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**Metacognitive learning strategies: their influences on vocabulary learning through a
webquest**

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AUTHORS NOTE

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in partial fulfillment of the requirements for the degree of
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May, 2013

Declaration

We hereby declare that our research report entitled:

Metacognitive learning strategies: their influences on vocabulary learning through a webquest

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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Abstract

This action research study examined how the use of metacognitive strategies, through a webquest called “The world in our hands” in which students carried out tasks complementary to classroom instruction, influenced vocabulary learning. Thirty students at level A1 on the Common European Framework of Reference (CEFR) from eighth grade in two public Colombian schools, who were trained on the use of metacognitive and vocabulary strategies, participated in this study. Six interventions were designed and implemented following both the Content and Academic Language Learning Approach (CALLA) and the Computer Assisted Language Learning (CALL) model. The data suggested that the use of metacognitive strategies in a CALL environment was likely to influence vocabulary learning positively since it promoted the participants’ awareness and autonomy. Findings also indicated that such strategies helped students get better results in their learning process as they became aware of what practices to follow in order to learn new words effectively. At the end of the interventions learners were able to plan, monitor and evaluate their word knowledge progress, which led them to achieve most of the learning goals and enhance their lexical competence.

Key words: Metacognitive strategies, vocabulary learning, webquest, autonomy, CALLA, CALL, learning awareness.

Resumen

Esta investigación-acción examinó cómo el uso de estrategias metacognitivas, a través de la webquest llamada "El mundo en nuestras manos" en la cual los estudiantes desarrollaron tareas complementarias a la instrucción de clase, influenciaron el aprendizaje de vocabulario. Treinta estudiantes con nivel A1 según el Marco Común Europeo de Referencia para las Lenguas (MCERL) de octavo grado de dos colegios públicos colombianos quienes fueron entrenados en el uso de las estrategias metacognitivas y de vocabulario, participaron en este estudio. Seis intervenciones fueron diseñadas e implementadas siguiendo el modelo de Aprendizaje de Lenguaje Académico y de Contenido (CALLA) – y Aprendizaje de una Lengua Asistido por Computador (CALL). Los datos recolectados sugirieron que el uso de las estrategias metacognitivas en ambientes CALL influyó positivamente el aprendizaje de vocabulario, ya que promovieron la conciencia y autonomía de los participantes. Los hallazgos además indicaron que dichas estrategias ayudaron a obtener mejores resultados en su proceso de aprendizaje, ya que ellos adquirieron conciencia de cuáles prácticas seguir para aprender palabras nuevas efectivamente. Cuando los estudiantes planearon, monitorearon y evaluaron su progreso en el conocimiento de palabras, ellos alcanzaron la mayoría de sus objetivos y fortalecieron su competencia léxica.

Palabras clave: Estrategias meta-cognitivas, aprendizaje de vocabulario, webquest, autonomía, CALLA, CALL, conciencia en el aprendizaje.

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Table of Abbreviations

Bl.....	Blog,
CALL.....	Computer Assisted Language Learning
CALLA.....	Content and Academic Language Learning Approach
CEF.....	Common European Framework
CEFR	Common European Framework of Reference
Ch.....	KWLH Chart
CLIL.....	Content Language Integrated Learning
EFL.....	English Foreign Language
ESL.....	English as a Second Language
FL.....	Foreign Language
INT.....	Interview
KWLH.....	Know, Want to know, Learned, How learned
LLS.....	Language Learning Strategies
Log.....	Learning Log
LS.....	Language Strategies
Ma.....	Master
MC.....	Monitoring Checklist
MCERL.....	Marco Común Europeo de Referencia para las Lenguas
MS.....	Metacognitive strategies
NA	Needs Analysis
NA1	Needs Analysis 1
NA2	Needs Analysis 2
S1.....	School1
S2.....	School 2

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VL.....Vocabulary Learning

VL.....Vocabulary Learning

Chapter One: Introduction

Language is a means of communication among people all over the world and this is considered one of its major functions. Words are the vehicles for expressing thoughts and feelings in any language. In this way, they are vital to have an effective communication. In this light, vocabulary plays an essential role in the learning of English as a foreign language (EFL) in that word knowledge allows learners comprehend messages and communicate their own ideas (Schmitt 2008). Therefore, learning new words implies in addition to knowing what words to use to convey an idea, the ability to use metacognitive and vocabulary strategies that enable the user to be better equipped for effective learning and to gradually enlarge their vocabulary repertoire to benefit fluency.

Throughout researchers' teaching practices and class observations, interest in researching about vocabulary learning was risen because eighth-graders at Colegio República Dominicana and Institución Técnica Empresarial "El Jardín" were observed to lack awareness on how vocabulary is learnt and what strategies are effective for them (Hedge, 2000). A preliminary analysis applied to the participants of this study indicated that a high percentage of students frequently had difficulties recalling and retaining new words in the Foreign Language (FL), even if they were in constant exposure to new and recycled vocabulary.

Some of the factors causing this problem which impedes them to adequately communicate in the FL were: (1) A low number of direct instructions to acquire vocabulary. (2) An absence of interdisciplinary knowledge. (3) An absence of meaningful contexts, other than the classroom, where students can learn and practice the FL. (4) A lack of awareness towards the importance of learning English nowadays. (5) A minimum level of awareness in relation to the strategies that may be more effective for them to learn new words. In this respect, Nation (1990) argues that learners often feel that their difficulties in English

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learning result from a limited repertoire which might be solved by the creation of constant exposure and explicit vocabulary teaching in order to retrieve the new word (Tang & Nesi, 2003).

Considering the emerged problem and factors above mentioned, the following research question was stated:

Does the use of metacognitive learning strategies through a webquest influence on eighth graders' learning of land pollution vocabulary in two Colombian public schools environments?" If so, in what ways?"

In light of this question, this study aimed to train participants on the use of vocabulary learning strategies and metacognitive strategies through the use of a webquest outside the classroom, which would benefit students through the achievement of the following goals:

General Objective

To foster lexical competence in students through the use of metacognitive strategies to learn vocabulary during the implementation of a webquest.

Specific Objectives

1. To promote the use of English outside the classroom by using a webquest.
2. To raise students' awareness of the use of strategies to learn vocabulary.
3. To facilitate vocabulary learning through the use of planning, monitoring and evaluating strategies.

This study discusses the benefits of raising students' awareness towards their process of learning new words and the challenges that teachers must face when guiding students to autonomous learning.

Chapter Two: Theoretical Framework

To address the objectives of this study, three main theoretical areas were discussed. Vocabulary learning, Metacognitive learning strategies and Computer Assisted Language Learning (CALL), which are interrelated as an alternative to train students in the use of learning strategies to retain new words in EFL.

Some decades ago, a widespread teaching approach was related to the fact that students learned vocabulary incidentally through the development of communicative tasks, involving any of the four skills -reading, writing, listening and speaking- (Moir & Nation, 2008). In consequence, most English teachers spent little time to teach vocabulary explicitly (Richards 1974; Zimmerman 1994). In contrast, research has shown that nowadays vocabulary is taught explicitly with the intention to assess learners in the selection of appropriate strategies to foster word recalling and retention which would impact positively the improvement of the four skills in EFL (Laufer, 2005; Schmitt et al., 2008) as well as the comprehension and production in target language (Mukoroli, 2011).

Hedge et al. (2000) assert that many studies on vocabulary learning and teaching typically have focused on the strategies learners use to acquire vocabulary. However, focusing on vocabulary learning is insufficient if students are not given opportunities to execute strategies independently which might be achieved through the use of CALL outside the classroom.

Later, in 2002, Hedge argues that vocabulary learning strategies “can be either cognitive –direct, mental operations to understand and store new words- or meta-cognitive - indirect strategies that facilitate the conscious efforts to remember new words-” (as cited in Alemi, M. & Tayebi, A., 2011). Nation (2001) indicates that “learners differ in the range of strategies they use and in the effectiveness with which these are applied”. For that reason, the orchestration of multiple strategies is necessary given that having students combine

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metacognitive strategies with cognitive strategies is likely to be a positive factor in their acquisition of new words.

Vocabulary Learning (VL). In 2000, Nagy and Scott claim that words are learned gradually through multiple uses in a variety of contexts. It was also noted that there is great improvement in vocabulary when students encounter new words often (National Reading Panel, 2000). Later in 2005 Stahl et al define VL as the learning of words meanings, how they fit into the world and how such learning takes place. In the views of these authors, students probably have to see a word more than once in order to store it firmly in their long-term memories. Word knowledge is complex because many words have multiple meanings and different functions in different sentences. Moreover, the understanding of one word connects to the knowledge of other words, consequently, to comprehension, understanding and expression of thoughts and feelings. When students lack lexical competence they might be frustrated because of their low level of comprehension and their difficulty in communicating their ideas. In this light, learners need to be guided in a VL process where they are provided with opportunities to encounter words repeatedly and in different situations and get prepared to both learn words in a progression from the simpler to the more complex ones, and use them properly (Beck, 2002). In this study, the use of a webquest may provide students with lots of opportunities to learn new and unfamiliar words about a specific topic. In addition to this, giving students access to this resource may also benefit vocabulary instruction since it facilitates the teaching and learning of words within a context, providing students with meaningful word exposure, and allowing students multiple, authentic experiences with using words in spoken and written language (Beck, McKeown, & Kucan, 2002; Graves, 2006). Furthermore, learners have been explicitly taught both specific words and word-learning strategies and have been given a number of opportunities to monitor and evaluate their effectiveness.

Learning strategies (LS). These ways of approaching learning have been defined by Oxford and Burry-Stock (1995) as the thoughts and actions that learners use to achieve a learning goal. LS have gained importance as a tool to improve EF learning since, as Oxford argues, “strategies are tools for the self-directed necessary involvement for developing communicative ability” (1992/1993, p. 18). Such ability is likely to be achieved when students consciously and independently choose effective strategies that enable them to increase their repertoire of words. According to Oxford et al. (1992), there is a more specific set of strategies called Language Learning Strategies (LLS) which “are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills” (Oxford et al., 1992). This set of strategies might be strongly related to students’ learning success in FL if students learn when and how to use it as well as its purpose in learning. Although learning strategies are tools that are implicit in goal-achievement, some learners are not aware of their usefulness and are not able to choose the ones that are effective for them. Consequently, the level of awareness learners have about the use of LS influences how effective they are.

Vocabulary learning strategies (VLS). Different taxonomies on VLS have been proposed to address this particular type of strategies to learn a language. While Oxford (1990) includes a list of six major categories of strategies: memory, cognitive, compensation, metacognitive, affective and social, Schmitt (1997) only adopted four groups: Social, Memory, Cognitive, and Metacognitive. Cook and Mayer (1983) classified VLS into “Determination strategies” and “Consolidation strategies”. The former consists of how learners discover the meaning of a word using their knowledge of the language, contextual clues or reference materials, figuring out the new meaning and asking someone else the word’s meaning. The latter consists of how they remember the meaning of a word using social, memory and metacognitive strategies. For the purpose of this study, Cook and

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Mayer's et al. (1983) taxonomy of vocabulary learning strategies will be taken into account as a reference to train students in the conscious use of VLS as these strategies can be easily understood and used by the students. This taxonomy would benefit students' lexical competence since it is focused on the main aspects of vocabulary learning: knowing the meaning of a word and storing it in the long-term memory.

Metacognitive Strategies (MS) are one of the core strategies that have taken an important role in VL and relate to how students control their learning process and deal with tasks. These strategies include planning, monitoring, and evaluating both language use and language learning-key elements in developing autonomy (Harris, 2003a). It has been argued that students need to be trained and examined on how to set goals, monitor the development of the task and evaluate learning achievement (Halpern 1998, 2003b; Luckey 2003; Swartz 2003).

Anderson (2002a, p.1) defines metacognition as "thinking about thinking" and proposes five main components of metacognition: (1) setting goals for learning and defining the way to accomplish them, (2) selecting and using LS by making conscious decisions about when and how to use them, (3) checking whether the use of those strategies is effective or not, (4) being aware of how to use various strategies at the same time and (5) evaluating strategies use and learning. In this respect, it is worth mentioning that during the implementation of this study, learners repeatedly took action in these five components as they are considered powerful tools for achieving academic success -learning a set of words-. Furthermore, affective factors were examined since "the way students feel about themselves and their capabilities can either facilitate or impede their learning" and the proper use of MS and VLS (Arnold & Brown, 1999).

Planning. These activities include those aimed at the determination of procedures that direct thinking and the selection of adequate strategies. As planning enable students to set

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clear and achievable goals and select appropriate strategies to accomplish them, during the pre-intervention stage of this study, participants were trained on how to select a set of words to be learned by autonomously choosing the ones they considered important and which consolidation strategies they would use for their purpose.

Monitoring. During this stage, participants were exposed to an ongoing awareness of task comprehension (Schraw, 1989). According to Luckey et al. (2003) and Swartz et al. (2003), monitoring activities include checking task information to validate comprehension and focusing attention on important vocabulary necessary to understand main ideas. The use of this strategy led students to identify problems towards VL and solve them consciously through the use of VLS. This phase required of collaborative work during the use of the webquest which facilitated teacher and peers' assistance.

Evaluating. Facione (1990) claims that evaluating involves the examination and correction of one's cognitive processes. These include evaluating one's reasoning, goals and conclusions (Schraw et al., 1989), as well as making revisions when necessary. Along the implementations, learners were asked to evaluate the achievement of the goals by reflecting on their learning logs and assessing specific aspects in a checklist containing clear criteria.

In conclusion, MS might direct students to learn how to master information and to solve problems independently. According to Nunan (1990), they allow learners get focused on their learning process and help them manage: (1) themselves as learners, (2) the general learning process, and (3) specific learning tasks. Despite of the benefits that MS offer to students, affective factors play an important role in VL, since those who are not motivated towards their learning process would be reluctant to use them. For that reason, a topic related to the students' real lives was presented to the participants of the study. In this way, MS for VL may take students beyond rote memorization and may lead them to adopt strategies for the purpose of improving vocabulary retention and usage (Nation, 2005).

Computer Assisted Language Learning (CALL) is defined as any process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2003, p. 7). It becomes an alternative for teachers to promote VL and the use of MS and VLS in their students. Goodfellow (1994) proposes that CALL involves (1) the learners' need to build a L2 mental lexicon, (2) the practice of new words which enhances a deeper learning and (3) the generation of a record data on learning approaches and outcomes. These benefits of the CALL approach might be exploited through the use of web-based technology, which is rich in authentic and non-authentic materials related (videos, readings, different tasks) that guide learners to the target vocabulary about the studied topic and offer learners the opportunity to recall and recycle words. This study intended to implement a webquest, which might facilitate the process of learning vocabulary as a result of the autonomous use of different technological tools, while using MLS to acquire knowledge about land pollution.

Webquest. This web tool consists of inquiry-oriented activities that allow learners' interaction with different web 2.0 tools from internet, including sections like: (a) Introduction, (b) Task, (c) Process, (d) Evaluation, and (e) Conclusion (Dodge, 1995). According to Dodge (1997) and March (1998), this framework permits the role of the teacher/trainers as a facilitator who scaffolds learning within a constructivist environment. Furthermore, it requires both individual and collaborative work necessary to learn to access new information, including the use of MS and VLS, and acquire expertise in its use. This leads students to use their critical thinking skills for a better understanding. As a result they become aware and responsible for their own VL (March, 2003).

A webquest called "The world in our hands", aimed at being completed in a period of three months was designed under the principles of the CALLA model (O'Malley & Chamot et al., 1996) in order to facilitate VL and the practice of MLS and VLS within its instructional sequence: (1) activate prior knowledge, (2) present MS and VLS, making them explicit to

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learners, (3) practice strategies while using a specific set of words during the development of meaningful tasks, (4) evaluate the strategies and their effectiveness, content and use of vocabulary, (5) transfer strategies to a different context or task.

The topic *land pollution* was chosen considering the principles of Content Language Integrated Learning (CLIL) which might be very successful in enhancing the learning of any language through academic content while developing within the learners a positive ‘can do’ attitude about themselves as language learners (Marsh, 2000). In this study learners were taught through the FL with two different aims: content –land pollution-, and language – vocabulary learning – (Marsh, 1994).

A combination of CALLA, CALL and CLIL approaches is likely to impact positively students’ VL as it offers them opportunities to (1) use MS inside and outside the classroom in order to develop awareness towards VL and VLS, (2) develop autonomy towards VL, (3) work collaboratively as the first step to gain confidence in the use of VLS and MS, (4) put words in context to learn them in a meaningful way (5) relate words to real life problems that help students associate vocabulary to everyday situations.

Chapter Three: Research Design

In the previous chapter, the benefits of using MS and VLS while developing tasks autonomously through a webquest were discussed. From this insight, parameters for designing materials and instruments were determined. Chapter Three is divided into five sections. Research design and participants description sections provide general information about the study. The next three parts: instruments, interventions and data analysis are described in detail.

This action research study analyzed and described the influence of MS instruction on students' VL allowed the teachers/researchers to (1) identify the phenomena -difficulties with retaining new vocabulary-; (2) plan actions to address the problem -training students on the use of MS and VLS -; (3) carry out the action -the use of MS and VLS throughout a webquest-; (4) observe and reflect on the outcomes -consciousness raising in VL as a consequence of the frequent use of MS (Nunan & Bailey, 2009 p-227)-. This approach also required the researcher to play a dual role of participants and researchers. As participants (teachers), they were in charge of designing lessons, materials and instruments. As researchers, they carried out the interventions, data collection and data analysis in order to answer the research question.

Context

This research was carried out in two Colombian public schools: República Dominicana I.E.D from Bogotá (school 1) and Institución Educativa Técnica Empresarial "El Jardín" from Ibagué (school 2). Both institutions offer instruction to about 1500 students per shift from kindergarten to eleventh grade and had few technological resources available that were necessary for the development of the project.

Most of students' families belong to strata 1 and 2, an under privileged population with some specific social and affective characteristics: in school 1 a large number of students

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have been sequestered from their hometowns, and many of them belong to dysfunctional families where children spend a lot of time alone. In school 2, the majority of students are raised by their grandparents in their step or extended families; due to their low incomes, some students work with their parents or grandparents in informal jobs such as street sellers, packers at supermarkets and bricklayer or mechanic's helpers.

Informal talks with students, class observations and teachers' reflections carried out prior to this study showed that students' low motivation and interest towards learning English may derive from their current living conditions as they do not consider the future possibility of communicating in English in their daily life.

In both schools, students attended 3 hours of English lessons per week that were structured in two sessions: one of 55 minutes and another of 110 minutes. Before starting this study, instruction and class work usually focused on individual activities about grammar, reading and writing.

Participants

A number of 30 eighth-graders (15 out of a class of 40 students from each school, which represented the 37% of the population) who had access to a computer with internet connection outside the classroom and had evidenced difficulty to retain new vocabulary during English lessons participated in this study with the consent of the schools' principals (see Appendix A) and their legal parents (see Appendix B). Participants were aged between 12 and 15, with an average proficiency level A1 according to the Common European Framework of Reference (CEFR). This group of learners was asked to answer a needs analysis questionnaire which results indicated that: (1) learners lacked awareness of the ample range of VLS. In contrast, their repertoire was limited to asking the teacher, looking up the word in the dictionary and repeating it, (2) as students' awareness towards their learning process was low, they occasionally used metacognitive strategies unconsciously and (3) the

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average time spent by learners to surf the net was 1-3 hours a day and this time was limited to leisure activities.

Research Instruments

A number of five data collection instruments were applied during the stages of the intervention. In some cases, students were allowed to use Spanish to answer questions that involved reflection on the use of strategies this facilitated the retrieval of valid and reliable data that accounted for evidences of students' awareness in the use of MS and VLS.

1. A needs analysis questionnaire (see Appendix C). This instrument which served as a point of departure for the pedagogical intervention (Cekada, 2011), was structured in three sections: (1) The use of VLS, (2) the use of MS and (3) the use of technology for educational purposes. It was implemented both at the beginning and at the end of the process in order to gather information related to the VLS and MS that students actually used, their level of awareness and their beliefs about VL. The results gathered gave researchers insights about the possible factors influencing VL and the effectiveness of the webquest as a mean to learn English in the students' specific context.

2. Students' learning logs (see appendix D). In the views of Friesner and Hart (2005), these represented an assessment tool for encouraging learners to reflect on their VL process. Participants filled-in the logs along the whole intervention process to help learners jot down their insights on their learning process reflect and for the researchers to assess the number of words they learned during each step of the intervention and identify problems and solutions towards the use of VLS and MS. As a data collection tool, the logs provided researchers with rich information that helped deepen the analysis of the usefulness of MS for VL.

3. A blog (see appendix E). This instrument was designed to keep track of students' progress in every step of the webquest. Each learner posted on it their reflections (Dieu,

2004), ideas and opinions about the topic, the use of MS and the webquest effectiveness in VL. It is available <http://theworldinourhands2012.blogspot.com/>

4. **A semi-structured interview** (see appendix F). This kind of interview required the design of a questionnaire prior to the talk sessions. During its administration new questions were included in order to get detailed answers (Nunan & Bailey et al., 2009). Additionally, this follow-up interview allowed researchers to corroborate and triangulate the data gathered by means of other instruments.

5. **A mind map** (see appendix G). This instrument allowed participants to visualize the repertoire of vocabulary related to land pollution before the intervention with the words they were able to recall about the topic and was expanded at the end of the process with the vocabulary learned during the project. These results became the main evidence of results in this study.

Data analysis procedures

Data analysis was framed under the approach of Grounded Theory that aims to develop theories progressively as the study proceeds by collecting information and comparing it to the emerging theory (Glasser & Straus, 1990). MacLean and Mohr's (1999) proposal that consists of comparing, triangulating, sorting and coding, ordering data and stating theories was used to interpret data.

Data analysis was based on a mixed approach (Creswell, 2003), in which quantitative data were collected to support qualitative data. The former was collected by means of needs analysis questionnaires and self-assessment checklists, which provided the researchers with statistics that evidenced students use of MS and VLS, as well as their effectiveness. The later was collected by means of interviews, posts in the blog, learning logs that informed researchers about learners' reflections and opinions towards MS and VLS. Such information was collected in an ongoing process, typed and organized in two different Excel matrices (see

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Appendix H) a qualitative data matrix created to visualize collected data both, per participant and instrument and quantitative data created to analyze data statistically. For this purpose codes were assigned in the following way: (1) Researchers referred schools as (S1) and (S2), (2) a number was assigned to each participant for ethical reasons in order to protect their real identities and (3) an acronym was given to each instrument in the following way: interview (Int), blog (Bl), KWLH Chart (Ch), Monitoring checklist (MC), Learning Log (Log) and Needs Analysis (NA).

Triangulation that nurtured the analysis and made it valid was derived from the constant comparison between quantitative and qualitative data and between data and theory based on: (1) Important evidence of changes in relation to the usage of MS for VL, (2) common patterns in data collected and (3) differences in students' opinions towards the benefits of using a webquest to practice MS for VL. Data were divided into different meaningful units and as similarities among them were found, a color was assigned to each emerging code, which was also labeled with a name depending on the ideas developed. Each code was reapplied as new segments were encountered.

During the sorting and coding of information a hierarchical category system was built through a mind map supported with participants' excerpts. This allowed researchers identify patterns that were subsequently reduced to the most relevant themes in a second mind map (See Appendix I) for the purpose of establishing specific categories that enclosed main themes from this study.

Chapter Four: Pedagogical Intervention

This section describes the process carried out for 3 months (see Appendix J). The steps followed consisted of three phases (pre-intervention, intervention and post-intervention), which will be described in depth in the following lines.

Phase One: Pre-intervention

This stage required the administration of a needs analysis questionnaire focused in the problem. Based on its results a lesson plan (see Appendix K), following the CALLA approach, was designed and implemented for training students in the use of MS and VLS. Along the two training sessions researchers (1) introduced students to the topic of land pollution, promoting reflection and analysis towards the importance of learning about it, (2) carried out a reading workshop related to the topic prompting students to focus on VL, VLS and the correct use of templates (learning log, vocabulary inventory, and learning contract), (3) presented students a variety of VLS -discovery (cognates and context) and consolidation (mental images, vocabulary banks, personal dictionaries, etc.)-, (4) drove them to identify prior word knowledge, VLS frequently used and learning problems related to vocabulary (5) guided them in the use of MS (planning, monitoring and evaluating) and reflection on their effectiveness, and (6) trained them in the selection of appropriate VLS to solve VL problems.

Additionally, researchers guided learners on the exploration of the webquest (see appendix L) called “The world in our hands”, available at <http://www.zunal.com/process.php?w=60584> with 3 purposes: (1) raising consciousness towards its usefulness in VL, (2) identifying students strengths and weaknesses when working in CALL environments and (3) training students in the correct use of both, the links and the blog, in order to avoid problems during the intervention phase.

Besides probable issues with the webquest, researchers anticipated problems that could occur during the interventions, such as students’ low comprehension of the proper use of MS

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and unclear instructions in both, the webquest and the instruments. In this respect, some steps of the webquest were clarified, additional information on how to fill in learning logs and vocabulary inventories was provided, and MS -planning, monitoring and evaluating- were frequently modeled by the teachers.

Phase Two: Intervention

This stage required students to employ the webquest “The world in our Hands” outside the classroom, which permitted them to recycle words and recall information in context by continuously using MS and VLS. Moreover, it gave them broader ideas about strategies effectiveness and some expertise in their use.

The instructional sequence proposed along the webquest as a way to scaffold learners in the achievement of their goals included:

1. Activating background knowledge. Students filled-in the first two columns of a Know, Want to know, Learned, How learned (KWLH) Chart (see Appendix M), which was the first step to setting goals and planning how to achieve them. This chart was completed later on in the process.

2. Searching for particular information. Students visited different websites that contained old and new vocabulary. During this phase, learners used discovery and consolidation strategies for VL and monitored the number of words they learned as well as the effectiveness of MS. Furthermore, students registered their reflections about problems with recalling and retaining new words in the learning logs, as well as their plan to solve them by examining the strategies used and the ones that might be more effective.

3. Recycling vocabulary. As students searched for information and worked on the final product design, they used a vocabulary inventory (see Appendix N) to register new words with some features that they considered important to learn (a drawing, a synonym, a

sentence containing the word, a definition), including the date in which they learned them.

This strategy somehow helped them to monitor VL.

4. Drafting the final product. The students' output served as evidence of how much information they were able to express in English about "Land Pollution" by using the words that they had actually studied and learned during the process. This helped to foster lexical competence.

5. Designing and presenting the final product. This afforded students an opportunity to recall information and demonstrate they were able to communicate using the words learned.

6. Self-assessing goals achievement. This step carried out during and at the end of the process through a self-assessment checklist (see Appendix O) and the follow-up interview allowed students to draw conclusions on the effectiveness and benefits of MS and CALL.

7. Evaluating the project. During the follow-up interview students gave feedback that permitted the teachers/researchers to identify possible improvements for further implementations.

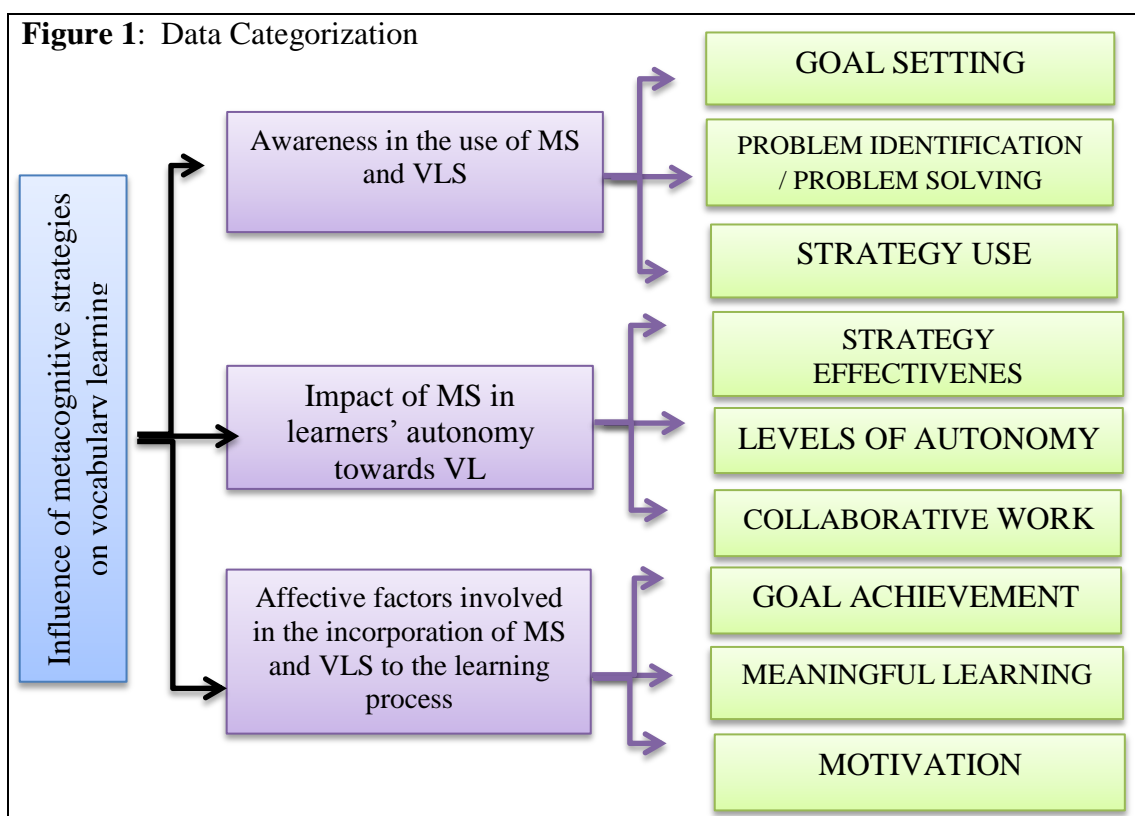
Along the interventions students kept a weekly register of the words learned during the development of individual or collaborative assignments both at home and in the classroom.

Phase Three: Post-Intervention

In this phase, students (1) wrote short paragraphs or sentences expressing what they learned about the topic, (2) expanded their mind maps and filled in the needs analysis questionnaire for the second time in order to identify changes with respect to the first one, (3) filled-in the last two columns of the KWLH chart (see Appendix P) and, (4) participated in a follow-up interview.

Chapter Five: Data Analysis and Findings

This project attempted to describe how the use of MS through the implementation of a webquest about land pollution influenced VL. In this chapter the results and findings of the study are presented. Three main categories emerged during the process of data analysis and reduction (see Figure 1), which are described and explained below and supported with excerpts of students' insights and statistics. Such analysis revealed that MS through the use of a webquest may influence positively VL since they promote awareness and autonomy in the process of learning.



Category One: Awareness in the Use of MS and VLS

Metacognition is closely related to autonomy. In this light, being aware of the use of MS for VL leads students to adopt strategies for the purpose of improving vocabulary retention and usage (Nation et al., 2005). The study provided participants with direct

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instruction on the use of VLS aimed at making them aware of this. Along the interventions, researchers observed that the more aware students were of their learning process, the more they were able to self-direct it. In order to promote strategies awareness, students were guided into a cyclic process where they had to plan, monitor and evaluate repeatedly how to learn new words. Data in this study demonstrated that making vocabulary and strategies explicit to learners helped them retain and recall words in an easy manner (Taylor, 1990), as they became aware of the strategies they could use and were able to choose the ones that could facilitate their learning. Data collected through the final Needs Analysis questionnaire showed an increase in the percentage of students who explored other VL strategies (see Table 1) such as using synonyms (20%), creating a visual image of the word (43%), writing sentences containing it (50%), remembering the place where it was seen (44%) and drawing it (43%), these strategies involving both, the use of visuals and the use of the words in context.

Table 1

Percentage of Students' Frequency Use of each Strategy

Strategy	School 1		School 2	
	NA 1	NA 2	NA 1	NA 2
Mental image of the word	27%	40%	20%	47%
Association	27%	46%	7%	13%
Synonyms	20%	40%	27%	7%
Making groups of words	20%	20%	0%	0%
Following the rhythm of a song	33%	46%	13%	20%
Remembering the place where it was seen first	40%	47%	20%	40%
Make sentences with the word	33%	66%	13%	33%
Writing the word several times	40%	47%	33%	27%
Repeating the word several times	53%	67%	73%	53%
Drawing the word	27%	40%	20%	47%

Throughout this process, awareness towards the use of MS and VLS increased slightly (see Table 2). Data collected through the learning logs and the vocabulary inventory

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highlighted that: (1) the setting of goals was achieved by 34% of participants. These learners were able to choose, throughout different stages of the webquest, a set of words and the strategies they considered adequate to learn them. (2) 40% of participants claimed to have focused their attention on vocabulary learning during the development of tasks. (3) 47% of participants evaluated the number of words learned at the end of a task (see Appendix Q1).

Table 2

Final Need Analysis-Metacognitive Strategies Results

Metacognitive strategy	School 1	School 2
<i>Planning</i>		
Setting goals	53%	13%
Planning	40 %	40%
Self-motivation	33 %	60%
<i>Monitoring</i>		
Use of strategies	60%	20%
Attention	53%	27%
Learning	46%	27%
<i>Evaluating</i>		
Goal achievement	60%	7%
Vocabulary learned	66%	27%
Strategy Effectiveness	40%	27%

Training learners in the use of MS benefited students when setting goals, following procedures, monitoring tasks and evaluating goals' achievement (Halpern et al.,1998, 2003b; Luckey et al., 2003; Swartz et al., 2003). As Nunan et al. (1990) states, using MS allowed learners some grade of awareness that permitted them get focused on their learning process which was demonstrated in the continuous questioning, problem identification , problem solving and the use of different VLS (see Appendix Q2).

Such instruction was facilitated by the use of the webquest that allowed students multiple, authentic experiences with using words in spoken and written language within a meaningful context (Beck, McKeown, & Kucan et al., 2002; Graves et al., 2006). The

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conscious use of MS and VLS outside the classroom demonstrated that learners found in the webquest opportunities to plan, monitor and evaluate their process of learning vocabulary (see Appendix Q3).

In a more detailed way, MS promoted awareness towards VL because: (1) setting goals when planning focused learners in their learning process, which requires of consciously selecting a set of words and VLS to effectively recall them when needed, (2) monitoring gave them an ongoing awareness of task comprehension (Schraw et al., 1989) that led them identify problems with their VL process and select the adequate strategies to solve them, and (3) evaluating the effectiveness of VLS when recalling words that were planned to learn (Schraw et al., 1989) encouraged them to continue using the ones they found effective to achieve their goals (see Appendix Q 4 - 6).

Students who did not get acquainted of MS found it difficult to plan, monitor and evaluate VL and limited the use of VLS to the ones that they were accustomed to use (like repetition) which had been ineffective for them. Consequently, their results in terms of VL during the study were poor (see appendix Q7).

Category Two: Impact of MS in Learners' Autonomy towards VL

Autonomy is “the ability to take charge of one’s own learning” (Holec, 1981). Even though achieving autonomy in the use of MS and VLS is a complex process, it was found that autonomy results from doing actions iteratively until they become habits. For that reason, students were guided into a cyclic process, where they had to plan, monitor and evaluate how to learn new words outside the classroom, without the teacher’s assistance, by means of the webquest. This constant following of procedures led students to consciously use MS to make choices (see Appendix Q8) on the VLS that best fit with their own learning style, learning purposes and linguistic needs for learning facility and, consequently, with academic success (see Appendix Q9). The fact that along the use of the webquest (1) 30% of students planned

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which words to learn independently and 43% selected strategies to learn new words , (2) 52% took effective action through the strategies needed to learn vocabulary, (3) 52% found VLS effective, (4) 54% were able to remember words and (5) 57% solved problems by looking for peers or teacher's collaboration (see Table 3), showed that the use of MS through the use of the webquest enhances students' ability to act independently in order to acquire new vocabulary (Harris et al., 2003).

Table 3

Word selection and use of strategies

	School 1			School 2		
	Always	Sometimes	Never	Always	Sometimes	Never
Word selection	46%	46%	8%	13%	67%	26%
Word retention	68%	24%	8%	40%	53%	7%
Strategies selection	38%	38%	4%	47%	47%	6%
Strategies effective use	52%	24%	24%	53%	40%	7%
Collaborative work	64%	0%	36%	53%	0%	47%

Results presented above also support the idea that participants reached different grades of independence in the use of MS. Those who achieved high levels of autonomy were likely to learn more words than those who faced difficulties with taking control over their process of learning and the use of the webquest. This illustrates the fact that autonomy is a process that emerges in different levels (Nunan, 2000) which reveals that introducing new VLS into the learning process is an action that requires an internalization of new strategies knowledge (see Appendix Q10).

In this study, participants in both schools reached different levels of autonomy (see Table 4) in the use of MS and VLS that were classified in the following way:

Table 4

Learners' level of autonomy in the use of MS and VLS

Learner's level	Characteristic
<p>Level 1: <i>Dependent learners</i></p>	<p>These students lack intrinsic motivation. Different affective factors do not allow them achieving autonomy. They do not show interest in their learning process and although they have been trained in the use of MS and VLS they continue using the same strategies that they have always used, even if they are ineffective there is no evidence of self-regulation since they partially completed the tasks in the web-quest. Some of them recognize that students who used MS had better results (See Appendix Q11).</p>
<p>Level 2: <i>Dependent learners who are able to choose VLS</i></p>	<p>These students are somehow aware of their learning needs and goals. Although, they find it difficult to follow processes. They partially used MS and difficult completed the webquest steps. However, they looked for teacher or peers' assistance in order to understand how the webquest and MS are used. The fact that they look for assistance demonstrates their interest in learning and how to achieve learning goals (See Appendix Q12).</p>
<p>Level 3: <i>Learners towards autonomy achievement</i></p>	<p>These students are able to act independently although sometimes awareness is not enough to identify learning problems and look for possible solutions. They are able to choose VLS and plan how to accomplish the different tasks in the web-quest while learning, but during the process they are usually unable to consciously monitor whether or not the selected strategies are being effective. Students who used MS and found them useful reached some level of independency. However, these students require more practice and teacher assistance in the correct use of MS (see Appendix Q13).</p>
<p>Level 4 <i>Independent learners</i></p>	<p>Students reached this level with difficulty. In some cases, students were able to control their own learning achieving their goals in terms of VL. However, this group of learners has a tendency to be independent during all their lives. Autonomy might be a personality feature that is present in some learners since the moment when they are born (See Appendix Q14).</p>

Taking into consideration that guiding students to autonomy means taking them from dependent to independent learning, the collaborative work derived from the webquest task requirements resulted to be paramount as a scaffold in this study. Hence, peers and teachers

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played an important role in the development of autonomy (see Appendix Q15). Data in this research demonstrated that peers' collaboration was a means that permitted learners to gain some autonomy in the planning, monitoring and evaluating of VL as they solved inquiries collaboratively and learned from each other. Moreover, this study revealed that the role of the teacher as facilitator was very important, mainly with very dependent learners. Students who constantly received feedback and who repeatedly were monitored by the teacher as well as assessed in the use of VLS and MS gained self-confidence to use them frequently throughout the process.

Category Three: Affective Factors Involved in the incorporation of MS and VLS to the Learning Process

Affect is closely related to learning (McLeod, 1992). It refers to the emotions, feelings and attitudes that individuals bring to the learning experience and the role these play in motivation (Dörnyei, 2001; Hurd, 2008). Throughout this study, it was found that the way students perceived the use of MS and VLS to learn new words and the way they acted towards it impacted their performance and goal achievement strongly. The factors presented below, proposed by Sims and Sims (1995) gave origin to this category since they were observed as the implementation took place:

Beliefs. Data in this study showed that the use of MS was influenced by students' beliefs towards VL. Hence, two different types of students were identified: (1) those who considered that using MS and VLS was not necessary and (2) those who believed that using such strategies could help them achieve their learning goals (see Appendix Q16).

Attitudes. At the end of the study, it was demonstrated that each student reacted differently to the incorporation of new methodologies, like the implementation of CALL and the use of the webquest, and learned new vocabulary at a different pace, for which reason

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students were guided to set VL goals individually, depending on their grade of autonomy and awareness.

With regard to this, attitudes like laziness, willingness to learn, reluctance to changes and confidence in others when incorporating the explicit use of strategies to VL were factors affecting autonomy and awareness in the use of MS for VL (see Appendix Q17).

Motivation. Results illustrated that engagement in the tasks was the consequence of intrinsic motivation that led learners to act positively towards their VL process. Part of such engagement came from the webquest due to its innovative methodology, real-context topics and tasks were attractive for students. In this regard, students reported an increase in technological skills as a result of CALL, such as uploading/ attaching files, sending e-mails, browsing, selecting information and participating on blogs, which percentage are presented in the table 5, that supported academic skills used during the webquest development: reading texts online, watching videos, researching and inquiring about a real-life topic at home; these events may have contributed to the promotion of meaningful learning and constant information recalling. During the interviews and in their posts on the blog, learners claimed to have found in such process opportunities to monitor new and recycled words and face learning problems both, independently and collaboratively inside and outside the classroom.

Table 5

Percentage of students who reported having good technological skills

Technological skills	School 1		School 2	
	NA 1	NA 2	NA 1	NA 2
Send messages via e-mail	60 %	73 %	53%	67%
Attach files to e-mail messages	53%	93 %	33%	47%
Play music or videos in internet	80 %	93 %	93%	87%
Read e-books	53 %	60 %	33%	20%
Use search engines	66 %	80 %	80%	93%
Evaluate the relevance of information found in Internet	40 %	53 %	53%	40%
Upload photos or videos	80 %	86 %	80%	87%

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Select information from web sites	33 %	73 %	60%	60%
Use power point	73 %	66 %	33%	47%
Post in blogs	40 %	60 %	20%	47%
Participate in forums on line	46 %	40 %	13%	13%
Download files to the PC	86 %	73 %	73%	60%

Participants expressed that they might use knowledge acquired through this updated topic to improve the environmental conditions around them (see Appendix Q18). It was found in this study that the use of MS was effective when learners were highly motivated and that such motivation might have appeared when the learner experienced success instead of frustration (see Appendix Q19).

Expectations. At the end of the current study, it was found that those students who set achievable goals and related new knowledge with their real lives were likely to use MS more frequently. Thus, it is remarkable that meaningful learning led by the web-quest was a process in which new information was related to an existing relevant aspect of the individual's knowledge structure (Novak, 1998) and was necessary to have learners' engagement. Students who got engaged in a task became interested in participating actively and acquired knowledge and vocabulary necessary to achieve their goals (see Appendix Q20).

Chapter Six: Conclusions and Pedagogical Implications

This study aimed at describing the influence of MS for vocabulary learning through the webquest, which intended to answer this question *“Does the use of metacognitive learning strategies through a webquest influence on eighth graders’ learning of land pollution vocabulary in Colombian public schools environments?” If so, in what ways?”*

The results in this research demonstrated that the use of MS outside the classroom through the webquest enhanced students’ awareness and autonomy in the selection of VLS and MS necessary to retain and recall vocabulary. Such strategies led students to set their own goals and overcome difficulties by means of collaboration and the teacher’s support. Additionally, the use of MS evidenced that affective factors involved in the process of learning, like beliefs, motivation and attitudes toward vocabulary learning, were positively impacted.

In the light of the results obtained, researchers concluded that (1) students’ awareness on the use of MS and VLS was risen through explicit instruction, (2) students’ use of VLS was fostered during the implementation of the webquest with the continuous use of MS, (3) students were able to recall vocabulary outside the classroom by completing the webquest tasks, (4) collaboration became a scaffold for students who faced problems with responsibility and independence, providing them with support and guidance from their team members when attempting to use strategies autonomously, (5) the webquest offered learners plenty of opportunities in the use of MS and VLS adequate to learn different sets of words related to real-life topics.

To sum up, the use of MS for VL through the use of a webquest is likely to influence vocabulary learning positively. When learners plan, monitor and evaluate their process of VL in collaborative environments outside the classroom they are prone to obtain superior results on learning goals achievement and enhance lexical competence. Furthermore, those who find

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personal satisfaction through the effective use of MS are motivated to continue using them and are directed towards autonomy. Despite the benefits that MS offer to learners, teachers must consider that some learners, who are not used to reflecting on their learning process, may find it difficult to accept this link between MS and effective learning and would be reluctant to utilize them if they are not completely convinced of their benefits in the achievement of learning goals.

Pedagogical Implications

Implementing the explicit use of MS during the English lessons and encouraging students to use them outside the classroom might be a challenge for teachers nowadays. Considering that cultural factors, such as familiar education level, strata, parents occupations, etc., are implicit in the learning processes, teachers must break paradigms and start creating learner-centered atmospheres where students feel free to take decisions over their own learning.

In Colombian public schools, three hours per week for English instruction are not considered to be enough to enhance lexical competence. Therefore, EFL teachers in Colombia should be empowered to train learners in the use of MS and VLS in CALL environments (like the World in our Hands webquest) where students are provided with a robust practice of strategies and scaffolding opportunities, such as collaborative learning, that will increase the amount of time learners are exposed to the target language and allow them develop independence that facilitates VL necessary to interact in English easily. In this regard, self-directed learning is achieved after a process where others' support is necessary to direct learners towards independency.

Conducting a project like this in our schools would motivate teachers to take the role of facilitators by (1) guiding and encouraging learners to use MS for VL, (2) setting appealing topics and tasks that motivate them to use such strategies frequently and to reflect on their

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effectiveness, especially with dependent learners who adopt a “can’t-do attitude” by neglecting to reflect or take responsibility of their own learning. (3) Becoming aware of the levels of autonomy that students have previously achieved in order to impact autonomy in learning. Hence, curricula in our schools might be improved by the design and implementation of appealing units and tasks as well as specific strategies aimed at allowing learners select suitable VLS to achieve their learning goals.

MS can be transferred to other areas of knowledge in our schools if students achieve awareness and autonomy in their use through constant practice. If, English teachers manage to get their students to be able to set their own learning goals, monitor their performance when developing different tasks and evaluate their results in terms of content and language learning, students might then be able to learn and retrieve information about any topic in any content area, this may represent a significant improvement in terms of academic results. Additionally, implementing the use of the CALLA approach in the English lessons is likely to be positive to develop academic and cognitive skills that can be transferred to different situations in any subject and any level of learning.

Having students who successfully access and employ new information by using CALL would end up in students who are able to use Web 2.0 tools for academic purposes and who have better possibilities to autonomously plan, monitor and evaluate their process of learning in any content area, this would allow them to succeed academically and professionally in the future.

Limitations of this Study

Although the current study yielded useful results related to the implementation of MS for VL purposes, three limitations should be noted. First, the twelve weeks devoted to the implementation of the project were considered to be insufficient for learners to be trained in the use of the MS, to apply them with the guidance of the teachers and then to acquire

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independence in their use for VL purposes. Such amount of time was reduced due to the number of extra activities during the school time that affected the organization and development of interventions. Then, the researchers had to make adjustments to the timeline and reduce time in some activities. Further studies could prolong the time between the training and intervention phases.

Second, the sample was limited to fifteen low level eighth graders per school, so it might not be possible to generalize the findings to other groups under similar conditions. Further research might prove the effectiveness of these strategies on the learning of vocabulary in other groups of EFL students in public school conditions.

Third, students overloaded work due to the number of tasks developed during each week and in some cases due to poor ability of learners to use Web 2.0; to some extent these facts might affect the results since some learners might have felt frustrated or tired of long tasks, feelings that may have affected their motivation to participate in the study.

Further Research

One fundamental research need in the field of second language acquisition in Colombia is the understanding of social and cultural factors involved in the process of teaching and learning. A deep comprehension of cultural and the social factors involved in the traditional education would help teachers understand why dependent students are likely to be reluctant to assume changes in order to become independent learners. Whether English teachers are aware of the main factors influencing the process of teaching and learning or not, they would be able to design new methodologies and implement changes in their practices that allow them direct such learners towards autonomy. Additionally, a thorough study on the benefits of CALL in education when using other web 2.0 tools to use MS for VL would impact the way English is taught nowadays as it would give learners additional tools to foster awareness towards the process of learning. These types of studies might be carried out not

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just to study vocabulary in the target language, but for any of the four skills (reading, listening, speaking and writing) or the two language systems (grammar and vocabulary) thereby leading students to a complete autonomy when learning English or any other content.

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APPENDICES

Appendix A

Principal Letter of Consent

UNIVERSIDAD DE LA SABANA
 MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF DIRECTED LEARNING
 PROYECTO DE INVESTIGACIÓN "IMPROVING VOCABULARY LEARNING THROUGH THE USE OF METACOGNITIVE
 LEARNING STRATEGIES"

FORMATO DE AUTORIZACIÓN

Acerca del Proyecto de Investigación se le informa al señor rector, Alvaro Gamboa, los siguientes aspectos:


1. El proyecto de Investigación se desarrollara dentro de la jornada laboral y en el horario de clase con el grado 8-1.
2. Se solicita el apoyo en préstamo de la sala de sistemas para efectos de entrenamiento en el uso de Internet y la webquest.
3. La población escogida para participar en el proyecto lo hace de manera voluntaria.
4. Se pide el consentimiento del acudiente del estudiante como parte del proyecto de Investigación.
5. Los participantes son libres de retirarse del proyecto en cualquier momento sin recibir consecuencias negativas para sus notas de la asignatura.
6. Ninguna información será destruida al terminar este proyecto.
7. Este proyecto podría incluir la técnica de preguntas abiertas en donde las preguntas con exactitud no han sido aún determinadas. Esto dependerá de la forma en la que las entrevistas se desarrollen. En caso de que alguna pregunta haga sentir dudoso o incómodo al participante, el / ella podrá desistir de responder la pregunta o retirarse del proyecto sin ningún tipo de consecuencias negativas.
8. Los participantes no serán sometidos a ningún tipo de riesgo ni físico ni emocional.
9. No hay ningún tipo de remuneración por participar en el proyecto.
10. **Los participantes no serán llamados por su nombre propio en el reporte dado sobre los resultados del proyecto.**

He leído la información relacionada con este proyecto y entiendo de qué se trata. Todas mis preguntas han sido respondidas satisfactoriamente. Entiendo que soy libre de solicitar mayor información en cualquier etapa del proceso.

Yo, Alvaro Ernesto Gamboa Serrato, rector de la Institución Educativa Técnica Empresarial "El Jardín" autorizo a la profesora Magda Lilliana Martínez Orjuela y a los estudiantes del curso 801 J.M. Sede Principal a participar en este proyecto de investigación.

Firma

Fecha


 Agosto 1 de 2018

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix B

Parents' Consent

UNIVERSIDAD DE LA SABANA
 MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF DIRECTED LEARNING
**PROYECTO DE INVESTIGACIÓN "IMPROVING VOCABULARY LEARNING THROUGH THE
 USE OF METACOGNITIVE LEARNING STRATEGIES"**
 FORMATO DE AUTORIZACIÓN PARA PADRES

FECHA: Julio 12 2012

Apreciados padres,

Mi nombre es Magda Liliana Martínez. Soy la profesora de inglés de grado octavo. Actualmente estoy cursando segundo año de maestría y me encuentro trabajando en mi proyecto de grado que consiste en un proyecto de investigación acción, en el cual pretendo implementar nuevas estrategias de enseñanza/ aprendizaje del inglés dentro y fuera del aula de clase y examinar su efectividad. Durante el resto de este año estaré examinando la influencia de las estrategias "metacognitivas" en el aprendizaje de nuevo vocabulario haciendo uso de "web-quests", por lo cual su hijo (a) requerirá de un computador con acceso a internet para trabajar en horario extra-curricular. La información requerida y la efectividad de las estrategias trabajadas durante el proyecto se recogerán siempre dentro de la jornada escolar, en los horarios dedicados a clase de inglés durante la semana.

Mi reporte final no incluirá nombres de los estudiantes o fotografías de ellos. En el reporte escrito, o en las gráficas, me referiré a los niños como "letra A" o "número 1".

Espero poder trabajar con sus hijos durante este proyecto. Cualquier duda que tenga con respecto al proyecto será atendida y respondida antes de firmar la carta de autorización.

Es necesario aclarar que aún si usted no quiere que su hijo (a) sea incluido (a) en este reporte de investigación acción, el proyecto se llevará a cabo durante los próximos meses.

De antemano gracias por su colaboración.

Atentamente,
 Magda Liliana Martínez

Por favor devuelva esta carta debidamente firmada a Magda Liliana Martínez el día _____

Nombre de estudiante Magda Ximena Rivas M.

Firma del padre Mary Julia 52943.490 esgt

Mi hijo puede ser incluido en el proyecto de investigación.

SI X

NO _____

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix C

Need Analysis Form

UNIVERSIDAD DE LA SABANA
MAESTRÍA EN ENSEÑANZA DEL INGLÉS PARA EL APRENDIZAJE AUTODIRIGIDO
PROYECTO DE INVESTIGACIÓN
CUESTIONARIO SOBRE APRENDIZAJE DE VOCABULARIO EN INGLÉS
DOCENTE INVESTIGADOR: CRISTINA BARÓN

Instrucciones: Estimado estudiante, como parte del proyecto sobre el uso de las estrategias metacognitivas en el aprendizaje de vocabulario, es necesario que completes este formato sobre lo que en realidad haces cuando aprendes vocabulario nuevo en inglés.

El cuestionario consta de diferentes preguntas que consisten en una serie de enunciados, los cuales describen las técnicas de aprendizaje o herramientas que actualmente usas para aprender vocabulario nuevo.

Lee detenidamente los diferentes enunciados antes de responder. Marca con una X la opción adecuada (Nunca, casi nunca, a veces, a menudo) para indicar la frecuencia con la que usas dicha acción.

La lista no está completa, así que si quieres agregar algo, por favor anótalo en las líneas que se encuentran al final de cada sección.

No hay respuestas buenas o malas. Solamente hay respuestas que dejarán ver lo que en realidad haces. Tus respuestas serán mantenidas confidencialmente y no tienen relación con la calificación de la asignatura.

Muchas gracias por tu colaboración!!!

Tiempo estimado: 15 minutos.

FECHA _____ GRADO _____ EDAD _____

PARTE 1

Marca con una X la o las opciones que se ajustan a tu manera de aprender el vocabulario en inglés.

1. ¿Cuánto tiempo dedicas habitualmente en la semana para repasar vocabulario nuevo?
 Todos los días Los fines de semana Nunca
 Solamente cuando tienes evaluaciones programadas
 Otro _____

2. Explica cómo haces para entender una palabra desconocida en un texto:

ENUNCIADO	Nunca	Rara vez	Algunas veces	usualmente	siempre
Tratas de adivinar el significado buscando claves en el contexto (palabras que rodean la palabra desconocida).					
Le preguntas el significado a un compañero.					
La buscas en un diccionario de Inglés- Español.					
Le preguntas el significado a tu profesor.					
Buscas semejanzas entre la palabra en inglés y alguna que conozcas en español.					
Otra _____					

3. De qué manera aprendes vocabulario?

Enunciado	Nunca	Rara vez	Algunas veces	usualmente	siempre

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Creas una imagen mental de la nueva palabra.					
Asocias la palabra con objetos y / o experiencias reales.					
La asocias con sinónimos comunes para ti. Ej: feliz=contento					
Haces relaciones formando grupos de palabras con las mismas características Ej: frutas: banano, mango, lulo, etc)					
Relacionas la palabra con un ritmo o canción para recordarla fácilmente					
La relacionas con la imagen del lugar donde la viste. Ej: El libro, el tablero, en la calle					
Usas la palabra en otras oraciones similares.					
Escribes la palabra varias veces.					
Repites varias veces la palabra hasta que te la aprendas.					
Haces un dibujo que te recuerde el significado.					
Otra _____					

4. Tienes alguna forma de guardar un registro de vocabulario nuevo que te permita recordarlo fácilmente?

SI NO ALGUNAS VECES

Si lo haces, cuál de las siguientes técnicas utilizas?

- Fichas alfabéticamente organizadas con imágenes ilustrativas y las palabras en inglés
- Cuaderno con banco de vocabulario
- En la parte final del cuaderno de inglés
- En un documento de computador

Otro. ¿Cuál? _____

PARTE 2

Escribe una X en la opción que mas refleja la forma en que aprendes vocabulario en inglés.

ENUNCIADO	Nunca	Rara vez	Algunas veces	usualmente	siempre
PLANEAR					
Te propones objetivos antes de iniciar cualquier actividad que requiera aprender vocabulario nuevo.					
Planeas cómo aprender vocabulario al realizar cada actividad (lo que necesita saber, los pasos a seguir, el tipo de lenguaje, el vocabulario previamente conocido, los recursos, etc.)					
Eres capaz de motivarte a ti mismo para aumentar el número de palabras que conoces en inglés					
MONITOREAR					
Organizas la actividad utilizando técnicas que te facilitan aprender las palabras nuevas – dibujando, escribiendo, cantando, haciendo mapas conceptuales, contando.					
Centras tu atención en hacer la tarea hasta el final aprendiendo la mayor cantidad de palabras posibles.					
Piensas en los avances que vas haciendo durante el desarrollo de cualquier tarea en inglés (palabras que ya aprendiste, las que han sido difíciles de aprender, las que no recuerdas).					
EVALUAR					
Evalúas si alcanzaste los objetivos (palabras aprendidas) al final de la actividad					

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Evalúas qué tanto vocabulario aprendiste al final de la actividad.					
Revisas qué tan bien funcionaron tus técnicas de aprendizaje.					
Otro _____					

PARTE 3

Marca con una X la opción que se acerque más a tu experiencia personal.

- a. Aprender vocabulario nuevo en inglés es: Fácil Difícil ¿Por qué? _____
- b. Sé que he aprendido una palabra nueva en inglés cuando: (puede marcar más de una opción)
- Puedo usarla al leer o escribir un texto a recuerdo fácilmente
- memorizo momentáneamente para una evaluación Sé en qué situaciones usa
- Otra _____

PARTE 4

Responde las siguientes preguntas teniendo en cuenta tu experiencia personal:

- ¿Tienes computador con acceso a internet en casa? SI NO
- ¿Cuánto tiempo dedicas a diario a navegar en internet?
Menos de una hora Entre una y dos horas Más de dos horas
Otro _____
- Aprender usando internet es:
Divertido Aburrido Fácil Difícil Otro _____
- ¿Has usado antes alguna (s) web-quest? SI NO
- Si lo has hecho, cómo podrías describir tu experiencia? _____

¿Qué habilidades tiene para desempeñar cada una de las siguientes tareas?

Enunciado	Bueno	Regular	Malo
Escribir y enviar mensajes via e-mail			
Adjuntar archivos en correos electrónicos			
Reproducir videos o música en Internet			
Leer libros en línea			
Utilizar buscadores para encontrar información relevante sobre temas específicos			
Evaluar la importancia de la información encontrada con respecto al tema investigado			
Subir fotos y videos en redes sociales como 42prendié o msn			
Seleccionar la información adecuada y rechazar información poco importante			
Diseñar presentaciones en Power Point			
Participar en blogs			
Participar en foros de discusión en línea			
Descargar información de Internet al PC			

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix D

Learning Log

COLEGIO REPÚBLICA DOMINICANA I.E.D.
EIGHTH GRADE
RESEARCHER: CRISTINA BARÓN

NAME Diana Carolina Wilton CLASS 801 J T DATE 12 10 12
WEEK # 7-2

Look at the following words. How much can you remember them?

WORD	1	2	3	4	TRANSLATION
Trash				X	Basura
Clean				X	limpia
Garbage				X	Basura
Recycle				X	reciclar
Reuse				X	reutilizar
Reduce				X	reducir
Pollute				X	contaminar
Fertilizers		X			
Chemical			X		químico
Throw away		X	X		
Can				X	latón
Recycling				X	Reciclar
Aluminum				X	Aluminio
Bury				X	Enterrar
Moisture		X			
Litter		X			
Plastic				X	Plástico
Aluminum				X	Aluminio
Glass bottles				X	bottles de vidrio
Six pack holders			X		Tales de six pack
Discarded		X			
Biodegradable				X	Biodegradable
Environment				X	ambiente
Paper				X	papel
Glass				X	Vidrio
Foam			X		Espuma

- Qué estrategias usaste para aprender las palabras?
Repaso
- Cuáles palabras han sido difíciles de aprender? Por qué?
La que tiene combinación de dos palabras.
- Cómo planeas aprender las palabras que aún no te sabes?
Usando las estrategias metacognitivas.
- Qué dificultades has tenido para aprender las palabras nuevas?
Falta de latón.

Estrategias metacognitivas

1. He planeado cómo aprender el vocabulario nuevo? Si NO X
Por qué? he perdido interés
2. Identifico si he aprendido palabras nuevas mientras leo nueva información?
Si X NO
3. Evalúo frecuentemente el número de palabras nuevas que he aprendido?
Si X NO Por qué? es importante saber si he aprendido o no
4. Se me facilita trabajar de forma independiente los pasos de la web quest?
Si X NO Por qué? no dependo de nadie más que yo
5. Ha sido fácil el trabajo en equipo durante el desarrollo de la web quest?
Si X NO Por qué? plus tiene interés por la red y el aprendizaje

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

UNIVERSIDAD DE LA SABANA
 MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF DIRECTED LEARNING
 RESEARCH PROJECT

INSTITUCION EDUCATIVA EL JARDIN Y COLEGIO REPUBLICA DOMINICANA I.E.D.
 EIGHT GRADE

RESEARCHER: MAGDA LILIANAN MARTINEZ O. Y CRISTINA BARÓN P.

NAME _____ CLASS 8-1 DATE 25/10/12
 WEEK # _____

Look at the following words. How much can you remember them?

WORD	1	2	3	4	TRANSLATION
Trash		X			
Clean		X			
Garbage				X	Basura
Recycle				X	Reciclar
Reuse		X			
Reduce			X		Reducir
Pollute		X			
Fertilizers				X	fertilizar
Chemicals		X			
Throw away		X			
Can		X			
Recycling			X		reciclaje
Aluminum		X	X		aluminio
Bury				X	enterrar
Moisture		X			
Litter		X			
Plastic				X	Plastico
Aluminium			X		aluminio
Glass bottles				X	bottellas de vidrio
Six pack holders	X				
Discarded		X			
Biodegradable				X	Biodegradable
Environment		X			
Paper				X	Papel
Glass				X	vidrios
Foam		X			

• Qué estrategias usaste para aprender las palabras?

le pregunté a un compañero otra fue la adivinar por contexto otra imagen mental

• Cuáles palabras han sido difíciles de aprender? Por qué?

la primera fue bury casi no sabía que significa y reduce casi no se que significa porque es poco común

• Cómo planeas aprender las palabras que aún no te sabes?

pregunte que compañero otra fue la adivinar por contexto otra que se me parezca a español

• Qué dificultades has tenido para aprender las palabras nuevas?

fues casi ninguna solo una fue que no me acordaba de la vista o no

Estrategias metacognitivas

1. He planeado cómo aprender el vocabulario nuevo? Sí X NO X

Por qué? Casi no he tenido tiempo y no lo debo revisar

2. Identifico si he aprendido palabras nuevas mientras leo nueva información?

Sí X NO ___

3. Evalúo frecuentemente el número de palabras nuevas que he aprendido?

Sí ___ NO X Por qué? no he tenido tiempo

4. Se me facilita trabajar de forma independiente los pasos de la web quest?

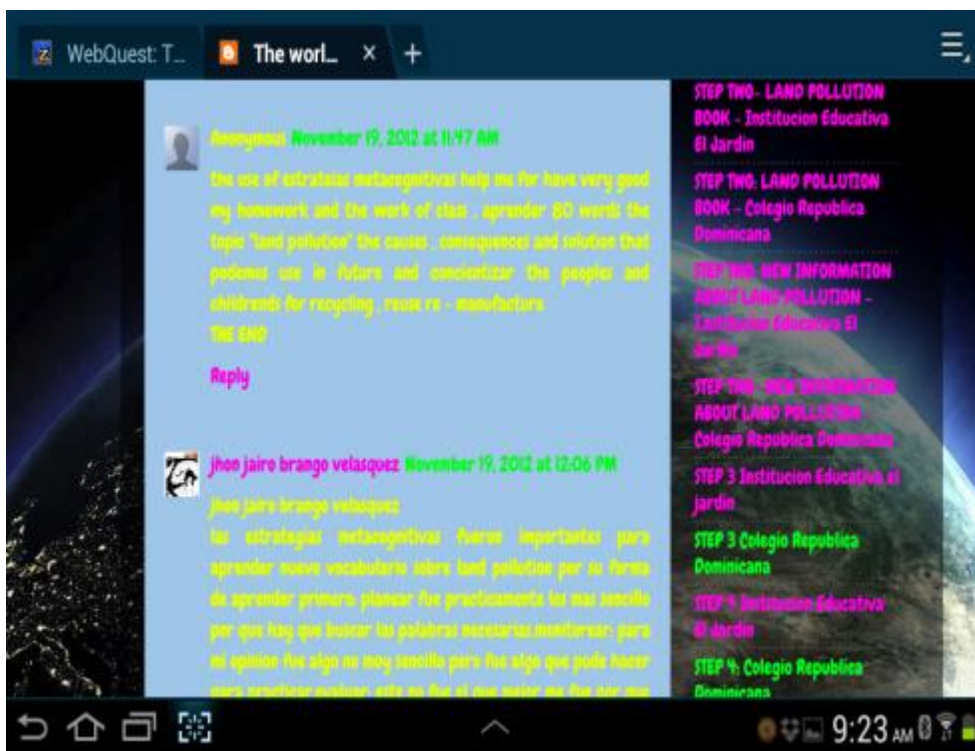
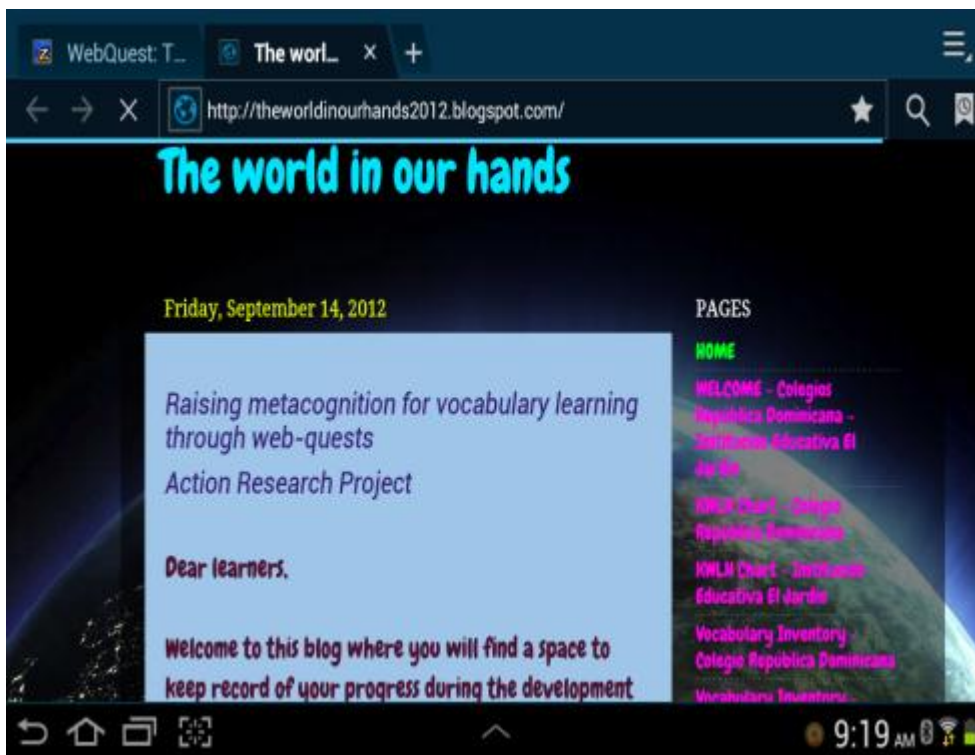
Sí X NO ___ Por qué? es muy fácil entenderlo

5. Ha sido fácil el trabajo en equipo durante el desarrollo de la web quest?

Sí X NO ___ Por qué? nos entendamos

Appendix E

Blog Screenshot



WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix F

Interview

Teacher: What is the explanation for the results obtained in the cloze test?

Student: Quizas la parte del alrededor, si? Del context, no lo relacionaba bien con las palabras que se encontraban en el cuadro, entonces por eso me equivoque en varias creí que eran diferentes, creo que no pude deducir bien el contexto que estaba alrededor para poner la palabra correcta.

Teacher: Which words do you remember now from the cloze test exercise?

Student: biodegradación, cans son latas, clean es limpio, recycle es reciclar, reducir reduce, dump es como la caneca grande, somewhere en algún lugar, moisture es humedad, manage es daño, air es aire, emmm... garbage es basura, landfills es vertedero, throw away es arrojar y energy es energía.

Teacher: Which strategies did you use to remember words?

Students: Con las palabras que me parecieron difíciles realicé como unos cuadritos en hojas y los pegaba en el closet para yo poderme acordar. Para el mapa mental me acordé mucho del producto que realizamos con el grupo. Eso me ayudó a recordar muchas palabras que utilicé en el producto, en las descripciones me acordaba de los dibujos, cuando decían una palabra en español yo la relacionaba con una en inglés que yo había escrito en el trabajo...

Teacher: Which strategies did you use to learn new words?

Student: Creo que, pues mientras que yo iba viendo la webquest, mientras iba desarrollando la webquest pues yo escuchaba canciones en inglés, entonces creía que las palabras eran fáciles de relacionar con las canciones. De consolidación, creo que... en realidad utilicé muy pocas. Es que para mi, yo solo necesito ver las palabras para acordarme de las palabras entonces creo que no necesité casi ninguna herramienta para acordarme pero las estrategias de consolidación creo que son..fueron.. el inventario de vocabulario donde utilizamos las oraciones, los sinónimos, los dibujos, creo que esa fue la forma de consolidar las palabras

Teacher: Did you plan?

Student: Sí. Tu nos habías dado una hoja sobre la planeación sobre las... cómo aprendí a planear hacer el trabajo, cómo a planear cuales eran nuestros objetivos y colocamos ahí que... pues para mí era aprender las palabras... las 60 palabras.

Aunque creo que lo logré pero en algún caso se me dificultó aprender las palabras porque no las relacionaba con sinónimos o con oraciones.

Teacher: Did you monitor?

Student: Si. Yo monitoreé. Digamos, por ejemplo, las hojas de monitoreo que tu nos dabas sobre las 20 palabras que tocaba revisar, esa era una forma para mi de monitorearme, porque yo realizaba mis oraciones y yo colocaba la fecha en la que me

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

aprendía para entregar mi trabajo. Entonces esa era la forma de monitorearme. Además, yo ejercía listas con las palabras que yo creía que eran importantes de ese contexto sobre la webquest y las iba estudiando.

Teacher: Did you evaluate?

Student: Sí. Pues para mi el trabajo del producto que realicé sobre la webquest para mi fue creo que valió mi trabajo durante toda la webquest porque ahí se mostró el resultado de todo mi desarrollo, monitoreo y planeación sobre la webquest.

Teacher: Which strategy did you find the most difficult?

Student: La más difícil fue monitorear, porque en el momento que vamos realizando el trabajo no tenemos en cuenta cómo vamos a ir evaluando mientras que lo hacemos. Entonces creo que es como ir practicando, pero creo que es la parte más difícil que toca hacer.

Teacher: How was your work with the webquest?

Student: Es una herramienta muy fácil de utilizar, en la cual tiene herramientas didácticas, en la cual podemos interactuar con el nuevo vocabulario, nuevas oraciones por medio de dibujos, cuadros, preguntas, páginas, links, videos. El tema me pareció bueno porque es un tema muy cotidiano y donde podemos relacionar el inglés con un tema tan importante que hoy en día es un problema que creemos que solo lo podemos tratar solo con el área de ambiental. Creo que fue un momento importante en el que nosotros nos pudimos concientizar más sobre este problema.

Teacher: What about team work?

Student: Me pareció que a pesar que todos somos diferentes en intelectualidad, en la forma de aprendizaje, creo que fue... que hicimos bien el trabajo en el grupo porque todos aportamos a pesar de que tenemos diferentes conocimientos todos pudimos aprender el uno del otro, compartir conocimientos y pudimos compartir muchas cosas entre nosotros. Nos pudimos ayudar en cosas que no sabíamos.

Teacher: If you have to self-evaluate your use of metacognitive strategies, how would you score yourself from 1 to 10?

Student: 8. Creo que me faltó un poco de monitoreo en la parte del vocabulario, y... es por eso, porque no tenía mucho en cuenta cuanto me iba aprendiendo sino que yo me iba aprendiendo palabras y palabras pero nunca me puse a pensar cuantas llevo, cuantas hasta el momento, no... nunca pensé.

Teacher: If you had the opportunity to learn again using a webquest, would you do it?

Student: Sí, sí lo haría. Me parece que es una muy buena herramienta didáctica en la que podemos aprender nuevo vocabulario, nuevas formas de aprendizaje y en las que podemos coger yo creo que un poco de independencia sobre nuestro aprendizaje porque nosotros adquirimos mucha responsabilidad con respecto a los temas trabajados o actividades durante la webquest.

Teacher: What about metacognitive strategies?

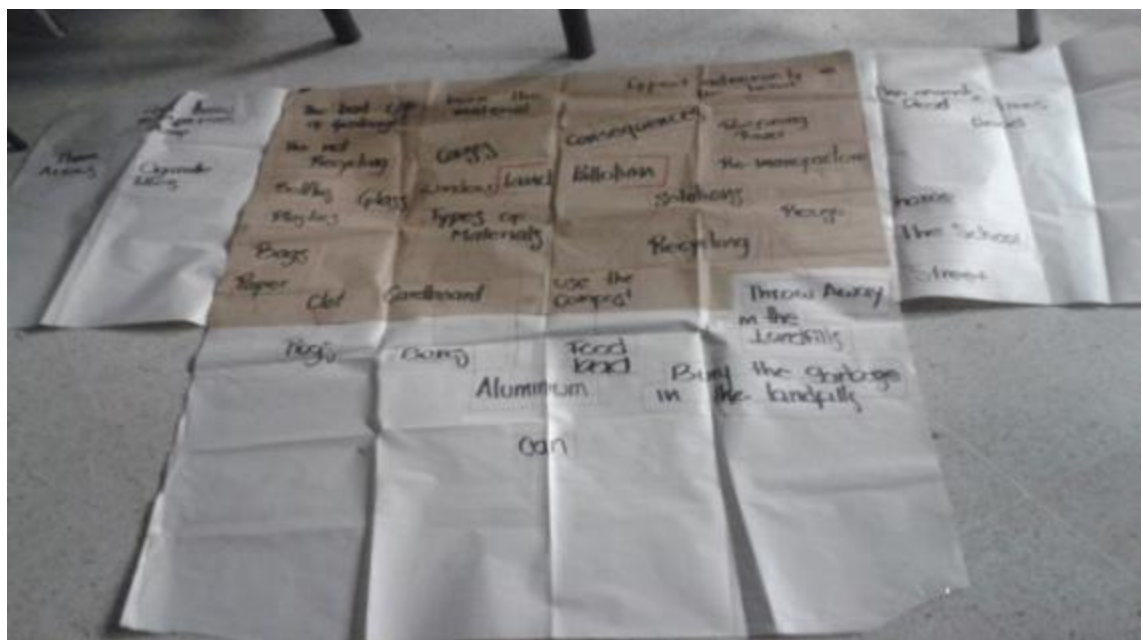
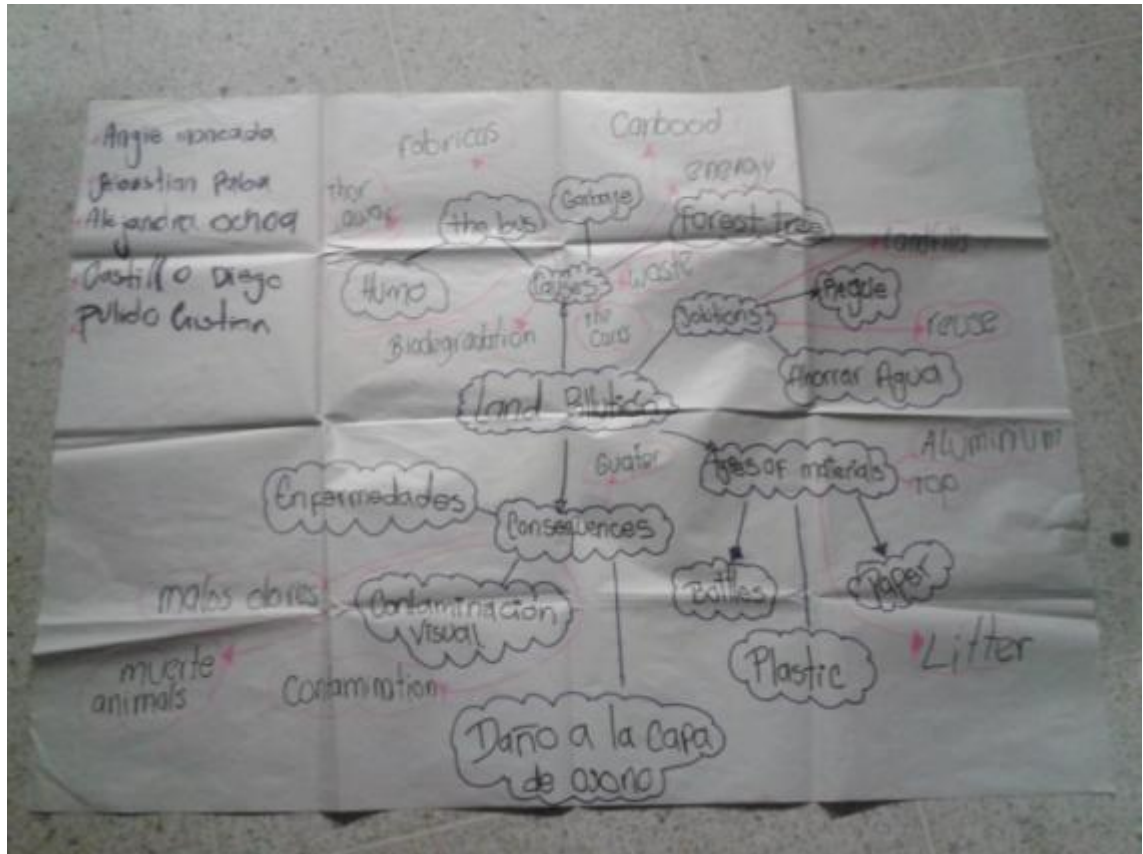
WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

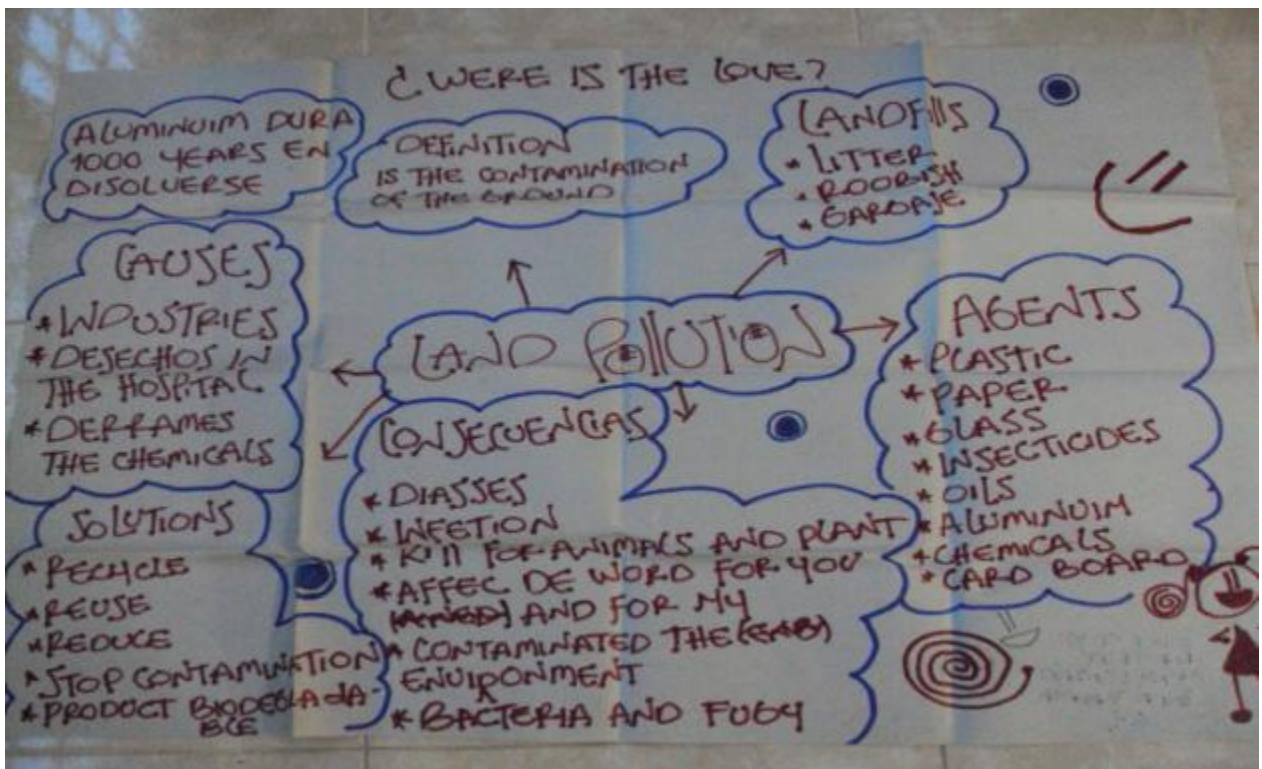
Student: Si, las utilizaría. Mejor, la de monitorear... aunque son muy buenas porque puedo tener en cuenta a lo que yo me propongo como es en el caso de planear, a los objetivos que quiero tener, a cómo lo voy a hacer, a, digamos... por ejemplo, los objetivos cuantas palabras me voy a aprender... me parece que son muy importantes porque son como mis metas, que quiero lograr... en la parte del monitoreo me gustaría arreglarla porque siempre tener en cuenta cuantas llevo aprendiéndome, cuantas me gustaría seguir aprendiéndome, y no solo aprenderme por aprenderme.

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix G

Mind Map





WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

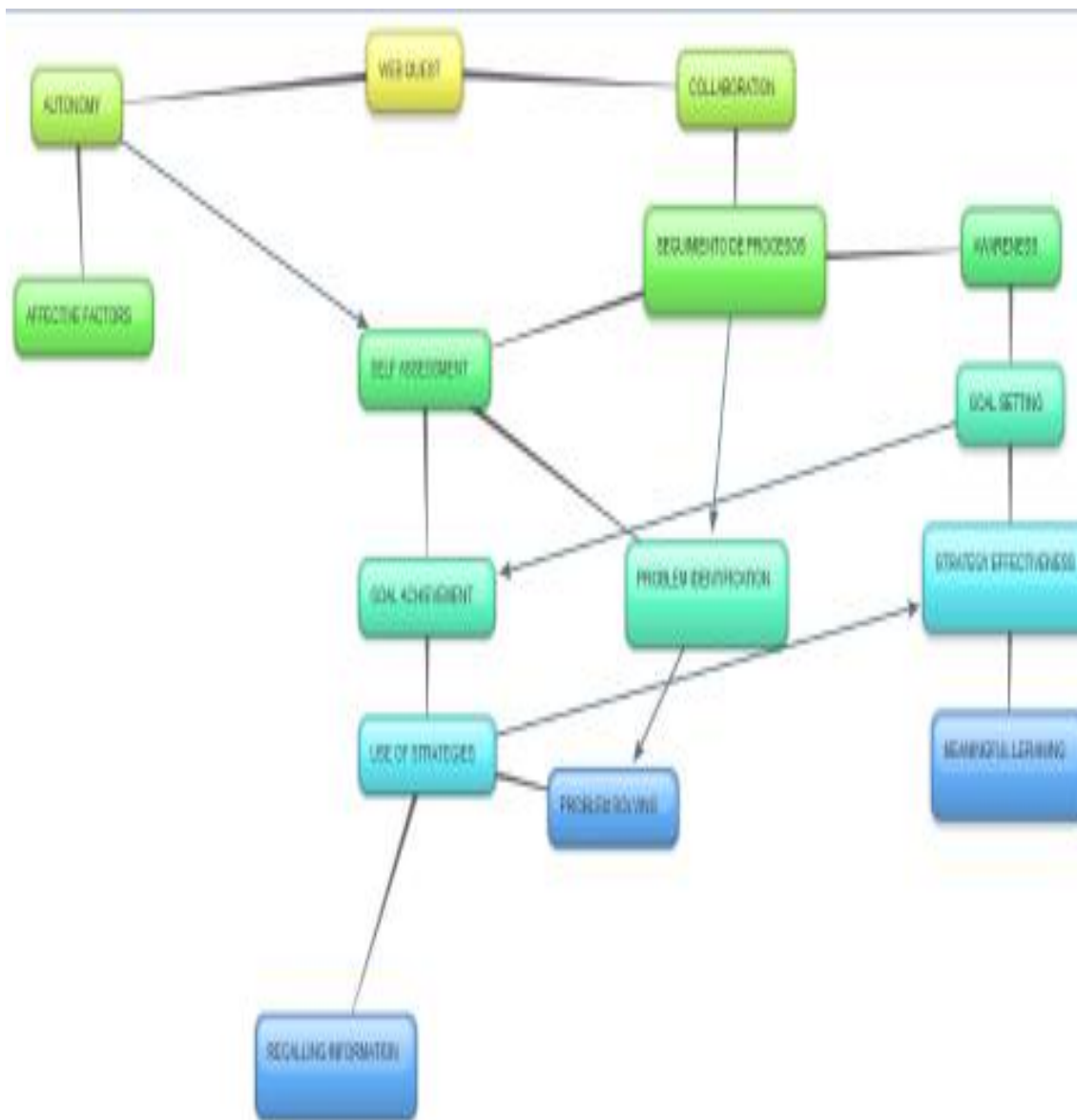
Appendix H

Data Analysis Matrix

L E A R N E R	Instrument #1		Instrument # 2	Instrument # 3	Instrument # 4	Instrument # 5
	Needs Analysis		Blog posts	Follow up interview	Learning Log	Learning Contract
	pre-intervention	post-intervention				
L1						
L2						
L3						

Appendix I

Patterns in Data



WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix J

Intervention and Timeline Chart

UNIVERSIDAD DE LA SABANA
 MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF DIRECTED LEARNING
 VOCABULARY AND GRAMMAR RESEARCH CIRCLE
 RESEARCH PROJECT “Raising metacognition for vocabulary learning through web-quests”
 INTERVENTIONS AND TIMELINE CHARTS

Does the use of metacognitive learning strategies through web-quests outside the classroom influence vocabulary learning regarding land pollution in eighth graders from a public school? If so, in what ways?

INTERVENTIONS	TIME	DATE	PROCEDURES	STEPS
<p>Training students in the use of strategies (vocabulary / metacognitive) following the CALLA approach.</p> <p>This includes eliciting strategies that students already know and a ‘strategies’ poster design that will be pasted on the wall. Students will develop some reading tasks in order to have controlled practice with the use of the proposed strategies. (4 lessons)</p>	<p>Total of classes: 4 Total of hours: 6</p> <p>Vocabulary strategy training: Number of classes weekly :2 Number of hours weekly : 3</p> <p>Metacognition training: Number of classes weekly :2 Number of hours weekly : 3</p>	August 6th - 17th	<p>Vocabulary strategy training: Class 1: Identification of strategies used by students. Class 2: Training strategies: cognates-context.</p> <p>Class 3: Modeling the use of metacognitive strategies</p> <p>Class 4: Practicing metacognitive strategies</p>	<p><u>Vocabulary Learning Strategies:</u></p> <p>Elicitation through a reflection based on a reading task.</p> <p>Modeling cognates and context strategies by using a thinking aloud technique throughout a reading task.</p> <p>After the modeling, students continue the task practicing such strategies by themselves.</p> <p>Using a reading task the teacher will model - using the thinking aloud technique - the 3 metacognitive strategies (planning-monitoring and evaluating) while students take notes in a given set of techniques and steps demonstrated by the teacher.</p> <p><u>Metacognitive Strategies:</u> <i>Planning:</i> Background Knowledge and setting goals.</p> <p>Background Knowledge</p>

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

				<p>a. Students will identify what they already know about the topic. Prompts, writing, photos, videos, discussion, graphic organizer, drawings, etc. will be used to elicit it.</p> <p>b. Students will think of core words to understand the topic (in English) and will create a mind map. They will analyze what they need to complete the task.</p> <p>Setting Goals</p> <p>c. Students will fill in the two first parts of the KWLH chart that will be completed at the end as part of evaluation of the knowledge acquired.</p> <p>d. After reading the task and exploring the texts, students fill in the task analysis chart.</p> <p><i>Monitoring:</i> Self-reporting. Students will complete vocabulary learning charts. Then they will write in learning diaries to document their progress with vocabulary learning.</p> <p><i>Evaluating:</i> Talk yourself through it. Students will use a checklist to evaluate their own progress and identify failures. Then, they will plan solutions.</p>
<p>Evaluation of prior knowledge (vocabulary about land pollution). Elicitation of students' background. This includes identifying clue vocabulary, academic knowledge and personal experiences.</p>	<p>Total of classes :2 Total of hours: 3</p>	<p>August 21st - 24th</p>	<p>Class 5 and 6: Eliciting prior knowledge.</p>	<p>It will be done through prompts, a video, school or home records (video or pictures). Students will choose the one they prefer according to their experiences and learning styles. Finally, in small groups, students will create a mind map, both in English and Spanish (1 lesson) depending on their learning styles.</p>

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

<p>Webquest introduction using the one designed to be used during the research process. An explanation of its parts and how to access the different tasks / resources will be given</p>	<p>Total of classes:2 Total of hours: 3</p>	<p>August 27th -31st</p>	<p>Class 7 and 8: Webquest training / introduction</p>	<p><u>Webquest:</u> Students will be trained in the use of a webquest and introduced to the webquest they will use. They will explore it in order to know :</p> <ul style="list-style-type: none"> - How to approach the task - What skills they will need - Time they will spend - The process they will carry out - Their fears and motivations - Weaknesses and strengths - Instructions (possible doubts will be resolved).
<p>Learning contract design.</p>	<p>Total of classes: 2 Total of hours: 3</p>	<p>September 3rd - 7th</p>	<p>Class 9 and 10: Learning contracts.</p>	<p>The teacher models the filling in of the learning contract through the thinking aloud technique.</p> <p>Students fill in the template given. They write down their goals (long term and short term) as well as their expectations, including the what, how, where and when.</p>
<p>Webquest development.</p>	<p>Total of classes: 14 Total of hours: 21</p>	<p>September 10th November 2nd</p> <p>Sept. 10th-14th</p> <p>Sept. 17th-21st</p> <p>Sept. 24th-28th</p> <p>Oct. 1st - 5th</p> <p>Oct. 16th - 19th</p> <p>Oct. 22nd- Nov 2nd</p>	<p>Class 11 to 25: Webquest task development.</p> <p>Class 11-12: Garbage</p> <p>Class 13-14: Landfills</p> <p>Class 15 - 16: Recycling</p> <p>Class 17-18: Biodegradation</p> <p>Class 19-20: Checking vocabulary</p> <p>Class 21-22:</p>	<p>In the development process of our webquest, the CALLA model will be followed. The presentation and production stages will be done in the classroom and the practice at home. Before each weekly task, a task analysis template will be filled-in. The performance will be monitored through weekly learning diary entries and evaluated through a self-assessment checklist.</p>

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

		Nov. 6th - 9th	Recording voices Class 23-25: Final product presentation	
Vocabulary evaluation. Mind map completion at the end of the project.	Total of classes: 2 Total of hours: 3	Nov. 12th-16th	Class 26-27	Students will complete the KWLH chart (the last two parts: "what you have learnt" and "how you have done it") Students will expand the mind map done at the elicitation of the prior knowledge stage.

INTERVENTIONS TIMELINE

TASK	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan
Identification of the problem, formulation of the research question.								
Lit. Review								
Needs analysis questionnaire	4th – 8th							
Vocabulary strategies elicitation		30th	3d					
Training in the use of metacognitive strategies			6th - 17th					
Background elicitation – Mind map design			21st - 24th					
Training in the use of webquests			27th - 31st					
Learning contract design				3rd - 7th				
Webquest development								
Garbage				10th-14th				
Landfills				17th-21st				
Learning diary (1)				21 st				

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix K

Lesson Plan Sample

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

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher: Students AA and AB University Code Number:					
Institution: República Dominicana I.E.D. – Institución Educativa Técnica Empresarial “El Jardín”					
Date of Class: DAY MONTH YEAR 8 and 10 August 2012 Week No. <u>1</u>			Time of Class: 2:20-4:10 Length of class: 55 min.		
			Time Frame: 3 lessons		
Class/grade: 8 th grade			Room: LL		
Number of students: 35			Average age of Students: 14		
Number of years of English study: 3			Level of students A1 A2 B1 B2 C1 C2		
Lesson Number			Research Circle Leader: Claudia Patricia Alvarez Ayure		
1 X	2 X	3			4
5	6	7			8
Set Lesson Goals Students will read an informative text about pollution. The text has many cognates and words that are easy to identify for students with a low level of proficiency.					
Language Goal Use new vocabulary to express ideas about pollution			Assessment Criteria Sentence writing.		
Content Goal Comprehend the causes and consequences of land pollution			Assessment Criteria Mind map design		
Learning to Learn Goal Identify what strategies students use in order to discover and consolidate new vocabulary Introduce the use of cognates and context as VLS			Assessment Criteria VLS identification chart		

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Identify a topic for the lesson: Land Pollution		
Materials and Resources Describe and write a rationale (why will you use it) for all the materials that you are going to use in the lesson, and attach copies/photocopies with their proper, referential citation. Write a list of appropriate level materials (video, audio, worksheets, copies, online resources, etc.) to support your goals. Include copies of your materials and number them.		
Material 1: Hand-out	Rationale: These photocopies will allow students to have a clear idea of what they are expected to do and the goals to be achieved. Students will be guided during the time they develop the exercises. This material will give students the opportunity to identify and use VLS.	Annex 1
Material 2: Practice worksheet	Rationale: This worksheet will be used outside the classroom by the students to practice VLS that they applied during the training lesson.	Annex 2
Assumed knowledge Students already know some words related to the topic in either English or in Spanish. Pollution is a topic related to their real life, so they have a broad idea of its causes and consequences.		
Anticipated problems and planned solutions Some students might have very low levels of proficiency that could make it more difficult to understand the reading and monitor their vocabulary learning. One solution is to identify at the beginning of the lesson the students that are in such condition in order to assist them during the lesson. Some students might be unable to understand the purpose of identifying and using VLS during the task development. This problem can be overcome by inquiring students about the importance of such strategies and encouraging them to expand the use of VLS to other contexts.		
Description of language item / skill(s). Vocabulary related to pollution (causes and consequences)		
Form	N/A	
Meaning	Use of vocabulary learning strategies to discover and consolidate it.	
Use	Restricted to the primary use given around the lesson according to the topic.	
Skill(s) and sub skill(s)	Reading skills - skimming	
(For CLIL) <u>Content</u> <u>Communication</u> <u>Cognition</u> <u>Culture</u>	Raise awareness about the effects of pollution in our context	

Sequence the lesson to accomplish your goals

Teacher's role (facilitator, model, encourager, etc.)	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Facilitator	Lead in / Preparation (+SDL Learning Strategy)	To activate prior students' knowledge about the topic and vocabulary related to it.	<ol style="list-style-type: none"> The teacher will ask some questions about the topic. The students will answer the questions orally. Students will draw and share with classmates their ideas about pollution and why it is an important topic. Students will think of words they 	T-Ss Ss-Ss	10 min.

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

	highlighted)		consider important to understand the topic; they will take turns to write them on the board in English or in Spanish.		
Model	Presentation Modeling (+SDL Learning Strategy highlighted)	To raise awareness toward vocabulary learning strategies	<ol style="list-style-type: none"> 1. Students will read the text and will reflect on what they need in order to understand the reading. They will also reflect about how many words they know. They will think of the strategies they usually use to learn new words. 2. The teacher will introduce a VLS inventory to students. 3. The teacher will model how to fill in the VLS Chart. 4. The teacher will model the use of Cognates and guessing through context strategies. 	T-Ss	30 min.
Encourager	Practice (+SDL Learning Strategy highlighted)	To fill in the VLS chart to reflect on the strategies students already use.	<ol style="list-style-type: none"> 1. Students will continue to fill in the VLS chart with their own information. 2. The teacher will assist students in the use of the chart. 	Ss-T	40 min
Students-assessor	Learner self-evaluation (+SDL Learning Strategy highlighted)	To evaluate how much vocabulary students already know and how skilled they are in the use of vocabulary learning strategies.	<ol style="list-style-type: none"> 1. Students will answer the reflection questions in the worksheet. 2. Students will express their thoughts socially. 3. The importance of VLS in English Learning will be highlighted. 4. A poster about vocabulary learning strategies will be designed. 	Ss- Ss- T	15 min
Learning facilitator	Problem Identification / solution (+SDL Learning Strategy highlighted)	To monitor problems that students experience in the use of VLS.	<ol style="list-style-type: none"> 1. In groups, students will discuss the difficulties they had during the lesson and will share their conclusions with the class. 2. Students and the teacher will suggest strategies to solve such problems. 	Ss – Ss Ss – Ss - T	10 min
Encourager	Wrap up (+SDL Learning Strategy highlighted)	To elicit the vocabulary that students learned during the lesson	<ol style="list-style-type: none"> 1. Students will complete a mind map about the topic using the new vocabulary. 	Ss-Ss	15 min.
	Expansion / Independent Study (+SDL Learning Strategy highlighted)	To encourage students to use VLS outside the classroom	<ol style="list-style-type: none"> 1. At home, students will read a text about environmental pollution and will apply VLS using the chart given in the class 		15 min.

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Teacher's Evaluation of his/her lesson plan

If changes or adjustments are to be made on specific sections of the class, describe the situation and how to make improvements here. You may write some quick notes after the class about what worked well and what needs improvement.

REFERENCE

- Rubin, J. Lesson Planner (2012)
- ICELT Lesson Plan Template
- Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana

Appendix L

Webquest Picture

<http://www.zunal.com/webquest.php?w=60584>

THE WORLD IN OUR HANDS

Welcome

Introduction

Task

Process

Evaluation

Conclusion

Teacher Page

About Author(s)

Evaluate WebQuest

Reviews

Statistics

Export WebQuest

Share This WebQuest

✿ Welcome



Welcome: THE WORLD IN OUR HANDS

Description: This webquest is designed for ESL learners with A1 level according to Common European Framework. At the end of the UNIT, students will be able to describe land pollution damages in our context and propose solutions to such problems.

Grade Level: 6-8

Curriculum: Foreign Language

Keywords: Land pollution, recycling, landfills.

Author(s): [Cristina Baron](#)



Welcome to my webquest. During this project you will learn about Land Pollution, its causes, its consequences and how to save our planet from it.

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix M

KWLH Chart

What I know (Lo que sé)	What I want to know (Lo que quiero saber)	What I learned (Lo que aprendí)	How I learned it (Cómo lo aprendí)
Elabore un dibujo y una lista de palabras en Inglés que conozca sobre el tema.	Haga una lista de palabras que considere importantes para entender el tema y que desee aprender.	Mencione en oraciones sencillas que contengan palabras claves lo que aprendió sobre el tema	Mencione las estrategias que utilizó para aprender las palabras nuevas (Puede tener en cuenta el cuadro de estrategias dado al inicio del proceso)

UNIVERSIDAD DE LA SABANA
 MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF-DIRECTED LEARNING
 RESEARCH PROJECT

 INSTITUCION EDUCATIVA EL JARDIN
 ENGLISH LESSON - EIGHTH GRADE
 RESEARCHER: MAGD. LILIANA MARTINEZ -CRISTINA BARON PENA

 STEP 3
 Vocabulary Inventory (Used to know students level of awareness towards vocabulary and vocabulary learning strategies)

words	1	2	3	4	7	Discovery strategies	consolidation strategies	Meaning
slides	X					5	b	Diapositivas
carefully	X	X				2	a	cuidadosamente
member			X	X		2	e	Recordar
scout			X			3	f	cuenta
badly				X		1	a	lecturas
about		X				1	c	(Enterrado) sob
ruined	X	X				2	d	Enterrado
moisture	X					4	e	humedad
slowly	X	X				3	e	despacio
lack	X					2	e	falta
jitter				X		1	f	basura
books	X					5	a	pauchos
stuck	X					2	c	atacado
lemmas	X					2	g	Restos
cotton			X			4	d	alpaca
peanuts	X					2	b	cacahuates
throw	X					2	a	lanzando
Artial	X					2	c	red
disposal	X					3	c	disposicion
inside	X					2	d	dentro

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

WORD MONITORING (Used to help students measure their knowledge of words and progress)

WORD	PRONUNCIATION	DEFINITION	SYNONYM	SENTENCE	TRANSLATION	PICTURE	
slides		Diapositivas		My father a few slides			5/10
carefully		cuidadosamente	moderately	I have to go carefully through the grades	moderadamente		5/10
remember		recordar	remember	I have to remember the task	recordarse		5/10
account		cuenta	bill	At the restaurant I was asked to give the account	factura	5 + 2 + 7 + 1 + 0 + 2 = \$26,000	5/10
readings		lecturas	texts	I digest the readings I love the theme	Textos		5/10
about		sobre	concerning	On abortion is the treasure is buried	acerca de		5/10
buried		enterrado	hide	buried in his house there	ocultar		5/10
moisture		humedad	wet	have to drive slowly	húmedo		5/10
slowly		despacio	slow	That lack of awareness	lento		5/10
lack		falta	absence	do not throw litter	ausencia		5/10
litter		basura	debris	birds are caught	escorbros		5/10
hooks		ganchos	trapped	the hooks got stuck	atacado		10/10
stuck		atascado	caught	went to see the hemlock	atascado		10/10
remains		restos	leftovers	make clothes	sobras		10/10
cotton		algodón	textile	we went to Mexico	Textil		10/10
peanuts		cacahuates	pickles	My sister boyfriend is gone	pepiniños		10/10
thrown		lanzado	hurled	the lion caught the mouse	lanzado		10/10
netting		red	mesh	This cat is disposal	mailla		15/10
disposal		disposición	ready	chicken is inside the egg	disponesto		15/10
inside		dentro	in		dentro		15/10

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix O

Self-Assessment Checklist

UNIVERSIDAD DE LA SABANA
 MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF DIRECTED LEARNING
 RESEARCH PROJECT

INSTITUCION EDUCATIVA EL JARDING Y COLEGIO REPUBLICA DOMINICANA I.E.D.
 EIGHT GRADE
 RESEARCHER: MAGDA LILIANAN MARTINEZ O. Y CRISTINA BARÓN P.

NAME _____ CLASS _____ DATE 8/02/13
 WEEK # _____

Marca con una X la casilla que corresponda con tus logros en el uso de las estrategias metacognitivas durante el desarrollo de la web quest en los pasos 1, 2 y 3

	Si lo hice	Parcialmente lo hice	No lo hice
Planning			
Anализo lo que ya conozco del tema antes de empezar la tarea		X	
Pienso en lo que necesito saber para poder completar la tarea	X		
Me cuestiono sobre lo que me gustaría saber del tema y las palabras que me gustaría aprender.	X		
Me propongo logros claros y alcanzables para aprender vocabulario nuevo, acordes a mi nivel de inglés.		X	
Planifico las estrategias de descubrimiento y consolidación que podrían funcionar adecuadamente en mi proceso de aprendizaje de vocabulario.		X	
Monitoring			
Soy consciente de los problemas que tengo al descubrir o consolidar vocabulario.	X		
Me propongo alternativas para solucionar los problemas que surgen al aprender vocabulario y las utilizo eficazmente		X	
Identifico dificultades para comprender el vocabulario durante el proceso de desarrollo de la tarea		X	
Aplico eficazmente el uso de las estrategias para aprender vocabulario		X	
Evaluating			
Tengo claridad sobre las estrategias que me han sido útiles.			X
Me evalúo constantemente sobre la cantidad de palabras estudiadas que puedo recordar.	X		

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Appendix P

KWLH Chart (Last Two Columns Filled-In)

UNIVERSIDAD DE LA SABANA
MASTER IN ENGLISH LANGUAGE TEACHING FOR SELF DIRECTED LEARNING
RESEARCH PROJECT "Raising metacognition for vocabulary learning through web-quests"

Completing kwlh chart

NAME: _____ CLASS: 8-1 DATE: 21/11/22

What I learned (Lo que aprendí)	How I learned it (Cómo lo aprendí)
Mencione en oraciones sencillas que contengan palabras claves lo que aprendió sobre el tema	Mencione las estrategias que utilizó para aprender las palabras nuevas (Puede tener en cuenta el cuadro de estrategias dado al inicio del proceso)
<p>the land pollutions the causes is Glass trash, paper, Bottles, carton, Plastic.</p> <p>My teachers nos explico the consequences the land pollution and enviro- nmeny.</p> <p>-the glass is in materials the Recicli, importantes.</p> <p>-the environmen is in Riego por la pollution.</p>	<p>las estrategias que aprendi fueron: La de descubrimiento porque fueron muy faciles de aprender, porque habla sobre como me acordaba los signi- ficados y de monitoreo y por contexto, y todo sobre el vocabulary. y me parecio todo muy facil con todas estas estrategias.</p>

NAME: _____ CLASS: 8º DATE: 21/11/22

What I learned (Lo que aprendí)	How I learned it (Cómo lo aprendí)
Mencione en oraciones sencillas que contengan palabras claves lo que aprendió sobre el tema	Mencione las estrategias que utilizó para aprender las palabras nuevas (Puede tener en cuenta el cuadro de estrategias dado al inicio del proceso)
<p>-the plastic is a strong con- taminante on the enviroment</p> <p>-Land pollution is contamination on the Land</p> <p>-The smth. of the cars is pollution</p> <p>-the garbage in the wather is pollution</p> <p>-the smth is AIR pollution</p>	<p>ESTRATEGIAS CONSOLIDACION</p> <p>LAS PALABRA ERA SIMILARES A LA DE EL ESPAÑOL</p>

Appendix Q

Excerpts

Excerpt 1. Student's reflections on MS and VLS

L4-S1-Int: "With the words I considered difficult I did some charts in a piece of paper and pasted them on the closet so that I could remember them"

L2-S2-Log: "Studying a lot with the metacognitive and vocabulary strategies learnt in class in order to know more words"

Excerpt 2. Learners' awareness on the use of MS and VLS

L12-S1-Log: "I used the monitoring formats by choosing the words I found difficult to learn and it was useful for me because I learned some difficult words by using this list".

L1-S2-MC: "I draw a chart with words I have learnt to review later. Next strategy was I made another chart with new words to learn."

Excerpt 3. Webquest usefulness in the use of MS and VLS

L12-S1-Int: "The strategy I found most useful was the use of images. I consider it effective because the webquest had many images"

L4-S1-Int: "The webquest is a very good tool in which we can learn new vocabulary...through it we can get some independence over our learning because we also acquire responsibility towards the topics or activities in the webquest"

L5-S2-Log: "Webquest is useful because with metacognitive strategies you can check your own process and how is your performance. Vocabulary strategies help to learn new words".

L3-S2-Log: "Webquest was a motivation to develop the activities and learn more vocabulary by myself"

Excerpt 4. Students' goal setting on word learning

L7-S1-Int: "When I planned, I started by looking at words, I started by thinking how I would do it...I started by making decisions about which strategies to use and I thought that the poster could be useful"

L10-S2-Int: "I planned the steps, the way and the time to do the tasks of the webquest. I monitored how I was doing"

WEBQUEST: RAISING METACOGNITION FOR VOCABULARY LEARNING

Excerpt 5. Students' monitoring of vocabulary learning

L1-S1-Int: "I self-evaluated frequently and I said to myself... well, why I have not been able to learn this word..."

L14-S2-Int: "I monitored my performance while I'm doing the activities. I checked what was correct"

Excerpt 6. Students' evaluation of strategies effectiveness

L3-S1-BI: "Metacognitive strategies help me remember words easily. They help us a lot also because I can evaluate my learning with vocabulary learning strategies"

L14-S2-Int: "Evaluation: I took out unknown words, I made a list and I learnt looking at the words and creating and mental Image. When I forgot it I look at again, in this way I remember the words. Additionally, I set dates for learning the vocabulary. I'm proud of myself. It is something new".

Excerpt 7. Students' difficulties on the use of MS and VLS

L2-S1-Int: "I didn't practice the necessary to achieve the goals... I have two strategies that are the ones I always use that are repeating the word and relating it with an object in Spanish. I did not include additional strategies"

L8-S2-Int: "I rarely used the metacognitive strategies because I translated the words using internet, so I seldom used the strategies"

Excerpt 8. Students' choices on MS and VLS

L1-S1-Int: "I frequently self-evaluated and then I asked myself... Why I have not learned this word...?"

L13-S1-BI: "The Metacognitive strategies are a big tool to learn things about themes, words, and documents in special, each step allow improve your work for that it be great, learning easy each thing that be in it; planning, monitoring, evaluating, each step of it, improve your document, doing it perfect, while that at same time you learn each word in it, without worry"

L5-S2-Log "I planned vocabulary using metacognitive strategies"

L15-S2-Int: "When the time passed I could evaluate what I learnt and how I did it through the webquest"

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Excerpt 9. Students' use of MS

L10-S1-BI: "I do use they methods metacognitive "planning, evaluating, did the tasks"

L14-S1 MC: "We have been able to understand the work and choose new strategies to learn vocabulary".

L3-S2-Log "I have had a classmate who explained to me what I did not understand"

L5-S2-BI: "I planned the vocabulary using the strategies"

Excerpt 10. Students' levels of independence

L1-S1-Int: "I did not practice the necessary to achieve the goals (learn a set of words)"

L4-S1-Int: "The product I presented was worth, there I saw the result of my process, planning, monitoring over the web quest"

L2 -S2-Mc: "Studying with strategies learnt in class help to improve the vocabulary"

Excerpt 11. Autonomy Level 1 "Dependent learners"

L13-S2-Log: "I am lazy planning the vocabulary"

L11-S1-Int: "For the new words I used the dictionary and the ones I had seen before I tried to remember them"

L11-S1-log: "I just could remember few words"

Excerpt 12. Autonomy Level 2 "Dependent learners who are able to choose VLS"

L3-S2-Int: "I planned what I had to know and what I had to do at the back part of my notebook. I wrote words learnt"

L10 -S1-Int: " I don't know if I monitored or evaluated at the same time but I was always paying attention to the words I learned and I took notes of them"

L5-S1-Ch: "I learned new vocabulary using metacognitive strategies with my group (planning, monitoring, evaluating)"

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Excerpt 13. Autonomy Level 3 “Learners towards autonomy achievement”

L6-S2-MC: “I didn’t evaluate I forgot it “

L6-S2-B: “It was easy to follow steps. Even there were difficult things to understand, the explanations were a guide”

L14-S1-Int: "It usually results difficult to know how to start, or which strategies to use, after it the work becomes easier.”

Excerpt 14. Autonomy Level 4 “Independent learners”

L14-S1-BI: “I followed all the steps of the webquest... I reflected on what I already knew before starting to use it”

L13- S1-Ch: “I learned the new words with metacognitive strategies, cognates and context, consolidation and discovery strategies and my personal strategies (video games, word composition, etc.)”

L5-S2-Int: “I evaluated time spent and how much time I need to accomplish my goals”

Excerpt 15. Students’ perceptions of collaboration

L4-S1-Int: “I think that although all of us are different in knowledge, in learning styles, I think it was... we did a good job with team work because everybody participated We learned from each other, shared knowledge and also helped each other in things we did not know”

L1-S2- Int. “I evaluate. I worked with a classmate, we reviewed the words. I learn better in groups”

L1-S1-Log “The webquest is a site where I can go and understand and analyze with drawing and texts while the teacher guide us to understand”

L15-S2-Log "I used some strategies to understand: videos, images, music and worksheets in class where teacher explained”

Excerpt 16. Students’ belief about MS and VLS

L13-S1-Log “I think it is important to know what I want to learn and how I can do it”

L4-S2-Int: “I didn’t use either evaluation or monitoring because I learnt some words, I had knowledge”

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Excerpt 17. Students' attitudes towards vocabulary learning

L15-S1-Log: "We have been able to understand the tasks and select new strategies"

L1-S2-Log: "I haven't used the strategies because I haven't had time. I was lazy to do it"

Excerpt 18. Students' opinions about the topic "land-pollution"

L14-S1-CH: "I learned sobre land pollution, the consequences, types, cause. Sobre help the environment, recycle, recogiendo the garbage, clean the beach, cortando the rings of six pack para que the animals no queden atrapados. Reduce the consume, help the environment"

L1-S2-Int: "pollution was a nice topic because I learnt more about the environment and how protect it"

Excerpt 19. Students' motivations

L10-S1-BI: "The use of estrategias metacognitivas help me for have very good my homework and the work of class".

L10-S2-Int: "My motivation was to learn new words, new vocabulary, how to recycle in order to help people to be conscious of their bad actions and recycle".

Excerpt 20. Students' expectations and engagement

L4-S1-Int "I think the topic was interesting because it is a topic related to real life and where we can relate English with an important topic nowadays that we think we can only talk about it in sciences studies. I think it was an important moment that allowed us become aware of this problem".

L1-S2- LC: "I hope to create a product using internet where we protect the earth"