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The Use of Vocabulary Self-Collection Strategy to Enhance Self-Directed Vocabulary Learning of A1 EFL Students

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This research report is the result of my own work and includes nothing that was done in collaboration with others

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The Use of Vocabulary Self-Collection Strategy to Enhance Self-Directed Vocabulary Learning of A1 EFL Students

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

Master in English Language Teaching for Self-directed Learning (Online Program)

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Declaration

I hereby declare that my research report entitled:

The Use of Vocabulary Self-Collection Strategy to Enhance Self-Directed Vocabulary Learning of A1 EFL Students.

- is the result of my own work and includes nothing which is the outcome of any work done in collaboration except as declared and specified in the text;
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- complies with the word limits and other requirements stipulated by the Research
- Subcommittee of the Department of Languages and Cultures;
- has been submitted by or on the required submission date.

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Abstract

Considering that vocabulary learning is an essential part of foreign language learning that demands different alternatives to address learners' needs, this study examines the outcomes of an action research about how adapting and implementing the self-collection strategy influences students' self-directed vocabulary learning in a group of 23 English A1 elementary learners from a private school in Bogotá, Colombia.

Participants completed eight sessions during two months and a half. During these sessions, data were gathered by the use of an initial survey, teacher and learners´ journals, a pre and a post-test and a learners 'questionnaire. The quantitative and qualitative data analysis revealed the effectiveness of the proposed strategy in fostering self-directed vocabulary learning. Results also led to the conclusion that the use of self-collection strategy was helpful and provided significant outcomes since the students initiated a process of reflection about their responsibility to learn vocabulary independently. Henceforth, implementing the Vocabulary Self-collection strategy became a powerful tool to increase students' vocabulary and contributed to raising the awareness on the part of the teachers to implement, adopt and adapt methodologies on how to help participants to become independent learners and how that could assist them in learning vocabulary in a self-directed way.

Key words and expressions: Self-directed learning (SDL); Self-directed vocabulary learning (SDVL); Vocabulary self-collection strategy (VSS).

Resumen

Teniendo en cuenta el aprendizaje de vocabulario como una parte esencial del aprendizaje de lenguas extranjeras que exige diferentes alternativas para hacer frente a las necesidades de los alumnos. Este estudio examina los resultados de una investigación-acción sobre cómo adaptar e implementar la estrategia de auto-recolección influye en el aprendizaje auto dirigido de vocabulario de un grupo de 23 estudiantes de primaria con nivel A1 de Inglés de una escuela privada en Bogotá, Colombia.

Los participantes completaron ocho sesiones durante dos meses y medio para un total de 21 horas. Durante estas sesiones los datos fueron recogidos a través de una encuesta inicial, los diarios de campo del maestro y los estudiantes, un pre-post test y un cuestionario. El análisis cuantitativo y cualitativo reveló la eficacia de la estrategia propuesta para fomentar el aprendizaje auto dirigido de vocabulario.

Los resultados también llevaron a la conclusión de que el uso de la estrategia de auto-colección ha sido útil y proporciona resultados significativos ya que los estudiantes iniciaron un proceso de reflexión sobre su responsabilidad de aprender el vocabulario de forma independiente. A partir de entonces, la aplicación de la estrategia de vocabulario auto-recolección se convirtió en una herramienta poderosa para aumentar el vocabulario de los alumnos y contribuyó a la sensibilización por parte de los maestros para implementar, adoptar y adaptar las metodologías sobre cómo ayudar a los estudiantes a convertirse en aprendices independientes y cómo eso podría ayudar en el aprendizaje de vocabulario de una manera auto dirigida.

Palabras y expresiones clave: Aprendizaje auto-dirigido (AAD); aprendizaje auto dirigido vocabulario (AADV); estrategia de auto-colección de vocabulario (EACV).

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List of Abbreviations

Abbreviations	Meaning
APA	American Psychological Association
AR	Action Research
CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
FL	Foreign Learners
ICELT	In-service Certificate in English Language Teaching
ICFES	Colombian Institute for Promotion of Higher Education
IEP	Institutional Educational Project
MEN	Ministerio de Educación Nacional (The Colombian Ministry of Education)
PNB	Programa Nacional de Bilingüismo (National Bilingual Program)
SD	Self-Direction
SDL	Self- Directed Learning
SDVL	Self- Directed Vocabulary Learning
VSS	Vocabulary Self-Collection strategy
YLE	Young Learners English

Chapter One: Introduction

"Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them."

-Nathaniel Hawthorn, The Custom House, 1864, p.184

During the last decade, English language teaching and learning have attained more importance due to the worldwide expansion of English as a global language. Crystal (1997) declares "English is a language which has repeatedly found itself in the right place at the right time, it has supported globalization, and globalization has consolidated it as the global language" (p.78). The growth of the English language worldwide has been established through economic and political power, technology development and a growing use of information and communications. Consequently, English has played a major role in news, music, advertisement, business, engineering, economics, education, health, and social life all around the world.

In Colombia, English language teaching and learning have gained relevance through national government policies, which are focused on developing several plans and laws to provide quality education regarding the foreign language learning and teaching processes. Initially, the Article 22, in the Ley General de Educación 115/1994 (Colombian General Education Law), states as one of its main objectives the acquisition of elements of conversation and reading in at least one foreign language. It means acquisition of communicative competence, making it the starting point for the creation of regulations regarding the teaching and learning of foreign languages in Colombia.

Later on, in 2003, The Colombian Ministry of Education, MEN[1] introduced the Programa Nacional de Bilingüismo –PNB[2]- (National Bilingual Program in English). This program aimed to offer all students in the country the possibility of becoming bilingual in English and Spanish by 2019 in order to improve human capital and economic development by increasing involvement in the largely English-speaking global economy. It also targeted:

> To have citizens who are capable of communicating in English, inserting the country within processes of universal communication, global economy and cultural openness, through the adopting of internationally comparable standards to generate positive changes in educators and students' attitudes towards foreign language teaching and learning process to face the new global demands. (De Mejía, 2011, p. 8).

A third initiative took place in 2006, the MEN also introduced a document entitled "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Formar en lenguas extranjeras: ¡el reto!" (Basic Standards for Competences in Foreign Languages: English. Teach in Foreign Languages: the Challenge!)[3]. The Standards stated that the evaluation of English language skills should adhere to the Common European Framework of Reference for Languages (CEFR[4]); it became as sufficiently researched, adaptable, flexible and complete

[1] Ministerio de Educación Nacional (MEN) is the national executive ministry of the Government of Colombia responsible for overseeing the instruction and education of the Colombian people, similar to education ministries in other countries. Official site: http://www.mineducacion.gov.co/1621/w3-channel.html

[2] PNB program was designed to be implemented from 2004 to 2019. In 2012, it was renamed the Foreign Languages Competencies Development Programme (Proyecto de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras, PFDCLE) in order to make it more inclusive: as Colombia has over 60 indigenous languages, along with Creole and Spanish, some of the population is already bilingual. (Herazo, 2012, p.6).

[3] MEN 2006b. Estándares básicos de competencias en lenguas extranjeras: Inglés. [Basic standards of competences in foreign languages: English.] Bogotá: MEN

[4] CEFR stands for the Common European Framework of Reference for Languages, designed in 2001 as a way to provide common criteria in Europe about what learners are expected to learn and the skills they would need to communicate in a second language.

guidelines for the learning, teaching and assessment of the foreign language, focused on supporting performance levels which further contribute to help Colombian students to meet the demands of the globalized world.

Hence, educational institutions from all levels and contexts took on the challenge of bilingual education for Colombian students with the purpose to find strategies which would facilitate the achievement of the national goals by adopting a plan to improve their pedagogical and administrative components and increasing the quality in English language teaching and learning process. Interested by these current circumstances and sustained by a systematic review of the government policies, official documents and specialized literature produced locally and abroad, the teacher-researcher of the study The Use of Self-Collection Strategy to Enhance Self-Directed Vocabulary Learning of A1 EFL Students decided to define the best strategy in order to face the mentioned requirements and to scaffold the quality in the language teaching and learning process specifically in relation to the effects of adapting the Vocabulary Self-Collection Strategy to improve self-directed vocabulary learning in a group of third grade elementary students in an EFL context in a Colombian private school.

1.1 Statement of the Problem

English teaching in private schools is also government mandated; at "Colegio de La Enseñanza" (hereinafter referred to as the La Enseñanza School) there are general guidelines, in its 2013 institutional document called Proyecto Educativo Institucional, (PEI, initials in Spanish)[5], which explain how to achieve the goals set in the General Education Law 1994, Article 22. Traditionally, English classes at already stated school have had a strong teacher-centered

[5] According to Decree 1860 of 1994 , Article 14 every school must develop and implement , with the participation of the educational community , an institutional project that expresses the way it has been decided to achieve the goals of education as defined by law , taking into account social, economic and cultural conditions of their environment. It must respond to students, local community, region and country ´needs, and to be concrete, achievable and measurable.

methodology and a grammatical focus. However, there have been some changes in the teaching approach, based on the National bilingual program policies and the language standards of the Ministry of Education (2006), which seek to improve the quality of education in Colombia.

The school is interested in providing academic quality to create the conditions to develop communicative competences in English rather than mastery of language. For such effect the institutional bilingual program was formulated to ensure that the students in the school acquire basic knowledge of English as a foreign language, according to Common European Framework of Reference for Languages (CEFR) and become more competent citizens of the world. In fact, the English program in the school has been strengthened and consolidated through three strategic lines of action: 1) re-organization of the English curriculum and application of the basic standards of English competences from preschool to high school, 2) definition of a solid and consistent evaluation system which takes into account the English level of both the students and language teachers, and 3) strategic alliances with different organizations like Coninglés: English Consultants in 2012, International House in 2013, and most recently Cambridge University in 2014-2015. All in all to support the process of developing a reliable bilingual program by means of the improvement of training plans to promote teachers formation on better pedagogical practices, and students´ exercise on the Cambridge Young Learners English Tests (YLE[6]). The goal was that starting from 2012, 100% of the students of eleventh grade reach as minimum B1 level (intermediate) according to CEFR in the English test administered by the Colombian Institute for Promotion of Higher Education (ICFES[7]).

[6] Acronym of Young Learners English (University of Cambridge; Cambridge, England, UK)
[7] ICFES is an acronym for Instituto Colombiano para el Fomento de la Educación Superior ("Colombian Institute for the Promotion of Higher Education"). It is a Colombian organization that manages and evaluates the education and Institutes (Schools and Facilities) in Colombia. The institute's mission is the improving of quality of education in Colombia.

In spite of the efforts made by the school in teacher training and the improvement of the curriculum, the results of the internal and external examinations such as the reading competence tests and the Cambridge English Young Learners Test, as the most important tools of English language examinations specially designed for elementary students, used to exalt students' achievement, build their confidence and show parents the progress they were making, indicate that learners' performance did not fulfill the necessary level, as required by the Colombian Ministry of Education in the Basic Standards of Foreign Language Competence: English. For instance, after the implementation of the Cambridge University YLE mock tests and most specifically in Cambridge Starters Test[8]; the findings presented to the institution in the first term reported by International House in 2015[9] established that 3rd graders at "La Enseñanza" school could not understand and use familiar everyday expressions or words to build sentences in English at a very basic level. Accordingly, outcomes showed that most of them were not placed in level A110 as expected. As a matter of fact, out of the 46 3rd graders, the 65 % were classified as "Low Starters", 20 % as learners in the process to understand and use simple expressions of communication, basic instructions or read and write simple words and sentences; and only 15 % reached the necessary level. Same situation was observed in the internal 5-question multiple choice tests examination or competence test administered at the end of the first and second academic term in 2015; the results described by

[8] Cambridge English: Starters Test is the first of three Cambridge English: Young Learners (YLE) tests for children. The tests focus on listening, speaking, reading and writing. There is no pass or fail. All children receive an award which shows how many shields they have received as an indication of how well they have done in each paper. The maximum score is five shields for each part of the test. A result of one shield (out of five) for a test paper means a child can improve a lot in that skill. A result of five shields (out of five) for a test paper means a child did very well in that skill and answered most questions correctly. Children who achieve total of 10 to 11 shields or above are ready to start preparing for the next exam level.

[9] Informe MOCKS Colegio La Enseñanza YLE 16 de Abril del 2015.

[10] According to the Common European Framework of Reference (Council of Europe, 2002), an A1 user level can understand the main points of clear standard language; it is able to produce simple connected text on topics which are familiar or which it has a vested interest and can describe experiences, events, desires and ambitions briefly give reasons and explanations for opinions and plans.

the academic coordination office in its biannual academic outcomes report dated on June 2015, indicated that only about 13% of the population, it means 6 students from a total of 46 third graders, were placed on the highest scores with 5 correct answers, while 7, *15%* were placed on 0 correct answers, 3, *6,5%* were placed on 1 correct answers, 22 out of 46, *48%* of the population were placed on 2 points out of 5 possible, 5, *11%* were placed on 3 correct answers, and 3, *6,5%* were placed on 4 correct answers as shown on Table 1.

Table 1

Competence tests results

Scores	**Absolute Frequency**	**Percentage**
0	*7*	*15%*
1	*3*	*6,5%*
2	*22*	*48%*
3	*5*	*11%*
4	*3*	*6,5%*
5	*6*	*13%*
Total	*46*	*100%*

Note. The maximum score is 5.

To conclude, 80.5 % of total population analyzed failed the competence test with 0-3 correct answers out of 5 possible; and only 19.5 % approved the test with 4 to 5 right answers. With such low performance outcomes, the teacher- researcher concluded that these results were a direct consequence of the learners´ low knowledge of vocabulary, which affected the students' language performance. Most of them did not know the meaning of many of the words they encountered in an oral, written or listening text. Hence, the study researcher was challenged to find an appealing and accurate learning strategy to equip learners with the necessary skills to help them overcome their vocabulary limitations successfully. In doing so,

the researcher conducted a preliminary observation and analysis carried out at exercise after finishing the second term (bimonthly terms), in 2015 academic year, the objective was to observe the development of English class and students' performance, by means of a *self-evaluation* and *an unstructured observation* with entries in a teacher´s journal. (Appendices C -D)

The first month *unstructured observation* involved two groups of 23 students from third A and B grade; the researcher diagnosed two groups with 46 beginner learners in total, it was aimed to allow the researcher to note down relevant information regarding the initial research interest: vocabulary learning. With the design of a *self-evaluation format*, the researcher wanted to identify strengths and weaknesses after the development of the proposed activities for English classes. The aforementioned self-evaluation format was an attempt to find accurate ways to overcome general difficulties with the teaching and learning processes, it also intended to let students be active participants in their learning. It consisted on a set of 5 items list in which they had the opportunity to score themselves from 1 to 10. The addition of all marks provided a general vision of participant s' performance and the possible difficulties to overcome. It also includes lines for additional comments (Appendix C).

In the diagnosis data gathered based on the researcher's *unstructured observation*, there was evidence of the lack of vocabulary to communicate successfully when performing basic speaking tasks as the ones required to A1 learners by Colombian Ministry of Education in the Basic Standards of Foreign Language Competence: English, such as introducing themselves, asking for and giving information, or describing a picture. As shown in the following entries, the researcher realized the need of a strategy to help learners overcome their language learning limitations:

> *"Learners were not able to introduce themselves or ask and answer questions about themselves or their partners' personal information, it is important to provide opportunities to gain confidence inside the group" (Teacher's journal. Entry 2. July 23rd, 2015)*

> *"They (students) enjoyed working in groups because they can share their knowledge and gain support from their partners, they also use the dictionary a lot to find unknown words to describe the pictures around the classroom" (Teacher's journal, Entry 4. August 19th, 2015)*

By means of *self-evaluation*, students were able to identify their strengths and weaknesses during the English learning process. These weaknesses were not only related to their level of proficiency but also to various elements of the learning process including their personal involvement with the class, the independent practice taking place out of the classroom and even features of the lessons they struggled with. It was noticeable the one of the main obstacles students had when they wanted to communicate in English was vocabulary; 35 of them, which represents 76.6 % out of 46 the 100% , indicated to have difficulties with the use of vocabulary for expressing their ideas; they exhibited having a poor range of vocabulary use. Indeed, when they were challenged to communicate their own ideas spontaneously, their vocabulary was restricted to basic vocabulary repertories with repeated use of elemental words supported in some cases with their first language, which directly affected their performance in English language tasks. Meanwhile, when they encountered an unfamiliar word, they were directed to the glossary or a dictionary, or were given a quick oral definition because English instruction time was not enough to increase their vocabulary, since classes had been focused on listening, reading, writing and speaking skills. It was not surprising that this limited exposure did not result in long-term vocabulary learning. Consequently, responsibility of vocabulary learning relied on student's autonomous work; these facts encouraged learners to raise awareness about their difficulties in terms of vocabulary as shown in Excerpts 1 - 3:

Excerpt 1.

"Pienso que me fue mal en éste primer periodo y sobretodo en la evaluación por competencias porque no logre entender muchas de las palabras que había en la lectura y por eso no pude contestar las preguntas"

"I think I went badly during the first term. Even in competence test because I couldn't understand most of the words included in the reading passage, for that reason I couldn't answer the questions" (Student 1 self- evaluation comments July 27th, 2015; Author´s translation)

Excerpt 2.

"A veces presto mucha atención a lo que la profesora habla en inglés durante las clases y cuando nos explica las actividades, pero por más que me concentro no entiendo muchas de sus palabras y quedo como perdida de lo que tengo que hacer"

"Sometimes, I pay much attention to what the teacher says in English during class and when she explains activities, but even though I focus on it, I do not understand many words and I remain lost what I have to do" (Student 5 self- evaluation comments July 27th, 2015; Author´s translation)

Excerpt 3.

"Disfruto mucho de mi clase de inglés es muy divertida, pero la mayoría de las veces me demoro en terminar las actividades porque tengo que buscar muchas de las palabras en el diccionario o preguntar a los que si son buenos en la materia para que me expliquen lo que no entiendo"

"I enjoy my English class, it is fun, but most of the times it takes me lot of time to finish the activities because I have to find many words in the dictionary or ask for clarification to my partners" (Student 7 self- evaluation comments July 27th, 2015; Author´s translation)

Within above mentioned situation the teacher-researcher decided to design a needs analysis instrument to be applied at the beginning of the third academic term in 2015 in order to better understand students´ needs and establish how self-directed vocabulary learning could be improved through this research. The instrument, a 30-item survey which was adapted from the one used by Sanchez (2013) in her research study conducted in a Colombian state school and related to vocabulary learning entitled: "The Influence of Self-monitoring on Vocabulary

Learning and Self-efficacy in an A1 Teenage Group of Colombian State School Students". The survey was an attempt to gather information on participants' routines, strategies or merely activities to learn vocabulary in English. It also inquired about the possible self-directed learning strategies students could use to learn vocabulary.

According to the *needs analysis tool* which was applied to just to 23 third graders out of the initial 46 due to the researcher´s convenience, the 85% of participants were constantly engaged with English learning process whether at home or at school by means of class assignments, homework or extra English classes. However, they conveyed a lack of necessary vocabulary to communicate since their focus relies only on grammar. The rest of them, only 15% affirmed to know different strategies to handle lack of vocabulary when facing communicative tasks. Actually, it was found students lack of interest and of knowledge about vocabulary learning strategies. As a matter of fact, their answers related to the strategies employed to understand unknown vocabulary hinted to asking for clarification of the word or no particular use of strategies, which suggested lack of control, awareness and passive roles in their vocabulary learning process, affecting students' development of required levels for success lifelong learning. Moreover, when most of teachers prompted learners to produce sentences spontaneously, their vocabulary limited to the words learnt in previous years – words that describe body parts, animals, colors and other simple topics introduced – and the repeated use of common words supported in occasions with their first language, lack of word consciousness was evident as well as the need to implement strategies to improve self-directed vocabulary learning.

Hence, learners seemed not to learn, recall or make use of new vocabulary easily. As a matter of fact, when these learners were asked about the strategies employed to understand

unknown vocabulary, their responses hinted to no particular use of strategies. This suggested a lack of awareness of the strategies available to help them learn new vocabulary. The above elements also adduced a significant lack of control of learners related to their vocabulary learning.

Similarly, during the implementation of the reading plan selected for the 2015 academic year: Storyfun for Starters[11]. The students were not able to comprehend short and simple texts. They expressed during class discussion that the texts were difficult to understand because they did not know the words and the available strategies to foster vocabulary learning.

Nonetheless, after informal observation of learners in the classroom and through discussions with other third grade teachers and the English department chair (who also taught third graders), it was detected that although being widely exposed to English through different sources, especially reading – as was formerly described – these learners exhibited having a poor range of vocabulary use. Results also showed a lot of information regarding English language learning and self-directed work. However, this research only focused towards training elementary students in vocabulary learning as means for gaining autonomy when dealing with unknown vocabulary as an important aspect in first, second and third grades, in order to accomplish the improvements of the institutional bilingualism program, the acquisition and consolidation of the English language to be a structured-on-time, accurate and enriching process.

1.2 Research Question

[11] The book contains ten fully-illustrated stories followed by fun activities and exam-style questions designed to check students' understanding, and practice the grammar, vocabulary, and skills needed at the starter level. It also includes unit-by-unit wordlists that provide an easy reference for vocabulary learning and provides practice for the Cambridge Young Learners English (YLE) Tests.

Considering the aforementioned particularities of the context and the importance of vocabulary learning strategies in developing student's communicative competence, the researcher of the study decided to research on how to help students master vocabulary learning and support them to take a more active and autonomous attitude in their process to overcome their difficulties. After reflecting on diverse approaches, methodologies and strategies to achieve this purpose and tackle learners' difficulties in vocabulary learning, it was determined that introducing learners to vocabulary learning by adapting Vocabulary Self-Collection Strategy (VSS) could facilitate the students' self-directed vocabulary knowledge since self-selection of vocabulary enriches students' motivation and accomplishment in learning words. Thus, the research question that led this study was: *To what extent does the implementation of Vocabulary Self-Collection Strategy improve Self-directed vocabulary learning in a group of A1 third graders in a private school in Colombia?*

1.3 Research Objectives

The research aimed at (1) describing the procedures and outcomes on adapting and implementing the self-collection strategy influences elementary students' self-directed vocabulary learning; (2) analyzing to what extent engaging students in a self-directed practice through the use of self-collection strategy would influence their vocabulary learning; (3) examining the effects of using the Vocabulary Self-Collection Strategy to develop Self-directed Vocabulary learning.

The aforementioned research aims were based on observations conducted during the first month needs analysis stage, which suggested that participants faced difficulties in expressing themselves within oral communicative tasks due to the lack of vocabulary. Although it had

been observed that learners were always open to reflect upon their learning process, there was neither observable evidences of a defined reflection nor of specific courses of action taken by the learners involved. Based on these results, it was decided that the students could benefit from the implementation and adaptation of VSS as a meaningful strategy to foster their limitations in terms of vocabulary learning.

1.4 Rationale

Successful communication in English is closely related with vocabulary teaching and learning process, it represents one of the greatest challenges for teachers and learners. According to Wilkins (as cited in Alfaki, 2015, p. 1) "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". As has been explained; without a sufficient vocabulary, learners cannot express their own ideas or understand others, then effective communication will be difficult, on the contrary if students enrich their vocabulary, they will communicate accurately. That is why learning vocabulary is an essential part in developing communicative competence in English language learning and it is significant for students to develop their own vocabulary learning strategies.

In Colombia, some English teachers such as, Cárdenas (2009), Sánchez (2013), Charria (2014), Trujillo, Álvarez, Zamudio and Morales (2015), Diaz (2015), Restrepo Ramos (2015) have been keen in searching for effective approaches to enhance vocabulary learning, Trujillo et al.(2015) settled that improving vocabulary increases the students' confidence to express their ideas in English. Besides focusing on the vocabulary learning, this study directed its attention to guide teachers not only in developing their students' vocabulary but also in giving them effective and realistic strategies to learn vocabulary autonomously. Henceforth, adapting the V*ocabulary Self-collection strategy* became a powerful help to increase students connections between

unfamiliar words and their meanings. Even though it was initially implemented with secondary school students by Haggard in 1986, the vocabulary self-collection strategy became also suitable to elementary students as well. It supported the positive effects not only for the third grade learners involved in this study, but also for teachers who may extend their understanding on the knowledge regarding the use of self-collection strategy for teaching and learning vocabulary.

To sum up, it seems almost impossible to overstate the power of words; they have changed and will continue to change the course of the world around us, in the words of Hawthorne (1864), "words are the greatest tools for succeeding in whole life" (p.184). Thus, it was relevant to foster students' vocabulary self-directed learning strategies by giving its significance not only for academic purposes but for effective communication skills in different contexts in a local and global educational EFL community.

Chapter Two: Theoretical Framework

Since the main purpose of the study was to describe the impact on how adapting and implementing the Vocabulary Self-Collection –Strategy (VSS) influences students' self-directed vocabulary learning of A1 EFL students, this chapter offers a comprehensive overview of the main constructs considered, as well as the research studies carried out related to vocabulary learning, especially those related to VSS use for learning vocabulary and some more have done regarding self-directed vocabulary development. This section critically examines why this strategy was selected and how this strategy was previously implemented with the purpose to observe the results of similar experiences in different contexts.

The constructs considered were: Vocabulary Learning Strategies (VLS), Vocabulary Self-Collection Strategy (VSS), Self-Directed Learning (SDL) and Self-Directed Vocabulary Learning (SDVL).

2.1 Vocabulary Learning Strategies (VLS)

According to Schmitt (2008) "One aspect of vocabulary learning that most of students, teachers, material writers, and researchers agree on is the fact that learning and increasing vocabulary is an essential part of mastering a foreign language" (p. 329). However, the best means of teaching and learning vocabulary is still uncertain, mainly because it depends on a wide variety of factors such as the limited amount of time that teacher can spend in class for learning and practicing new words, which leads on the learners the greater responsibility of learn words by themselves and so it is perhaps not surprising that teachers and learners have often been unsure of the best way to pursue it, especially as guide textbooks, institutions and its curriculums have been inattentive in providing clear explanations and guidelines.

Research has shown that teaching and learning vocabulary should aim at equipping learners with strategies necessary to facilitate their vocabulary knowledge. To this end, teachers are recommended to train their students in different vocabulary learning strategies to face new age challenges for education in which learning autonomously outside the classroom is a key to acquiring new words. Cameron (2001) defines VLS as "the actions that learners take to help themselves improve their vocabulary" (p. 48). O'Malley and Chamot (1990) explain that "vocabulary learning strategies should be accessible to foreign language students as tools to help them learn independently and become more competent learners and communicators in the target language, to eventually take on responsibility for their own vocabulary learning" (p. 6). Thus, the research study considered VLS as the knowledge needed to further ensure that the vocabulary learning process went autonomously beyond classes. In other words, training students on vocabulary strategies cannot only help them to identify what works and what does not, and to make decisions regarding the strategies that could enhance vocabulary learning but also can direct them to achieve a measurable level of autonomy that can support them be more self-directed learners by developing their own vocabulary learning strategies. Ghazal (2009) claimed:

> Vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. One way to allay the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. This could be achieved by instructing learners to apply vocabulary learning strategies as efficiently as possible. (p. 84).

In general terms, this research project outlined VLSs as a way to empower language learners to be more self-directed, regulated, and autonomous and as a method to help language learners to discover and consolidate the meaning of the words more effectively.

2.1.1 Taxonomies of Vocabulary Learning Strategies

Even though several classifications of vocabulary learning strategies have been proposed, according to the purposes of the study, this project considered for the pedagogical intervention Nation's (2001) taxonomy of strategies, which is a theoretically-oriented taxonomy. It was developed based on the significance attributed to VLSs to provide learners with more opportunities for reasoning out their own process of learning as well as enough independent practice to feel confident and proficient in using VLSs and gain greater overall self-direction in vocabulary learning.

The strategies in Nation's taxonomy are organized around three general categories, 'planning', 'source' and 'processes', each of which is divided into a subgroup of strategies. The first category, planning, involves selecting words and deciding on where, how, and how often to focus attention on the vocabulary item. The subgroup of strategies in the category are choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition. The second category in Nation's taxonomy, source, includes all the aspects involved in knowing a word: analyzing the word, consulting a reference word in L1 and L2 form itself, from the context, from a reference source like dictionaries and glossaries and from analogies and connections with other languages, or from chatting in order to find information about the word. The third category is processes, which includes collecting the word and establishing word knowledge through three subcategories: noticing, retrieving and generating strategies. (Ghazal, 2009, p. 17) Table 2 displays a brief summary regarding Nation's taxonomy of VLS.

Table 2

Taxonomy of Vocabulary Learning Strategies by Nation (2001), Ghazal (2009, p. 17)

General Strategy Categories	***Type of Strategies***
Planning: choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
Sources: finding information about words	Analyzing the word Using the context Consulting a reference word in L1 and L2 Using parallels in L1 and L2
Processes: establishing knowledge	Noticing Retrieving Generating

From Nation's notions, the teacher-researcher decided to look for an applicable strategy which comprised some of the categories and subcategories included in the taxonomy, and in doing so, the research study focused on the opportunity for teachers to train students in Vocabulary Self-Collection Strategy (VSS) which embraces the general strategy categories of Nation´s taxonomy as well as choosing, chatting and collecting subgroup of strategies.

It is important to note that, in VLS models, the use of VSS refers to the possibilities to support participants in becoming more efficient and independent learners as well as to foster their motivation to learn new words on their own. This study opened students' minds to the words around them and raised word consciousness. Hence, the teacher helped learners to generate their own list of words to be explored and learned and trained them on how to use their individual prior knowledge and interests to learn vocabulary.

2.2 Vocabulary Self-Collection Strategy (VSS)

Lots of researchers have argued that Vocabulary self-collection is a way of opening students' minds to the wealth of words they encounter in learning a language that surrounds them each day. For instance, Martin (as cited in Putri, 2012, p.29) defines "VSS as an interactive-learning instructional strategy that promotes word awareness; it helps them to learn vocabulary words and allow them to have an active role in their teaching and learning process". According to Haggard (1986), the use of VSS, "helps students increase their vocabulary so that they can become better readers, promotes the long-term acquisition of language in an academic setting and helps them, to be able to learn a few key terms in depth rather than knowing much more superficially" (p. 4). The use of VSS claims to empower students to be more responsible in making decisions about their own vocabulary learning. It requires teachers to consider the usefulness of leading learners into self-direction which lead them to a lifelong learning.

To shed light over a broader view Fatonah (2015) states that recent research suggests that Self-selection of vocabulary enhances students' motivation and achievement in learning words. For this research report, the VSS was recognized as an approach in which learners should discover and construct new word knowledge, working by themselves. In such a way, VSS in the study implicates allowing students to select the words they were interested in, discuss their reasons for choosing words, analyzing the word, and agree upon words for a classroom collection establishing word knowledge.

The introduction of VSS can be traced back to the 80s with Haggard's research study: "The Vocabulary Self-Collection Strategy: Using Student Interest and World Knowledge to Enhance Vocabulary Growth" in 1986 and since then it has been adapted and implemented for

different school grade levels and contexts. The role of VSS has been recognized in vocabulary learning by researchers in the field such as Gregersen, 2001; Harmon, Hedrick, Wood, & Gress, 2005; Ruddell & Shearer, 2011; Putri, 2012; Juwita & Sunaryo, 2013; Fatonah, 2015 later on described in detail. This study contemplated some of them due to its interesting findings regarding the use of VSS as a remarkable scheme that helped English teachers trigger a sense of self-directedness in their students' vocabulary learning as well as to increase their motivation to find an effective way for learning vocabulary independently as well as successfully.

2.3 Self-Directed Learning (SDL)

Self –Directed Learning (SDL) has become a valuable approach for educators as it is focused on the learner's learning process, it clarifies the procedures that support the fact that students take control over their own learning. Knowles (1975) defines SDL as a "process in which individuals take an active role and initiative in identifying their learning needs, setting learning goals, recognizing available resources for learning, selecting and applying appropriate learning strategies, and assessing learning outcomes" (p.18). Knowles' definition involves three key areas that constitute SDL: 1) self-management, 2) self-monitoring, and 3) self-motivation.

Self-management refers to the capacity of the students to manage their own time, effort and the resources they need to develop their tasks and face their difficulties to continuously improve and increase their capabilities, and to take greater responsibility in make learning more meaningful to become successful learners. Self-monitoring appears as part of the realm of the cognitive responsibilities within the learning process (Pilling-Cormik & Garrison, 2007 as cited in Prieto, 2015, p. 13). In other words, self-directed learners must enhance their ability

to reflect on their own knowledge and skills analyzing its effectiveness, assess what the learning process requires by setting accurate expectations and challenging goals, including planning, monitoring and evaluating progress, strengths and weaknesses, and modifying strategies as needed. Self-motivation relates to intrinsic and extrinsic factors that stimulate students to acquire transform and use knowledge as an essential aspect of continuing self-direction in learning.

SDL has acquired an important role in vocabulary learning due to the limited quantity of time that teacher and students can spend during classes for learning vocabulary. As stated by Al-Shawwa, (2010), "learners are forced to become autonomous and make conscious effort to learn vocabulary outside of the classroom simply because exposure to the target language is limited in classes." (p.1). Since students cannot learn all language vocabulary during class, a huge amount of remaining work on vocabulary learning is left to students' out-of-class time; they have to find other ways to acquire vocabulary by themselves in order to be and engaged with their learning making a conscious effort to learn vocabulary outside of the classroom.

In sum, for the purpose of this study SDL is understood as a way to foster vocabulary knowledge and support students in becoming independent learners during vocabulary learning. Accordingly, it incorporates practices that lead to autonomy development providing learners with the necessary tools to become more independent and take charge of their own vocabulary learning, it means to become self-directed vocabulary learners.

2.3.1 Self-Directed Vocabulary Learning (SDVL)

Vocabulary has been the object of large amount of research study in modern times, especially on issues related to acquisition and learning, it is one of the main components in Teaching English as a Foreign Language. Since English language learners need a larger

exposure to the language in which vocabulary knowledge is a key indicator of overall language ability and significantly relevant to the development of all language learning skills.

Jing Wu (2015) declares "vocabulary usually represents one of the biggest challenges in EFL learning" (p.27) without enough vocabulary effective communication will be difficult. Students cannot understand others or express their own ideas, thus, vocabulary is the key to communication. However, the term has a variety of meanings; for example, online Oxford Dictionary (1989) defines vocabulary as "the body of words used in a particular language" Likewise, in the online Longman dictionary (1995), vocabulary is defined as "all the words that someone knows, learns or uses." Hatch and Brown (1995) consider "vocabulary, as a list or set of words for a particular language that an individual speaker of a language might use" (p. 127). Within this research, the term vocabulary was associated with the definition of SDVL.

Self-directed vocabulary learning implies an individual's commitment to achieving learning goals in terms of vocabulary. Blachowicz and Fisher (2001) assert that "self-directed vocabulary learning takes place when students have some degree of control over their own learning" (p. 26) from this view, this research defined SDVL as an approach aimed to help learners to have an active role and to be dynamic participants in their own vocabulary learning process. When the learners begin to be more interested in the autonomous vocabulary learning, they change their habits to improve their communication skills, take initiative and develop self- motivation to learn. They also play a noticeable part in developing their language acquisition so they become lifelong learners.

2.4 Previous Studies

The ongoing recognition of the importance of vocabulary in language development has increased the research interest in vocabulary learning and teaching. Recent studies, aimed at enhancing vocabulary, have demonstrated the benefits of promoting vocabulary development. This literature review serves as a cluster of two important aims. First of all, it includes some similar and relevant researches related to the main topic of this study, Vocabulary Self-collection Strategy (VSS), which has been carried out internationally and called the teacher-researcher attention because it shows significant experiences in different contexts that illustrate research on VSS, and allows researcher to have some views concerning the applicability of the strategy.

On the other hand, it shows the gap of the current research study, which relied in an area where little exploration has been conducted thus far, the nonexistence of studies related to the use of VSS in the Colombian educational context. Nationally, no published studies have been identified, to date, which examine the use of VSS to promote vocabulary learning. Thus, this section summarizes which other studies have been done regarding vocabulary learning in Colombia. These studies were considered for this research study due to their significant contribution in terms of strategies and methods that help teachers reflect on the best way to design meaningful lessons in order to help students learn vocabulary.

A review of the international research studies regarding the use of VSS begins with Haggard (1986), who first introduced the Vocabulary Self-Collection Strategy (VSS) in order to improve the students' vocabulary mastery and help high school students learn vocabulary words. The objective of Haggard´s study was to use students' interest and world knowledge to enhance vocabulary growth; the investigation analyzed responses of students who recorded

their own vocabulary development. The responses indicated that students were most often strongly motivated to learn words, either because they perceived a need to know or because they wanted to learn an unusual or interesting word. The research outcomes in Haggard's study also illustrated the VSS as a suitable strategy to use students' prior knowledge and interests to enhance their vocabulary growth. Haggard (1986) described the VSS as "an useful strategy that differs from traditional instruction through its use of student generated word lists and its emphasis on students' personal experience and world knowledge to engage learners in their own learning" (p.69)

From Haggard's findings, researchers have shown a lot of interest in adapting the strategy to different contexts. The first and one of the most interesting examples in which the strategy was adapted and used successfully is a research study conducted by Gregersen (2001); she studied the effectiveness of adapting the strategy to primary school learners in a multicultural second grade classroom in Texas, US. In Gregersen's study, the findings evidenced a positive effect on students' knowledge of words, the self-selection of words guaranteed student control over the learning situation. It gave students important experiences that lead to independent word learning skills and also increased in their enthusiasm for learning new words. Although designed for high school students, Gregersen concluded that VSS could be used effectively with primary school learners.

The second example is a research study by Harmon, Hedrick, Wood, and Gress (2005) who conducted a research with eighth graders and adult learners in different academic contexts in the United States. The study examined students' decision-making as they self-selected important words from expository texts. They studied the students' reasons for their word selections and compared eight graders' words with those selected by adult readers. In the

outcomes of the study, the authors pointed to VSS as an approach to encourage students to select and study words that they feel are important to learn. They claimed that teachers must "encourage independent learning by allowing students to self-select terms to be studied" (p. 35).

The third research study by Ruddell and Shearer (2011) in western, Kentucky, US, considered the use of VSS with junior high school students; they adapted and implemented the strategy with seventh graders in a small Midwestern rural community. Their findings established that VSS could be implemented as the pre-reading or post-reading activities. They found that self –collection strategy had been an effective means for "increasing the depth and breadth of student vocabulary knowledge and for developing students' ability to be strategic independent word learners" (p.61). They established that the VSS gave significant effect toward students' reading comprehension. They also determined that VSS could be implemented in writing and speaking skill. Besides that, the teacher can measure the students' understanding about text by vocabulary.

The fourth study by Putri (2012) with sixth grade students in Bungus, Teluk Kabung, Padang City, West Sumatra, Indonesia, suggested VSS as an innovative instructional strategy to improve students' vocabulary mastery in the EFL class. The results showed in this classroom action research concluded that VSS was an effective technique used to solve students' practical problems in learning vocabulary. It also supports VSS as an effective means of increasing and developing students' abilities to be strategic, independent word learners. Moreover, Putri indicated some benefits of using VSS, for instance making connection between the new words and the meaning, encouraging the students' interest related to the new

words, and improving the students' enthusiasm to learn and find the new words which gave the essential effect to the success of learning.

The fifth research is the one conducted by Juwita and Sunaryo (2013) in West Ungaran, Semarang, Central Java, Indonesia. This study was directed to facilitate school students' vocabulary learning by teaching VSS to figure out the meaning of useful words. They concluded that by implementation of the VSS students can be more active to collect and find the meaning of key words by themselves. According to the authors this strategy was an effective way to help students to learn independently and take part of their own teaching and learning process promoting critical thinking. Likewise, VSS provided a strong framework for teachers to structure vocabulary learning that builds on language interaction, not just for the manifestation of students´ own ideas but comprehension of those of others.

The sixth research by Fatonah, (2015) conducted in Kalasan, Indonesia, suggested that VSS was as an instructional strategy to improve learners' vocabulary mastery in the EFL class. The aim of Fatonah's action research was to improve the reading comprehension of seventh grade students through the implementation of VSS. The findings evidenced a significant correlation between the use of VSS and students' reading achievement, he concluded that VSS strategy helped students increase their vocabulary so that they can become better readers and in consequence the implementation of the strategy had a significant impact on the students. On one hand, their interest and attention in joining the class and on the other hand in their ability in reading comprehension.

The results of the studies cited above suggest positive evidence for vocabulary learning through VSS. It had been used in different school levels. It had been modified for students in different contexts with successful outcomes as cited before. Therefore, the researcher in the

present study decided to adapt and implement the use self-collection strategy with elementary students and focus on how to improve not only vocabulary instruction but self-directed vocabulary learning. This strategy was aimed to offer an effective approach to help students understand the meanings of selected words, use them in conversations and make personal connections with words for authentic tasks. Likewise, it helped researcher to determine the significance of the strategy in helping teachers reflect on the best way to design meaningful lessons using VSS, which directly contributes to teachers' work in order to attract students' interest in vocabulary learning and teaching in different educational contexts.

As stated above, in Colombia, no published studies have been identified regarding the use of the VSS to foster vocabulary learning or the implementation of the strategy for other different aims; in fact, locally it is a not explored field which increased the researcher´s interest on adapting and implementing it. However, there are many researchers who have worked on vocabulary learning. Most of these studies provided evidence that scaffolding vocabulary learning could be beneficial for raising students' consciousness, as they became interested in their language learning process. These studies include Cárdenas (2009), "The challenge of effective vocabulary teaching". Cárdenas's study attempted to describe the main aspects teachers should consider when planning and developing lessons in terms of vocabulary improvement. Cardenas focused on fundamental elements of vocabulary learning and teaching. She addressed key principles of teaching and learning vocabulary and highlighted some options for handling vocabulary in the classroom. She reported that learners can be their own best teachers. Hence, the importance of teaching them how to self-direct their actions in vocabulary learning and to devise techniques, activities and strategies that guide learners in this process, as well as help them in becoming autonomous learners. Effective vocabulary

training involves teachers' preparation to provide many rich opportunities for students to learn words autonomously in and outside the classroom. From these outcomes, the teacher-researcher in the present study considered the role of suitable strategies to face the challenge of the vocabulary learning and teaching process.

Another significant Colombian study is "The Influence of Self-monitoring on Vocabulary Learning and Self-efficacy in an A1 Teenage Group of Colombian State School Students" by Sánchez (2013). This research reported the procedures and results of how implementing a self- monitoring strategy influences students' vocabulary learning and self-efficacy in a group of English A1 tenth graders from the public school Andrés Páez de Sotomayor located in the city of Bucaramanga, Colombia. The results of data analysis from the study revealed significant improvements in students' vocabulary learning and the benefits of self-directed learning, self-monitoring and self-efficacy with regards to oral production in terms of vocabulary and fluency development. The study helped the researcher to corroborate, the main aspects that teachers should consider when planning and developing lessons in terms of vocabulary improvement by analyzing the linguistic background and principles of vocabulary teaching and learning, as well as some ways of opening up vocabulary.

Apart from the research highlighted above, it is important to mention Charria's (2014) research "Supporting Incidental Vocabulary Learning by Means of Strategy Training and Online Resources". This research was developed with first graders at Saint George's School, a private institution in Bogota, Colombia. It involved vocabulary learning strategy training as a practice to promote autonomous learning of incidental vocabulary. Charria found that training learners on looking up words in an online dictionary, mnemonics and verbal repetition strategies boosted their learning of incidental vocabulary and displayed a high degree of

positive motivation towards the use of strategies which also allow learners become more autonomous when encountering unknown vocabulary. Charria's study validated the importance of encouraging learners to reflect upon the known strategies or the strategies they were already using, but also of the strategies that best suit their learning style with the purpose of raising their awareness of the tools they already count on in vocabulary learning.

Recently, Trujillo, Álvarez, Zamudio and Morales (2015) in an article entitled: "Facilitating vocabulary learning through metacognitive strategy training and learning journals" and similarly Diaz (2015) in "Training in Metacognitive Strategies for Students' Vocabulary Improvement by Using Learning Journals" investigated about the importance of training students in the use of metacognitive strategies through learning journals to improve vocabulary learning. These research studies were carried out with third, fourth, and fifth grade students at the English Language Center at Universidad de Córdoba, Montería, Colombia and with 41 students, from sixth, eighth, and eleventh grades at three public high schools in different regions in Colombia: Bogotá, Orito, and Tocaima. The outcomes in the previous mentioned studies reported positive results using metacognitive strategies in vocabulary learning. The development of the study gave students different opportunities to increase vocabulary and play an active role in their vocabulary learning which help them to be equipped with strategies and tools that guide them in reflecting on their process and to achieve more effective performance as implied by Chamot and O. Malley (1990).

Additionally, Restrepo Ramos (2015) conducted a literature revision of previous studies that address the incidental learning of vocabulary in second language acquisition. The research included a description of the strategies and tasks that promote the incidental learning of vocabulary. The outcomes in the study showed that learners can improve their vocabulary

autonomously by incidental means through exposure to words in different contexts, which increases their motivation during the class development. Accordingly, the activities developed for the current study, attempted to guide participants into the reflection of their own vocabulary learning process by VSS as suitable strategy.

This review of current vocabulary research confirms the benefits of explicit teaching in promoting vocabulary development. The results of this review have drawn attention to the effectiveness of training students' awareness of the importance of vocabulary in language learning. It also suggests that students need strong instructional opportunities to build their personal repository of words, to develop language skills. It supports the importance of implementing strategies that aids students' independent word acquisition.

The previous theoretical framework and literature review gave the researcher important elements to have in mind as a base to the entire research study. The next chapter will show the type of study that was developed, and also the setting, participants, instruments and processes to collect and analyze data and ethical considerations.

Chapter Three: Research Design

This section covers a description of the procedures that were followed throughout the project, the type of research study that was carried out, the context where the study took place; the participants of the study; the researcher's role and the explanation of the data collection instruments and procedures clarifying the method in which these instruments were used to gather the data, the reasons for selecting them and the stage when they were administered. It also incorporates information about the validation of the instruments (piloting) and ethical considerations.

3.1 Type of study

This research was developed under the Action Research (AR) approach which allowed the teacher-researcher to reflect critically on her own teaching practice and to identify her teaching context problems. Kemmis & McTaggart (2004) define action research as self-reflective inquiry process in which the researcher identifies an issue, plans and implement an appropriate action, and observes and reflects on the outcomes. According to Brown (2002), "action research is about both 'action' and 'research' and the links between the two to enhance practice and bring about change" (p. 3). It is an approach to improve teaching practice in which the researcher collaborates in the diagnosis of the problem and in the development of a solution based on the diagnosis.

This study advocates the implementation of the principles of AR by following a self-reflective cyclical scheme proposed by Kemmis and McTaggart as cited in Fatonah (2015, p. 46) It distinguished four stages in the research process, those began with a detailed observation of classroom' circumstances to identify main issues and continued with the development of a

plan of action to improve what was actually happening during the class development, it ended with a critical reflection. Kemmis and McTaggert's cyclical process in this study involved four inter-related stages: plan, act, observe, and reflect. Figure 1 shows the four steps in action that were taking into account in the implementation of the present study; the movement from one critical phase to another, and the way in which progress was made through the process.

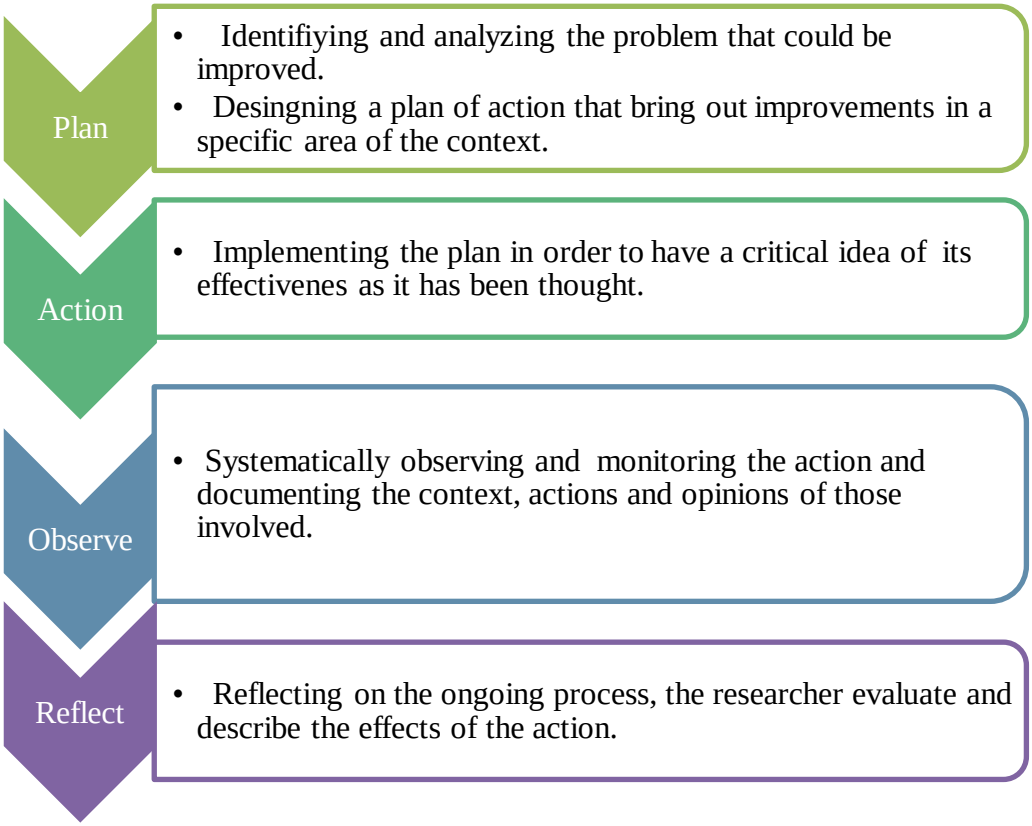

Figure 1. Scheme of Action Research adapted from Kemmis and McTaggart, 2004.

This study used mixed method approach to analyze data. It allowed the researcher to "integrate both quantitative and qualitative kind of data to generating new knowledge and involve either concurrent or sequential use of these two classes of methods to follow a line of inquiry." (Creswell, 2009. p.8).

3.2 Context

This research was carried out in a private school, La Enseñanza School, a traditional based educational institution located in Bogotá, Colombia. This school belongs to The Society of Mary which was founded by St. Joan of Lestonnac in Bordeaux - France in 1607 in order to educate and evangelize women. The school was established in Colombia in 1751 with the objective of conduct learners in their human and spiritual growth for a successful performance in life. This perspective was refined from the development of work ethics, self-discipline, tolerance towards difference and respect for life. The school offers education to students from pre-kinder to eleventh grade.

Although the strong emphasis in English, students only have 7 hours of English instruction per week and one additional lesson per week related to participants preparation to face English international tests. At La Enseñanza School, there is a lack of interest in English vocabulary learning but reading, listening, speaking, and writing are considered important practices from pre-kinder to eleventh grade. For instance, learners are encouraged to develop reading habits not only in Spanish (participants' mother tongue) but also in English. In third grade, learners attend the library once every 6-day cycle to develop a previous selected reading plan throughout the whole year. During 2015 academic year third graders used the book: Storyfun for starters from Cambridge University Press.

Furthermore, a classroom library was available with a variety of titles accessible at school or at home in learners' spare time. This approach towards reading had established for learners a culture of reading for pleasure to the extent that they read at least one book per month or even either at a week, school or home where they have easy access to reading materials.

The institution is planning to become bilingual; it involves teaching academic content in two languages. It is following a process guided by Cambridge University, which involves "learning the language, about the language and through the language"(Halliday, 2004, p. 308).

A central element of the Cambridge English Project is the idea of acquisition and consolidation of the English language to be a structured-on-time, accurate and enriching process. Students have the chance of improving their strengths and comprehension skills in terms of receptive listening and reading comprehension, and productive writing and speaking production skills. They are, expected to present international examinations in order to certify their level of English and initiate the path of international certification. Preschool and elementary students take the Cambridge Young Learners English Starters, Movers and Flyers Exams, aimed at measuring learners' language level up to Pre A1 according to the CEFR.

Committed to supporting and enhancing the learning process, the school has numerous and varied technological resources such as computer labs and audiovisual rooms as new learning environments. Most classrooms have been equipped as well with e-beams, a portable device and powerful software in order to help teachers plan, prepare and deliver compelling lessons while keeping learners involved and motivated. In addition, the school offers continuous access to a Moodle LMS ™ platform adopted and adapted to assist blended type courses where teachers design and upload activities aimed to develop learner autonomy, critical thinking, and creativity. Learners also used Super Minds book, from Cambridge University, during 2015 academic year. It offers 7 levels and it is specially designed to train their memory and improve their concentration activities but it doesn't focus on vocabulary development. Despite many available resources, restricted vocabularies were the collective difficulty for teachers and students.

3.3 Participants

The participants of the study were 23 third grade students, 4 boys and 19 girls aged between 8 and 10 years old. Most of the learners had been studying at the school for five years. According to the CEFR, learners were at a pre-A1 level that involves the understanding of simple present and past structures, basic content readings and recordings as well as the production of simple written and oral utterances such as filling forms with personal details. These learners were in the process of developing their oral and written skills, although, listening and reading abilities were slightly more developed than speaking and writing production.

They belong to a high economical background; some of them were interested in learning English as a foreign language as they considered it as an opportunity to get a good job in the future, some more were not committed and self-confident to improve their English language learning skills, because they were not aware of the importance of vocabulary to develop their communicative competence.

From the student's participation in classroom activities and tests, it was noticeable that most of the students faced some difficulties in communicating or expressing their ideas whether in speaking or writing skill and to understand while reading or listening because they had problems on vocabulary learning. Consequently, to overcome their needs, the researcher applied a needs analysis tool, which identified lack of autonomy, lack of use of strategies on improving vocabulary, lack of motivation to develop vocabulary learning and lack of learning habits, as evidenced in the analysis of data collected from the answers given by the students in the needs analysis instrument previously described in detail in the statement of the problem (Appendix D).

3.4 The researcher's role

The teacher-researcher who carried out this study kept a reflective attitude towards her teaching practice during the research process. Being this an action research, the researcher was a participant, an observer and a facilitator during the different stages of the whole process. Burns (2003) states that, "the participant-observer adopts different levels of active involvement in the research situation" (p. 63). Hence, the researcher adopted, on one hand, the role of observer and, on the other, the role of participant.

As an observer, the teacher self-evaluated her teaching practice by means of the teachers´ journal with the intention of retrieving relevant information from the learners during the implementation process as well as to gather information from the teachers' views on the whole intervention process; the reflection process was upon her own pedagogical performance when planning, developing materials and implementing activities (Appendix F).

As an active participant, the teacher was involved in the development of the proposed activities, the researcher joined in and became part of the group to get a deeper insight as a strategy to avoid the influence of external elements and eliminate biases when students knew they were being watched.

The teacher-researcher acted as trainer, too. The students were trained under the vocabulary self-collection strategy to foster self-directed vocabulary learning skills and enlarged their motivation towards vocabulary learning. The teacher-researcher also played the role of a guide and a facilitator of the students' learning process helping them boost their language potential, develop their critical thinking skills and instructing them in those features over which they should have control in using VSS such as amount of effort and motivation on self-directed vocabulary learning.

3.5 Data collection instruments

In accordance with the parameters of the mixed method approach, the teacher-researcher gathered qualitative and quantitative data through four instruments: a survey, a pre and a post-test, a questionnaire and the teacher and students' journals (Appendices F-G for complete proofs).

3.5.1 Diagnosis Survey

Initially, the first instrument used to collect data was a 30-item survey consisted of four sections with a four-point Likert scale[12] applied at the beginning of the third academic term in 2015, to diagnose what could be the possible self-directed learning strategies students could use to learn vocabulary and gather information on students' routines, strategies or activities to learn vocabulary in English. Also, classroom observation was taken during the first month needs analysis stage, in 2015 academic year, to register students' performance and attitudes and to identify students' strengths and weaknesses after the development of the proposed activities for English classes. This initial survey and observation provided the teacher researcher with data related to students' perception about their English learning process considering the learning environment and pedagogical activities. It allowed the researcher to note down relevant information concerning the main research interest: vocabulary learning and shed light on the design of the pedagogical implementation (See Appendix D).

[12] A method of ascribing quantitative value to qualitative data, to make it amenable to statistical analysis. These scales range from a group of categories—least to most—asking people to indicate how much they agree or disagree, approve or disapprove, or believe to be true or false. The method was named after its inventor, the US organizational-behavior psychologist Dr. Rensis Likert (1903-81).

3.5.2 Pre and Post Test

Implemented at the beginning and at the end of the pedagogical implementation, the pre and post-test designed for this study (Appendix E) were used to assess the learners' performance and gather quantitative data. It was a type of four-point Likert scale instrument in which students were asked to rate their knowledge of the meaning of a given word. The researcher decided to use this instrument following what Seliger and Shohamy (2008) defines: "a test is used to collect data about the subject's ability and knowledge of the second language in areas such as vocabulary" (p. 87). For the purpose of this study, a vocabulary pre-test and posttest were adapted from Blachowicz & Fisher´s work[13] and aimed at gathering quantitative data to have evidence about students' vocabulary knowledge and improvement.

Initially, the pre-test was designed with the purpose of pre-assess student's knowledge of vocabulary; it included many of the words students could have known at this time based on YLE: starters - vocabulary practice test, the Cambridge English Starters Word List Picture Book and Starters A-Z word list. It was applied during the pre-stage to find out the students' vocabulary mastery as well to make a diagnosis of the amount of vocabulary each participant could recognize. During the development of the test the teacher-researcher made a dictation exercise. After that the students went through the list of words ranking their knowledge of the word using a scale from "words they knew and they could use it properly", "words they almost knew, but the meanings were a bit difficult for them", " words they had seen or perhaps heard before from television, conversations, magazines or on another topic" and "words they did not know at all" Students rated their knowledge of the word with an "X" in the appropriate category giving it a quantitative value using numbers from 1 to 4.

[13] They highlight the power of vocabulary instruction in lifelong learning. Blachowicz, C. & Fisher, P. (2001). *Teaching Vocabulary in all classrooms.* (2nd ed.) Columbus, OH: Merril / Prentice-Hall

Furthermore, the post-test aimed at gathering quantitative information about learners' improvement to enrich their vocabulary and to evaluate the extent to which the adaptation and use of the Vocabulary Self-Collection Strategy within the frame of self-directed learning could increase the vocabulary learning in a self-directed way was administered after the implementation stage. It was based on students' self-collection of words from readings after the implementation of VSS. It comprised the words collected in the weekly class vocabulary list (Appendix J). It focused on three levels to describe students' knowledge for word meanings: unknown, acquainted and established. Unknown, the word was totally unfamiliar and its meaning was unidentified; acquainted, the word was to some extent familiar; the student had some idea of its basic meaning or words students think they have seen or heard before maybe from TV, conversations, magazines or in another subject and established, the word is clearly familiar; the student can immediately recognize its meaning and use the word correctly. (The Partnership for Reading (2003) as cited in Antonacci and O'Callaghan, 2007, p. 84)

3.5.3 Learner´s Questionnaire

An additional instrument used in this study was a learners' questionnaire, it was designed to find out students' ideas and impressions regarding the effectiveness of the VSS for self-directed vocabulary learning in which they had been trained during the implementation of the study. Wallace (2008) noted that questionnaires "involved eliciting something from informants: usually factual information about themselves and their teaching situations, or attitudes/opinions on some issue" (p. 24). One of the advantages of questionnaires in collecting data is that they can be given to a large group of subjects at the same time, the participants tend to share information of a sensitive nature more easily and the data can be analyzed more objectively.

Implemented at the end of the intervention, the learners' questionnaire involved a set of five open-ended questions conducted in Spanish to allow participants answered the questions freely and spontaneously (Appendix H). The design of the instrument measured learners' awareness on the use of the strategy and collect qualitative outcomes to determine learners' level of autonomy in their process of learning vocabulary by using the vocabulary self-collection strategy.

3.5.4 Teacher and learners' Journals

The teacher and students' journals were implemented along the development of the intervention as a method of gathering qualitative data from learners, as well as teacher-researcher. According to Wallace (2008) journals "provide an effective means of identifying variables that are important to individual teachers and learners, they enhance awareness about the way a teacher teaches and a student learns, they enable the researcher to relate classroom events and examine trends emerging for them" (p. 63).

For the study the choice of the teacher and learners' journals as two of the instruments to collect data relied on the fact that they were synchronous notes of observations and personal considerations, useful to capture significant thoughts that were a product of reflection. They retrieved study participants' feelings, perceptions and thoughts during the whole process. They contained questions regarding teacher and student's experiences during the lesson training on VSS strategy as well as learning goals set. The teacher researcher designed a format for the journals in the form of a record in which information such as date, time, class, objectives, work done, way the work was done by the students, self-evaluation, specific concerns, notes for follow up, were all included. Journals were, thus, not just about gathering data but of encouraging change by challenging participants to reflect on their views and to engage in action.

First, the teacher´s journal tended to record the observations after each class. It included a section specially designed to allow the researcher to self-evaluate planning, implementation, success, students' motivation, teacher enjoyment and students´ interaction with peers through a 4 point Likert scale. These valuable observations let the teacher to reflect on learners´ strengths and challenges, as well as identify their needs as a key element for planning future lessons (Appendix F).

Secondly, the learners' journal was designed with a set of five open questions conducted in Spanish and a chart to list their self-selection of words and their reasons for selection the words, gathered learners' impressions, feelings, reactions, interpretations, explanations and opinions about the usefulness of the VSS strategy for learning vocabulary. The learners' journal helped the researcher to determine students' level of autonomy in their process of learning vocabulary by using the strategy taught which offered a huge perspective of student´s growth (Appendix G).

The teacher and learners' journals record-keeping provided valuable data about the intervention to draw conclusions about how the use of VSS increased the level of autonomy awareness in vocabulary learning in this group of third grade students thus contributing to validity and relevance.

3.6 Data collection procedures

The procedures to administer the instruments designed to answer the research question proposed during the development of this action research were divided into three stages: pre, during, and post-implementation according to each stage of the research process.

In the pre-implementation stage students answered the needs analysis survey and took the pre-test the teacher-researcher collected quantitative and qualitative data. Using the survey

the researcher inquired about the students learning insights, organization and use of vocabulary learning strategies. From the pre-test the researcher observed the possible changes learners would experience after the implementation of VSS in terms of their vocabulary learning.

The data during implementation stage emerged from teacher and learners' journals. Data collected provided anecdotal pieces of evidence which helped the researcher to better evaluate the effectiveness of adapting and implementing VSS in helping the students´ self-directed vocabulary learning.

In the post-implementation, data was associated with the vocabulary post-test that was administered to measure the amount of vocabulary learned after VSS training and the learners' questionnaire in which they shared their insights regarding their performance in the overall process. The learners' questionnaire was used to verify students' progresses on vocabulary learning after the implementation to be compared with the pretest and while implementation of vocabulary self-collection strategy chart. It also determined the students' scope to use and fulfill the task entirely and autonomously and helped the researcher to determine the effects that VSS training throughout the implementation stage could have in students' performance. The three stages of the data collection procedures are briefly summarized in the Table 3.

Table 3
Data collection procedures

Stage	**Pre-stage**	**During-stage**	**Post-stage**

Data source and Objectives	Learners' needs analysis: to analyze student's needs and interests. Vocabulary Pre-test: to measure students' prior knowledge of vocabulary after intervention.	Teacher's Journals: to write down reflections and descriptions. Learners' Journals: to gather learners' impressions on the learning and use of the strategy taught to learn vocabulary autonomously.	Vocabulary Post-test: to measure the amount of vocabulary learned and effectiveness of VSS training. Learners' Questionnaire: to gain insights on the overall strategy training and results of the research project.

3.7 Instruments and Procedures Reliability and Validity

To ensure the validity and reliability of the instruments and procedures carried out before, during and after the pedagogical intervention the researcher based on Cohen, 2007 ideas regarding reliability and validity. Cohen explains that "validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data" (Cohen, 2007, as cited in Lagos, 2012, p. 34). Cohen's recommendations in this study were addressed to ensure that the data collection instruments and analysis were accurate and adequate according to the goals set and the research question.

During the development of the proposed action research study, all data collection instruments were piloted prior to carrying out the research in order to find out if they were accurate and relevant and guarantee its suitability. They were presented to a sample of 10 learners, boys and girls, of similar characteristics to those of the participants, in the same school and grade but in a different group from those selected to be part of the research process.

The sample of learners was asked to complete the learners' questionnaire format and write their impressions on a learners' journal sheet. While students answered the questions, the researcher took notes about the process. Each time they read and responded to a question, they

could tell the researcher exactly what comes into their mind. The researcher took notes on everything they said. Some of them mentioned: "I do not understand the question", "This is getting boring why it is so long" "The question is not clear for me" "I do not understand this word" "I do not know how to write my answer properly" "I cannot answer because it is in all in English and "I cannot understand most of the questions" among other. At the same time in writing journal entries, it was hard for them to share their ideas with confidence since they were not sure if they had to use English or Spanish. Once all the participants completed the learners' questionnaire and journals format, the researcher reviewed notes to identify what the major problems were and started to improve the instruments to address those problems.

After analyzing notes, the researcher found that most of them had the same problems with some of the questions from learners' questionnaire, since it was in English. Some of the questions were skipped because the students found certain questions ambiguous or confusing. It was also difficult for them to understand directions and answer the questions truthfully. Additionally, time expecting in answering the questions was not enough for them. In relation to the Vocabulary Self-Collection Strategy chart included in the learners' journal format, the students were required to write down the synonym and antonym of the words listed, but it was difficult for students to find synonym or antonym for the words. Therefore, in redefining the instrument the researcher avoided the synonyms and antonyms.

Further, 3 "anonymous" colleagues who acted as reviewers, one English high school teacher from a private school, one elementary school teacher from a public school and one student from Master in English Language Teaching- Autonomous Learning Environments at

Universidad de La Sabana program[14], were asked by the researcher to evaluate the instruments selected to collect data.

They gave the researcher valuable insights and comments on the design and improvement of the instruments. Firstly, they suggested modifications to avoid faulty items that could mislead participants, such as: How would you rate the use of VSS a suitable strategy to learn vocabulary? This question tells the students that VSS is a suitable strategy to learn vocabulary. This type of wording can bias the answer from the students. They also claimed that for open-ended questions with multiple response choices, or multiple choice response options could be exclusive so that students could not make clear choices. The researcher should evaluate if there were any other choices that should be listed or if possible use a four-point scale. Thirdly, the researcher anonymous" colleagues suggested that learners' questionnaire and journals must be in Spanish since this will be applied to A1 elementary learners, they may feel more secure if they can use their native language to write their answers or reflections on their learning. In relation to the pre and posttest: knowledge rating scale, they found it pertinent to the implementation of the self-collection strategy. Finally they considered that after adjustments the instruments will be greatly connected with the objectives of the research process in terms of reliability and suitability for analysis.

In summary, pretesting, piloting and receiving feedback from colleagues helped researcher identify questions that did not make sense to the participants, or that could lead to biased answers. Piloting, modifying, and applying the research instruments gave the researcher the opportunity to gather data to accomplish the objectives of the research study and to bring

[14] This is a face to face program offered by Universidad de La Sabana, Bogotá, Colombia. It is a high-quality graduate program designed for graduates currently teaching English or content-based subjects in English. Code in the Colombian National Data System of Higher Education (SNIES, Spanish acronym) No. 90691. Taken from: https://www.unisabana.edu.co/fileadmin/Documentos/Maestria_D_I_A_Autodirigido/MasterEnglishLanguage-FacetoFace.pdf

together reliable and supportable information to avoid possible difficulties and make the appropriate adjustments.

In reflecting what data collection tools and procedures could be used to elicit the students´ input in the context, the researcher based on Denzin & Lincoln (2011) who described "triangulation as one of the most significant ways of checking for validity and gather multiple perspectives on the situation being studied" (p. 123). This mixed research approach study enabled the triangulation technique, which gives quantitative and qualitative data equal priority and involves gather data at the same time. The researcher integrated all data in order to better understand the problem by the use of multiple resources, in this case: a survey, pre and posttests, a questionnaire and teacher and students' journals. This process of triangulation aided researcher to better explain the phenomena studied, eliminated the researcher's own perspectives and guaranteed the validity and reliability of the study. In Denzin and Lincoln's (2011) words "made the research process more purposeful, interesting and valuable, and as such it tends to have an energizing and revitalizing effect" (p.33).

The instruments and the different stages were planned to follow a systematic procedure, regarding the concepts of validity and reliability. The selection and implementation of these instruments complied with the triangulation process based on the data gathered from them and the objectives proposed involving collective multiple sources of data, which allowed the researcher to support the objectives of the research and provided cross-validation to strengthen and ensure the accuracy of data from more than one standpoint.

Table 4 displays the triangulation matrix that allowed the researcher to gather valuable quantitative and qualitative information from selected instruments and procedures that were involved in this action research study.

Table 4

Data Triangulation Matrix

Research Question	**To what extent does the implementation of Vocabulary Self-Collection Strategy improve Self-directed vocabulary learning in a group of A1 third graders in a private school in Colombia?**	
Objectives	**1.** To describe the procedures and outcomes on adapting and implementing the self-collection strategy influences elementary students' self-directed vocabulary learning. **2.** To analyze to what extent engaging students in a self-directed practice through the use of self-collection strategy would influence their vocabulary learning. **3.** To examine the effects of using the Vocabulary Self-Collection Strategy to develop Self-directed Vocabulary learning.	
Nature of data	**Data Collection**	**Data Analysis**
Qualitative	Needs Analysis Survey administered after intervention and field notes written during and after observations in the regularly scheduled classes.	Survey outcomes and field notes summarized and compared in order to identify student's needs and interests related to vocabulary learning.
Qualitative	Teacher and learner´s Journals written during and after the implementation.	Data categorized and simplified into codes by using an open coding procedure.
Quantitative	Pre and Post-Test, taken by students' before and after the intervention.	Mean scores computed, testing for statistically significant differences across the ratings of the tests before and after intervention.
Qualitative	Students´ end of the intervention questionnaire.	Data categorized using an open coding procedure. And compared verify students' progresses on vocabulary learning after the implementation.

3.8 Ethical Considerations

Ethical considerations in mixed methods design as suggested by the American Psychological Association's (APA's) "Ethical Principles and Code of Conduct" (2002) regulations, were undertaken in order to promote the values that are essential to research, such as trust, accountability, mutual respect, and fairness to validate the information presented in this study. From the beginning of the intervention, it was imperative to notify participants and their families about the rationale and the purpose behind the study, the possible constraints for them as

participants, the data collection procedures as well as the benefits that this research project could convey.

Considering the contributors of the research project were underage students, parents signed consent letters to protect the participants' anonymity and accordingly, the participants' names were not used in the study; instead some numbers were assigned (S1), (S2), (S3), and so on. Anonymity was maintained at all stages of the project.

To make sure that relevant individuals in the institution accept to carry out this study; the Academic Coordinator and the Principal of La Enseñanza School were also informed. Thus, a request directed to the school director and parents' allowed researcher and third grade members, to participate in the present research project. In this letter, parents were guaranteed that the information obtained through the project will be confidential and that under no means the performance of the children during the project would not impact their grades. Only data from students who agreed to participate by signing a letter of consent were contemplated. (Appendices A 1-2).

Chapter Four: Pedagogical Intervention and Implementation

This chapter comprises information regarding the processes comprehended during the pedagogical intervention. It describes the development of the action plan, the stages, the challenges encountered, and the adjustments made during the pedagogical intervention in order to adapt and implement the VSS as a way to improve SDVL. Furthermore, this chapter explains how the research cycle methodology was used to analyze key elements of the pedagogical intervention based on a literature review and the research design.

In order to guide the process of the study, the researcher designed a general project timeline for the implementation and the overall study included in the appendices section (Appendix B).

The development of pedagogical intervention took place between July and October in 2015 academic year, over an eight-week period of time. It consisted in of 16 to 20 hours in school time in the second academic semester of the academic school year 2015. Lessons lasted 90 minutes, it means 2 class sessions of 45 minutes in length and the intervention was held twice a week. The lessons followed ICELT [15] format, outlining teacher and learners' actions during lessons (Appendix I).

Since the aims of the study were focused on examining the effects, describing the procedures and determining the impact of adapting the vocabulary self-collection strategy to third graders, it was necessary for the teacher- researcher to follow a systematic process which included a familiarization session so that learners could raise their awareness of the strategies already being used in vocabulary learning in order to lead learners to reflect upon their own

[15] ICELT is a teacher training course for those who already teaching English to speakers of other languages. The course deepens the knowledge and develops the ability to reflect on and improve teaching.

learning process. Afterward, it was necessary to allocate two cycles dividing eight-week period to implement the strategy with the purpose of conducting the training process and allowing learners the time to practice the strategy and reflect on their own vocabulary learning process. Accordingly, the pedagogical implementation was divided in in four stages of two to three lessons each four stages: 1) Strategy introduction 2) Strategy modeling, 3) Words nomination and 4) Word knowledge.

4.1 Strategy introduction

In the first stage, there were two initial sessions, the first one aimed to contextualize learners within the study through informal questions about their vocabulary development concerns, the importance of studying, and their opinions about strategy training. At this stage, which lasted three weeks, some qualitative data emerged from the needs analysis survey on self-directed vocabulary learning. (Appendix D)

The researcher inquired about the students´ learning insights, organization and use of vocabulary learning strategies. It exposed that students see themselves as note-takers, as persons who participate little in class, as having a negative attitude toward asking for help if needed. They were unable to state any mechanism to self-direct their learning since they did not set personal goals or self-evaluate their vocabulary learning.

The second one directed to guide the students through a self-reflection process regarding their own vocabulary learning process. The collection of this information provided valuable information for a more objective analysis of the intervention plan in the vocabulary learning improvement that ensued during the stage. Accordingly, the teacher- researcher introduced the importance of using strategies in self-directed vocabulary learning as well as the purpose of VSS to students.

4.2 Strategy modeling

The second stage took place over three weeks and there were two sessions of 45 minutes each week. During the stage, the sessions were organized as follows: firstly, students were exposed to a pre-test to measure vocabulary pre-knowledge. Then the teacher focused on engaging students in the process of vocabulary self-selection by modeling how to select and nominate important words from the readings and showed how to use context and other resources to learn the meaning of the word.

As the students were familiar with the strategy, the teacher provided guided practice to support the use of VSS in production activities such as describing pictures, write short paragraphs or express their impressions through the development of proposed activities. At the end of the third week, both the teacher and students filled in their learning journals in order to self-assess their general performance during the week and summarize experiences and thoughts.

4.3 Words nomination

During the third stage, the teacher and students used six short stories, included in the reading plan book (Storyfun Starters), in order to serve as a source from which students could select unknown words to use in VSS training, the stories were: "Sam´s sandcastle", "Cows, sheep, goats, ducks and chickens!", "Gran´s glasses", "Classmates", "The night train" and "Winners" (See Appendix L for a sample of the selected stories)

In implementing the strategy taught, the teacher and learners read parts of the text aloud and silently stopping at intervals to have participants read some of the selected words. Students were instructed to choose the words that were unknown to them and write down each word, the page number on which the word was found, and what they thought the word meant using vocabulary self-collection strategy chart included in the learners' journal. After a few minutes of

working individually, students moved into heterogeneous discussion groups consisting of three to five students. In these groups, students discussed their selected words deciding on two or three words they wanted to share with the whole class. The teacher as facilitator of the process conducted students in the class to discuss the words they wished to nominate.

Thereafter, the students met in their small groups, the class gathered together to discuss the words selected by each group. Each group shared a new word, read the sentence in which the word was found, and told what the group members thought the chosen word meant. Each student was given an opportunity to guess the meaning of the words by giving some clues from the text. As time allowed, groups shared additional words they had selected.

Then, whole class briefly chatted about the words and narrowed the list to four or five words, the discussions allowed them to understand how good readers used context, chatting, among other available resources to figure out the meaning of a new word. After discussions, the collected words were included in the weekly class vocabulary list chart (Appendix J). Occasionally the students decided to exclude a word because they considered that quite a lot of students already knew it. As words were discussed, the teacher stimulated students to make personal connections to the words.

Strategy training lessons took three weeks, every week, during the third stage whole class devoted a portion of instructional time to reviewing past word lists from the weekly class vocabulary list. At the end of each week, students were tested through dictation exercises on five words randomly selected from the weekly lists, they had to spell each word, explain its meaning, and write a meaningful sentence using the word. During each intervention a sample of ten students (which eventually resulted in six girls and four boys) this population consisted of a group of students who had shown lot of involvement in their vocabulary English learning process

thus far. They were asked to write on a journal sheet about their impressions, opinions and feelings on the strategy worked during the weeks and describe their progress after self-monitor their vocabulary learning process outside the sessions (Appendix G).

4.4 Word Knowledge

After above-mentioned stages, the fourth stage took place; the sample was asked to extend word knowledge and collect the words learned after apply the self-collection vocabulary strategy in which they had been trained. This phase was carried out in two extra sessions of two hours for two weeks. Finally, after the end of the intervention, a post- test was introduced to find out the impact of the intervention on vocabulary learning as well as learners´ questionnaire related to students' impressions to the implementation of self-collection strategy to improve self-directed vocabulary learning (Appendix H). The whole class reflected on the impact of the use of the strategy in the development of self-directed vocabulary learning taking into account pre and posttest outcomes and the answers for a closing learners' questionnaire. The figure 2 reviews the pedagogical implementation stages.

To sum up, the implementation of the self-collection strategy was aimed to contextualizing, introducing, training and monitoring the use of VSS as a whole group as well as individuals and lastly reflecting on acquired learning. The implementation exhibited different challenges to the participants of this study, starting with a more evident focus on their role as vocabulary learners.

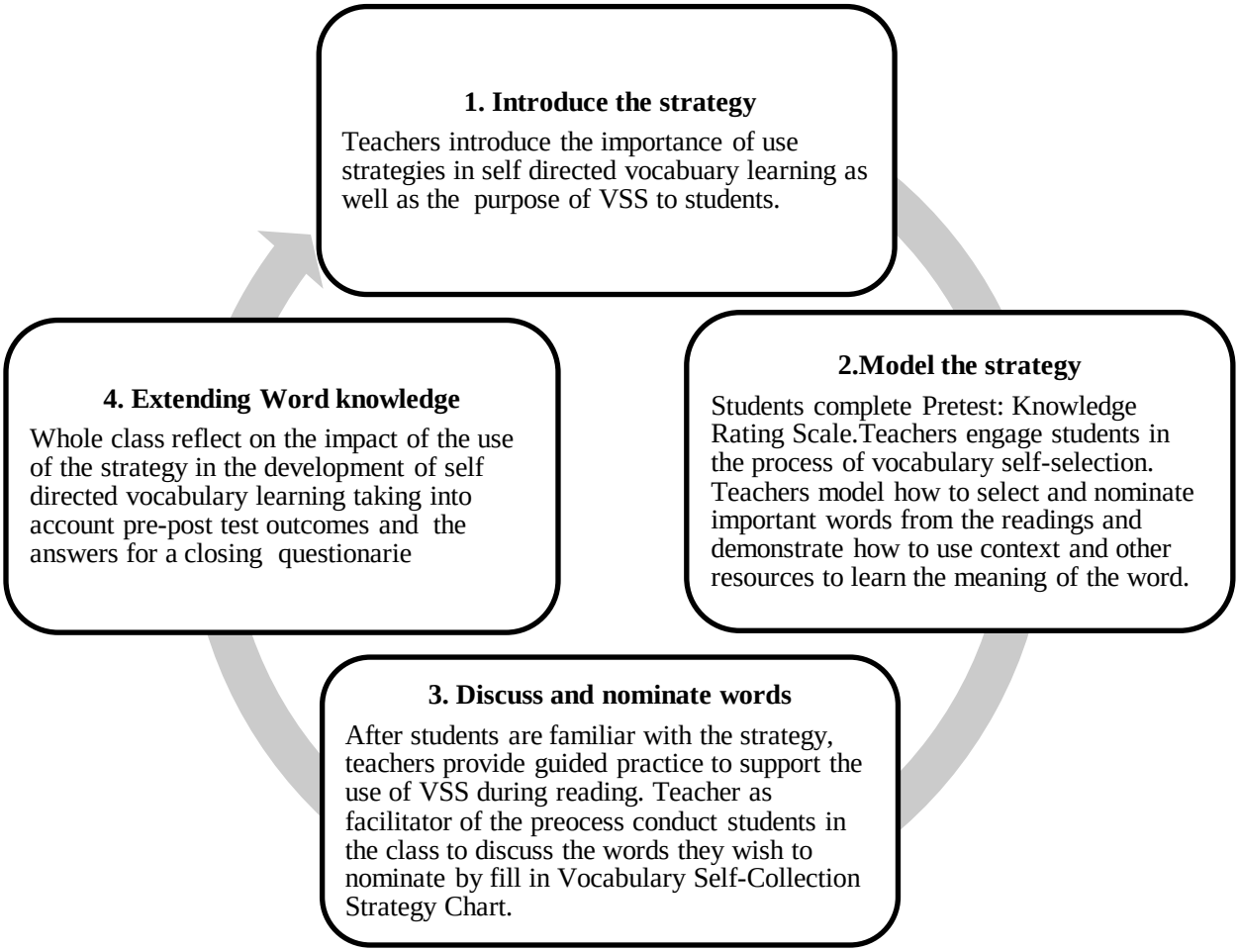

Figure 2. Stages for implementing the vocabulary self-collection strategy.

Chapter Five: Results and Data Analysis

This chapter presents a complete analysis, interpretation, and explanation of the quantitative and qualitative data gathered during and before the intervention from participants' vocabulary pre- and post-tests, teacher and learners' journals, and a final learners' questionnaire. Additionally, the chapter displays the categories and the sub-categories that emerged from the mixed method analysis of collected information, all in all, aimed to answer the research question.

5.1 Data Management and Procedures of Data Analysis

Following a two-month/ eight-week period assigned for the pedagogical intervention stage, diverse procedures were held in order to organize the information effectively and to enhance the analysis of the data gathered. As said before, the researcher analyzed data by following Denzin and Lincoln's (2011) ideas of triangulation to validate the study and generate more rounded and supported conclusions, including both quantitative and qualitative approaches to follow the process of collecting data, storing and retrieving information.

Thus, by combining methods and correlating the information emerged from the different data sources, the researcher improved and assured the evaluation of the findings and at the same time the validity of this research. The researcher also considers grounded theory which provided her with guidelines on how to analyze qualitative data in order to identify categories, how to make links between categories and how to establish relationships between them. This process implied reading the data several times to identify codes for both categorizing data and for describing the implications and details of these categories. Initially, open coding, considering the data in detail while developing some preliminary categories. Later, the researcher organizes and integrates the categories into a more selective coding in a way that articulates a coherent

understanding of the collected data. This helped the researcher to avoid importing existing theory into the analysis. . (Strauss and Corbin, 2008)

Based on previously mentioned approaches, quantitative and qualitative data were collected during the implementation stage. The quantitative data was analyzed followed descriptive statistics and a t-test directed to find out statistically significant differences before and after the implementation and the qualitative data was examined according to the open coding processes derived from grounded theory. Table 5 debriefs the instruments, participants, and methods that allowed the researcher to collect and analyze data.

Table 5
Collecting and Analyzing Data

Data Collection Instruments	**Participants**	**Nature of data**	**Data Analysis Methods and Techniques**
Diagnosis Survey	Students	Quantitative and Qualitative	Likert scale- Direct observation
Pre and Post-test	Students	Quantitative	Scores Statistics (mean, standard deviation) T-Test
Teachers and learners´ journal	Teacher and students	Qualitative	Grounded theory
Learners' Questionnaire	Students	Qualitative	Grounded theory

Throughout data analysis, data reduction was done by open coding technique proposed by Strauss and Corbin, (2008). The researcher broke the information down into pieces and analyzed it several times in order to examine it closely and find relations, similarities and differences attempted to identify patterns in the data and simplify the information and pinpoint relevant facts. In relation to data management, the information gathered was organized in folders in files

and saved to be reviewed when necessary. Regarding, learners' questionnaire and teachers and learners´ journals an excel file that included the date, a summary of each student's answers was created to save the information.

The analysis procedure began with the quantitative consideration of the vocabulary pre and post- test by the use of a matrix designed in MS Excel™, in which participants were assigned the letter S (Student) followed by a number. The analysis continued with a qualitative examination of learners' reflections and impressions on the use of each VSS recorded in their journals. In this analysis the data was categorized and simplified assigning a color to each code: yellow for positive views on the strategy, red for negative views on the strategy and green for views that represented autonomy fosterage. Afterward, responses from learners' questionnaire, directed at the end of the intervention stage were reviewed and color-coded. The colors set for learners' impressions included the colors assigned for the codes in the journals, adding blue to analyze the views associated with the autonomy in using the VSS strategy. The researcher also reviewed Teacher´s Journal notes in order to identify teacher's impressions on the use of the strategy by learners, motivation towards the learning of the VSS strategy and improvement of vocabulary on daily interaction with peers. For this analysis color-coding was also used as well as Likert scale included in the teacher´s journal (See Appendix K for a sample of this procedure). In this coding analysis the features emerged from data were grouped into categories and subcategories which allowed the researcher to triangulate the data.

5.2 Quantitative analysis

The researcher carried out a quantitative analysis of the collected information, seeking for objective, precise measurement and analysis of target question. The quantitative data was analyzed to identify changes in students´ performance, to measure significant differences before

and after the implementation of the strategy. It included a revision of the vocabulary pre-tests of learners in order to analyze the learners' vocabulary size before the intervention and compare it with the vocabulary post-test after the training on self-collection strategy. It tended to establish the improvement of vocabulary range in the vocabulary post-tests. By the same way, pre-test and post-test were used to examine whether the effects of adapt and use the VSS could really enhance third graders self-directed vocabulary learning. On the one hand, Figure 3 illustrates learners' previous vocabulary knowledge based on YLE: starters - vocabulary practice test, the Cambridge English Starters Word List Picture Book, and Starters A-Z word list.

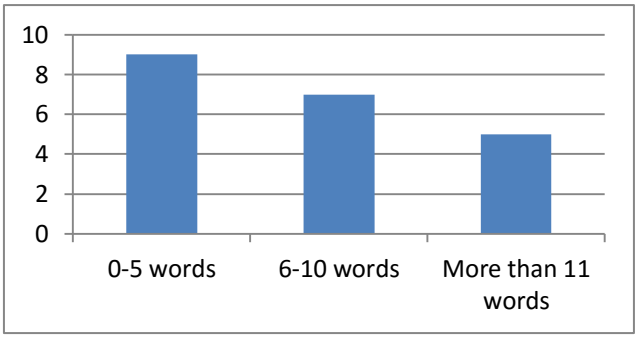

Figure 3. Learners´ vocabulary pre- knowledge.

The statistical analysis from the learners´ vocabulary pre-test showed that 45% of the learners had previous knowledge from zero to five words, 35% knew from six to ten words and 20% of the learners' marked more than 11 words known. It is valuable to highlight here that those learners who scored the highest number of words known in the pre-test were the learners who were active participants in the regular development of the class; they were also the seen regularly committed with reading in their spare time in and outside the classroom and those who take English extra classes.

On the other hand, the pre- test and post- test scores were used to find out means and standard deviations. Then both scores were compared by using a T-test[16] which allowed the teacher-researcher to measure significant differences before and after the intervention. The evidence corroborated important changes in students´ self-directed vocabulary learning using VSS, which can be seen in the results from the pre and post-tests. These changes are shown in Figure 4 below.

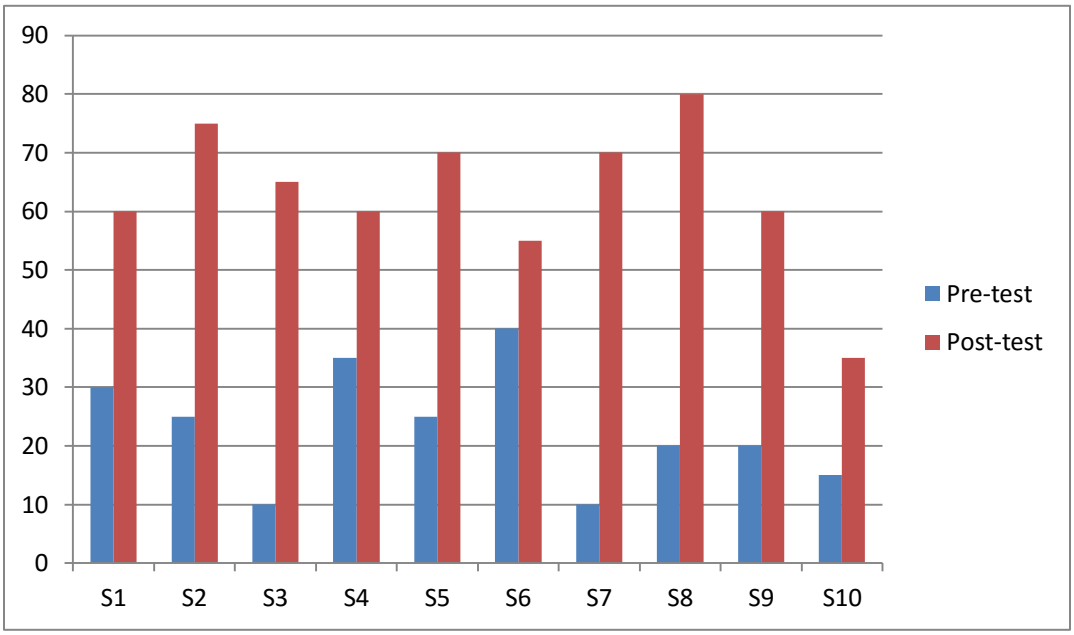

Figure 4. Outcomes of the pre and post tests

According to the analysis of the graph, it was manifest that there was a significant growth in the number of correct answers for each one of the students in the post-test in contrast to the pre-test, as follows: from 0% of students with more than 60% of right answers in the pretest to 20% students in the post-test. These results clearly show that after the interventions, students were positively affected by training in VSS strategy to foster self-directed vocabulary learning. In

[16] It is used for comparing the means of two samples even if they have different numbers of replicates. It compares the actual difference between two means in relation to the variation in the data (expressed as the standard deviation of the difference between the means). Altman D. G. Preparing to analyze data. In: Practical statistics for medical research. London: Champan and Hall; 1991. p.132-145

addition, they show a considerable improvement and effective use of the strategy taught. From this point of view and in order to statistically demonstrate the fact that students self-directed vocabulary learning improved, T-tests calculated in excel, were carried out to compare students´ improvements in the pre-test and the post-test and expose a statistically reliable difference between the two means as shown in table 6.

Table 6

Statistical Measurements

Statistical Measurements	***Pre -Test***	***Post -Test***
Mean Value	3.1	4.9
Confidence Interval	(0.57)	(0.78)
Upper limit	3.67	5.68
Lower Limit	2.53	4.12
Median	3	5
Standard deviation	1.29	1.79
Variance	1.01	1.09

These results exposed that the average score went up, which evidences the positive impact on the students' vocabulary development after implementing the VSS strategy, due to the fact that the mean for the post-test was higher than that of the pre-test, which also means that the dependent variable was positively affected by the independent variable. In summary, adopting Vocabulary Self-Collection Strategy (VSS) to teach vocabulary was effective to improve students' self-directed vocabulary learning mastery, which leads to a significant outcome for the vocabulary teaching and learning processes and the development of lifelong learners.

As seen the findings are in line with Graves (2000) who states: "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest." (Graves, 2000, as cited in Nathan, 2013, p. 2)

In analyzing only the post-test, it was also important to highlight the previously mentioned levels to describe students' knowledge for word meanings: unknown, acquainted and established, that were examined in order to establish categories for data analysis after the implementation of the strategy as Figure 5 illustrates.

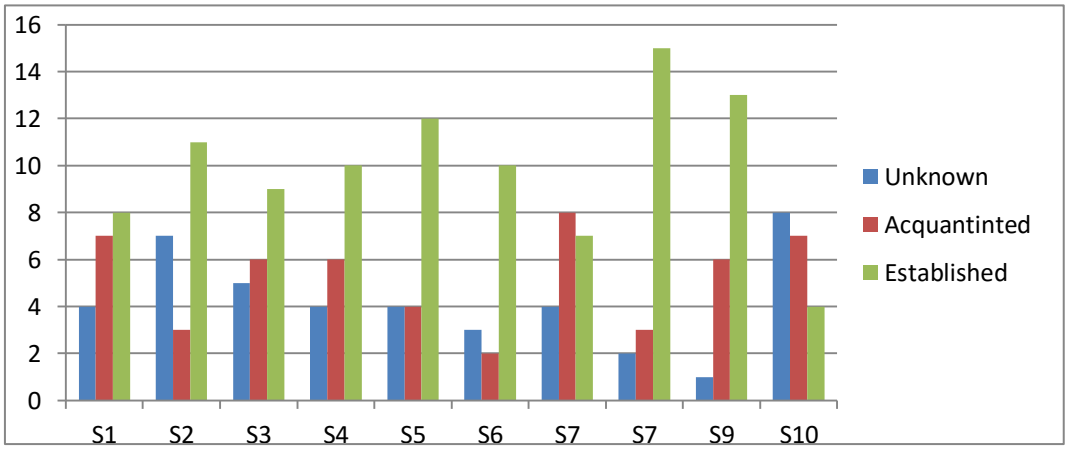

Figure 5. Vocabulary Knowledge Rating Scale Post-test.

In order to obtain quantitative data, it was necessary to analyze the words each learner scored on the post-test as the words they had actually learned as new. This helped the researcher to determine whether students had mastered the new words. In here, it was demonstrated that all of the learners improved their vocabulary knowledge. It was found that 48 % students' knowledge for word meanings was included in the established category, 41% in the acquainted and 11% in the unknown category. It is important to mention here that those learners who marked the highest number of words previously known, consistently showed a higher increase in their development of vocabulary in an autonomous way.

Table 7 displays the reliable improvement on vocabulary size for each one of the learners. It deploys the previous score of right words in the pre-test compared to the one of the post-test and the number of new words learned after being trained on the VSS strategy. Learners increased an average of 10 words after four sessions of two hours taken from the mean of words learned after the pedagogical intervention.

Table 7

Increase of words per student after intervention.

Students	**Correct answers in Pre-test**	**Correct answers in Post- Test**	**New words learned**
S1	4	16	11
S2	3	17	11
S3	12	8	12
S4	6	18	10
S5	4	17	13
S6	7	19	14
S7	10	15	12
S8	6	17	11
S9	8	18	12
S10	9	14	11

The post-test given after completing the intervention indicated that the highest percentage of achievement was 75% of the words while the least achievement was 44, 5%. The statistical analysis upholds a significant improvement in students' vocabulary learning after the training in the Vocabulary Self-collection Strategy (VSS). This suggests that after eight-week implementation of VSS, elementary learners at La Enseñanza School felt more confident and prepared to face the bilingual process and may continue to be engaged in the process of vocabulary learning and consequently improve their English language learning not only in their regular English classes but also during their spare time.

5.3 Qualitative analysis

Along with a quantitative analysis the researcher collected qualitative data based on the data gathered by the application of the proposed instruments, the researcher looked for common, collective and repetitive ideas and different patterns. Once gathered, relevant information was grouped, coded and categorized. As a result of this open coding process, one category and two subcategories emerged. Table 8 portrays the category Improvement self-directed vocabulary learning through the use of VSS which is sustained by two sub-categories, the vocabulary learning engagement and the fosterage of self-direction on vocabulary learning by means of the autonomous use of the strategy taught.

Table 8

Data analysis Category and Subcategories.

Research Question	Core Category	Subcategories
To what extent does the implementation of Vocabulary Self-Collection Strategy improve Self-directed vocabulary learning in a group of A1 third graders in a private school in Colombia?	Improvement self-directed vocabulary learning through the use of vocabulary self-collection strategy.	Vocabulary learning engagement. Fosterage of self-direction.

The analysis of the core category indicated VSS was perceived by students as a didactic tool that involved engagement and self-direction. The findings showed that learners' reflection in their journals triggered them to examine their strengths and weaknesses and consequently, a

series of learning goals and strategies were proposed in order to reduce the effects of their difficulties in applying the VSS strategy in an autonomous way. Students' self-analysis also exhibited some improvements in self-directed attitudes that could likewise benefit their vocabulary learning.

To sum up, adopting VSS to elementary students had a positive effect on students' vocabulary learning, the more learners are involved in the use of VSS the greater amount of words they will learn. Hence, vocabulary learning was the most important effect in the implementation of the use of VSS of learning unknown words. The adaptation, training in and implementation of the VSS engaged students to acquire new vocabulary in a self-directed way. Collecting words increased students capacity to seek for opportunities for vocabulary learning, it encourages learners' awareness o reflect on themselves as word learners for independent vocabulary learning.

5.3.1 Vocabulary learning engagement

This first subcategory focused on the commitment towards the use of the VSS, positive and negative views, and raise awareness on the strategy use. Throughout the project development, most of the learners demonstrated a high degree of engagement to learn a new way in which they can expand the size of their vocabulary, even more, when they identified that the more vocabulary they learned the better they could communicate in English.

During the time students were trained in the VSS, they had the opportunity to express their considerations on the implementation of the strategy. The following extracts exhibit learners' engagement from the perspectives of the teacher-researcher and learners towards vocabulary learning and use of the strategy gathered from the learners' questionnaire and learners and teachers' journals. The following excerpts illustrate what students reported about

their acknowledgement in aspects related to the vocabulary self- collection strategy implementation.

-Q3. Did you learn new vocabulary using this strategy? Why?

"Sí aprendí vocabulario nuevo, me gustó mucho usar esta estrategia porque fue muy fácil para mí."

"Yes, I learned new vocabulary; I enjoyed using this strategy because it was very easy for me."(Excerpt No. 1. S8 Learners' Questionnaire, Author´s translation)

-How do I feel about the exercise?

"Ahora, me siento motivado por encontrar palabras desconocidas, es una forma de aprender vocabulario muy entretenida."

"Now, I am motivated to find out unknown words, it is an entertaining way to learn vocabulary."

(Excerpt No. 2. S10. Learners' journal, Author´s translation)

Excerpts 1 to 2. Learners' engagement in use VSS.

The engagement was also evidenced by most of the participants not only through their conversations but also in their performance during the proposed sessions. Being engaged in a situation involves more than a simple feeling or emotion; it implies the commitment to learning as well as an enthusiastic attitude. Data show some degrees of engagement in the use of the VSS and revealed students' interest.

-Q1. What do you think about the strategy used to learn vocabulary?

"Me parece una buena estrategia, aunque a veces no entendía muchas palabras y me daba miedo preguntar, me sentía entusiasmado por poder usar las palabras luego de aprenderlas".

"I think it is a good strategy, although I did not understand many words and I was afraid to ask. I was also excited to use the words after learn". (Excerpt No.2. S3. Learners' Questionnaire, Author´s translation)

-"Me pareció interesante la estrategia, uno puede elegir las palabras que de verdad

uno no entiende. Me gustó, con buena charla todos participamos, algunos un poco tímidos. Uno puede mejorar si se compromete y deja la pena atrás"
"I found it as an interesting strategy. I can choose the truly words that I do not understand. I liked it, with good talk we all participate, some a little shy. But, you can improve if you commit and leave shy behind." Excerpt No. 3. S9. Learners' Questionnaire, Author´s translation).

Excerpts 2 to 3. Learners' commitment.

It was evident that learners' perception of how the use of the strategy helped them remember the words. However, initial feelings indicate that students were scared and had doubts about how they had learned vocabulary so far and their participation in the process. Also in teacher field notes Ss´ interaction with peers at the beginning was highlighted as poor.

-*"Mi participación es muy poca porque no conozco mucho vocabulario. Además me da un poco de miedo de participar y que me equivoque".*
"My participation is low because I do not know much vocabulary. It also gives me a little afraid to participate and be wrong."(Excerpt No. 3. S2. Learners' journal, Author´s translation)

-*"Tengo miedo de que no pueda desarrollar las actividades porque tal vez se me dificulte algo y mis compañeros se burlen".*
"I'm afraid about cannot develop the activities. I think, if something seems to be difficult for me, my teammates will fun of me."(Excerpt No.5. S1. Learners' journal, Author´s translation)

-*"Ss were not eager to participate, it is possible that the feel embarrassed when they make mistakes" "In spite of students choose the words; chatting about them seems to be a little difficult" (Excerpt No.7. LP2. Teachers' journal)*

Excerpts 3 to 7. Students´ insights with regard to VSS.

However, with the development of the process planned for the implementation of the strategy and with the teacher-researcher guide, each lesson students were more confident with the use of the strategy by themselves. They began to feel confident as they were able to use the VSS effectively and when they noticed the increase in their vocabulary knowledge. This feeling

of self-confidence was essential for the students because it empowered them to tackle the difficulties they faced in the process. Hence, some of them expressed their thoughts related to the complete process considering the use of the strategy as a useful exercise to acquire vocabulary.

-Q4. Will you use the strategy, why?
"Si, volvería a usar ésta estrategia, me sentí muy bien, capaz de hacer las cosas, además aprendí que no solo se puede utilizar en reading, sino siempre que encuentre palabras desconocidas para mí".
"Yes, I will use this strategy again, I felt very good! I felt able to do things. I also learned that it not only can be used in reading but always that I find unknown words to me." (Excerpt No.3. S2. Learners' Questionnaire, Author´s translation)

-How do I feel about the developed activities?
"Al principio me sentí perdida porque no entendía muy bien la actividad pero ya que la entendí, siento que si lo podía hacer y que se puede hacer siempre que quiera aprender vocabulario"
"At the beginning, I felt lost because I did not understand the activity but as soon as I understood, I felt that I could do it. I can use it always that I want to learn vocabulary" (Excerpt No.5. S5. Learners' Journal, Author´s translation)

"Muy bien, ahora veo que si puedo hacer ciertas actividades y no debo pensar que no lo voy a lograr".
"Okay, now I can see that I can do certain activities and I should not think that it will not be achieved". (Excerpt No.6. S7. Learners' journal, Author´s translation)

"Some of the Ss did not know the meanings of the words that their partners purposed. However, group discussions supported them in discovering meanings, particularly when they could share their ideas with the whole class. It allowed engagement in a positive class atmosphere in which Ss were more active and confident in the class."(Excerpt No.5.LP3. Teachers' journal)

"Poder elegir las palabras que yo quería y compartirlas con mis compañeros me motivó mucho. Además siempre estábamos pensando en cual de nosotros no sabía la misma palabra o cuantas más podríamos aprender. "
"Being able to choose the words I wanted and share them with my classmates motivates me a lot. Further, we were always thinking on which one of us did not know the same word or how many more words we could learn." (Excerpt No. 8. S2. Learners' Questionnaire, Author´s translation)

Excerpts 3 to 8. Teacher and students' perceptions regarding the VSS.

Data outcomes also suggest as well that the tools used to support the implementation of the strategy were appealing to learners, increasing their motivation towards the use of the VSS what in turn triggered their learning of words in an enjoyable way. For instance, the following excerpts illustrate what teacher and students reported about their journals in using VSS.

> *" Usar nuestro plan lector me motivó mucho, llegaba a la casa y le podía contar a mi mamá y mis hermanos todo lo que decía la historia que habíamos leído en clase. Si se me olvidaba una palabra, solo la buscaba en mi lista de palabras, y seguía, fue muy divertido".*
> *"Use our reading plan motivated me a lot. I got home, and I could retell the story to my mom and siblings. If I forgot a word, only I would have to look at my words list, and go ahead. It was fun". (Excerpt No.6. S9. Learners' journal, Author´s translation)*

> *"Las historias del plan lector son muy divertidas, me gustaron y las disfruto mucho. Los ejercicios de vocabulario al final de la lectura cada vez me parecieron más fáciles de desarrollar y eso me hizo me hizo sentir muy bien".*
> *"Reading plan stories are fun. I enjoyed it. Vocabulary exercises at the end each reading, each time, seemed easier to develop. It made me feel good!" (Excerpt No.10. S9. Learners' journal, Author´s translation)*

> *"Ss reading plan facilitated the implementation of the strategy. SS felt motivated to participate in the activities. Choose, discuss and justify their selected words with their peers increased their understanding of new vocabulary words". (Excerpt No.9.LP3. Teachers' journal)*

Excerpts 6 to 9. Teacher and students' perceptions on tools.

To sum, the excerpts above suggest that the training in VSS was a significant approach to foster young learners' engagement towards vocabulary learning. It provided meaningful input that favored improvement in the process by gaining confidence in their vocabulary learning, which demonstrated that engagement is another component which is closely related to self-direction. It promoted word awareness, and motivated students to learn new words

autonomously. That is to say that as students got used to the implementation of the strategy, their engagement to acquire new words increased.

5.3.2 Fosterage of self-direction

The second subcategory refers to the extent to which learners have internalized the autonomous use of the vocabulary self-collection strategy on their own to improve the learning process of new words in different settings that favor individual processes of learning. In addition, the positive effect of strategy training was not only perceived through the vocabulary post-test but from learners' point of view, according to which, there was also an improvement in vocabulary.

During the implementation of the VSS, the students completed a journal, in which 8 of the sample of 10 rated positive the effects of using VSS. They considered it as a suitable strategy to improve self-directed vocabulary learning. In teachers´ journal, other exciting trends were recorded as participants became familiar with the VSS use, the teacher refers that VSS helped the students become more aware of words in general and become principally focused to unfamiliar words instead of avoiding it. The following excerpt illustrates this statement:

> *"It seems that my students have become more confident, they are really engaged in their learning process, they are more motivated; most of the students have improved some of their skills, specially speaking and writing and I consider they have learnt an useful way to acquire new words. S9 is a good example; he has become aware of their learning process, now he knows what, when and how he has to do to accomplish her goals. I can say that most of them have developed self-directed vocabulary learning skills" (Excerpt No.3.LP5. Teachers' journal)*

> *"...me gustó escoger las palabras que desconocía y quería aprender y compartirlas con mis compañeros, me di cuenta que no era la única que no conocía las palabras, entre todos nos ayudamos a aprender, fue divertido".*
> *"...I liked to select the unknown words that I wanted to learn and share it with my*

classmates; I realized that I was not the only one who did not know the words. All of us helped each other to learn, It was fun." (Excerpt No. 9. S5. Learners' journal, Author´s translation)

Excerpt 5 to 9. Teacher and Learners' journal.

After completing the different stages of the process, students not only mention their responsibility towards the individual learning goal but also they personalized their learning experience which contributes to enhancing motivation and self-directed learning. Among the reflections of most of the students towards the use of the VSS to foster self-directed vocabulary learning the followings were found:

"Me gusto porque pude aprender más vocabulario en inglés, no solo en el salón de clase, sino también en casa"
"I liked it because I could learn more English vocabulary, not only in the classroom but also at home" (Excerpt No.5 . S6. Learners' Questionnaire, Author´s translation)

"Me he dado cuenta de que ahora yo casi no le pregunto nada a la miss, yo ya más o menos sé inglés. He visto mucho cambio...hasta ahora pues hablo un poquito más inglés y uso mucho las palabras aprendidas".
"I've noticed that now I hardly asked anything to Miss, I felt that I already know much English. Now, I have seen much change because I speak a little more English and use a lot the words learned. " (Excerpt No.10 . S8. Learners' journal, Author´s translation)

"Yo mismo me pongo a practicar inglés y uso la estrategia cuando encuentro palabras desconocidas, incluso en otras asignaturas para aprender por mí misma cuenta también".
"By myself, I get to practice English and use the strategy when encounter unfamiliar words, even in other subjects, in order to learn by myself as well." (Excerpt No.11 . S3. Learners'Journal, Author´s translation)

Excerpt 5 to 11. Learners' reflections towards the use of the VSS.

Students began using our studied vocabulary words in their journal writing. Consequently, the strategy also appeared to be effective in increase student's self-enthusiasm for

learning new words. It has had an impact on self-monitoring vocabulary learning. It gave the students a feeling of being in control of their learning and assisted them in assuming an active role while learning vocabulary in English. Students' thoughts and opinions expose that reflection and awareness are previous stages of exercising commitment within a learning process.

Data analysis also revealed that autonomy had a positive influence in students' self-directed vocabulary learning because it instilled feelings of satisfaction and helped them to perceive that they can set and accomplish goals: in this case, vocabulary learning.

> *By observing students participating many times during the second stage of the implementation, it was found that enthusiasm and willingness to join with their classmates in and outside the class affected in a positive way the students' motivation to learn as well as the encourage them in take an active role in terms of vocabulary learning. Student journals reflect high levels of word awareness and new-found curiosity about unknown words. I hear words from all over the place. I mean there are millions of words just sitting out there I don't know. (Excerpt No.4.LP5. Teachers' journal)*
>
> *"Aprendí mucho en cada actividad y ahora me siento con más confianza para participar, me gustó poder expresar lo que pensaba siempre".*
> *"I learned a lot in each activity and now I feel more confident to participate, I liked being able to express what I always thought." (Excerpt No.12 . S2. Learners' journal, Author´s translation)*
>
> *"Me encantó poder monitorear mi progreso con los journal, y cuando se hacían los dictados de palabras sentirme tan tranquila de que conocía las palabras y me iba a ir muy bien"*
> *"I loved being able to monitor my progress with the journal, and when we carried out dictation exercises, I felt so calm that I knew the words and I was going to do it very well" (Excerpt No.13 . S5. Learners' Journal, Author´s translation)*
>
> *"Pienso que no tengo que esperar que la miss me diga qué hacer, yo también puedo organizarme para mejorar mis habilidades y enseñarle a otros compañeros".*
> *"I do not have to wait for the Miss´ help or wait that she tells me what to do, I can organize myself to improve my skills and teach it to my peers". (Excerpt No.15 . S2. Learners' Questionnaire Author´s translation)*

Excerpt 4 to 15. Reflections towards students' self-directed vocabulary learning.

These excerpts supported that the implementation of the strategy also helped learners to maintain attention, interest in the stories by gaining confidence in their English vocabulary learning process. For instance, the training in VSS strategy and the use of journals increased students' positive feelings, development and expanding their self-concept as active learners. They realized that they could implement available actions to improve their vocabulary learning in a self-directed way since it was not a difficult goal to accomplish. Furthermore, by the end of the study, most of the students showed a degree of improvement in satisfaction, confidence and engagement regarding the vocabulary learning goal. Regardless, it is necessary to note that students were encouraged to participate in improving their vocabulary and that they not received any gratification or reward for developing the vocabulary tasks of the study.

5.4 Qualitative and quantitative analysis

Summing up, the qualitative analysis demonstrated that the VSS had a positive impact on learners´ vocabulary learning enhancing their autonomy taking actions such as monitoring their performance to develop their vocabulary skills. The analysis of the data collected show that training learners in the use of the VSS boosted their self-directed vocabulary learning as it could be observed in the quantitative analysis (based on the t-test) vocabulary pre- and posttests. This was also revealed in learners' perceptions and comments on the use of the strategy. Finally, learning how to deal with the strategy has helped and perhaps will continue assisting learners to become more autonomous to learn when dealing with unknown vocabulary. The collection of this information provided an unbiased analysis of the intervention in the vocabulary learning improvement that resulted during the implementation.

The next chapter presents the conclusions of this study and state what the results and analysis mean for the researcher and for others. It explains the significance and impact of the

study. In the same way it describes the pedagogical implications of the findings and the limitations of this study. It will also recommend further research to keep investigating this issue.

Chapter Six: Conclusions and Pedagogical Implications, Limitations and Further Research

This chapter presents the most relevant conclusions that emerged from this action research study, the limitations encountered throughout its implementation, as well as some recommendations for further research.

6.1 Conclusions

This research report conclusions based on the data analysis, the research outcomes evidenced that adopting and implementing the self-collection strategy to third graders, directly influenced students' self-directed vocabulary learning in a positive way. The Vocabulary Self-Collection Strategy was an effective means both for increasing student vocabulary knowledge and for developing students' skills to be independent word learners.

VSS provides a robust framework for teachers to structure vocabulary learning that builds on classroom interaction. It also contributed to raising the awareness on the part of the teacher-researcher on the appropriate methodology to instruct VSS within a classroom of elementary learners.

The possibility to self-select the words assures student control over their vocabulary learning process. In the development of the present study, they chose significant, challenging, interesting words to learn which leads their motivation and engagement in the process.

Encouraging learners to practice and reflect on the strategy allowed them to raise their awareness not only of the VSS but also to take this strategy knowledge and transfer it to other contexts in which they have to be more autonomous and will eventually contribute to their life-long learning.

VSS was successfully adapted to third graders; the participants built their vocabulary knowledge through active participation in word discussions among the whole class. Likewise, training learners in the vocabulary self-collection strategy explicitly gave them the tools they need to self-direct their vocabulary learning process what may, in turn, improve their communicative competence.

This study was carried out with one group of students who had never made a conscious use of the vocabulary self-collection strategy and that were not motivated to use it before, which was evident in the classes and reported in the learners' survey about the use of strategies and in the pre-test applied when the pedagogical intervention started. Having this fact in mind, the teacher's attitude and contribution to the development of this strategy in students is of utmost importance.

As seen from above, the findings were useful as a valuable input or feedback in increasing the effectiveness of the students' self-directed vocabulary achievement; it indicated information and strong shreds of evidence to support the importance of using vocabulary self-collection strategy in developing self-directed vocabulary learning.

Before the implementation, no formal lessons requiring students' autonomy or reflection had been taught. Specifically, reflection on this stage was oriented to their actions at every stage of the implementation process, both in and outside the classroom setting or in available strategies to foster vocabulary learning in a self-directed way, which was interestingly one of the most important features in their vocabulary learning process.

Although the vocabulary self-collection strategy was initially suggested by haggard in the 80s, nowadays, it is still a valid and effective strategy that can be implemented at any level to improve students' vocabulary mastery.

6.2 Pedagogical Implications

In comparing and contrasting the results of those other studies discussed in the theoretical framework chapter, it is important to mention that this study was an achievement of the researcher aims, but some improvements could be made when implementing a similar study in a different context.

Despite of the evidences provided by the outcomes which suggested lots of advantages of use Vocabulary Self-collection Strategy, it is still challenging to stimulate students' awareness related to the new word, which is a motivating factor for learning and collecting words.

Some concerns in this study were related to learning vocabulary process in the elementary level, after the development of the study, it can be assumed that vocabulary self-collection strategy is appropriate to be implemented with elementary students. However, it is more beneficial for learners to teach the use of vocabulary self-collection strategy (VSS) explicitly. By doing so, teachers are guaranteed that students become conscious of the functionality and purpose of the strategy.

As teachers of elementary school students, teachers are skeptical about what they can achieve concerning raising awareness and autonomous learning. This project certainly demonstrated that even with elementary students it is possible to implement practices that lead them to be more responsible for their learning process. Therefore, it is valuable for teachers to plan strategy training sessions to provide learners with strategies not only directed to enhance their vocabulary but also other strategies that facilitate their learning process of a foreign language. This training can be supported by the integration of suitable methods accessible to learners' age, learning styles and interests. Thus, it would be interesting to see the effects of

becoming engaged in this practice in the classroom once it has been incorporated into the curriculum.

The Use of Vocabulary Self-Collection Strategy to Enhance Self-Directed Vocabulary Learning of A1 EFL Students study may contribute to the teaching field as it was conducted with a third-grade class. Accordingly, it can provide other teachers with hints about the protocols used to teach the vocabulary self-collection strategy to develop learners' autonomy in vocabulary learning. This practice is not only helpful for the purpose of improving vocabulary but for giving learners the opportunity to become more responsible for their learning process and eventually become autonomous learners what will help them be more successful in their academic life.

In sum, this is a call to EFL teachers to consider the vocabulary self-collection strategy training in their daily practices as a tool to provide learners with the needed skills to improve their vocabulary knowledge in a self-directed way and thus help them become autonomous and more proficient users of the English language for communicative purposes.

6.3 Limitations

Although outcomes of this research study were substantial, the project was not done without certain limitations. For instance, during the implementation of the strategy the researcher had to face two main limitations, time and technological.

Technical limitations had to do mainly with tools used to support the implementation of the strategy such as online dictionaries: Wordsmyth.com, Word reference, Macmillan and Merriam-Webster appeared as adequate sources to be used. Notwithstanding, it could be concluded that these were still not appropriate for learners' level of English and age. On one hand, although the dictionaries offered definitions for beginners' level, these were often difficult for elementary students to understand. From this constraint, it would be valuable for elementary

teachers to assemble an online glossary (build up with the words that arise from reading the books) presenting one appropriate meaning per word.

Time limitations in this study were related to the limited opportunities to put into practice the strategy used due to extracurricular activities. Therefore, the researcher decided to take advantage of any opportunity to provide opportunities to put into practice the VSS with any unknown word that arose during the lessons, especially during homework's hour time included in the schedule (Monday to Friday from 3:00 to 3:45).

6.4 Further research

After carrying out this project, some further issues to be explored include a requirement for continuing to examine the implementation during a longer term to collect more evidence of the effectiveness of the implemented strategy on the promotion of self-directed vocabulary learning.

Likewise, the impact of the strategy training in different classes, subjects or areas, for instance in classes that were not taught in English. It is believed that it would help to boost the acquisition of specialized vocabulary used in the subjects such as Science, Math, and Social Studies, among others, which could enhance learners' understanding of key concepts and, consequently, their performance.

Pointing out the characteristics of action research as a cycle that guides teachers to improve the practices in classroom by reflect on and assess their teaching, which improve the quality of teaching and learning process. This study pretends to illuminate future research on vocabulary learning in EFL education; further studies may support the lifelong lasting effects of the vocabulary self-collection strategy in similar educational contexts. Hence, it is important to

consider being involved in further research regarding, the training of other types of strategies related to vocabulary development.

Bearing in mind that in Colombia no published studies have been identified regarding the use of the vocabulary self-collection strategy to foster vocabulary learning, it could be valuable to implement it in different levels and contexts all around the Colombian educational context.

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Appendices

Appendix A: Consent Letters

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

CONSENTIMIENTO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Bogotá D.C, 1 de Octubre de 2015

Señora

María Helena Peña A. ODN
Rectora
Colegio de La Enseñanza
Orden de la Compañía de María Nuestra Señora
Ciudad

Apreciada rectora:

Actualmente estoy realizando una investigación intitulada: El uso de la estrategia de auto-colección para fomentar el auto aprendizaje de vocabulario. Este estudio busca corroborar si la aplicación de dichas estrategias promueve el aprendizaje auto-dirigido de vocabulario en inglés. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto- dirigido –Programa Virtual- de la Universidad de La Sabana.

Por lo anterior, comedidamente solicito su consentimiento y autorización para llevar a cabo mi propuesta de investigación, durante los meses comprendidos entre Julio y Octubre de 2015. Esto implica la planeación e implementación de actividades, y recolección de datos durante algunas semanas en las cuales los estudiantes de 3°-C responderán dos cuestionarios, completaran unos ejercicios de reflexión en relación con las estrategias utilizadas en las actividades, llevaran diarios después de las clases, y presentarán dos exámenes, uno al comienzo y otro al final de la investigación, los cuáles no tendrán incidencia en las notas de clase.

Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso. Su autorización será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

AA18
Docente investigador/ Docente Inglés Primaria
Provincia del Pacífico (Bogotá, Colombia)
Orden de la Compañía de María Nuestra Señora
AA18@cdm.edu.c

Acepto Participar
Nombre
Rectora

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

CONSENTIMIENTO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Bogotá D.C, 1 de Octubre de 2015

Señores:
Estudiantes – Grado Tercero
Colegio de La Enseñanza
Orden de la Compañía de María Nuestra Señora
Ciudad

Apreciados estudiantes:

Actualmente estoy realizando una investigación intitulada: **El uso de la estrategia de auto-colección para fomentar el auto aprendizaje de vocabulario.** Este estudio busca corroborar si la aplicación de dichas estrategias promueve el aprendizaje auto-dirigido de vocabulario en inglés. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto- dirigido –Programa Virtual- de la Universidad de La Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se llevará a cabo durante los meses comprendidos entre Julio y Octubre de 2015. Esto implica la planeación e implementación de actividades, y recolección de datos durante algunas semanas en las cuales ustedes responderán dos cuestionarios, completaran unos ejercicios de reflexión en relación con las estrategias utilizadas en las actividades, llevaran diarios después de las clases, y presentarán dos exámenes, uno al comienzo y otro al final de la investigación, los cuáles no tendrá incidencia en las notas de clase.

Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto **no** tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento acepta voluntariamente participar del proyecto de investigación, previo consentimiento de sus padres y/o tutores. Así mismo, usted puede decidir rehusarse a responder, participar, o abandonar el proyecto. Sin embargo, su participación voluntaria será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

AA18
Docente investigador/ Docente Inglés Primaria
Provincia del Pacífico (Bogotá, Colombia)
Orden de la Compañía de María Nuestra Señora
AA18@cdm.edu.co

Acepto Participar
Nombre_____
Padre de familia_____

Appendix B: Project Timeline

Task	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Getting Started: Identifying and Refining a Researchable Topic, Question and Objectives using diagnosis survey.											
Narrow the topic, form a preliminary bibliography and gather primary and secondary sources.											
Strengthening Theoretical Framework, design, pilot data collection instruments. Validation of instruments. Write first draft.											
Motivating and sensitizing students and to participate in the project.											
Writing and sending the letter of consent to the school principal and students, pilot instruments.											
Planning Implementation and Intervention. Design of Lesson Plans. Write second draft. Diagnosis test and instruments implementation. Deliver letters of consent.											
Data analysis, write third draft.											
Reflecting on outcomes.											
Start writing conclusions, Implications and recommendations.											
Incubate, edit and proofread the paper.											
Final research report counselor's approval and external reviewer.											
Final grade, Academic Coordination Approval, OLIS.											
Last improved version uploaded to PORTAL SERVICIOS											

Appendix C: La Enseñanza School -Institutional Co-Assessment Format

Colegio La Enseñanza • Bogotá
ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA

CO-ASSESSMENT

NOMBRE:		CURSO:	
ASIGNATURA:	English	PROFESOR:	

ESTUDIANTES: Para realizar el proceso de co-evaluación es necesario observar algunos aspectos que se tendrán en cuenta dentro de este logro.
Recuerde que el sistema de evaluación es de 1 a 10 y al totalizar la nota la debe promediar (Se suman las seis notas y se dividen en seis).

CRITERIOS DE EVALUACION/ PERIODOS	I		II		III		IV	
Momentos de la Evaluación	M	F	M	F	M	F	M	F
7. I AM RESPONSIBLE WHEN TAKING AND PRESENTING DIFFERENT ACTIVITIES AND TASKS.								
8. I RESPECT AND FOLLOW THE CLASSROOM RULES ESTABLISHED FOR THIS SUBJECT DURING THE LESSONS.								
9. I ALWAYS BRING THE NECESSARY RESOURCES AND TOOLS REQUIRED TO WORK IN CLASS.								
10. I PARTICIPATE, LISTEN AND PAY ATTENTION TO THE INSTRUCTIONS GIVEN BY MY TEACHER DURING THE LESSONS.								
11. I RECYCLE DIFFERENT MATERIALS AND KEEP MY DESK AND CLASSROOM CLEAN IN ORDER TO TAKE CARE OF THE ENVIROMENT.								
12. I EXPRESS IN A PROPER WAY MY IDEAS, OPINIONS AND QUESTIONS IN ENGLISH USING THE CONTENTS LEARNT DURING THE TERM.								
NOTA DEFINITIVA								

M= Mediados del periodo académico **F**= Final del Periodo académico

Appendix D: Needs Analysis Tool

Colegio La Enseñanza • Bogotá ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA	**SURVEY ON SELF-DIRECTED VOCABULARY LEARNING- 3rd GRADERS**

ENCUESTA PARA LOS ESTUDIANTES[17]

Estimados estudiantes y padres de familia, esta encuesta es un intento por reunir información acerca de las estrategias de auto dirección en el aprendizaje de vocabulario en la lengua inglesa y de qué manera se han hecho esfuerzos para desarrollar el aprendizaje de vocabulario de manera autónoma. Todas sus ideas serán bien valoradas y realmente se apreciará su cooperación. Si usted está interesado en los resultados de esta encuesta, por favor no dude en dejar su dirección de correo electrónico en el final. Una copia de los resultados será enviada a usted después.

Fecha:	
Objetivo: Conocer algunas de las actividades que usted realiza como parte de su proceso de aprendizaje de vocabulario en el idioma inglés. Este cuestionario hace parte de una investigación con fines educativos.	**Tiempo:** Se espera que usted responda este cuestionario en 40 minutos.
Confidencialidad: Sus respuestas serán mantenidas confidencialmente y no tienen relación con la calificación de ninguna asignatura. Los datos así recogidos sólo sirven en esta investigación en particular y se mantendrán confidenciales. Por favor, siéntanse libres de compartir sus opiniones e informar francamente su situación real al responder a los siguientes elementos. Se agradece su colaboración.	

Población

Información Demográfica

Edad: 8 ___ 9___10____
Género: Femenino ___ Masculino ___

Seleccione el nivel educativo del padre o padres con quienes convive:
Nivel educativo de la madre:
Primaria _____ Secundaria _____ Técnico y/o Tecnológico _____ Universitario _____
Postgrado _____

Nivel educativo del padre:
Primaria _____ Secundaria _____ Técnico y/o Tecnológico _____ Universitario _____
Postgrado _____

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

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

[17] Needs analysis instrument Adapted from Audrey Sánchez, Research Design, The Influence of Self-monitoring on Vocabulary Learning and Self-efficacy in an A1 Teenage Group of Colombian State School Students, 2013. Department of Languages and Cultures, Universidad de La Sabana

Enunciado	Opciones			
Regulación Aprendizaje autónomo Actividad en casa				
¿Tengo un horario de estudio para la asignatura de inglés?	**1**	**2**	**3**	**4**
¿Sigo este horario de estudio aun cuando haya otras cosas interesantes por hacer?	**1**	**2**	**3**	**4**
¿Tengo un lugar para estudiar sin distracciones?	**1**	**2**	**3**	**4**
¿Uso la biblioteca o internet para obtener información sobre mis tareas?	**1**	**2**	**3**	**4**
¿Siento que me hace falta conocer más palabras para poder comunicarme en inglés?	**1**	**2**	**3**	**4**
¿Me gusta leer en inglés durante mis tiempos libres?	**1**	**2**	**3**	**4**
¿Siento que aprendo vocabulario nuevo a través de la lectura?	**1**	**2**	**3**	**4**
¿Busco orientación de familiares y/o amigos para solucionar mis interrogantes?	**1**	**2**	**3**	**4**
Actividad en clase				
¿Mantengo concentración en el desarrollo de la clase?	**1**	**2**	**3**	**4**
¿Tomo apuntes?	**1**	**2**	**3**	**4**
¿Mantengo organizado mi material de clase?	**1**	**2**	**3**	**4**
¿Participo activamente en las actividades propuestas?	**1**	**2**	**3**	**4**
¿Solicito ayuda cuándo tengo dificultades en clase?	**1**	**2**	**3**	**4**
¿Pregunto para aclarar mis dudas?	**1**	**2**	**3**	**4**
¿Se me facilita compartir ideas con mis compañeros?	**1**	**2**	**3**	**4**
Aprendizaje de Vocabulario				
Para aprender nuevo vocabulario realizo las siguientes acciones:				
Empleo el diccionario para conocer el significado de la palabra.	**1**	**2**	**3**	**4**
Reconozco la importancia de aprender nuevas palabras	**1**	**2**	**3**	**4**
Recuerdo con facilidad nuevas palabras	**1**	**2**	**3**	**4**
Utilizo las palabras aprendidas para comunicarme efectivamente	**1**	**2**	**3**	**4**
Veo programas de televisión con subtítulos para aprender nuevas palabras.	**1**	**2**	**3**	**4**
Escucho canciones para identificar auditivamente palabras que me interesa aprender.	**1**	**2**	**3**	**4**
Pregunto al docente y/o a un compañero las palabras que me interesa aprender.	**1**	**2**	**3**	**4**
Realizo algún tipo de asociación entre el significado, pronunciación y la escritura de una palabra.	**1**	**2**	**3**	**4**
Elaboro un esquema con palabras que se relacionen entre sí, Ej. Vocabulario de la familia.	**1**	**2**	**3**	**4**
Elaboro un diccionario con el vocabulario nuevo de la unidad o el periodo.	**1**	**2**	**3**	**4**
Hago parte de un grupo donde revisamos el vocabulario que se va aprendiendo.	**1**	**2**	**3**	**4**
Mantengo en mi lugar de estudio un cartel con las palabras nuevas que voy aprendiendo con el fin de revisarlas.	**1**	**2**	**3**	**4**
Realizo crucigramas, sopas de letras u otro juego donde emplee el vocabulario nuevo.	**1**	**2**	**3**	**4**
Me gusta leer e identificar el vocabulario que desconozco.	**1**	**2**	**3**	**4**
Reviso en libros y escritos para ver cómo se usa la palabra en un texto.	**1**	**2**	**3**	**4**
Deduzco el significado de las palabras a través de la lectura y el contexto.	**1**	**2**	**3**	**4**
Escribo oraciones con las palabras nuevas.	**1**	**2**	**3**	**4**
Utilizo la internet para revisar el significado de la palabra y/o como se usa.	**1**	**2**	**3**	**4**
Me gusta realizar dictados de palabras.	**1**	**2**	**3**	**4**
Me gusta relacionar palabras con imágenes.	**1**	**2**	**3**	**4**
Descubro el significado de una palabra nueva a través de actividades grupales.	**1**	**2**	**3**	**4**
Utilizo una nueva palabra en el habla o la escritura.	**1**	**2**	**3**	**4**
Establezco metas personales para autoevaluar mi aprendizaje de vocabulario.	**1**	**2**	**3**	**4**
Tomo notas acerca de una nueva palabra y construyo mi propio diccionario.	**1**	**2**	**3**	**4**
Le pregunto al profesor para traducir las palabras.	**1**	**2**	**3**	**4**
Conozco y uso alguna estrategia para aprender nuevas palabras.	**1**	**2**	**3**	**4**
Uso diferentes recursos para aprender nuevas palabras.	**1**	**2**	**3**	**4**
Disfruto haciendo prácticas de vocabulario dentro y fuera del aula	**1**	**2**	**3**	**4**
¿Me planteo un objetivo sobre el vocabulario que me gustaría aprender en cada periodo escolar?	**1**	**2**	**3**	**4**
¿Realizo una autoevaluación sobre las palabras que he aprendido y las que desconozco al final de cada periodo escolar?	**1**	**2**	**3**	**4**
Disfruto realizar prácticas de vocabulario y ejercicios en el salón de clase.	**1**	**2**	**3**	**4**
Disfruto aprender nuevas palabras.	**1**	**2**	**3**	**4**

Encuentro desafiante y difícil aprender nuevas palabras.	**1**	**2**	**3**	**4**
Es fácil para mí recordar nuevas palabras.	**1**	**2**	**3**	**4**
Me gusta memorizar nuevas palabras.	**1**	**2**	**3**	**4**
Utilizo las palabras aprendidas para mejorar mi comunicación.	**1**	**2**	**3**	**4**
Estudio la ortografía de las palabras nuevas.	**1**	**2**	**3**	**4**
Utilizo la expresión corporal en el aprendizaje de palabras.	**1**	**2**	**3**	**4**
Establezco metas personales para autoevaluar mi aprendizaje de vocabulario.	**1**	**2**	**3**	**4**
Escribo una palabra nueva en una tarjeta de memoria flash por lo que puedo recordar.	**1**	**2**	**3**	**4**
No me preocupo mucho de las palabras difíciles que encuentre al leer o escuchar, les paso.	**1**	**2**	**3**	**4**
Utilizo ejercicios en línea para poner a prueba mis conocimientos del vocabulario	**1**	**2**	**3**	**4**
Me gusta buscar sinónimos para las palabras nuevas que encuentro.	**1**	**2**	**3**	**4**
Selecciono las palabras que quiero aprender y me intereso por descubrir su significado y uso.	**1**	**2**	**3**	**4**
Me gustaría dedicar tiempo al aprendizaje de vocabulario en inglés.	**1**	**2**	**3**	**4**
Conceptos personales				
¿Reconozco la importancia de estudiar inglés?	**1**	**2**	**3**	**4**
¿Creo que puedo mejorar mi nivel de inglés por mí mismo?	**1**	**2**	**3**	**4**
¿Identifico las dificultades que presento en el aprendizaje del idioma?	**1**	**2**	**3**	**4**
¿Creo que puedo superar mis dificultades?	**1**	**2**	**3**	**4**
¿Me considero una persona que se mantiene constante en una actividad a pesar de las dificultades que se presenten?	**1**	**2**	**3**	**4**
¿Estoy dispuesto a invertir tiempo y esfuerzo en actividades que beneficien mi aprendizaje de vocabulario en inglés?	**1**	**2**	**3**	**4**
Practico inglés en actividades de trabajo en grupo.	**1**	**2**	**3**	**4**
Sin tener en cuenta el grado en el cual me encuentro, considero que el nivel de Inglés que he adquirido hasta el momento es:				
a. Principiante **b.** Básico **c.** Intermedio **d.** Intermedio Alto **e.** Avanzado **f.** Superior				

Observaciones:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix E: Pre and Post Test
Knowledge Rating Scale[18] Third graders

Colegio La Enseñanza • Bogotá ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA	**ACTIVIDADES DE EVALUACIÓN ACADÉMICA**

¿Qué tan bien conoces éstas palabras?

Considera cada una de las palabras en la tabla de abajo y luego escribe una X en la columna que mejor describa qué tan bien conoces y entiendes la palabra. Usa la siguiente escala para responder:

4 = Palabras que conoces y puedes utilizar correctamente.
3 = Las palabras que casi sabes, pero los significados son un poco difíciles para ti.
2 = Las palabras que has visto o escuchado antes quizá de televisión, conversaciones, revistas o en otro tema.
1= Las palabras que no conoces en absoluto.

Word	**Palabras que no conoces en absoluto**	**Palabras que has visto o escuchado antes**	**Palabras que casi sabes pero se te dificulta el significado**	**Palabras que conoces y puedes utilizar correctamente.**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**
	1	**2**	**3**	**4**

My Vocabulary Knowledge Rating:_____

[18] Taken from West Virginia Department of Education on August 11, 2012 at http://wvde.state.wv.us/strategybank/KnowledgeRatingScale.html. The Scale was adapted from the work of Blachowicz & Fisher 2001.

Appendix F: Teacher´s Journal

<table>
<tr><td colspan="6">Date:
Time:
Pedagogical Intervention Stage:
Field Note No:</td></tr>
<tr><td colspan="6">Objectives:</td></tr>
<tr><td colspan="5">Teacher self-evaluation</td><td rowspan="7">Additional planning reflection about development/ progress/ theories</td></tr>
<tr><td>Planning</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>Implementation</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>Success</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>Ss' Motivation</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>Teacher enjoyment</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>Ss´ interaction with peers</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td colspan="6">Specific Concerns or Observations:</td></tr>
<tr><td colspan="6">Notes for follow up:</td></tr>
</table>

Appendix G: Learner's Journal

Éste diario es un medio para expresar tus ideas, opiniones, percepciones, ideas y sentimientos sobre la actividad desarrollada en la semana. Es importante incluir los aspectos positivos, los no satisfactorios y aquellos que te representaron un reto. Completa el siguiente diario al final de cada semana. No olvides escribir con toda sinceridad y recuerda que las ideas aquí expresadas son mantenidas con confidencialidad y serán únicamente utilizadas con fines académico-investigativos.

Date:
Time:
Journal No:

Objectives:

Durante la semana aprendí…….	
Se me dificulta…….	
Necesito más ayuda con…….	
La próxima semana pienso practicar……	
¿Cómo me sentí durante el desarrollo de la actividad?	

La palabras que aprendí esta semana y que me gustaría compartir son:

Word	I found it on page	Definition	Reason for Selection

Comments:

_____
_____
_____
_____
_____
_____

Appendix H: Learners´ Questionnaire

NAME: _____ DATE: _____

INSTRUCCIONES: Este cuestionario ha sido diseñado con el propósito de descubrir cuáles son tus ideas e impresiones con relación al proceso de entrenamiento en la estrategia de auto colección para el aprendizaje de vocabulario en inglés.

1. ¿Qué opinión tiene sobre la estrategia aplicada para aprender vocabulario?

_____
_____
_____
_____
_____

2. Consideras útil la estrategia? Sí_ No_ ¿Por qué?.

_____
_____
_____
_____
_____

3. ¿Aprendiste vocabulario nuevo usando esta estrategia? Sí_ No_ ¿Por qué?

_____
_____
_____
_____
_____

4. Volverías a usar la estrategia? Sí_ No_¿Por qué?

_____
_____
_____
_____
_____

5. Siento que necesito más ayuda en relación a:

_____
_____
_____
_____
_____

Thank you for your kind cooperation!

Appendix I: Lesson Plan Sample

LESSON PLAN SAMPLE 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

DEFINING AND IMPLEMENTING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING -RESEARCH PROJECT PART (On-going Work)

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

<table>
<tr><td colspan="2">Name of co-researcher: AA18

University Code Number: 201314280</td></tr>
<tr><td colspan="2">Institution: Colegio de la Enseñanza-Bogotá</td></tr>
<tr><td>Date of Class: 12-10-2015

Week No. __1_</td><td>Time of Class: 12:50 MM Length of class: 90 minutes

Time Frame: 2 hours/ 45 minutes each one</td></tr>
<tr><td>Class/grade: 3rd Grade_ Group C</td><td>Room: English Classroom</td></tr>
<tr><td>Number of students: 21</td><td>Research Circle Leader: xxx</td></tr>
<tr><td>Level of students:

A1 A2 B1 B2 C1 C2</td><td>Average age of Students:

8-10</td></tr>
<tr><td colspan="2">Lesson Number

1X | 2 | 3 | 4 | 5</td></tr>
<tr><td colspan="2">Class Objective

To contextualize learners within the study.</td></tr>
<tr><td colspan="2">Language Goal

Students will be able to answer informal questions about their self-directed vocabulary development concerns, importance of studying, and their opinions about strategy training as well as complete a pretest: Knowledge Rating Scale.</td></tr>
<tr><td colspan="2">Learning to Learn Goal

Students will learn about the importance of vocabulary development and find out their level of vocabulary knowledge.</td></tr>
<tr><td colspan="2">Identify a topic for the lesson

Why is vocabulary development important?</td></tr>
</table>

Materials and Resources

Material 1 Name: Cambridge English Starters Word List Picture Book and Starters A-Z word list.	Rationale: The text is necessary to explain student's level of vocabulary knowledge.	Annex 1
Material 2 Name: Video: self-directed learning.	Rationale: Necessary to direct students in how to become self-directed learners.	Annex 2
Material 3 Name: Pretest	Rationale: It is important to identify student's level of vocabulary knowledge before intervention.	Annex 3

Assumed knowledge

Students may understand simple structures, clue words as well as the production of simple written and oral utterances.

Anticipated problems and planned solutions

Students do not know how to answer the questions; teacher will help them through modeling.

Sequence the lesson to accomplish your goals

Teacher's role	Stage	Aim	Procedure		Interaction	Time
			Students actions	Teacher's actions		
Model Encourager Facilitator	Preparation	To introduce students to the topic and activate students' previous knowledge.	Students will participate in the warming up activity. (Vocabulary Game) solving some activities proposed in Starters Word List Picture Book	The teacher will encourage students to participate in the proposed activity. The teacher will explain the students the development of each exercise.	TS	10 minutes
Guide Monitor Facilitator	Presentation	To introduce students to the importance of self-directed vocabulary learning.	Students will listen to the teacher oral presentation. Students have to write possible questions.	The teacher will make an oral presentation on vocabulary development. The teacher will encourage students to write their possible questions.	TS	20 minutes
Guide Monitor Encourager	Practice	To address students to identify their own strengths and weaknesses in vocabulary acquisition.	Students will work on groups to discuss possible answers for their questions. Students will discuss with the whole class group conclusions.	The teacher will walk around each group trying to clarify doubts. The teacher will monitor the discussion and summarize student's conclusions.	SS	10 minutes
Monitor Encourager Elicitor	Evaluation	To guide students through the development of pretest.	Students will answer the pretest.	The teacher will in traduce general guidelines to answer the test.	ST	40 minutes
Monitor Encourager	Expansion	To help students expand on the topic of the lesson by drawing on their own experience.	Students will be asked to reflect on their impressions after the lesson.	The teacher will encourage creative thinking.		10 minutes

Teacher's Evaluation of his/her lesson plan

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

Annex 1:

http://www.cambridgeenglish.org/images/starters-word-list-picture-book.pdf

Annex 2:

https://www.youtube.com/watch?v=-6TbDQMB-NU

Annex 3:

Pretest. Anex E

Appendix J: Weekly Class Vocabulary List Format

Word	What I think it means…	Where I found this word…	Refined definition of the word	Collected by

Appendix K: Open Coding Sample

¿Aprendiste vocabulario nuevo usando esta estrategia? Sí_ No_ ¿Por qué?
S1: No aprendí muchas palabras nuevas pero pienso que al usarla pude recordar con mayor facilidad las palabras que habíamos visto en las lecturas y en las clases. S. 2: si aprendí nuevas palabras, es una forma interesante y entretenida para aprender, además me sentí motivado a encontrar palabras bien difíciles. S. 3: al principio me fue difícil, la estrategia era un poco confusa para mi, no entendía bien como hacer las actividades, pero con el tiempo aprendí muchas palabras nuevas, creo que es buena una manera para mejorar nuestro vocabulario de inglés. S. 4: si, aprendí muchas palabras que no sabía, además las compartí con mi mamá en casa y estoy haciendo el mismo ejercicio en las tareas de otras asignaturas. S. 5: si, aprendí mucho, ahora sé que aprender palabras no es tan difícil como yo pensaba, me di cuenta que otros compañeros también tenían dudas y no era el único además pude interactuar con los compañeros lo que me animó mucho.

	Positive Views
	Negative Views
	Autonomy Fosterage

Appendix L: Reading Plan Stories Sample

Saxby, K. (2010). Storyfun for Starters*: Student´s Book*. London: Cambridge University, Press. p. 28-29.

'I love coming to this beach and playing here with you and making great big sandcastles,' Sam tells Aunt Sue.

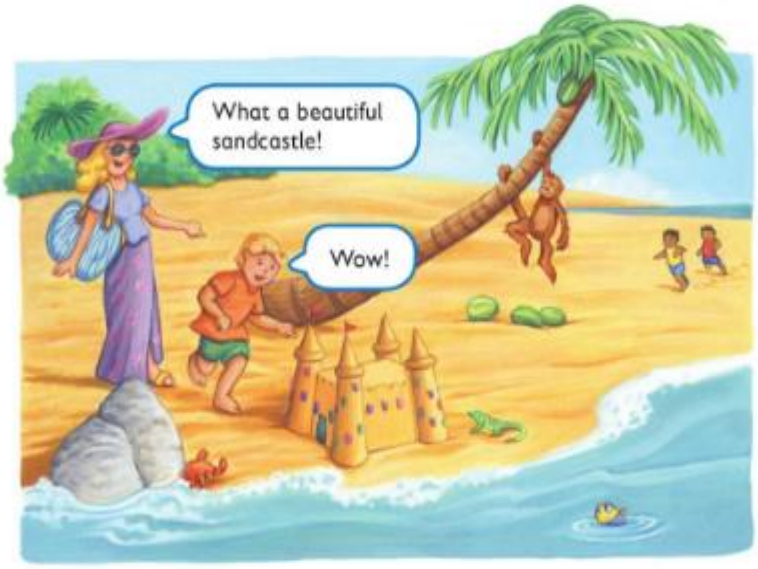
'Your sandcastle is very good! Those shells are pretty too.'
'They're the doors and windows,' Sam tells Aunt Sue.

'Well done, Sam, but come on now! It's dinner time for you.'
'But I don't want my dinner now,' Sam tells Aunt Sue.

Then a big blue wave comes. The castle breaks in two.
'Now I'm angry and I'm sad,' Sam tells Aunt Sue.

It's night time on the beach now.
Sam's sleeping now, are you?
A lizard's sitting on the sand.
Can you see it too?
But what's the lizard doing?
I don't know, do you?

The lizard's in Sam's sandcastle.
Look! It's mending lots of doors.
It's mending lots of walls
and it's mending lots of floors!



Sam's coming to the beach again. He's coming with Aunt Sue.
He's looking at his sandcastle. Aunt Sue is looking too.

'That's great! That wall's OK again! Those flags and windows too!
I'm very happy now!' Sam says.
Aunt Sue is happy too!

Evidences

Colegio La Enseñanza • Bogotá
ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA

NEEDS ANALYSIS

QUESTIONNAIRE ON SELF-DIRECTED VOCABULARY LEARNING- 3rd GRADERS

CUESTIONARIO PARA LOS ESTUDIANTES[1]

Estimados estudiantes y padres de familia, este cuestionario es un intento por reunir información acerca de las estrategias de auto dirección en el aprendizaje de vocabulario en la lengua inglesa y de qué manera se han hecho esfuerzos para desarrollar el aprendizaje de vocabulario de manera autónoma. Todas sus ideas serán bien valoradas y realmente se apreciará su cooperación. Si usted está interesado en los resultados de esta encuesta, por favor no dude en dejar su dirección de correo electrónico en el final. Una copia de los resultados será enviada a usted después.

Fecha: 15 Octubre DE 2015

Objetivo: Conocer algunas de las actividades que usted realiza como parte de su proceso de aprendizaje de vocabulario en el idioma inglés.

Este cuestionario hace parte de una investigación con fines educativos.

Tiempo: Se espera que usted responda este cuestionario en 40 minutos.

Confidencialidad: Sus respuestas serán mantenidas confidencialmente y no tienen relación con la calificación de ninguna asignatura. Los datos así recogidos sólo sirven en esta investigación en particular y se mantendrán confidenciales. Por favor, siéntanse libres de compartir sus opiniones e informar francamente su situación real al responder a los siguientes elementos. Se agradece su colaboración.

Población

Información Demográfica

Edad: 8 ___ 9 X 10 ___
Género: Femenino ___ Masculino ___

Seleccione el nivel educativo del padre o padres con quienes convive:
Nivel educativo de la madre:
Primaria _____ Secundaria _____ Técnico y/o Tecnológico _____ Universitario ___X___
Postgrado _____

Nivel educativo del padre:
Primaria _____ Secundaria _____ Técnico y/o Tecnológico _____ Universitario ___X___
Postgrado _____

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

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

Enunciado	Opciones

[1] Needs analysis instrument Adapted fromAudrey Sánchez, Research Design, The Influence of Self-monitoring on Vocabulary Learning and Self-efficacy in an A1 Teenage Group of Colombian State School Students, 2013.Department of Languages and Cultures, Universidad de La Sabana

desconozco al final de cada periodo escolar?				
Disfruto realizar prácticas de vocabulario y ejercicios en el salón de clase.	1	2	3	(4)
Disfruto aprender nuevas palabras.	1	2	3	(4)
Encuentro desafiante y difícil aprender nuevas palabras.	1	2	(3)	4
Es fácil para mí recordar nuevas palabras.	1	(2)	3	4
Me gusta memorizar nuevas palabras.	1	2	(3)	4
Utilizo las palabras aprendidas para mejorar mi comunicación.	1	(2)	3	4
Estudio la ortografía de las palabras nuevas.	(1)	2	3	4
Utilizo la expresión corporal en el aprendizaje de palabras.	(1)	2	3	4
Establezco metas personales para autoevaluar mi aprendizaje de vocabulario.	(1)	2	3	4
Escribo una palabra nueva en una tarjeta de memoria flash por lo que puedo recordar.	(1)	2	3	4
No me preocupo mucho de las palabras difíciles que encuentre al leer o escuchar, les paso.	1	2	3	(4)
Utilizo ejercicios en línea para poner a prueba mis conocimientos del vocabulario	(1)	2	3	4
Me gusta buscar sinónimos para las palabras nuevas que encuentro.	(1)	2	3	4
Selecciono las palabras que quiero aprender y me intereso por descubrir su significado y uso.	(1)	2	3	4
Me gustaría dedicar tiempo al aprendizaje de vocabulario en inglés.	1	2	3	(4)
Conceptos personales				
¿Reconozco la importancia de estudiar inglés?	1	2	3	(4)
¿Creo que puedo mejorar mi nivel de inglés por mí mismo?	1	2	3	(4)
¿Identifico las dificultades que presento en el aprendizaje del idioma?	1	(2)	3	4
¿Creo que puedo superar mis dificultades?	1	2	3	(4)
¿Me considero una persona que se mantiene constante en una actividad a pesar de las dificultades que se presenten?	1	2	(3)	4
¿Estoy dispuesto a invertir tiempo y esfuerzo en actividades que beneficien mi aprendizaje de vocabulario en inglés?	1	2	3	(4)
Practico inglés en actividades de trabajo en grupo.	1	2	(3)	4
Sin tener en cuenta el grado en el cual me encuentro, considero que el nivel de Inglés que he adquirido hasta el momento es:				
a. Principiante **(b.** Básico **c.** Intermedio **d.** Intermedio Alto **e.** Avanzado **f.** Superior				

Observaciones:

APPENDIX F (2 of 2)

Learner's Journal

Éste diario es un medio para expresar sus ideas, opiniones, percepciones, ideas y sentimientos sobre la actividad desarrollada en la semana. Es importante incluir los aspectos positivos, los no satisfactorios y aquellos que le representaron un reto. Completa el siguiente diario al final de cada semana. No olvides escribir con toda sinceridad y recuerda que las ideas aquí expresadas son mantenidas con confidencialidad y serán únicamente utilizadas con fines académico-investigativos.

Durante la semana aprendí.....	es útil monitorear mi trabajo me ayuda a tener una manera de aprender más organizado
Se me dificulta.....	mi participacion es muy poca por que no conozco mucho vocabulario. ademas me da un poco de miedo de participar y que me equivoque
Necesito más ayuda con.....	saber elegir las palabras de las lecturas y relacionadas
La próxima semana pienso practicar.....	lo que se me dificulta y mostrar las nuevas palabras que se a mis compañeritos
¿Cómo me sentí durante el desarrollo de la actividad?	al principio me senti perdido por que no entendia bien la actividad pero ya que la entendí sianto que sé lo podía hacer y lo pude hacer si quiero practicar vocabulario

APPENDIX H (1 of 1)

Learners´ Questionnaire

NAME: _____ **DATE:** _____

INSTRUCCIONES: Este cuestionario ha sido diseñado con el propósito de descubrir cuáles son tus ideas e impresiones con relación al proceso de entrenamiento en la estrategia de auto colección para el aprendizaje de vocabulario en inglés.

1. ¿Qué opinión tiene sobre la estrategia aplicada para aprender vocabulario?
Me parece buena, aunque algueses no entendia muchas palabras y, me daba miedo preguntar, me sentia entusiasmada por poder usar las palabras

2. Consideras útil la estrategia? ¿Por qué?.
sí me gusto porque puede aprender más vocabulario en ingles, no solo en el salon, sino tambien en casa

3. ¿Aprendiste vocabulario nuevo usando esta estrategia? ¿Por qué?
SI aprendi vocabulario nuevo, me gustó mucho usar esta estrategia porque es facil para mi.

4. Volverías a usar la estrategia ¿Por qué?
Si volveria a usar esta estrategia, me senti muy bien capas de hacer las cosas ademas aprendi que no solo se puede utilizar en reading sino siempre que encuentre palabras desconocidas para mi

5. Siento que necesito más ayuda en relación a:

GRACIAS

Thank you for your kind cooperation!

APPENDIX E (1 of 1)

Colegio La Enseñanza • Bogotá ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA	**ACTIVIDADES DE EVALUACIÓN ACADÉMICA**

Pre- post test: Knowledge Rating Scale[4] Third graders

¿Qué tan bien conoces éstas palabras?

Considera cada una de las palabras en la tabla de abajo y luego escribe una X en la columna que mejor describa qué tan bien conoces y entiendes la palabra. Usa la siguiente escala para responder:

4 = Palabras que conoces y puedes utilizar correctamente.
3 = Las palabras que casi sabes, pero los significados son un poco difíciles para ti.
2 = Las palabras que has visto o escuchado antes quizá de televisión, conversaciones, revistas o en otro tema.
1= Las palabras que no conoces en absoluto.

Word	Palabras que no conoces en absoluto	Palabras que has visto o escuchado antes	Palabras que casi sabes pero se te dificulta el significado	Palabras que conoces y puedes utilizar correctamente.
1. Wearing	1	2	(3)	4
2. evenings	1	2	3	(4)
3. Tries	1	2	3	(4)
4. added	1	2	(3)	4
5. Flew	1	2	3	(4)
6. stoma-ache	1	2	3	(4)
7. Whales	1	2	(3)	4
8. blanket	1	2	3	(4)
9. headache	1	2	3	(4)
10. balcony	1	2	(3)	4
11. Magazine	1	2	3	(4)
12. cleverest	1	2	3	(4)
13. exiting	1	2	3	(4)
14. getting	1	2	(3)	4
15. tried	1	2	(3)	4
16. Umbrella	1	2	3	(4)
17. thirsty	1	2	3	(4)
18. angry	1	2	(3)	4
19. suddenly	1	2	3	(4)
20. dripped	1	2	(3)	4

My Vocabulary Knowledge Rating: 72

[4] Taken from West Virginia Department of Education on August 11, 2012 at http://wvde.state.wv.us/strategybank/KnowledgeRatingScale.html. The Scale was adapted from the work of Blachowicz & Fisher 2012.