas involucra contextos particulares que demanda alternativas innovadoras para satisfacer las necesidades de los estudiantes y enfrentar circunstancias singulares. Este artículo describe los procedimientos y resultados de una investigación acerca de como implementación de una estrategia de auto monitoreo influencia el aprendizaje de vocabulario y la percepción de auto eficacia de un grupo de estudiantes adolescentes con nivel A1 de Inglés de una escuela pública. La información se recogió a través de diarios de aprendizaje, listas de verificación, entrevistas orales y escritas. Los resultados muestran que la estrategia fue de utilidad y se obtuvieron resultados significativos ya que los estudiantes iniciaron un proceso de reflexión sobre su rol en el aprendizaje de vocabulario así como del fortalecimiento de su auto eficacia.

*Palabras clave:* auto monitoreo, promover la percepción de auto eficacia, aprendizaje de vocabulario.

## Table of Contents

Abstract.....	4
Chapter One: Introduction.....	7
Chapter Two: Theoretical Framework.....	10
Self-Directed Learning.....	10
Self-Monitoring.....	16
Self-Efficacy.....	18
Vocabulary Learning.....	22
Chapter Three: Research Design.....	24
Context.....	24
Research Method.....	25
Pedagogical Intervention and Implementation.....	26
Data Collection Instruments.....	28
Chapter Four: Results and Data Analysis.....	30
Self-concept.....	30
Satisfaction.....	31
Confidence.....	32
Engagement.....	33
Learner's role.....	36
Reflection and awareness.....	36
Commitment.....	38
Chapter Five: Conclusions and Pedagogical Implications.....	41
Further Research.....	42
References.....	44
Appendix A.....	49
Appendix B.....	50
Appendix C.....	52
Appendix D.....	59
Appendix E.....	60
Appendix F.....	62
Appendix G.....	63

## **Chapter One: Introduction**

In the last decade, English language learning and teaching have acquired more relevance in Colombia due to the greater importance given by the Ministry of Education with its National Program of Bilingualism 2004-2019 (MEN, 2005). One of the stages in developing the program was the definition of standards using the Common European Framework of Reference for Languages as a guideline for learning and assessment. Educational institutions from all levels and contexts, including state schools, accepted the proposal with the purpose of improving their pedagogical and administrative components to increase quality in the language learning process while achieving national goals. Taking on this challenge, state schools that have unique circumstances such as a diversity of learners' needs and interests, social and economic variables, large groups and lack of sufficient institutional resources need to find strategies which would facilitate the achievement of these goals. In this EFL context, the need for not only language teaching but also specific instruction in learning how to learn becomes relevant. Training learners to help themselves to take a more active and independent attitude in their learning process is important to overcome the aforementioned particularities of the context. Thus, new approaches, methodologies and strategies should be considered to achieve this purpose. In this view, self-regulation conceived as an approach to teaching and learning, is seen as a way in which people learn to be aware and committed to participate in their own learning process (Zimmerman, 2002). Under this model, learners identify, manage, and evaluate variables affecting their learning process exercising some degree of control and managing the process on their own. This approach has three major stages namely forethought processes, performance control processes and self-reflection processes. Self-monitoring, which belongs to the second stage, helps learners to focus on the task while doing it.

In this stage learners learn to evaluate their comprehension of a task and their effectiveness during the development of it. It can be done through different procedures that demand learners' attention and engagement. This stage can be crucial for learners of state schools where many teenage students often lack perseverance, attention and commitment toward their learning due to their physical and personality changes, family issues, difficult social environments, and academic duties unrelated to their interests.

In the case of Andrés Páez de Sotomayor School, a state institution located in the city of Bucaramanga, Colombia, it was predicted that a lot of students could benefit from an experience that involved English language learning through a self-monitoring procedure aimed at improving their self-efficacy beliefs. By the same token, the purpose of this project was to evaluate to what extent engaging students in a self-monitoring practice would influence their vocabulary learning.

Vocabulary has been the object of study in recent decades, especially on issues related to acquisition and learning. It is one of the main components in Teaching English as a Foreign Language since English language learners need a larger exposure to the language and, in some EFL contexts they do not receive enough which is the case of these students. Vocabulary was chosen as the subject of research because it is of primary importance in this EFL context according to the school syllabus. Nevertheless, school time is not enough to increase students' vocabulary at the same time that teachers work on listening, speaking reading and writing. The characteristics of the context do not favor the possibility of depending in an indirect acquisition of words but there is a need for direct instruction of vocabulary. For these reasons, it was determined that introducing learners to self-monitoring might facilitate the acquisition of vocabulary in and outside the classroom. Additionally, another research objective was to check if during this study, learners' self-efficacy improved as a result of the control they exercised over



their learning. In this way, self-monitoring might have some degree of influence over another relevant aspect for learners of state schools, knowledge of their own abilities to succeed in a learning situation.

This research report will describe the context of the students, the needs analysis, the theoretical framework, the main objectives, the research method, the pedagogical intervention, the analysis of data as well as the conclusions and implications emerged.

## **Chapter Two: Theoretical Framework**

### **Self-Directed Learning**

In the present study, Self-Directed Learning (SDL, hereafter) is defined as the approach based on the individual choice and commitment to design and guide his/her learning process. It is defined by Knowles (1975) as the process "in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes"(18). In turn it can be said that, it embraces a vision of people learning by themselves and assuming an active attitude towards the process. SDL was first related to the education of adults; however, with the changes and challenges due to the impact that the Informational Age has brought on to the labor market, it is becoming a necessary approach in modern society to keep people learning beyond school acquiring the skills demanded in this epoch. With a wide array of information around, people need to develop the skills to search, select, organize, design, and transfer information; it means acquiring new abilities to continue learning and tackle the new challenges found in academic and workforce fields. Therefore, individuals from an early age should be taught how to become self-directed learners with a view toward facing changes, overcoming social and technological obstacles and improving living conditions. Consequently, educators should promote a self-directed view of learning by instructing students on self-regulation processes and, on strategies that favor students' awareness and commitment to their learning process. This type of learning paradigm would be very beneficial to Colombian state schools.

The characteristics of the country and the aforementioned profile of state schools' population demand that people work hard to achieve better life conditions and to pursue learning while managing a variety of difficulties and special circumstances. At schools, students are expected to become more autonomous and to assume more duties in each grade level both in school life and in target content area. Unfortunately in such a scenario, students are not usually taught how to handle the obstacles they face (Zimmerman, 2002). They do not have a variety of strategies to manage assignments from the different subjects. Some personality features, their age, family backgrounds, learning style and social and cultural influence can negatively affect their learning process which in turn can affect their academic life. The frustrations and difficulties which arise throughout the process can unfortunately become chronic and can lead to learners' school dropouts and/or low motivation and academic performance. Considering this, it is worth encouraging students to reflect on their active role as learners and to help them to manage the feelings and actions they could face during tasks in order to find out possible alternatives to solve their difficulties.

Research has shown that there are several benefits in applying a self-regulatory educational approach; studies with special emphasis on teaching processes can help to increase student's performance and motivation (Hofer, Yu, & Pintrich, 1998). Self-regulatory procedures might give students the opportunity of controlling their development and commitment with schoolwork while targeting at students of different backgrounds, learning styles and personalities. Additionally, a self-regulatory approach promotes autonomy, critical thinking, and enhances motivation. It also empowers students to be conscious and work on their own in their learning process, actions that can really benefit them in the course of their lives. A self-regulated student will be always aware of his learning situation, will be able to design personal plans to solve

obstacles, choose strategies which favor him and frequently monitor his work while reflecting upon the effectiveness of his actions. In turn, a self-regulated learner can maintain his motivation, levels up and can also evaluate and take actions based on his observation and reflection. Not to mention the attitudinal domain of a self-regulated student which depicts him/her as the one having a proactive attitude, commitment, responsibility, a higher degree of autonomy and perseverance. All in all, self-regulation is highly connected to metacognition; in so that a self-regulated learner is aware of what he/she can learn and how he/she can do it. Self-regulated learners (SRL, hereafter) choose the strategies they need and better suit them to achieve their goals and engage in learning actively (Cleary and Zimmerman, 2004). The foregoing arguments support that a self-directed approach may be advantageous for any learner but especially for those learners from state schools where learning is affected by a set of daily variables.

Accordingly, this study was based upon the work of Zimmerman (2002) who developed a model that explains self-regulatory processes based on social cognitive theory and research. He identified several actions that a self-regulated learner can apply to foster metacognition and help him/her in the learning process, namely, self-regulation processes, task strategies, and self-motivational beliefs. During mid-seventies and later, Rubin (1981) had recognized the importance of metacognition and the role of strategies in second language learning. She identified two kinds of learning strategies according to their contribution to learning, directly or indirectly. Monitoring is placed in the group of direct learning strategies. Chamot (1996) furthered our understanding with her Cognitive Academic Language Learning Approach (CALLA model). She recognized metacognition as an essential process that underlies learning and placed metacognitive strategies in her classification of strategies. CALLA is a model for

second and foreign language learning that integrates three elements: instruction in content curriculum, language development and strategy training for academic tasks. Chamot (2005) depicted metacognition as a process that embraces two types of knowledge, declarative and procedural knowledge. In procedural knowledge, monitoring is described as a strategy that the learners can apply to exercise some control over the work such as checking the comprehension of the language and the progress and the product of the task. Oxford (1990) also recognized the role of metacognition in her classification of learning strategies by categorizing a group of indirect strategies which the learner uses to manage the learning process overall. Niedwiecki (2012) considered the linkage between *cognition* and *metacognition* in his work. He explained that cognition is focused on the skills needed to perform a task, while metacognition involves thinking and understanding how a task is performed. If cognitive skills help a student to use a technological tool, metacognitive operations will tell him when and why to use this tool. In sum, metacognitive skills underline self-regulatory strategies that can be applied in second language learning; thus, research about them is of outstanding importance in SRL.

Zimmerman (2002) further elaborates a model by defining three cyclical phases through which students pass in applying a self-directed learning approach:

- (a) Actions preceding the execution of a task (he called them forethought processes).
- (b) Actions during the execution of the task (performance control processes).
- (c) Actions after the execution of the task and the learning (self-reflection process).

Forethought processes are the initial phases that involve strategies directed to task analysis and self-motivational beliefs. Actions such as goal setting and strategic planning are included in the task analysis strategies. During the performance control processes; self-control and self-observation, students develop their learning by carrying them out according to what they have

planned in the forethought phase. Imagery, self-instruction, attention focusing and task strategies are actions included in the self-control process. In this phase, self-monitoring plays a major part and is described as one form of self-observation where the individual checks his commitment with the work by tracking if he is accomplishing his duties to develop the task satisfactorily. The last stage in a self-regulation process is the self-reflection phase. It embraces self-judgment and self-reaction, sub-processes that relate to self-evaluation instances and identification of causes that could influence the performance and the results displayed, whether they are positive or negative.

Different strategies and procedures to examine SDL have been researched over the years. Zimmerman and Martinez-Pons (1986) mention several studies conducted on self-regulatory strategies. They also structured the Self-Regulated Learning Interview Schedule (SRLIS) to assess fourteen self-regulatory strategies. Years later, Boekaerts and Corno (2005) reviewed the role of assessment in SRL into several types of intervention programs developed and therefore, shaped the purpose of assessment instruments as well as the intervention programs designs. These designs can be classified into three groups: (a) cognitive-behavior modification programs whose aim is to replace maladaptive cognitions and behaviors with more adaptive ones, (b) programs which look for teaching the self-regulatory skills and strategies, and (c) programs which try to make changes in the classroom milieu supporting SRL development in students. Likewise Ramdass and Zimmerman, (2011) identified some strategies such as managing time, selecting appropriate learning strategies and frequently reflecting on target outcomes in several cases in which the students were doing homework. They outlined that motivational, cognitive and metacognitive components underline the self-regulation cycle. Other studies such as, Salisbury's et al (1999) examined various self-regulatory strategies applied in a learning-centered

context using a version of the Self-Regulated Learning Interview Schedule (SRLIS). They found out that among the most applied and recognized strategies were seeking, organizing, and transforming information, seeking social assistance from teachers, goal-setting and planning. In another study, Abar and Loken (2010) designed a research project to describe the profiles of self-regulated learners and potential subgroups in a high-school context and examine their study behavior differences. They found three self-regulated learning groups whose displayed self-regulatory features ranging from the most distinctive characteristics such as high meta-cognition, effort management, time and environment skills, and academic efficacy, and low test anxiety to the average and low self-regulated groups.

Another concrete example of the role of SDL in academic settings is the work of Cleary and Zimmerman (2004) who developed a school program based on the problem-solving approach; they called it *Self-Regulation Empowerment Program*. It was created with the idea of training adolescent students in the use of the self-regulatory cycle to become more motivated learners and gain in academic success. The research used the intervention procedures in the sub-processes of the three phases of the model, forethought, performance and self-reflection. This study concluded that a program like this has an enormous, positive impact in school as well as in the student's life but, there are, of course, other variables such as weak academic skills, cognitive, motivational and cultural differences, classroom and instructional variables and teachers' feedback, that must be taken into consideration as they also influence the learning process.

All in all, self-monitoring is considered a paramount stage of self-regulatory processes. In fact, Garrison (1997) proposed a SDL model which integrated external management (contextual control), internal monitoring (cognitive responsibility), and motivational factors associated with learning in an educational context. He analyzed this stage as the place where the cognitive and

metacognitive operations happen in order to develop the ability of thinking about thinking. Therefore, training students in the skill needed to monitor their work and learning may be a desirable achievement in educational contexts.

### **Self-Monitoring**

One particular strategy which could empower learners to cope with learning is training them in monitoring their work while they face a learning task. This belongs to the second set of self-regulatory processes; the performance control processes (Zimmerman, 2002). Pressley and Ghatala (1990) depict self-monitoring as “an executive process activating and deactivating other processes, as a function of on-line evaluation of thought processes and products as they occur” (19). This means that self-monitoring embodies cognitive operations in which learners analyze the task, the purpose, each strategy to check if it is effective, or time and effort-consuming, and if it is not, then, it should be changed for another more appropriate. Self-monitoring is also considered as one form of self-observation, a process that is part of the performance phase of a self-regulatory cycle (Zimmerman, 2002). In this sub process, individuals may track their commitment by observing and noting if they have accomplished the actions they are supposed to do in order to develop the task successfully and attain learning. Thus, they self-evaluate their own actions assuming a more active and critical attitude. If a learner can monitor his work well, he/she can appreciate if something is not working and make adjustments. As they practice this sequence every day it becomes a routine for the learner which can be effectively managed. As long as the learner gains practice, he/she will take advantage of knowing how to monitor any process in which he/she is involved. Therefore, educators should teach students how to self-monitor their work since it can help make them informed decisions when managing academic difficulties. Two important elements related to self-monitoring strategy to take into account are



the notions of regularity and proximity, (Bandura, 1986). He states that regularity refers to the frequency with which learners monitor their work; and proximity relates to the timing for monitoring, being recommended to monitor an action close to the time of its occurrence.

Self-monitoring has been also studied in the context of special education settings in order to examine students' attention and performance. In this view, Rock (2005) points to the difference between Self-Monitoring of Attention (SMA) and Self-Monitoring of Performance (SMP). While SMA interventions direct the students' focus toward measuring and recording their attending behaviors, SMP interventions involve students measuring and recording their academic performance. Training learners in the development of both types of self-monitoring would be effective for them because it will not only help them to exercise control of their behaviors in class to focus on academic activities but also could help them keep focused during the task developed. Rock (2005) also describes the ACT-REACT self-monitoring strategy which was created to help chronically disengaged students to self-manage their learning during independent work in six steps: (a) articulate your goals, (b) create a work plan, (c) take pictures, (d) reflect using self-talk, (e) evaluate your progress and (f) apply the first three steps again. This cycle helps learners with special needs to stay focused on their class work.

Not many studies have been done about self-monitoring in English as a Foreign Language's settings. Those existing have been developed in ESL contexts such as Ingels (2010) who studied the effectiveness of three self-monitoring techniques to improve pronunciation with the use of English suprasegmental features in advanced second language learners. Additionally, Chang (2010) studied the effect of an online self-monitoring strategy on academic performance and motivational beliefs of a group of online learners in an EFL college course.

In conclusion, self-monitoring help learners to focus on the task and facilitate them to identify factors that can be affecting their performance to correct them. It is clear for the theorists that self-monitoring is a self-regulatory strategy which can empower students to succeed in the academic field (Cleary and Zimmerman, 2004). It also benefits students when leading them to find out their weaknesses and work on them to overcome difficulties, and thus, make gains in learning (Zimmerman, 2002). In summary, self-monitoring could be an important, additional tool for educators to orient students through their difficulties and engage them actively to improve their performance.

On the other hand, cognitive as well as metacognitive processes such those exercised in self-monitoring can be influenced by beliefs of self-efficacy (Bandura, 1996). People tend to abandon the skills they have been taught when they do not have a steady belief in their own capabilities to use these skills in challenging tasks. This relationship can be reverse; self-monitoring might affect the building of people's self-efficacy by giving them control over what they are learning. Self-efficacy beliefs also motivate students towards their learning through use of some self-regulatory processes such as goal setting, self-monitoring, self-evaluation, and strategy use (Zimmerman, 2000). Consequently, self-efficacy and self-monitoring, which are major components of the self-regulatory learning approach, have a valuable relationship of importance in research.

### **Self-Efficacy**

Bandura (1994) defines self-efficacy as “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (71). It means that people have perceptions about their capability to succeed in different areas and these perceptions might positively or negatively influence their performance. Besides,

individuals with a high level of self-efficacy believe in their potential and in their abilities to solve difficulties. They are likely successful in their roles because they see the difficulties as challenges and can handle them with more confidence than people who do not possess such strong beliefs. When they fail, they analyze the factors that could cause this failure focusing on what they can do to improve their performance in carrying out tasks. For all these reasons, self-efficacy is one area that may be crucial in examining learning. It has a close relationship with motivation since people with strong self-efficacy will probably maintain good levels of motivation because they believe in themselves.

Bandura (1994) states four ways in which self-efficacy may be built: mastery experiences, vicarious experiences, social persuasion and somatic and emotional states. The first source is through successful experiences, people who have accomplished a situation and succeeded are going to develop a strong self-efficacy; on the contrary, people who have failed will feel that they are probably going to fail in future attempts. The exception to this case would occur if they have already built a steady self-efficacy belief which would guarantee that success is possible if difficulties are carefully analyzed and solved. Second, self-efficacy can be built through observation of models or what Bandura calls vicarious experiences. Through these types of experiences, individuals may analyze how well or badly other people with a similar set of skills do in a given situation. In this case, success or failure of people who are similar to the individual or go through similar conditions would improve or diminish their own self-efficacy. Another source for building self-efficacy is social persuasion. Verbal persuasion can influence people's efforts to try and put their potential to master a situation successfully. However, if the verbal comments are negative can lead them to not try again and give up. It is, unfortunately, easier to decrease a person's confidence than to increase it. Finally, human beings rely on their somatic

and emotional states to figure out what happens in their bodies, therefore, stress reactions and mood changes can be interpreted as signs of vulnerability by people with low self-efficacy whereas people with a steady self-efficacy may ignore or accept them as normal signs as well as use strategies to alleviate them. In short, the interpretation of physiological signs and mood is what can modify people's self-efficacy. These four sources of self-efficacy (Bandura, 1994; Pajares, 2002) do not structure people's beliefs directly but build on their interpretation and understanding of the experiences that in essence constitute the basis around which they build their self-efficacy beliefs.

Self-efficacy functions in human life through four processes: cognitive, affective, motivational, and selectional (Bandura, 1997). For cognitive processes, self-efficacy beliefs relate to setting goals; meaning that a person with a strong self-efficacy will set more challenging goals because he/she believes in his/her own capabilities, thereby helping individuals to visualize what they can achieve and work towards it. Besides, cognitive operations such as critical thinking enable people to predict obstacles and design solutions. A second process for self-efficacy is the self-regulation of motivation. People normally generate anticipatory thoughts of what it will come and this can motivate. Three different forms of cognitive motivators have been studied: Causal attributions, outcome expectancies and cognized goals. For example, one situation of causal attributions occurs when highly efficacious people attribute their failures to insufficient effort, while individuals with low self-efficacy may attribute their failures to low ability. Expectancies people have about the results of their actions also regulate motivation and these expectancies are influenced by self-efficacy beliefs. That is the case of a student who believes he/she has several characteristics that make him/her good at acting; and according to this belief, if he is asked to participate in a school play, he will be highly motivated to pursue this

task because he thinks he will do it outstandingly. On the other hand, by setting challenging goals, people exercise self-influence, direct their behavior and encourage themselves to persist in fulfilling their goals. During this process self-efficacy is playing a part in the setting of the goals and the personal investment people undertake to achieve them.

The effects of self-efficacy beliefs in the affective process relates to the learner's beliefs in coping with the situations of stress and depression. Perceived self-efficacy is important to control anxiety and negative thoughts. For example, people who believe they have control over threatening situations or emotional outburst do not get anxious easily. On the contrary, individuals who believe they cannot manage those kinds of experience become stressed because they might magnify their threats and worries. Self-efficacy even plays a major role in health when people think they can exercise control over their health by making changes in their lifestyles and sustaining them as a lifelong habit. They in turn are just responding to beliefs in their own capabilities to succeed. As a last influence, self-efficacy also plays a role in the selection processes. Beliefs of self-efficacy can influence the types of activities and environments people choose and thus, determine the decisions people make for their lives. For example, situations exceeding the coping capabilities are avoided whereas challenging situations are chosen if people think they can handle them. In fact, according to Bandura (1994), there is a relationship between perceived self-efficacy and career choice because people with strong self-efficacy would have a larger range of career options and prepare for them than people with no such levels. In conclusion, in an EFL context, self-efficacy could become an important cause of success or failure in language learning. It can help learners and instructors determine how a learner might strengthen a risk-taking attitude, and how their effort and perseverance can be

managed to attain positive learning outcomes without leaving aside the ways in which they can also deal with stress management and difficulties.

The role of self-efficacy in learning is evident according to the four processes through which self-efficacy is built (Bandura, 1997). Mastery experiences, vicarious experiences, social persuasion and management of somatic and emotional states are situations that may be present in any EFL contexts. In consequence, instruction should consider and study these situations to build learners' self-efficacy in order to promote success. Direct vocabulary instruction can build positive self-efficacy and, at the same time, mastery experiences in vocabulary learning for example, may foster the building of a strong self-efficacy.

### **Vocabulary Learning**

Vocabulary acquisition is pivotal in language mastery and therefore, it has been the object of research and debate in the last decades. Indeed, acquisition of a word implies several things such as the form, the usage, pronunciation, and its meanings, and all these aspects make the task of vocabulary acquisition a complex one. One of the topics that has raised interest is the dichotomy between acquisition or incidental learning and instruction or explicit learning. The first one refers to learning vocabulary without any specific objective of doing it while the learner is engaged in another linguistic activity like reading. In this type of vocabulary learning, the learners' attention is focused on the message and not on the words, so vocabulary learning can occur if the amount of unknown vocabulary in the message is low (Nation, 1990). Incidental vocabulary learning occurs naturally in native language development processes but research has shown that it can also take place in second language learning after repeated exposure. However, although incidental vocabulary acquisition is always desired, the necessary conditions for this acquisition to take place are not always present. In certain situations, teachers need a direct intervention in

the teaching of selected vocabulary items. Nation (2001) says that "many [L2 learners] do not experience the conditions that are needed for this kind of learning to occur" (232). Therefore, explicit instructional activities are essential for successful vocabulary acquisition in some English- as-a-second-language contexts. These explicit vocabulary learning activities are called strategies and some researchers such as Schmitt (1997) have classified them into five groups: determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

The importance of strategies has been considered by researchers who have described them as specific tools that enhance autonomy and which learners can use in particular skills areas like learning vocabulary. Nation (1990) suggests that teachers should spend class time on the strategies of guessing from context, using word parts and mnemonic techniques to remember words and using vocabulary cards to remember foreign language. These are specific vocabulary strategies which could increase words acquisition. Moreover, aspects such as the quantity of words to present at a time, whether to present the meaning or the form first and whether to use translation or some type of visual or verbal illustration must be included in the instructional lesson as Thornbury (2002) suggested. Schmitt (1997, p.203) described vocabulary learning strategy as any way in which learners "obtained, stored, retrieved, and used". Accordingly, in the present study a corpus of twenty words pertaining to different grammatical functions was chosen to be learned through four vocabulary learning strategies. The intervention aimed at studying the influence of a self-monitoring strategy in the learning of this corpus of words. It also considered if the use of the self-monitoring strategy would affect learners' self efficacy beliefs in this specific field of vocabulary learning.

## Chapter Three: Research Design

### Context

A common situation in secondary state schools is the lack of confidence and low involvement of many students in their learning process. This situation also applies to the learning of English as a foreign language. Learners sometimes feel insecure about their role in the process, what is expected from them and how they can solve difficulties which arise. Therefore, they often do not get involved in what is happening in the lessons, remain quiet and even if they sometimes express the desire to do more, they do not feel confident enough to take the risk. As it has been mentioned, one possible cause is the lack of awareness of their role as learners and the confidence in their abilities. On the other hand, they do not possess enough vocabulary in the target language to tackle each of the language task designed. Due to most of the aforementioned aspects students get frustrated in English class, get bored easily, tend to think that the task is too hard for them and stop making any effort. Taking into consideration these factors in the context of this study, this investigation proposed a way to help students with such situation. Besides, the learner training students undertook was framed upon three aspects: self-monitoring procedures, strategies to foster vocabulary learning and improving self-efficacy beliefs.

The institution where the study was carried out is a state school located in a low socioeconomic neighborhood in the city of Bucaramanga, Colombia. It serves a population of around 900 students in preschool, elementary and secondary levels. The population object of the study was EFL learners' tenth-graders. Many of them reached an A1 level according to the Common European Framework of Reference (CEFR). This is a group of learners, who show a normal cognitive development; take academic responsibilities in fifteen subjects and social responsibilities in a variety of school activities. They display different personality traits ranging



from outgoing to shyness. Some of them have described their long-term goals while others have said they have no clear indication for their short-term future. In general, they are affectionate young people with strong friendship ties and family values.

The study used a purposive sampling technique in order to choose individuals who had previously shown a fair performance in English language learning. The underlying idea of this choice was to evaluate the benefit that the study might have in these students who frequently had shown little engagement with their learning and a passive attitude in class.

### **Research Method**

This is a qualitative action research study that aimed at responding to the question: *How does self-monitoring influence AI secondary-adolescent English learners' vocabulary acquisition and self-efficacy beliefs?* The researcher who conducted the study was the teacher as well. The study had two phases; the first phase consisted in strategy training with eighty-four tenth grade students. Throughout five weeks, they were taught four vocabulary learning strategies: analyzing some suffixes, making a personal dictionary, making semantic maps and using English language-media (Internet resources) in regularly scheduled classes. In the second phase, a sample of ten students (which eventually resulted in five girls and three boys) was trained in the use of a checklist to self-monitor their vocabulary learning process during the development of four language tasks. They were asked to apply the vocabulary strategies in which they had been trained. This population was consisted of a group of students who had shown little involvement in their English learning process thus far. This phase was carried out in extra sessions of two hours for five weeks. The institution was informed of the development of the project and the approval was granted. These students were invited to participate and consent letters were signed by both, the students and their parents (Appendix A).

The study began with a needs analysis (Appendix B) which was carried out with forty two tenth-graders, 50% of the population, to inquire about their learning perceptions, organization and use of language learning strategies. The survey consisted of four sections with a four-point Likert scale. Results indicated that students did not have a schedule for studying nor a place to study English at home. It also revealed that students see themselves as note-takers, as persons who participate little in class, as having a negative attitude toward asking for help if needed and unable to state any mechanism to self-direct their learning since they did not set personal goals or self-evaluate their vocabulary learning. They stated they have never set personal goals or self-evaluated their vocabulary learning. A section specifically designed to ask about their use of vocabulary learning strategies was also included in the survey. The overall results confirmed that students did not use any strategies to facilitate their vocabulary learning. The only mechanism which seemed to be the most used among this population was the use of Internet to review the meaning and usage of a given word. In addition to this, many students recognized the importance of English in their lives while being surveyed. They mentioned that they could identify their weaknesses in the English language and if given the opportunity they could overcome their difficulties. However, they also identified themselves as individuals with little perseverance; meaning that their perception of their capabilities was not precise and solid enough. Finally, they were asked if they wanted to invest time and effort in learning vocabulary, to which many of them responded affirmatively.

### **Pedagogical Intervention and Implementation**

The pedagogical intervention was designed to be developed in two phases. The first phase was the vocabulary learning strategy training which was conducted with eighty-four tenth graders during school time. The vocabulary learning strategies chosen were taken from Schmitt's

classification (1997): analyzing some suffixes (determination strategy), making a personal dictionary (cognitive strategy), making semantic maps (memory strategy) and using English language-media through Internet resources (metacognitive strategy). The aspect of vocabulary chosen to be taught was the meaning of the word. Each strategy training lesson took three to four hours for a total of fifteen hours. A worksheet was designed to be used in each lesson. The sample of eight students was asked to write on a journal sheet about their impressions, opinions and feelings on the strategy worked during the week in the first phase. They were told that this journal sheet would not have any effect on their course grades. Lesson plans were designed to develop each session (Appendix C).

After this initial stage, the second phase took place. The eight learners selected for the study took a pre test in the form of the Knowledge Rating Scale (Appendix D) to confirm they did not know the corpus of words selected to be learned. There were two initial sessions to contextualize learners within the study through informal questions about their personal lives, routines, the importance of studying, their opinions about strategy training and an inquiry about the definition of monitoring. In this phase the self-monitoring checklist (Appendix E) was presented, explained and students were trained in its use. Later, four out-of-class-sessions were conducted to teach the corpus of twenty words, five words per session each week. As well as in the first phase, a worksheet was used to facilitate the introduction of the words in each session. Each worksheet had reading, writing and grammar exercises. Then, students were asked to use the self-assessment checklist to self-monitor their learning of the words outside the sessions and they were told they would be evaluated. They also write a journal sheet (Appendix F) at the beginning and at the end of this phase describing their experience using the self-monitoring checklist. This second phase took a total of thirteen hours.

Finally, two weeks after the end of the intervention, a post test was given to the eight students to find out the impact of the intervention on vocabulary learning. It was designed according to the school's model which tested students' knowledge of English. It included items such as matching and fill-in the blank and a cloze passage exercise. Timelines of the implementation and the overall study are included in the appendix section (Appendix G).

### **Data Collection Instruments**

The data collection used in the study was learners' journal (Appendix F) before and during the study, a self-assessment checklist (Appendix E) and two semi-structured interviews (oral and written). The purpose of the journal was to explore the ideas and feelings of students regarding the strategy and the vocabulary task to be developed each week, which consisted of three open-ended questions. The aim of the checklist was to help learners to self-monitor their work in the task and in the process of learning the vocabulary. This strategy was adapted from Rubin (2012) and it has two parts: one with open-ended questions regarding the nature of the task and the other was a checklist itself to be used by the learner during the task. For the interviews a semi structured model was implemented in order to inquire about the students' feelings, perceptions and usefulness of the self-monitoring procedure. The students were also given a pretest and a post test in the chosen set of vocabulary. The pretest was given with the purpose of checking if any of the students knew the target words. This pretest (Appendix D) was the Adapted Knowledge Based Scale (West Virginia Department of Education) and it required that the students write down the meanings of the words either in English or Spanish. The purpose of this kind of pretest was to confirm that students did not have previous knowledge of any of the words selected for the corpus. They also took a posttest to evaluate the learning of twenty words worked on during the four vocabulary tasks. The target corpus of twenty words was vocabulary

of frequent use in the language but totally unknown by the students sample. This corpus included adjectives, regular verbs, prepositions and adverbs and were selected according to the school syllabus for the level. It can be seen in Appendix D excepting for the word *save* which was changed for the word *encourage* in the intervention due to the fact that a couple of students had a closer idea of the meaning of this word.

## Chapter Four: Results and Data Analysis

The data that was analyzed used the grounded theory approach (Corbin and Strauss, 2008). Three coding procedures were used: open, axial and selective. This implied reading the data several times to identify patterns, categories and themes. The figure shows the categories and themes which emerged from this ongoing process:

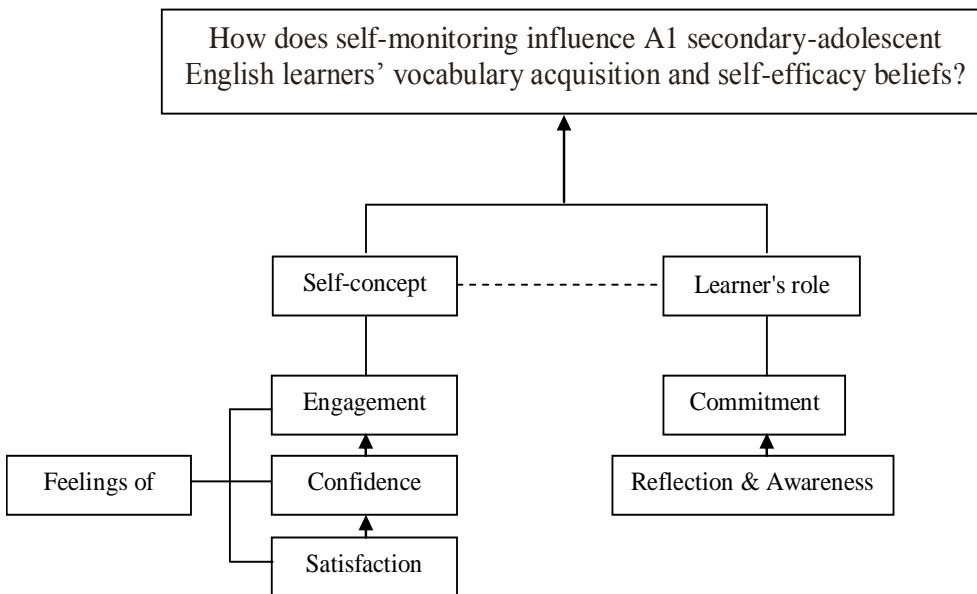


Figure 1. Categories and sub categories from the data analysis.

### Self-concept

This category came about noticing that students mentioned negative and positive feelings along the study; they related these feelings to the process of learning describing how well or not they felt about learning vocabulary, the task they had each week, the strategies they were applying and the use of the self-monitoring instrument. Furthermore, they changed the negative feelings at the beginning into positive ones and, at the end the students were expressing

satisfaction for the achievements, confidence in what they were doing and learning and engagement in the procedures. This triad of feelings, namely, satisfaction, confidence and engagement encourages what it is named here self-concept, a more solid knowledge of who they are as learners and the possibilities they have to accomplish their learning. Satisfaction is seen as the first stone of the triad because if a learner feels satisfied about what he/she is doing in a task, he/she will pursue in the task and probably develop a sense of confidence in what he/she is doing.

### **Satisfaction.**

Students displayed being satisfied with their learning gains and the implementation of the four learning strategies. With the aid of the self-monitoring checklist they felt that they were doing something useful for their learning:

Table 1. Students excerpts Criteria: Satisfaction.

SE (Journal): "Me sentí libre, satisfecho porque es algo que me gusta estudiar, es algo interesante la creatividad..."
SF (Journal): "La disfruté (la estrategia), descubrí palabras nuevas y recordé algunas que había olvidado".
SI: (Journal): " Motivado porque me dieron la oportunidad de escoger el tema y hacer el mapa sobre lo que me gustaba".
SA (Oral interview): "(about using the checklist)...me sentí muy bien, contenta".

Such satisfaction status is important because it impacts their motivational and academic domains and helps them to keep focused on the learning tasks and pursue their personal objectives.

Satisfaction facilitates people's engagement in long, demanding processes. Bandura (1986)

establishes that the self-efficacy belief system is the foundation of human motivation which means people's desire to persevere is closely connected to people's belief in their own capabilities. In a recent study, internet self-efficacy and self-regulation were studied as indicators of student satisfaction in an online learning environment (Belland et al., 2013). The study revealed that students with higher self-efficacy in performing Internet tasks felt more satisfied with the online course. Thus, they concluded that internet self-efficacy was a relevant predictor of student satisfaction. The present study shows that student satisfaction motivates learners to engage with a more proactive attitude and commitment in vocabulary learning tasks.

### **Confidence.**

Initial feelings show that students were afraid and had doubts about how they had learned vocabulary so far and their participation in the process:

Table 2. Students excerpts Criteria: Confidence.

SA (Introductory Journal): "Mi participación es muy poca porque no se algún vocabulario. Sí me da un poco de miedo participo y que me equivoque"
SD (Introductory Journal): "Mi proceso ha sido bueno...pero me hace falta ponerlo en práctica y revisar más seguido lo que se hace en clase".
SE (Introductory Journal): "Tengo miedo de que no pueda desarrollar las actividades porque tal vez se me dificulte algo".

However, after some time, they began to feel confident in what they were able to do in order to learn vocabulary. This feeling of confidence is fundamental for the students because empower them to tackle the difficulties they face along the process. Confidence is core in building self-efficacy because as Bandura (1994) described, one way to develop a steady self-efficacy is through mastery experiences. They are engaged in situations where they are successful and such



success facilitates individuals' building of beliefs in their own capabilities. If satisfaction is an initial stone in the process of broaden students' view of themselves as people who can do a better work, confidence is the feeling of confirmation that they actually can. In the following excerpts, learners show an increasing feeling of what they can do:

Table 3. Students excerpts Criteria: Confidence.

SC (Oral interview): "(Me siento) bien, capaz de hacer las cosas".
SD (Journal): "En un primer momento me sentí perdida porque no había entendido muy bien la actividad pero ya que la entendí es muy interesante y sentí que si lo podía hacer".
SA (Journal): "Me siento muy bien porque me parece fácil para realizarlo. Me sentí segura al hacerlo (el auto monitoreo)".
SD (Oral interview): "Muy bien, veo que si puedo hacer ciertas actividades".

Little by little students seem to improve their confidence about their capabilities and therefore their self-efficacy beliefs increased. Given that Bandura (1997) defined self-efficacy as "a belief in one's personal capabilities" one can note that confidence may be seen as an expression of self-efficacy. If a person believes in his/her own competence he/she will display attitudes and language which will show more confidence in his/her actions and decisions. The study revealed that strategy training and the use of the self-monitoring checklist provoked a change in this group of students and their confidence increased while performing vocabulary learning tasks.

### **Engagement.**

During the time students were trained and applied the four vocabulary learning strategies they had the opportunity to use each one of the strategies and express their preferences towards them. Engagement was showed by some of the participants not only through their conversations but

also in their actual work in the sessions. Being engaged in a situation involves more than a simple emotion; it entails the development of a more cognitive and attitudinal action. Data show several degrees of engagement in the use of the strategies and revealed students' interest in the use of the self-monitoring checklist:

Table 4. Students excerpts Criteria: Engagement.

SC (Journal): "Me parece buena (the strategy) pero a veces no entiendo las cosas y no me digno a preguntar, quiero entusiasarme para aprender más".
SJ (Journal): "(The strategy) me pareció muy buena, me gustó, con buena charla todos participamos, algunos un poco tímidos".
SH (Oral interview): "Bien, con esta forma (the self-monitoring checklist) uno puede mejorar si se compromete".

Engagement is another element which is closely connected to self-efficacy. If learners believe in themselves they can engage in a given task based on their own will, needs, and goals, which will likely lead them to persevere in its fulfillment. Thus, data shows that at the end of the intervention, students show engagement in the training received and it contributes to the improvement of their self-efficacy through these mastery experiences (Bandura, 1994). The students faced a given situation and experienced success on it. Therefore, they developed a stronger self-efficacy belief compared to the ones they had before.

Regarding the instructed vocabulary learning strategies, students were asked to rate their preferences among them. Results indicate that in general all of the strategies received some degree of acceptance although making a vocabulary notebook was chosen by the majority. The second strategy chosen was the use of English language-media through Internet resources to

expand their knowledge of words. In this study, this strategy was proven to be useful because it not only generated students' interest in using supplementary resources, but also assisted them in the development of their metacognitive process, through the effective planning and usage of words in context. With this strategy, students were exposed to different sources of input: (aural: pronunciation of words), visual (phonetic transcription, spelling) and verbal (words in context: sentences and short texts), fact that facilitated their sequential process of vocabulary learning. The identification of suffixes in words ranked third in students' list of preferences. In relation to the vocabulary learning tasks developed, students preferred tasks in which practice with tenses and modes was developed (i.e. regular verbs), also, tasks related to adjectival use and usage of prepositions. The least preferred task was the one related to adverbs. It could be due to the fact that adverbs is a topic which was more difficult to grasp or that it was the last task over the implementation period, which coincided with the time (September) in which students were busy with other school duties.

In conclusion, the training in strategies and the use of the self-monitoring checklist increased students' positive feelings, nurturing and expanding their self-concept as efficacious learners. They realized that they could implement doable actions to improve their vocabulary learning since it was not a difficult goal to accomplish. Data analysis also revealed that self-monitoring had a positive influence in students' self-efficacy because their use of a self-monitoring procedure instilled feelings of satisfaction and helped them to perceive that they can accomplish a goal: in this case, vocabulary learning. Furthermore, by the end of the study, seven of eight students showed a degree of improvement in satisfaction, confidence and engagement regarding the vocabulary learning goal. It can be seen through the analysis of the data collected in the journals and interviews. Through the growth of self-concept, understood as the knowledge of

oneself, students gained in self-awareness which led them to the identification of their needs and capabilities. Therefore, personal beliefs in themselves (self-efficacy) became stronger, which might have helped students to be motivated and more actively engaged in their overall learning process.

### **Learner's role**

This category emerged since it was frequently noticed that students were asking the instructor, their partners and themselves about what they were doing and how they were doing it. If in the first sessions they remained quietly, by the end of the study they began to question some of their procedures. In becoming aware about the implications of self-monitoring and the factors associated with such process, learners gradually developed and reached a status in which they began to build on their role as learners.

#### **Reflection and awareness.**

Self-reflection is an important tool for personal and professional growth. The fact of reflecting and giving careful consideration to one's own actions enriches individuals' lives. Self-reflective practice is considered as a continuous cycle of self-observation and self-evaluation which facilitates understanding of an individual's own actions (Brookfield, 1995). Thus, self-reflection is a component of the self-regulatory cycle (Zimmerman, 2002), a sub process whose purpose is to guide learners to find out information not only about their strengths and weaknesses in their learning process but also in their learning styles and preferences in using learning strategies. In this study, the group of students began a process of reflection and awareness. In this view, they understood that the self-monitoring strategy could prove beneficial in their process. They also recognized its purpose and advantages of using it to learn vocabulary. Data shows students' attempts to conceptualize the self-monitoring they were undertaking:

Table 5. Students excerpts Criteria: Reflection and awareness.

<p>SD (Journal): " (Auto monitoreo es) la organización que tomo para realizar mis actividades y trabajos y saber que tanto estoy mejorando".</p> <p>SJ (Journal): " Auto monitoreo es evaluarse uno mismo sobre lo que me falta y debo mejorar".</p> <p>SC (Written interview): "Si, porque lo que trata el monitoreo es de tener claro lo que se hace a medida del trabajo."</p> <p>SH (Written interview): "Es útil (auto monitorear su trabajo) para llegar a tener una vida estudiantil más organizada".</p>
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Besides, the students mentioned the advantages in using the checklist to facilitate the process of self-monitoring their vocabulary learning practice. Students' reflection and awareness on what self-monitoring is and implies are major steps in the achievement of a self-directed approach for a group of learners who formerly had assumed a passive role in their learning process and academic duties, and who had showed lack of confidence and of autonomous behavior.

Table 6. Students excerpts Criteria: Reflection and awareness.

<p>SD (Interview): " Usar la <i>checklist</i> me ha parecido interesante porque ahí se pone una estrategia para el nuevo trabajo que se va a realizar y las dificultades que se tuvieron".</p> <p>SI (Interview): " El uso del formato me ha parecido bastante productivo porque en él se puede mirar el proceso que tiene cada estudiante".</p> <p>SI (Oral interview): (la lista de auto monitoreo) ayuda a ser más organizado, más claro en los espacios, permite organizar no solo el trabajo sino con la vida propia".</p>
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In this study, the vocabulary strategy training and the use of a self-monitoring checklist gave students the opportunity to engage in these processes of self-reflection and awareness by asking them the what, how, when, where and why of self-monitoring. As a result, it helps learners to figure out their role as learners giving them concrete actions to develop and increase their self-regulatory behaviors.

### **Commitment.**

Reflection and awareness were the foundation for this committed attitude which was expressed at the end of the intervention. At the beginning, students were insecure of what they had to do.

Table 7. Students excerpts Criteria: Commitment.

SA (Introductory Journal): "Mi participación creo que será mejor al igual que mi aprendizaje. Si me da un poco de miedo participar y que me equivoque".

SE (Introductory Journal): "Tengo miedo de que no pueda desarrollar las actividades porque tal vez se me dificulte".

SF (Introductory Journal): "Quiero realizar este proyecto de corazón ya que quiero mejorar en inglés, también quiero hacerlo como un reto personal".

After they went through a reflective process, students began to show commitment about what it was expected from them to achieve the vocabulary learning goal. During the self-monitoring strategy training students were gaining in awareness on how and why they should use the self-monitoring checklist and by the end of it they referred to its usefulness. They commented about a future use of the checklist emphasizing its value not only for the vocabulary learning but also for any academic duty:

Table 8. Students excerpts Criteria: Commitment.

SE (Written interview): "Me gustaría utilizarla (la lista de auto monitoreo) ya que está muy completa...me serviría para mi aprendizaje..."

SF: (Written interview): "Sí me gustaría (utilizar la lista de auto monitoreo), sería una buena opción para manejar el tiempo que dedico a mis proyectos".

SF (Journal): "El uso de la checklist me pareció algo creativo y muy útil, sería bueno que todos los maestros trabajaran con un sistema así ya que de este modo sería más sencillo identificar (las dificultades) en el aprendizaje de los alumnos".

Students understood the purpose of the self-monitoring process and realized its importance in their vocabulary learning although some of them did not use the checklist all the time. They realized that if they had used the checklist, its usage would have helped them increase the number of words they had learned because it would have given them more control of the time, strategies and practice with the words outside the classroom. They would have developed a habit of frequent review of the words either in their pronunciation, written form, meanings or usage. Accordingly, they defined the usefulness of the list in terms of time management, organization, control of their work, and accurate monitoring of the procedures developed while on task. They also recognized responsibilities with its use by being constant, honest and committed with the task.

Based on this self-reflective process students carried out, one can assert that the commitment with the strategies developed as well as the usage of the self-regulatory instruments indicate that a foundation has been built to initiate a self-directed learning approach. Learners have realized

that they have to assume a more active role in their learning process, in this case, the learning of vocabulary.

In summary, self-monitoring has had an impact on vocabulary learning. The use of a procedure to check their learned words gave students a feeling of being in control of their learning and assisted them in assuming an active role while learning English. Students' thoughts and opinions reveal that reflection and awareness are previous stages to exercise commitment within a target learning process.

Regarding vocabulary learning, data yielded by the post test indicated that students learned from seven to fifteen words after four sessions of two hours. In the oral interview, students had previously expressed that they would have learned this approximate amount of words. The Pretest in the format of the Knowledge Rating Scale (Appendix C) had confirmed that students did not know any of the words chosen for the study. The post-test given two weeks after completing the intervention showed that the highest percentage of achievement was of 65% of the words while the least achievement was 34,5%. They had relative ease at learning prepositions and adjectives. The word which all the students learned was *into* followed by the prepositions *toward*, *through* and the adjectives *hairy*, *dusty* and *greedy*. Anyway, it is necessary to note that students were encouraged to participate in order to improve their vocabulary and that they were not rewarded nor received any gratification for developing the vocabulary tasks of the study.



## **Chapter Five: Conclusions and Pedagogical Implications**

Zimmerman (2002) explained how teenagers were asked to give more in school responsibilities but not being taught how they could do it. Knowles (1975), on the other hand, argued that self-directed learning is natural in human beings because becoming more autonomous and responsible is part of our mental and emotional growth. Both theorists emphasize the learners' need to learn to be more independent and risk-takers in learning. Taking the initiative in learning is at the core of self-directed learning approach (Knowles, 1975). For him, people who take initiative can learn more and better than people who wait passively to be taught. Students should learn what taking the initiative means in order to fulfill their educational and academic challenges. Engaging students of state schools in self-regulatory mechanisms as self-monitoring seems to be a productive step towards the development of learners' autonomy and the emergence of an active language learner's role.

In this study it was found that self-monitoring had a positive influence in self-efficacy and might promote vocabulary learning. Findings indicate that feelings of satisfaction, confidence and engagement allow the development of the learner's self-concept. Thus, the individual may see himself/herself as an efficacious learner and obtain a clearer knowledge in relation with his/her capabilities. The reflective process that the self-monitoring process entails as well as the raise of awareness to be an active learner might lead to the learner's commitment in regard to their role in the learning process. In this way, a singular process like self-monitoring (mainly supported by the use of the self-monitoring checklist) may influence positively learners' self-efficacy beliefs in students from a state school context who had not had any former experience in similar training and learning processes. Bandura (1991) discussed people's beliefs about the possibility to exercise control over their environments stating that people with a strong self-

efficacy would figure out ways of exercising changes in their contexts despite the limitations they could find. Nevertheless, it is a cycle in which the more opportunities to exercise self-regulation successfully are provided to learners, the more feelings of self-efficacy are likely to be present. The stronger the students' self-efficacy beliefs are, the better they can take control of their learning actions and develop a completely effective self-regulated learning practice. This process is not a sequence of steps but a continuum where the elements are linked in such a way they facilitate the emergence of more mature attitudes and beliefs by the learners' side.

It is also necessary to recognize the importance of time in the development of self-regulatory mechanisms for them to be successful. This kind of process requires constant orientation and evaluation to succeed. Precisely, one limitation of this study is the time devoted for the intervention relatively short considering self-regulation demands. The other limitation relates to the sample size. It would be required to extend the research to a wider population.

All in all, raising awareness on learners about how both their personal beliefs and self-monitoring exercise facilitates vocabulary learning is an advancement that may be categorized as positive for both practitioners and educational institutions.

### **Further Research**

The findings of this study indicate that school administrators, teachers and parents should consider several actions to assist students in their success in language learning. First, the training of teachers about self-directed learning and self-regulatory processes such as self-monitoring must be included in teachers' professional development courses. Second, an ongoing evaluation of the best practices which foster SDL strategies to include them in the school syllabus, not only in the English syllabus but also in the other subjects in order to help students become autonomous would be necessary. Indeed, schools working on self-regulation practices would

empower their students to reflect and develop critical awareness about their needs and interests and how these needs may become personal learning goals. All these fields are possible research topics that could facilitate further understanding of regulatory processes.

Another interesting topic is the question of whether a self-monitoring mechanism may be selected and applied to the entire population of students or if it should be embedded into the instructional design of each course (Ley and Young, 2001). This is an area which should also be researched. Besides, studies about other self-regulatory processes such as goal-setting in this context might broaden the perspective on how SDL could be put into practice in the classroom.

In conclusion, Self-Directed Learning is a broad field to be researched and whose findings may certainly provide knowledge to the entire worldwide educational community and possibilities of success in learning for any learner regardless his/her contexts and personal characteristics and conditions.

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# Appendix A

## Parent's Consent Letter



Universidad de  
**La Sabana**

**Master in English Language Teaching  
for Self-Directed Learning**

DEPARTMENT OF LANGUAGES AND CULTURES

### FORMULARIO DE CONSENTIMIENTO—PADRES

Título del Proyecto: Estrategias de Auto Monitoreo para la adquisición de vocabulario en el idioma Inglés  
Investigador Principal: Audrey F. Sánchez, Docente I. E. Andrés Páez de Sotomayor  
Fecha de la Versión: 26 de Mayo, 2012

#### ¿Cuál es el objetivo de este formulario?

Por favor, lea este formulario cuidadosamente. Contiene información que usted necesitará para decidir si autoriza la participación de su hijo/hija en este estudio.

#### 1. Descripción

Su hijo/hija ha sido invitado/a a participar en una investigación sobre estrategias que favorecen la adquisición de vocabulario en Inglés. Esta investigación es realizada por la docente Audrey F. Sánchez con fines educativos y como requisito de grado de la Maestría en Enseñanza del Inglés para el Aprendizaje Autodirigido de la Universidad de La Sabana. El propósito del estudio es evaluar el proceso de asesoría a los estudiantes en las estrategias que pueden emplear para facilitar su aprendizaje de vocabulario en Inglés y analizar cual es la relación entre la aplicación de estas estrategias y su percepción como estudiante.

Su hijo/a fue seleccionado/a para participar en esta investigación al ser estudiante de décimo grado de la institución Andrés Páez de Sotomayor y porque él/ella ha mostrado interés para avanzar como aprendiz del idioma y ha indicado que tiene el tiempo y la disposición para involucrarse en las actividades que se conducirán durante la etapa investigativa. Se espera que en este estudio participen aproximadamente 10 personas voluntarias. A su hijo/a se le solicitará asistir puntualmente en jornada extra clase una vez por semana durante algunas semanas y desarrollar las actividades programadas. A usted se le solicita el apoyo a su hijo/a en la realización de dichas actividades.

#### 2. Riesgos y beneficios

La participación de su hijo/a en este estudio no conlleva ningún riesgo mínimo. Los beneficios esperados de esta investigación son de nivel personal y académico puesto que el joven aprenderá una serie de estrategias que le ayudarán en su proceso de aprendizaje de vocabulario en Inglés siendo posible para el o la joven aplicar dichas técnicas en alguna otra asignatura. Esto también podría favorecer un sentimiento positivo hacia su capacidad frente al aprendizaje. La participación de su hijo/a en este estudio también ha sido acordada con él/ella y es voluntaria y sin ninguna retribución.

#### 3. Confidencialidad

La identidad del estudiante será protegida evitando dar su nombre e identificándolo durante todo el proceso con una letra. Las respuestas de su hijo/a en las diversas actividades de recolección de datos serán mantenidas confidencialmente.

#### 4. Declaración de consentimiento del padre y/o acudiente del menor

Este formulario contiene toda la información que usted necesita saber para tomar una decisión informada sobre si permitir participar o no a su hijo/hija en este estudio. ¿Qué significa su firma en este formulario de consentimiento? Su firma indica que se le ha explicado el propósito de la investigación, que sus preguntas han sido respondidas y que usted acepta que su hijo/hija participe en este proceso. Si usted lo solicita puede recibir una copia de este formato.

Nombre de su Hijo/hija (imprensa): \_\_\_\_\_

Su Nombre (imprensa): \_\_\_\_\_

\_\_\_\_\_  
Firma del Padre/Guardián/Representante Autorizado

\_\_\_\_\_  
Fecha

#### Persona encargada de la investigación que obtiene el consentimiento

Si tiene alguna pregunta sobre esta investigación, por favor póngase en contacto con Audrey Sánchez en safab80@gmail.com o los días Viernes 6:30 a.m. en el teléfono 6330305

\_\_\_\_\_  
Firma de la persona que obtiene el consentimiento

\_\_\_\_\_  
Fecha

## Appendix B

### Needs Analysis

#### CUESTIONARIO PARA LOS ESTUDIANTES<sup>1</sup>

Estrategias de auto monitoreo en la adquisición de vocabulario en la lengua inglesa

Fecha:	
<b>Objetivo:</b> Conocer algunas de las actividades que usted realiza como parte de su proceso de aprendizaje del idioma Inglés. Este cuestionario hace parte de una investigación con fines educativos.	<b>Tiempo:</b> Se espera que usted responda este cuestionario en 30 minutos.
<b>Confidencialidad:</b> Sus respuestas serán mantenidas confidencialmente y no tienen relación con la calificación de ninguna asignatura. Le agradezco su colaboración.	

Población
<b>Información Demográfica</b> <ul style="list-style-type: none"> <li>◦ Edad: 14 ___ 15 ___ 16 ___ 17 ___ 18 o más ___</li> <li>◦ Género: Femenino ___ Masculino ___</li> <li>◦ Seleccione el nivel educativo del padre o padres con quienes convive:                             <ul style="list-style-type: none"> <li>■ Nivel educativo de la madre:                                      Primaria ___ Secundaria ___ Técnico y/o Tecnológico ___ Universitario ___                                      Posgrado ___</li> <li>■ Nivel educativo del padre:                                      Primaria ___ Secundaria ___ Técnico y/o Tecnológico ___ Universitario ___                                      Posgrado ___</li> </ul> </li> </ul>

#### Instrucciones

Por favor lea cada uno de los enunciados cuidadosamente y seleccione encerrando en un círculo la mejor opción que aplique a su situación en el aprendizaje del inglés. La escala de valoración es la siguiente:

1 = Nunca    2 = Algunas veces    3 = Con frecuencia    4= Usualmente

Enunciado	Opciones			
<i>Regulación</i>				
<i>Actividad en casa</i>				
¿Tengo un horario de estudio para la asignatura de Inglés?	1	2	3	4
¿Sigo este horario de estudio aún cuando haya otras cosas interesantes por hacer?	1	2	3	4
¿Tengo un lugar para estudiar sin distracciones?	1	2	3	4
¿Uso la biblioteca o internet para obtener información sobre mis tareas?	1	2	3	4
<i>Actividad en clase</i>				
¿Me concentro en las clases?	1	2	3	4
¿Tomo apuntes?	1	2	3	4
¿Mantengo organizado mi material de clase?	1	2	3	4
¿Participo en clase?	1	2	3	4
¿Solicito ayuda cuándo tengo dificultades en clase?	1	2	3	4
¿Me planteo un objetivo sobre el vocabulario que me gustaría aprender en cada periodo escolar?	1	2	3	4

<sup>1</sup> Copyright © 2012. Needs analysis instrument. Designed by Audrey Sánchez. Universidad de La Sabana, Department of Languages and Cultures. All Rights Reserved. No part of this material shall be reproduced, transmitted, distributed or commercially exploited, except with express written permission from the copyright holders.

¿Realizo una autoevaluación sobre las palabras que he aprendido y las que desconozco al final de cada periodo escolar?	1	2	3	4
<i>Aprendizaje de Vocabulario</i>				
Para aprender nuevo vocabulario realizo las siguientes acciones:				
1. Empleo el diccionario para conocer el significado de la palabra.	1	2	3	4
2. Veo programas de televisión con subtítulos para aprender nuevas palabras.	1	2	3	4
3. Descompongo la palabra para descubrir su significado a partir de su prefijo o sufijo.	1	2	3	4
4. Escucho canciones para identificar auditivamente palabras que me interesa aprender.	1	2	3	4
5. Pregunto al docente y/o a un compañero las palabras que me interesa aprender.	1	2	3	4
6. Realizo algún tipo de asociación entre el significado y la escritura de una palabra.	1	2	3	4
7. Realizo algún tipo de asociación entre la pronunciación y la escritura de una palabra.	1	2	3	4
8. Elaboro un esquema con palabras que se relacionen entre si, Ej. vocabulario de la familia	1	2	3	4
9. Elaboro un diccionario con el vocabulario nuevo de la unidad o el periodo.	1	2	3	4
10. Hago parte de un grupo donde revisamos el vocabulario que se va aprendiendo.	1	2	3	4
11. Mantengo en mi lugar de estudio un cartel con las palabras nuevas que voy aprendiendo con el fin de revisarlas.	1	2	3	4
12. Realizo crucigramas, sopas de letras u otro juego donde emplee el vocabulario nuevo.	1	2	3	4
13. Reviso en libros y escritos para ver como se usa la palabra en un texto.	1	2	3	4
14. Escribo oraciones con las palabras nuevas.	1	2	3	4
15. Utilizo internet para revisar el significado de la palabra y/o como se usa.	1	2	3	4
<i>Conceptos personales</i>				
¿Reconozco la importancia de estudiar Inglés?	1	2	3	4
¿Creo que puedo mejorar mi nivel de inglés por mi mismo?	1	2	3	4
¿Identifico las dificultades que presento en el aprendizaje del idioma?	1	2	3	4
¿Creo que puedo superar mis dificultades?	1	2	3	4
¿Me considero una persona que se mantiene constante en una actividad a pesar de las dificultades que se presenten?	1	2	3	4
¿Estoy dispuesto a invertir tiempo y esfuerzo en actividades que beneficien mi aprendizaje de vocabulario en Inglés?	1	2	3	4
Sin tener en cuenta el grado en el cual me encuentro, considero que el nivel de Inglés que he adquirido hasta el momento es:				
a. Principiante   b. Básico   c. Intermedio   d. Intermedio Alto   e. Avanzado   f. Superior				

## Appendix C

### Lesson Plan



## DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012

### LESSON PLAN

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

<b>Name of co-researcher:</b> Audrey Sánchez									
<b>University Code Number:</b> 201112750									
<b>Institution:</b> Andrés Páez de Sotomayor High School									
<b>Date of Class:</b> DAY 16/18 MONTH July YEAR 2012	<b>Time of Class:</b> 240 minutes <b>Length of class:</b> 60 minutes								
<b>Week No. 1</b>	<b>Time Frame:</b> Four class periods of 60 minutes (three sessions)								
<b>Class/grade:</b> 10 <sup>o</sup> (10-1, 10-2, 10-3)	<b>Room:</b> 02								
<b>Number of students:</b> (31, 24, 29 respectively)	<b>Average age of Students:</b> 16								
<b>Number of years of English study:</b> 4	<b>Level of students</b> <b>A1 A2 B1 B2 C1 C2</b>								
<b>Lesson Number</b>	<b>Research Circle Leader:</b> Liliana Marcela Cuesta								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">1 X</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1 X	2	3	4	5	6	7	8	
1 X	2	3	4						
5	6	7	8						
<b>Set Lesson Goals</b>									
After the lesson students will recognize that English words can be formed with suffixes, will differentiate two types of suffixes and identify five examples of them.									
<b>Language Goal</b>  Students will recognize suffixes as a strategy to learn vocabulary. Students will identify five suffixes which form words in the English language.	<b>Assessment Criteria</b>  Students will complete a paragraph with ten words made by the suffixes worked in class.								
<b>Learning to Learn Goal</b>  Students will recognize that learn some suffixes is a useful <u>strategy</u> to wide their vocabulary and face unknown words in a text.	<b>Assessment Criteria</b>  Given a set of unknown words the students will infer their meaning based on the suffixes they have.								
<b>Identify a topic for the lesson</b>									
Fields of knowledge: vocabulary related to careers and occupations (Biology/biologist)									

**Materials and Resources**

Material 1 Name: Worksheet	Rationale: At school there is not an available book. Worksheets are the main resource that students can afford weekly. Through them, pictures, content and exercise are shown.	Annex 1
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**Assumed knowledge**

Students have understanding of a basic English language (A1 level in CEFR). Their listening skill is weak while their reading and writing are more developed.

**Anticipated problems and planned solutions**

Some students get distracted and have difficulty in keeping attention. The teacher will describe the importance of strategies used to learn vocabulary.

**Description of language item / skill(s)**

<b>Form</b>	Suffixes
<b>Meaning</b>	How words can be formed and understood
<b>Use</b>	Word formation
<b>Skill(s) and sub skill(s)</b>	Reading and Writing
<b>(For CLIL) Content Communication Cognition Culture</b>	Use of the suffix -ess in words related to female gender

### Sequence the lesson to accomplish your goals

Teacher's role	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Encourager	<b>Lead in/ Preparation</b> (+SDL Learning Strategy highlighted)	Encourage students to face the lesson with the view of gaining in knowledge	-The teacher will tell the students what is the purpose of the lesson and why identifying suffixes is important to face new words and to learn vocabulary. -The teacher will ask about previous knowledge of the topic. Then they will be introduced through a picture where they will read some words related to names of careers formed by suffixes.	Teacher-Student	20
Model	<b>Presentation Modeling</b> (+SDL Learning Strategy highlighted)	Introduce the five examples chosen to work with and their function.	-The teacher will describe the two types of suffixes and will make students recognize that they already know some of them (inflectional suffixes). -The students will infer the function of the suffixes through a series of examples of words. -The students will pose questions before following to the next phase.	Teacher-Student	20
Model / Facilitator	<b>Practice</b> (+SDL Learning Strategy highlighted)	Apply the knowledge they have acquired in some written exercises.	-The students will develop written exercises given in a worksheet by pairs and individually.	Teacher-Student and Student-student	100
Encourager /Facilitator	<b>Learner self-evaluation</b> (+SDL Learning Strategy highlighted)	Self-evaluate the understanding of the use of suffixes and the recognition of the five cases.	-The students will comment about what they have learned. -The teacher will give feedback. -The students will write some sentences individually using the new words to check their understanding of the usage of these words. -The students will complete a paragraph using some of the words learned.	Teacher-Student and Student-student	40
Facilitator	<b>Problem Identification</b>	Solve any difficulty shown by	-The students will ask questions concerning any	Teacher-Student	20

	<b>/ solution</b> (+SDL Learning Strategy highlighted)	students facing the topic of the lesson.	difficulty in their understanding of the function of the suffixes.	and Student-student	
Model	<b>Wrap up</b> (+SDL Learning Strategy highlighted)	Summarize the main facts of the lesson.	-The students will recap the main points of the lessons: function of suffixes, reason why they are an important point to learn, five examples, their meaning and words formed with them.	Teacher-Student and Student-student	20
Encourager	<b>Expansion/ Independent Study</b> (+SDL Learning Strategy highlighted)	Foster students' interaction with the suffixes in English words.	-The students will find other words formed with the five suffixes listed in class. They can use the dictionary or surf on the web.	Teacher-Student	20

#### Teacher's Evaluation of his/her lesson plan

It was necessary to work the exercises with the whole group in 10<sup>01</sup> as they have difficulties when work individually or by pairs. Students in 10<sup>01</sup> and 10<sup>02</sup> were more attentive than students in 10<sup>03</sup>. Some students missed one of the three sessions. It was necessary to recap and reinforce at the beginning of each second and third session. There were short interruptions in each session.

#### REFERENCE

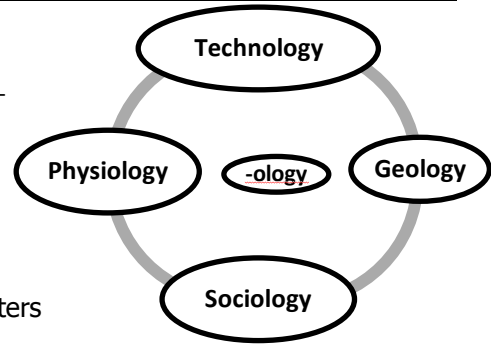
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- Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana.
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<http://www.learnenglish.de/grammar/suffixtext.htm>
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**ANNEX 1 STUDENTS WORKSHEET**

	<p><b>INSTITUCIÓN EDUCATIVA ANDRÉS PÁEZ DE SOTOMAYOR</b>          "Dios, Ciencia y Responsabilidad"          2012          TASK 1: Suffixes</p>	
---	---	---

Observe the following graphic:

- Which is the common part? \_\_\_\_\_
- What is the general meaning of these words? \_\_\_\_\_
- What other words with this part at the end do you know? \_\_\_\_\_



The part at the end is called a **suffix**. A suffix is a group of letters placed at the **end** of a word to make a **new** word. They are:

1. **inflectional** (grammatical): for example, changing singular to plural (dog→**dogs**), or changing present tense to past tense (walk→**walked**).  
In this case, the basic meaning of the word does not change.
2. **derivational** (the new word has a new meaning, "derived" from the original word). But the new meaning is related to the old meaning. For example, teach→ **teacher**, care > **careful**.

☆ Notice the following derivational suffixes. Read the words with suffixes:

	Derivational Suffixes	Meaning	Examples
NOUNS	-er, -or	A person who makes an action	teach→teacher act → actor act→ actress
	-ess	A female person	wait → waitress
	-ist	A person who specializes in	dentist, chemist
ADJECTIVES	-ful	notable for, which has the characteristic of, full of	care→careful color →colorful
	-less	lack of, without	use→ useless

☆ Read the sentences taken from online websites and circle the words with suffixes:

<p>Thank you so much for providing these helpful tactics.          On countless occasions, James has been told the spelling rule...  <i>Celeb-Worthy Bling for a Bargain</i></p>	<p>...take extra caution to mitigate the threat of contracting a harmful virus on your personal computer...           Dmitri Nabokov, the only child of the novelist Vladimir Nabokov, died in Switzerland.</p>
--	---

☆ Complete the sentences with a word with the suffix -ful or -less:

1. I am \_\_\_\_\_ to have such a loving family. (full of thanks)
2. Will saw a \_\_\_\_\_ puppy around town. (without a home)
3. Carla, you look \_\_\_\_\_ in that dress. (full of beauty)
4. The dogs in the backyard are \_\_\_\_\_. (without harm)
5. Did you see the \_\_\_\_\_ rainbow in the sky? (full of color)
6. This broken toy is a \_\_\_\_\_ piece of junk. (without worth)



☆ Complete the sentences with a word with the suffix -er or -ist:

1. Grady likes to draw and paint pictures. He is an \_\_\_\_\_ . (i t r a t s)
2. Sara travels around the world. He is a world \_\_\_\_\_ . (a e r v r t e l)
3. David plays the piano. He is a \_\_\_\_\_ . (i i p n a t s)
4. Brayden won the contest. He is the \_\_\_\_\_ . (n e w r n i)
5. Arianna is always enjoying novels. She is an avid \_\_\_\_\_ . (e a r r d e)
6. Dr. Possel studies science. He is a \_\_\_\_\_ . (c n e s s i i t t)
7. Ms. Cadbury arranges flowers for a living. She is a \_\_\_\_\_ . (r i t f s l o)

☆ Write the word adding the appropriate suffix:

Word	Suffix	New word	Meaning
god			the female of God
lion			the female of lion
host			the female of host
harm			characterized with harm
success			have success
truth			with the truth
power			have power
play			who love to play
home			without home
pain			without pain
meaning			without meaning

☆ Do you already know these words?

☆ Use a word with the suffixes -ful or -less to complete the sentences:

- He lost his wallet. He is so \_\_\_\_\_ !
- The weather is so \_\_\_\_\_ ! Let's go to walk.

careless	careful	worthless	--worthy
harmless	harmful	homeless	--
useless	useful		
meaningless	meaningful	successful	--unsuccessful
painless	painful	playful	--
colorless	colorful		
powerless	powerful		
helpless	helpful		

- Yesterday we saw a lot of \_\_\_\_\_ people on the streets.
- Be \_\_\_\_\_ with my notebook, please.
- Don't be \_\_\_\_\_ with your clothing Peter.
- My cat is very \_\_\_\_\_. I love it.
- It is a \_\_\_\_\_ situation, why are we going to fight?
- I am \_\_\_\_\_ in my life.
- The USA is a \_\_\_\_\_ nation worldwide.
- That snake is \_\_\_\_\_, don't worry.
- She is a \_\_\_\_\_ person, we can rely on her.
- This exercise is \_\_\_\_\_. I don't know why the teacher gave it to us.
- This drug is \_\_\_\_\_, avoid take it with alcohol.
- Sophie, I love your t-shirt, is very \_\_\_\_\_.

☆ Make the word by adding the appropriate suffix:

verb	noun (adding -er)	advise →	advisor
drive →	driver	translate	
swim		dictate	
run		protect	
walk		create	
dance		invent	
listen		Psychiatry →	psychiatrist
speak		Geology	
read		Psychology	
write		Biology	
play		Physics	
manage		Archeology	

Assignments:

- Make 10 sentences using some of the words learned in this task.
- Complete the text with one of the following words: **physicist, careful, harmful, careless, powerful, homeless, worthless, meaningless, useful, meaningful.**

My niece is studying Physics; she wants to be a \_\_\_\_\_ because she wants to learn about the laws of the matter, energy, space and time. Her sister studies to be a physician. A physician is another word to name a doctor. So, doctor and physician are synonyms. The physician must be \_\_\_\_\_ about people; on the contrary, the person who studies Physics can be \_\_\_\_\_ about people. If a physician doesn't do well his work, he can be \_\_\_\_\_ to people. Physicians often treat \_\_\_\_\_ people who are persons that a part of society considers \_\_\_\_\_.

Physicist work with \_\_\_\_\_ concepts of Sciences. Some people consider the work of physicist is \_\_\_\_\_ but it's not true. They do a \_\_\_\_\_ job for Science. In fact, physicians and physicist are \_\_\_\_\_ people in our society.

SOME WORDS: Can: \_\_\_\_\_ treat: \_\_\_\_\_ must: \_\_\_\_\_ need: \_\_\_\_\_

So: \_\_\_\_\_ but: \_\_\_\_\_ job: \_\_\_\_\_ In fact: \_\_\_\_\_

STUDENT'S NAME: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix D

### Pretest: Knowledge Rating Scale

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

#### Knowledge Rating Scale<sup>2</sup>

Escriba *Yes* o *No* para cada palabra en cada información solicitada.

<b>Word</b>	<b>Know It Well</b>	<b>Have Seen or Heard It</b>	<b>Have No Clue</b>	<b>What It Means</b>
1. messy				
2. dusty				
3. greedy				
4. shiny				
5. hairy				
6. solve				
7. save				
8. join				
9. share				
10. afford				
11. only				
12. outdoors				
13. rather				
14. quite				
15. afterwards				
16. through				
17. along				
18. over				
19. across				
20. towards				

<sup>2</sup> Taken from West Virginia Department of Education on August 11, 2012 at <http://wvde.state.wv.us/strategybank/KnowledgeRatingScale.html>

## Appendix E

### Self-monitoring checklist

CHECKLIST	
First Part	
Llena la siguiente información sobre la actividad a desarrollar tratando de ser lo más preciso.	
Participant _____	Date:
Goal: (¿Cuál es mi objetivo en esta actividad? ¿Qué deseo alcanzar?)	Purpose: (¿Para qué me sirve esta actividad?)
Task Nature: (¿Qué tipo de actividades?)	Skills: ¿Cuáles habilidades del idioma se buscan desarrollar?)
Resources: (¿Qué recursos necesito para su realización?)	Time: (¿Cuánto tiempo creo que necesitaré? ¿Cuándo puedo continuar en caso de necesitar más tiempo?)
Background Knowledge: (qué conocimientos tiene que te ayudarán a realizar esta Tarea?)	Feelings about the Task:

Second Part				
Participant	Date:	Strategy		
A medida que desarrolla la actividad, verifique la realización de los siguientes aspectos con el fin de alcanzar su objetivo, aprovechar el tiempo, los recursos invertidos y obtener resultados satisfactorios.				
Aspectos en el INICIO			Yes?	No?
¿Tengo claro cual es mi meta en esta actividad				
¿Tengo una actitud positiva, animada y de atención para iniciar el trabajo?				
¿Alejo los pensamientos distractores?				
¿Controlo las emociones que puedan desviarme de mi objetivo?				
¿Dispongo de los materiales necesarios para desarrollar la actividad?				
¿Escojo las estrategias que me facilitarán desenvolverme con el vocabulario presentado?				
Aspectos durante el DESARROLLO				
¿Controlo el tiempo?				
¿Leo nuevamente el objetivo que he planteado?				
¿Verifico que estoy trabajando de acuerdo con las instrucciones?				
¿Reviso letra, ortografía y presentación?				
¿Estoy aprendiendo nuevas palabras en el idioma?				
¿Hago una pausa activa de cinco minutos si la necesito?				
Aspectos en la FINALIZACIÓN				
¿Debo aclarar algún aspecto con el docente antes de finalizar?				
¿Debo disponer de más tiempo?				
¿Tengo un sentimiento de satisfacción al ver mi trabajo?				
¿Organizo la actividad para tenerla lista en el momento de presentarla?				
¿He logrado el objetivo?				
Comentarios:				

## Appendix F

### Journal Sheet

JOURNAL FORMAT		
Participant: _____	Date: _____	Strategy: _____
<p>Este diario es un medio para expresar sus ideas, opiniones, percepciones y sentimientos sobre la actividad (Tarea) desarrollada en la semana. Incluya los aspectos positivos, los no satisfactorios y aquellos que le representaron un reto.</p> <p>Recuerde que las ideas aquí expresadas son mantenidas en confidencialidad y serán únicamente utilizadas con fines académico-investigativos.</p>		
<p>¿Qué opinión tiene sobre la actividad desarrollada esta semana? (Le fue fácil/difícil, interesante/aburrida, etc. ¿Por qué?)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>¿Qué opinión tiene sobre la estrategia aplicada para aprender vocabulario?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<p>¿Cómo se sintió durante el desarrollo de la actividad?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

# Appendix G

## Timelines

OVERALL STUDY																		
Stages and phases	2011			2012												2013		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Feb	Mar	Apr
FIRST STAGE																		
Defining the proposal, the context and population	■	■	■	■	■													
Framing the literature review			■	■	■	■	■											
Identifying the research question			■	■	■	■												
SECOND STAGE																		
Defining the research question							■	■										
Narrowing the literature review								■	■	■	■							
Design of the Needs Analysis' tool and piloting								■	■									
Needs Analysis										■								
Design of the Implementation								■	■	■								
Obtaining school's permission and parents' consents										■								
Data collection's tools design										■	■							
Implementation of the research and data collection										■	■	■	■					
Data analysis														■	■	■	■	
Writing the research article															■	■	■	
Submitting the article																	■	
THIRD STAGE																		
Revising and making corrections																		■

		IMPLEMENTATION TIMELINE																		
Dates	July 16-20	July 23-27	July 30-Aug 3	Aug 6-10	Aug 14-17	Aug 20-24	Aug 27-31	Sep 10-14	Sep 17-21	Sep 24-28	Oct 1-5	Oct 8-12	Oct 16-20	Oct 23-27	Oct 30-Nov 3	Nov 4-30	Jan 15-30	Feb 1-28	Mar 1-30	Apr 1-30
Actions																				
Consent formats' signature	1h																			
Needs analysis	1h																			
Sample of 8 students take the pretest					1h															
Training the 84 students in the use of vocabulary learning strategies -guided instruction						3hx 5: 15h														
Training the sample of 8 students in the use of self-monitoring checklist					4h															
Sample students apply the procedures and strategies in tasks -independently							2h	2h	2h	2h										
Sample of 8 students take the posttest													1h							
Data analysis																				
Writing the paper about the findings																				
Revising and making corrections																				
Submitting the report																				