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FOUR COLLABORATIVE STRATEGIES TO FOSTER SELF-DIRECTED
LEARNING AND MOTIVATION IN A1 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

Directed by Claudia ACERO and Claudia ALVAREZ

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

September 2017

Declaration

I hereby declare that my research report entitled:

FOUR COLLABORATIVE STRATEGIES TO FOSTER SELF-DIRECTED

LEARNING AND MOTIVATION IN A1 STUDENTS

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

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

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Date: 19 September 2017

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Signature:

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Abstract

Implementing collaborative learning strategies to foster self-directed learning in the context of EFL students represents benefits to the degree that learners become motivated to take active part in their own learning process. Therefore, this action research project implemented four collaborative learning strategies to foster self-directed learning and increase motivation towards language learning in a group of 15 English language students from a public school in Bogota. Diagnostic questionnaires, students' learning diaries, teacher´s journal and interviews were the instruments used to gather data in order to explore and assess the collaborative strategies suggested to improve their learning problems. Findings revealed that most students adopted self-directed behaviours and motivating attitudes towards learning. Collaborative strategies also fostered positive engagement among students and their responsibility to do tasks in the classroom. Furthermore, in the light of self-direction, students became confident to work by themselves, set their own learning goals and assumed a higher level of awareness.

Key words: Self-directed learning, learning problems, collaborative learning, motivation.

Resumen

La implementación de estrategias de aprendizaje colaborativo para fomentar el aprendizaje autodirigido en el contexto de estudiantes de inglés como lengua extranjera representa beneficios al nivel de alumnos que se tornan motivados para asumir parte activa de su propio proceso de aprendizaje. De este modo, esta investigación-acción implementó cuatro estrategias de aprendizaje colaborativo para fomentar aprendizaje autodirigido e incrementar la motivación hacia el aprendizaje en un grupo de 15 estudiantes de Inglés de un colegio público en Bogotá. Cuestionarios de diagnóstico, diarios de los estudiantes, diario del docente y entrevistas fueron los instrumentos utilizados para recolectar información con el fin de explorar y evaluar las estrategias colaborativas propuestas para mejorar sus problemas de aprendizaje. Hallazgos revelaron que la mayoría de estudiantes adoptó comportamientos autónomos y actitudes motivantes hacia el aprendizaje. Las estrategias colaborativas también fomentaron un compromiso positivo entre los estudiantes y su responsabilidad para efectuar asignaciones en el salón de clase. Además, en relación con la autodirección, los estudiantes tomaron confianza para trabajar por su cuenta, establecer sus objetivos de aprendizaje y asumir un mayor nivel de conciencia.

Palabras claves: Aprendizaje autodirigido, problemas de aprendizaje, aprendizaje colaborativo, motivación.

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Chapter 1: Introduction

1.1   Introduction to the study

Coming together is a beginning. Keeping together is progress.

Working together is success. (Henry Ford)

In accordance with the National Bilingualism Program in Colombia that explicitly states the guidelines for the development of English competency throughout school life, this research aimed to implement the strategy of collaborative learning (henceforth CL) as a way to improve low language proficiency levels in tenth graders at a public school in Bogotá. As different studies have demonstrated, there is a number of benefits of using CL as a strategy to trigger self-direction and motivation (Gokhale, 1995; Johnson & Johnson, 2009; Macaro, 1997). Some advantages are related to student satisfaction with the learning process, development of social interaction skills, completing independent learning tasks, and improving learner self-direction. In this light, this research considered CL a useful strategy to improve the motivation of a group of learners who engaged in creative efforts to improve their self-directed process.

Furthermore, considering that current trends in language education must emphasize on innovative ways of making students improve their learning process, this action research project aimed to look for different methodologies and classroom activities to enhance students' learning success. In this respect, Lambert and McCombs (1998) suggest that once learners are asked to do new tasks, to behave in new ways, and in general when an instructional innovation is introduced, there is a positive impact on students' learning.

1.2   Rationale of the study

1.2.1   Needs analysis and problem statement

This study was conducted with a group of fifteen students from tenth grade at a public school in Bogota. According to the Common European Framework of Reference for Languages (Council of Europe, 2001) adopted by the Ministry of Education in Colombia (MEN, 2006), students in tenth grade are expected to range from a pre-intermediate to an intermediate level in English. However, results of a proficiency test administered to them determined that they only achieved an A1 level in average which is the most basic level stated by CEFR (Table 1).

Table 1. Standards and terminology used in Colombia.

Standards according to CEFR	Terminology used in Colombia
A1	Principiante
A2	Básico
B1	Pre Intermedio
B2	Intermedio
C1	Pre avanzado
C2	Avanzado

Therefore, considering the need to redirect the language teaching process to improve the quality of the learning experience by means of increasing student self-confidence, creating learner self-direction, and promoting self-motivating learner strategies (Dörnyei & Clément, 2001), a diagnostic questionnaire (Centeno & Moncada, 2013) was administered to the participants. The questionnaire aimed at finding out students' views about their English learning process, the way they interacted in the classroom, and their perceptions of their motivation to learn English.

Answers to the questionnaire confirmed that students were often unmotivated to learn. First, they claimed to be unable to carry out self-directed practices because they found that the teacher often decided on the criteria to evaluate learning goals without involving them to any extent in the decision-making process. Second, they did not feel at ease when working with classmates. In consonance with the results obtained from the diagnostic questionnaire, teacher-centered classes also impeded students to do independent work and feel self-motivated to learn the language. Thus, the development of self-direction and the improvement of motivation became a source of concern because participants stated that their teacher did not promote self-directed practices, and they felt unmotivated to be engaged in the learning process.

As evidenced in the needs analysis, the participants of this study displayed learning problems related to low scores in proficiency tests, and lacked self-direction and motivation to achieve academic goals. Therefore, this research adopted collaborative learning as a strategy to help students adopt practices that led them to make decisions and improve the effectiveness of the team members who make collaborative efforts to achieve their goals (Johnson, Johnson, & Smith, 2014).

1.2.2   Justification of problem's significance

This study focused on the development of self-direction and motivation towards learning which are essential components for effective learning. In this regard, Deci & Ryan (2000) suggest that learner self-direction requires motivation and orientation to achieve learning for purposes of predicting academic success, class work adjustment and well-being (p.75). Moreover, self-direction and motivation influence students' academic achievement (Isen & Reeve, 2005; Murphy & Alexander, 2000).

Through the development of self-direction individuals can stress their personal responsibility; in other words, students can take control over their thoughts and actions towards learning goals (Brockett & Hiemstra, 1991). Also, it is important to consider that motivated learners generally achieve their learning goals effectively. In this sense, motivation is considered as the most powerful predictor of successful language learning (Dornyei & Otto, 1998; Gardner, 2005).

Another reason why self-direction and motivation are important has to do with the researcher´s search for effective strategies to capture learners' interest towards learning, promote positive attitudes in the classroom, social interaction skills, and students' satisfaction with the learning experience. In the context of second language learning, different factors such as the immediate learning environment, the individualized, competitive, or cooperative principles assumed by teachers, the encouragement or feeling of self-efficacy and self esteem, all interact to conform a successful language learning classroom (Gan, 2003).

1.2.3   Strategy selected to address problem

Self-direction and motivation are intricate features whose development is not easy to achieve; the use of traditional teaching approaches generally impedes the development of students' skills and the widespread use of self- directed learning (Black & Henig, 2005). Thus, it was necessary to adopt a strategy or approach to consider diverse ways to modify the learning context of some learners. In this regard, the implementation of four CL strategies was expected to help students share authority, responsibilities, engage in the discussion of concepts as well as finding solutions to problems as a product of interactions. It was important to analyze the traits, attitudes and other characteristics of students in the classroom, but any attempt to influence the group interaction within a classroom could guide to the construction of a positive learning

environment (Burke, Lake, & Paine, 2009), and a positive learning environment often means the sustenance of motivation which influences language learning and outcomes (Dörnyei & Ushioda, 2013).

To modify students' attitudes towards learning, it was necessary to allow team members to work together toward academic goals, and provide explanations of their understanding as a way to help them gradually gain self-direction. Research confirms the utility of SDL as a potent learning strategy for foreign language learners because this approach may lead to improvements in knowledge domain, meta-cognitive skills, and motivation (Du, 2013). Hence, considering the importance of fostering self-direction and motivation towards learning, CL was viewed for the purposes of the present study, as useful to help students develop specific language skills, promote interaction through teamwork, and develop positive attitudes in the classroom (Burke et al., 2009; Marzano, 2003; Molina, 2013). Moreover, in order to understand the group dynamics, teachers need to practice and share strategies on how to foster collaboration to transform ineffectual group work to effective collaboration (Marzano, 2003).

1.3   Research question(s) and objective(s)

The purpose of this study was to explore and assess CL in A1 (CEFR) students as a way to foster their self-direction and motivation to learn. Therefore, the corresponding research question was: How does using four collaborative learning strategies with a group of A1 tenth graders contribute to the development of self-directedness and motivation towards language learning?

1.4   Conclusion

Guiding learners through CL as a strategy was essential to help them find a useful way to change their learning context where they usually found teacher centered classes. Once the learners became aware that learning is mainly a social process, they took more responsibility for learning.

Working with the four collaborative strategies suggested in this study was important for ESL students, and in general for the effectiveness of language learning, because students were supposed to assume the role of self-directed learners as a way to tackle their learning problems and therefore assume learning with a more proactive perspective. When facing tasks, teams may become a source of support because students who work together often create a better learning atmosphere that allows them to be motivated if they keep on working on different tasks acquiring autonomy. In this respect, Benson (2007) states that CL is a process in which two or more students need to work together to reach common goals, usually the completion of tasks or problems. He also states that CL enables students to listen to others' ideas, make decisions, and complete motivating tasks.

Chapter 2: Theoretical Framework & State of the Art

2.1   Introduction

Collaborative learning was regarded as a means to lead participants to increase their self-direction and motivation to learn. In this light, it was expected that training them on the use of four CL strategies would enable them to take a more active role in their learning process while developing new self-directed behaviors and showing a more motivated attitude towards learning. This chapter reviews the literature concerning the main constructs considered to tackle the aforementioned problem. The chapter opens with the conceptualization of self-direction and motivation. Later, the concept of collaborative learning on which this study is based, is discussed. Finally, four collaborative learning strategies are presented following the specific understanding adopted to provide insights regarding the objective and research question of this study.

2.2   Theoretical framework

2.2.1   Self-Directed Learning

According to Gibbons (2002), self-directed learning (SDL) represents "any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time" (p.2). Given that this study dealt with practical strategies to improve students' learning and considering that students who took part of this study must have received instruction on CL and scaffolding to foster self-directed learning (SDL), a study by Knowles (1975) was helpful to understand the way teachers may promote self-direction in their classrooms. The author defines SDL as "a process in which individuals take the initiative, with or without the help of others, (1) in diagnosing their learning needs, (2) formulating goals, (3) identifying human and material resources for learning,

(4) choosing and implementing appropriate learning strategies, and (5) evaluating learning outcomes" (p.18).

As this "five-step models" was part of a successful research strategy in the local context (Centeno et al., 2013), this research also considered the model as a teaching strategy to enhance self-direction in tenth graders from a public school in Bogotá. The purpose of adopting the Knowles' model was that of helping students learn on their own. As participants were unable to work on a task or choose what task to work on, it is necessary to promote different practices in the classroom. In this regard, Zimmerman (2002) states some fundamental features that self-directed learners should consider: "establishment of goals for oneself, use of appropriate strategies to achieve goals, monitor one's performance, redesign one's learning atmosphere to fit the goals and self-evaluate" (p.66).

Moreover, the Knowles' model supports the gradual improvement of students' attitudes towards learning. Distinctive features related to personal development must be considered when fostering SDL, particularly those related to learner's characteristics or personal attitudes. In this sense, personal responsibility towards learning is a key concept. Brocket and Hiemstra (1991) argue that personal responsibility is the "cornerstone of self-direction in learning" (p.27).

As the learning process is fostered through students' responsibility, self-direction, and motivation to learn, self-management involves participants taking control of the learning process. Moreover, the learner control implies collaboration with other classmates rather than independent work (Garrison, 1997). In addition, self-monitoring is related to an internal cognitive level that allows learners to monitor, and evaluate their learning process. An important distinction is that

self-management is focused on management of external tasks and resources while self-monitoring involves process of thinking and reflection about the learning process.

Likewise, Candy (1991) suggests that personal responsibility in SDL takes place when learners assume certain control in making decisions about their own learning. This way of assuming control is often linked to motivational mechanisms of self-direction as result of children's believes in their efficacy to attain their own learning (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Thus, in this study SDL is seen as a process aimed to gradually help participants of the study become aware of the strategies they may use and take more control over their own learning.

The level of control over the events of instruction can be a link between self-directed learning and learner autonomy. Learners engage in self-directed learning when they control both the learning objectives and the means of learning (Lowry, 1989). However, this can occur only with the help of more competent peers, parents or teachers who offer assistance to the learner (Neamatollahi, 2016). In the same direction, learner autonomy implies that individuals are responsible for all the decisions to be made about their learning (Dickinson, 1987). In this case, the learners are totally responsible for controlling all the decisions concerned with their learning process.

Thus, as different authors suggest, a strategy aimed to foster learners` self-directedness must support practices inside the classrooms related to encourage students to set their own goals, help them develop awareness about the importance of the strategies they use, and accept responsibility for personal actions led to improve their learning process. Moreover, in the light of

self-direction, a motivating learning environment implies chances for students to control both the learning objectives and the means of learning.

2.2.2   Motivation

If learners assume their responsibility with autonomy, a key component related to motivation must appear within the SDL process. This new feature defined in this study as motivation to learn constitutes a body of theories that complement the intervention. Different authors explore motivation to learn in classroom settings. For instance, Garrison (1997) states that there are two basic levels of motivation; the first one refers to how much the learner is engaged in achieving the learning goal. She considers this level can be enhanced by numerous factors, whether the learners' needs go hand in hand with the learning goals, or they consider the goals are achievable, or how they perceive their ability to perform the goals. Thus, this motivation can be enhanced if learners have opportunities and control to set their learning goals. The second one is related to the development of tasks considering the learners' effort towards the learning goal. It is affected by the intrinsic motivation that learners have to work on a task. In this regard, Gibbons (2002) stresses the importance of developing these two levels as it will motivate students to achieve goals and persist in the learning process.

Engaging students in the learning process by sustaining their motivation requires the use of different strategies. In this sense, Dörnyei and Clement (2001) suggest four categories. The first category underlines motivational conditions in the classroom by having a good relationship with students, maintaining a positive atmosphere, and providing norms to promote a cohesive group. The second category deals with fostering their goal orientation, making the curriculum meaningful, and creating possible learner beliefs. The third category focuses on the quality of the learning

experience, increasing their self-confidence, promoting learner autonomy and self-motivating learner strategies. The fourth category promotes positive self-evaluation, motivational feedback, and increased learner satisfaction.

Different authors also point out a relationship between the success of learning and students' desire to learn. In this regard, Ellis (2006) asserts that motivation affects the extent to which language learners persevere in learning, what kind of behavior they exert and their actual achievement. Moreover, Dörnyei and Otto (1998) state that learners' enthusiasm, commitment and persistence are key determinants of success or failure. Therefore, learners' motivation can be seen as one important outcome derived from the instructional component proposed in this study. In educational contexts, language teachers frequently use the term "motivated" when they describe successful or unsuccessful learners.

However, the assumption underlying these theories is that learners with sufficient motivation can improve their learning. Therefore, this study considered motivation as relevant to understand different behaviors in the language classroom and test strategies aim to strengthen learning by helping students identify group goals, focusing on language improvement rather than evaluations, and developing student`s self-confidence to interact with peers towards learning goals.

2.2.3   Collaborative Learning

Swain (2000) considers collaborative learning (CL) as one of the most important and effective vehicles by which learning can take place, and a focus of the exploration of learners by means of social interaction during several years. Indeed, collaborative learning is not a new practice in classrooms. For example, circle time, a successful form of collaborative learning, has been embedded in the learning routines of schools across the UK over the last decade.

The concept of CL has to do with Vygotsky´s sociocultural theory which views learning as a social process. Vygotsky (1978) considers that students who are aided/guided by peers or adults by means of collaboration increase their awareness of other concepts. In this sense, social interaction enables learners to work together in order to achieve common academic goals. The process of CL involves individual members working together to build knowledge, share authority and responsibility (Panitz, 1996).

Thus, the success of some learners helps others to become successful because they agree to collaborate to reach common goals. It implies that students are responsible for one another's learning as well as their own. In this regard, Benson (2007) states that CL is a process in which two or more students need to work together to reach common goals, usually the completion of tasks or problems. He also suggests that positive attitudes can be evidenced in the classroom. For instance, students' willingness to listen to others' ideas, make decisions, and complete motivating tasks.

As CL is considered as a strategy to help students improve their learning, researchers report benefits related to learning outcomes and changes in learner's attitudes. For instance, Bonwell and Eison (1991) see CL as a strategy "that involves students in doing things and thinking about the things they are doing" (p. 2). They also state that students who get involved and make efforts to understand what they are doing, become more aware of their knowledge, and then more responsible for it. Rubin (2002) explains that this kind of students' engagement is "a purposeful relationship in which all parties strategically chose to cooperate in order to accomplish a shared outcome" (p.17). As different research studies have documented positive relations between collaborative interactions, motivational orientations, and skills related to self-regulation and social

interaction (Benson, 2007; Swain, 2000; Wentzel & Wigfield, 1998), this research focused strategies on the need to lead classroom environments where students were at the center of the learning process. Hence, students' engagement and responsibility towards learning achievement represented two visible features to consider as part of CL instruction suggested in this study.

2.2.4   Collaborative Learning Strategies

According to teaching and learning problems identified in the need analysis stage, four collaborative learning strategies were designed for this research aiming at particular pedagogical resources intended to modify the way participants acquire, organize or integrate new knowledge. In this regard, the first strategy *Raising awareness plus socializing to organize collaborative learning teams* points out teams as a source of support in order to create a better learning atmosphere that allows them to be motivated as long as they keep on working on the task. However, as part of the strategy, it is necessary to consider that if some problems arise in the classroom where the collaborative activity is present, they do not derive from completion of tasks or assignments. Instead, they seem to stem from an unwillingness to take part in assignments or disagreements between students. In other words, it is the social aspects of the group that needs attention to minimize negative effects in the classroom (Johnson & Johnson, Smith & Smith, 2013).

The second strategy, *facilitating self-directed learning through practice and opportunities* helps students move towards autonomy through different steps. As Chamot & Robbins state (2006) "it is important to help students become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school" (p.11).

Through the third strategy, M*odeling the use of CL* students do their tasks collaboratively and agree on social rules and team commitments. To fulfill this purpose specific roles are assigned: the ones related to team maintenance: a questioner, a timekeeper, and a noise monitor; and the ones related to skills: a summarizer, and a reporter (Jacobs & Ward, 2000).

Finally, *Sharing and self-assessing the use of the strategies implemented* allows learners to self-evaluate the effectiveness of the entire process. This step may provide insights about reflective strategies students use as self-monitoring and self-evaluation. These strategies refer to the control or regulatory process by which learners identify their own learning styles, monitor mistakes, and evaluate the success of any type of learning strategy (Oxford, 2003).

2.3   State of the art

Studies carried out in international contexts support the benefits of CL on motivational issues. For instance, a research about the influence of collaborative learning on emotional competences in students (Jarvenoja & Jarvela, 2009) points out that learners became motivated in the teaching–learning process while they assumed an active role that allowed them to organize their learning progressively. In order to accomplish the activities prepared for them, students needed to negotiate, to communicate, and to solve potential problems in the group. As a result, their tasks were completed positively, and teachers became guides and tutors for students because their role as a mere source of knowledge was not considered necessary anymore.

Moreover, based on the theories of SDL and the social constructivist learning, a study to promote a self-directed interactive model of teaching and learning in secondary schools was implemented (Qiaoyan, 2012). The goals of the study aimed to: strengthen the cohesion of the whole class, enable all participant to make progress at their own pace, enhance student academic

achievement, and motivate students to enjoy their learning process. This model of teaching and learning was helpful for students to construct their knowledge as well as develop organizational, social and self-directed skills. Consequently, learners strengthened their competences to learn in a self-directed and collaborative way. Thus, a similar purpose can be related to this project; the need to adapt teaching and learning styles to specific strategies such as SDL and CL as they can promote students to take active part in the process of learning. In other words, the use of specific teaching strategies can improve gradually not only the students' knowledge and skills, but also their attitudes and motivation to learn.

In the same line, an action research designed to analyze the possible effects of collaborative learning on self-directed learners (Molina, 2013) states that CL allowed students to improve language learning while they increased their interaction in their groups. Through collaborative strategies, learners could see a different form of interaction and made their learning experience something in which they played an active role. Regarding self-direction, participants gradually began to develop strategies to solve their tasks and, use different strategies as scaffolding, negotiation of meaning, and resources that allowed them to become more independent. Thus, collaboration promoted changes towards the use the foreign language and therefore, increased their interaction.

In Colombia, research studies support the benefits of CL as a way to foster self-direction. For instance, Centeno et al. (2013) designed teaching strategies to foster self-directed learning. The study focused on the implementation of collaborative learning teams as a strategy to trigger self-direction as well as increase motivation in A1 English language students. Results confirmed that students engaged in teamwork changed their attitudes, took control and responsibility of their own learning, and improved their self-direction in the classrooms. Similarly, Hernandez et al.

(2015) used scaffolding within teams as a pedagogical strategy to improve language learning. As only few students seemed to learn effectively the language, participants received instruction on collaborative learning and self- directed learning. Results indicate that the strategy had a positive impact on students attitudes as well as a gradual engagement in self-direction based on a learner-centered classroom environment. Accordingly, along with these studies, scaffolding provides teachers and students a learning environment relevant to construct knowledge, exchange ideas, and help each other.

Therefore, as previous studies have made it evident, CL is a useful strategy to develop specific language skills, promote interaction through teamwork, and develop positive attitudes in the classroom (Burke et al., 2009; Marzano, 2003). However, they have not considered the connection between self-directed learning and motivation through CL. As different studies analyze the effect of CL on students' self-direction most of them recognize a positive impact in learners but they do not focus on motivational aspects and self-direction in order to improve their language learning. Thus, in order to bridge this gap, the current study focuses on specific strategies to assess the role of CL as a way to allow students to become self-directed learners as well as motivated students towards their learning success.

2.4   Conclusion

This chapter underlined key constructs useful to explain the pedagogical implementation as well as the research objective and question. Moreover, national and international research studies related to how collaborative learning may influence students' attitudes, mainly those linked to self-direction and motivation to learn, were described. In this study, CL was defined as the use of four particular strategies to foster SDL and improve students' motivation as a way to tackle their

learning problems. The following chapter details the instruments used to answer the research

question and the context of the study in regards to participants, and the researcher' role.

Chapter 3: Research Design

3.1   Introduction

The studies presented in the previous chapter explored the role of CL in order to improve students' autonomy and positive attitudes within the classroom. Thus, as part of the instruction proposed in this study, and considering the benefits of CL reported previously, CL is regarded as the implementation of particular strategies aimed to foster self-direction and motivation in tenth graders at a public school in Bogotá. To observe the impact of those strategies, different instruments were designed: pre- and post questionnaires, students' learning diaries, a teacher' journal, and interviews. These were implemented in order to observe the impact of the four strategies.

3.2   Type of study

This study followed the action research approach. In this type of studies, the teacher-researcher is concerned with specific teaching or learning issues, to plan a change and assess the intervention in order to find new alternatives to help students improve their own learning. This process means "engagement in critical reflection on ideas, the informed application and experimentation of ideas in practice, and the critical evaluation of the outcomes" (Nunan & Bailey, 2009, p. 228). The research followed the grounded theory approach because the analytical categories emerge from the data based on a systematic process. According to Ellis & Barkhuizen (2005) searching for salient themes or categories arrives at an understanding of the phenomenon under investigation.

3.3   Context

This research took place at a public school located near Bogotá, Colombia. The school has a population of about 950 students from pre-school to 11th grade. Distinct aspects hinder the

development of language competences. For instance, primary school students do not attend English language instruction because the school does not have an English teacher for this level. Therefore, students do not receive early language instruction. Moreover, the curriculum does not integrate contents for elementary and secondary levels, and most classes are centered on the teacher which gives students few chances to foster autonomy and motivation towards language learning. In general, students like communicative activities and the use of authentic texts for listening purposes, they also get engaged when they have the chance to practice vocabulary while interacting with the target language. However, there is not a direct effort to support or improve the English learning process as an institutional policy.

In agreement with the results of the diagnostic questionnaire, the teacher-researcher selected a whole group identified as unmotivated learners. Thus, participants in this study consisted of 15 tenth graders with a low language proficiency level. The students, 60% female and 40% male, attended English classes 4 times a week during a school year. Most learners enjoyed communicative activities and the use of meaningful and authentic material, and got engaged when they had a chance to surf the Internet. However, at the beginning of the instruction, they were often unmotivated to learn English because they felt they had been studying for many years without evident progress.

3.3.1   Researcher's role

For the purposes of this study, the teacher-researcher is considered an instrument of data collection (Denzin & Lincoln, 2003). This means that important data is mediated by this human instrument. Moreover, he performed the role of a qualitative researcher who needs to describe relevant aspects of self, including any biases and assumptions, any expectations, and experiences to qualify his or her ability to conduct the research (Greenbank, 2003). In this sense, the role of

the teacher-researcher was understood as an active participant-observer engaged in all stages of the study from defining concepts, designing instruments, making interviews, verifying, and reporting the concepts to getting involved in the observation of his pedagogical intervention and student's reactions as well as in the role of the teacher-researcher.

3.3.2   Ethical considerations

Ethics in action research is grounded in the action research cycle itself (Walker & Haslett, 2002). It means that the processes of obtaining consent, ensuring anonymity and confidentiality, balancing conflicting and diverse needs, are made visible through planning, action and reflection. To achieve this, three main concerns were considered: students' consent to participate in the research, students' anonymity, and the researcher bias. For the students' consent, two types of permission were taken into account: first, permission from the school board through a consent letter addressed to the school principal to receive his approval. Second, consent to inform parents and confirm students' willing participation in the research project. The students' anonymity was handled by informing participants about the confidentiality of their identities, their work, and the data obtained from them. In this sense, their names were replaced by different pseudonyms. Moreover, to minimize the researcher bias, research instruments were piloted to make sure respondents understood the language used. Finally, the triangulation process was implemented in an attempt to verify the accuracy of the data obtained.

3.4   Data collection instruments

As action research involves collaboration of teachers and other researchers, and systematic procedures for collecting data, different instruments were designed for this study. In this case, the teacher-researcher collected and triangulated qualitative data from interviews, students' learning diaries, and a teacher journal to gather reliable information to solve the research question.

3.4.1   Descriptions and justifications

3.4.1.1   *Diagnostic Questionnaire*

In order to identify insights related to self-direction and motivation students may acquire during the implementation of four collaborative strategies, a close ended questionnaire with 23 items was used to find out about participants' attitudes, beliefs, and practices related to self-direction, motivation and language learning (Appendix A). According to Brown (2004) questionnaires are "written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers" (p.6).   Moreover, questions were administered to the participants at the beginning and at the end of the study in order to compare both sets of responses as part of reflective practice.

3.4.1.2   *Students' learning diaries*

As this study aims at implementing four collaborative strategies to foster SDL and student motivation to learn, students' learning diaries enabled the researcher to get insights about students' reflections, feelings, and general perceptions on the intended process. The participants were given a model of eight open-ended questions (Appendix B). They were also asked to write diary entries in their mother tongue to facilitate the expression of their ideas, taking periods from 10 to 15 minutes after classes. Students' diaries are useful because they represent the criteria learners have to reflect on their own learning outcomes. If students are aware of the process of learning they can improve it. In this respect Rubin (2003) points out that "diaries can help build this awareness and can allow us as teachers to help learners improve this process" (p.2).

3.4.1.3   *Teacher's journal*

In this study, teacher's journals were used as introspective instruments that allowed the teacher-researcher to gather personal feelings, reflections and thoughts about the pedagogical implementation. The journal format was structured in three sections: observations, notes to self, and interpretation (Appendix C). The teacher-researcher registered their observations by the end of each implementation.

3.4.1.4   *Interviews*

Interviews were used as follow-up to certain respondents to questionnaires, considering that they are particularly useful for getting the story behind a participant's experiences. (McNamara, 1999). To fulfill the reflective practice, semi structured interviews were used after the pedagogical intervention to compare data from the interviews with the teacher's journal observation data to note any changes in students' attitudes as well as their kind of interactions (Appendix D).

3.4.2   Validation and piloting

As the process of analysis in qualitative research involves continuous reflexivity and self-scrutiny (Finlay, 2002), the data collection instruments were validated prior to applying them to the whole group of participants. In this way, the diagnostic questionnaire was adjusted according to the study objective and the feedback made by a couple of colleagues, who were also English teachers. Besides, the instruments were piloted with a group of students with a similar academic level to part of the participants in order to test if they could understand questions and respond accordingly. Moreover, participants were often allowed to answer using their mother tongue to refine the instruments and make sure the learners did not have misunderstandings when answering them.

3.5   Conclusion

In brief, this chapter explained the current study as an action research study with a grounded theory approach. The study context, the participants' background, the researchers' role, and the ethical considerations related to obtaining different permissions to carry out the research were also described. As action research studies involve teachers taking action to systematically investigate a classroom issue, it is worth to explore the use of strategies in order to improve or enhance an aspect of teaching or learning (Burns, 2013), this study also presents the systematic planning of the research implementation, the instruments descriptions, and their validation and piloting. Therefore, this research design sets the grounds for the pedagogical intervention used to apply the strategy and to collect data as described in the next chapter.

Chapter 4: Pedagogical Intervention and Implementation

4.1   Introduction

The previous chapter reviewed the data collection instruments, the context, the researcher's role, and the research design selected to address CL as a way to foster self-directed learning and improve motivation in A1 students. Hence, this pedagogical intervention presents a description of the strategies used to implement changes in the classroom, and also takes into consideration the visions of language, learning, and curriculum in order to design, and carry out the pedagogical activities to address the problem under study.

4.2   Visions of language, learning and curriculum

4.2.1   Vision of language

The vision of language that underpins the study development is related to a constructivist approach that causes a fundamental change in mental functions (Vigotsky, 1978). As this theory has challenged educators to reconsider the critical role of language in the teaching-learning process (Jones & Brader-Araje, 2000), the current study used the target language not only to prompt learners to communicate and complete tasks, but also to construct their knowledge on the basis of social interaction. In this sense, language is seen as a vehicle that fosters learner's autonomy, action research, reflective practices, community partnerships, and alternative assessments that are embedded in their social and cultural environments and educational contexts (Benson, 2007; Brown, 2004; Burns, 2013).

4.2.2   Vision of learning

Experiential learning is based on personal growth because it helps learners adapt to social changes, takes into account differences in learning ability, and is responsive both to learner needs and practical pedagogical considerations Thus, experiential learning offers a learning atmosphere

of shared partnership, a common purpose, and a joint management of learning (Kohonen in Nunan, 1992, p.14-39). In other words, this vision permits to consider the classroom as a learner centered space where the students' perceptions and experiences enhance their learning process, where collaboration is widely used as a social and affective component to develop learner autonomy while emphasizing that meaningful learning has to be self-initiated. In this regard, there is a change in the traditional role of learners and teachers within the class, the first ones become active participants of their learning construction while the second ones turn into facilitators of that process.

4.2.3   Vision of curriculum

In terms of content, the curriculum at Colegio Diego Montaña Cuellar follows the standards suggested by the CEFR and adopted by the Ministry of Education in Colombia (MEN, 2006). However, taking into consideration diverse backgrounds and academic levels of students, the curriculum is seen according to the needs and interest of learners. This vision of a learner-centered curriculum is based on knowledge of learner's needs to make a diagnosis and plan contents after identifying general interests and learning problems. In regard to the methodology to use the language, contents are focused on interaction-based tasks within the communicative language approach. Thus, meaningful experiences through group work, active learning, and independent learning are expected to occur. Moreover, in the context of communicative language teaching, learners are allowed to experiment and try out what they know, being tolerant of others' errors as a process of building up their communicative competence (Richards, 2006, p.13).

4.3   Instructional design

4.3.1   Lesson planning

This study adopted a lesson plan template designed to carry out specific class procedures aimed at helping students adopt self-directed behaviors and improve their motivation towards language learning (Appendix G, H, I, J). In this line, classes focused on language learning contents and collaborative learning objectives, including the corresponding criteria to assess both language goals and the use of the strategies. Groups were organized considering students' strengths, individual characteristics, and tasks to perform as a result of interaction between students. During each class the teacher-researcher recalled distinct roles participants could assume: note taker, organizer, time keeper, reporter, etc. Finally, when tasks were done by learners according to the lesson plan, data collection instruments were used to encourage reflective practice and to facilitate the gathering of information for posterior analysis.

4.3.2   Implementation

This pedagogical intervention was planned from July to September 2013. Six lessons plans/interventions were conducted for three months as the main component of the implementation. Table 2 displays a summary of the strategies implemented and the activities carried out.

Table 2. Phases of the intervention planned.

Four CL strategies	Lesson Plan/ Intervention	Goals set for students	Date
Raising awareness/ socializing CL	Key collaborative roles	Assume different roles in the classroom. Raise awareness about teamwork. Discuss benefits of working together.	July 7-30.

Facilitating SDL	Fostering SDL	Know basic concepts and practices related to SDL. Apply the 5-step model to enhance their self-directedness. Assume gradually self-directed behaviors.	Aug. 2-15
Modeling the use of CL	Team commitments	Become aware of their own learning and roles when working collaboratively. Do their tasks collaboratively. Reach agreements on social rules and team commitments.	Sept. 10
Self-assessing	Assessing CL	Use reflective strategies to self-evaluate their roles in the study and the effectiveness of CL.	Sept. 30

Through six interventions different strategies were implemented; in the first one *raising awareness plus socializing to organize collaborative learning teams*, the teacher-researcher used warm-up activities on key collaborative roles. The first one was addressed to students in order to raise their awareness about the efforts of members of a team to achieve common goals. The second warm-up activity dealt with the movie Coach Carter. (An inspirational film about school basketball players who face problems due to their attitudes towards learning. Coach Carter imposes written contracts, respectful behavior and good grades as requisites to being allowed to participate. Soon, the coach sees how students work collaboratively, and rely on more than sports for their futures). Once the students watched the film, they were invited to discuss the benefits of working collaboratively and the extent to which this strategy could help them become self-directed learners.

The second and third interventions allowed the teacher-researcher to implement the strategy *facilitating SDL through practice and opportunities* to help students know the basic concepts and practices related to SDL. A workshop was given to learners in order to provide feedback on key terms and practices to deal with throughout the study (Appendix H). These interventions fostered SDL activities through the use of language contents and the gradual development of interaction among participants. In this sense, the "five-step model" described in chapter 2, was explained to students, and they were invited to put the principles into practice with the objective of enhancing their self-directedness.

By means of the fourth and fifth interventions, the teacher-researcher introduced and modeled the use of CL strategies so that students become increasingly aware of their own learning and also of the roles to perform when working in teams. This step aimed to help students to do their tasks collaboratively and encouraged them to reach agreements on social rules and team commitments. To fulfill this purpose, specific roles were provided: the ones related to team maintenance: a questioner, a timekeeper, and a noise monitor; and the ones related to skills: a summarizer, and a reporter (Jacobs & Ward, 2000). The instructions on the distinct roles individuals can perform within collaborative learning and their distribution among participants helped students be aware of the importance of taking responsibility of their own roles when working under a collaborative mode. The last intervention, the strategy *sharing and self-assessing the use of the strategies implemented*, allowed students to use their learning diaries to record entries related to collaboration, SDL, and motivation. Thus , learners also used reflective strategies to self-evaluate their participation in the study, the effectiveness of the collaborative strategies, and the impact on their own learning. The sequence implemented throughout the implementation is shown in Figure 1.

Figure 1. Four CL strategies implemented in the pedagogical intervention.
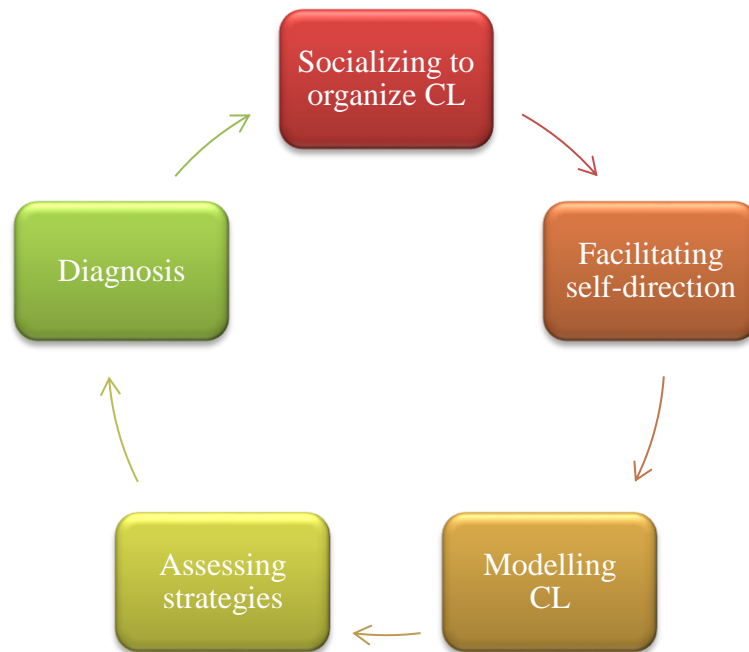
4.4   Conclusion

Intervention and implementation allowed participants to see CL as a strategy to foster their self-direction and motivation to learn. Thus, the strategies offered participants opportunities to interact in the classroom, improve their autonomy, and become aware of motivational issues towards learning. The implementation also considered how different visions of language, learning, and curriculum conform a specific teaching/learning context. Throughout the implementation, data was collected to gain insights about the problem under study. The results of the intervention explain the influence of CL in the development of participants' self directedness and motivation, as is analyzed in the next chapter.

Chapter 5: Results and Data Analysis

5.1   Introduction

This chapter accounts for the evidence collected from data through both initial and final questionnaires, students' learning diaries, teacher' journal and interviews. Considering that different data analysis represents a useful tool to answer the research question of this study, both quantitative and qualitative procedures were considered. This chapter also presents the findings issued after the interpretation of questionnaires, students' diaries, teacher' journal, and interviews from data instruments.

5.2   Data management procedures

Initially, quantitative data collected through both initial and final questionnaires is explained in terms of percentages and frequency, learners' shifts of attitudes, as well as their use of strategies after the pedagogical intervention. This data is organized in three frequency tables (Appendix I), results and items indicating major changes between initial and final questionnaires are considered to further explanation.

5.2.1   Validation

To provide internal validity, the teacher-researcher triangulated and interpreted data using quantitative and qualitative elements. Different forms of data which are put together make a more coherent, rational and rigorous whole when conducting educational research (Gorard, Roberts, & Taylor, 2004, p.4). Consequently, the triangulation process was carried out by collecting information from 15 participants using different data instruments. Along the same line, the teacher-researcher read resulting data to code it following open-coding techniques in order to identify emerging patterns, conform categories, compare new information, and confirm the codes and

categories regarding the influence of CL on the development of self-direction and motivation towards language learning.

5.2.2   Data analysis methodology

The data analysis was based on a qualitative method. As methods of triangulation involve the use of questionnaires, interviews, teacher' and students' journals entries to collect data, these four different sets of data were analyzed in search of relationships among them in order to validate the emerging data of each instrument. Thus, after the initial process of reading the data collected from the students, the three steps of coding proposed by Corbin (2008): open coding, axial coding, and selective coding were used to identify re-occurring themes, patterns or categories and relations between them. Initially, by means of the open coding phase 16 indicators (Table 3) were listed considering the constructs of the study as conceptual elements of theory (Glasser and Strauss in Bryant & Charmaz, 2010, p.168).

Table 3. Codes from the open coding phase.

Codes
Learning needs
Language learning goals
Individual learning goals
Collaborative learning goals
Identification of human and material resources
Performing task collaboratively
Social rules and team commitments
Monitoring
Evaluating learning outcomes
Use of collaborative learning strategies
Collaborative learning roles
Motivation
Language used
Teacher's roles
Scaffolding
Language learning

The second step considered to analyze the data, the axial coding, served to determine the links among the indicators found in the open coding phase. At this point, some codes were confirmed and reorganized thanks to the commonalities found. Later, taking advantage of the comparison and analysis of the available data, the two main categories arose. Finally, the coding technique applied supported the core categories and the reorganization of different codes and sub-codes. This coding technique allowed to review the data in search of similarities and differences in what participants state or carry out across the intervention. Analysis of data involves constant comparison, coding, reducing the codes, finding categories, linking the categories, finding patterns, identifying a core category and building a theory (Holloway & Todres, 2003).

5.3   Categories

Identifying patterns, re-occurring themes, and categories in the data collected by questionnaires, students' learning diaries, teacher' journal and interviews allows the analysis of relevant information to answer the research question. Therefore, two main categories were observed: the first one related to the adoption of self-directed behaviors and the second one concerning increased motivation towards language learning. Moreover, four subcategories were considered to reach specific understanding of different processes within the classroom as shown in table 4.

Table 4. Categories and subcategories to data analysis.

Categories	Sub categories
Adoption of self-directed behaviors	• Making decisions about their own learning • Setting learning goals
Increased motivation towards language learning	• Active participation in collaborative learning activities • New students' perceptions towards English learning

5.3.1   Adoption of self-directed behaviors when developing collaborative learning activities

The implementation of four collaborative learning strategies demonstrated to have an influence on students' initiative to assume their own learning. The analysis of codes related to collaborative practices and self-directed behaviors through interviews and students' journals evidenced positive results. Table 5 displays the percentages of students who recognize new behaviors related to self-direction and collaborative learning activities after the pedagogical implementation.

Table 5. Codes, instruments and percentages of students.

Codes	Instruments	Number of Students	%
Individual learning goals	Interview	6	
	Journal	7	54
Identifi. of resources	Interview	5	
	Journal	8	57
Awareness of learning	Interview	7	
	Journal	12	80
Language learning	Interview	7	
	Journal	8	60
Learners' independence	Interview	6	
	Journal	10	74
Self-evaluation	Interview	8	
	Journal	12	84
Asking for help	Interview	4	
	Journal	9	65

Results pointed out a high percentage of students (84%) who recognized a progressive use of reflective practices to assess their own learning. Along the same line, codes related to their *awareness of learning*, *learners' independence* along with *asking for help* support evidence to validate that learners adopted self-directed behaviors and improved their autonomy in the classroom when they engaged in collaborative learning activities. Moreover, insights on CL and autonomy reflect a new direction towards self-directed learning, one student wrote in her journal after using computers to surf contents in the internet:

> *"As we were working in groups I had time to set the tasks everyone had to do, now I will*
>
> *be able to do my homework on my own"* (Student' journal –Maria Fernanda).

This excerpt reveals the degree of confidence of some participants to do tasks taking advantage of group work. To understand the dynamics of a group coupled with collaboration methods can help learners form teams that can improve their learning through collaboration (Reed, 2014).

5.3.1.1   *Making decisions about their own learning*

Findings showed differences related to students' behaviors and attitudes towards collaborative learning. Table 6 shows the highest shift dealing with language learning and collaborative practices.

Table 6. Self-direction questionnaire Item 2.

Item	Time	Yes		No	
2. I learn English by working with some classmates in groups.		Freq	%	Freq	%
	Pre	3	20	12	80
	Post	13	86.7	2	13.3

Results of the initial questionnaire in regards to item 2 (Appendix A) showed a low percentage of students who claimed to have learned something while working with their peers. However, outcomes in the final questionnaire revealed a high percentage of participants who changed their point of views related to the effectiveness of group work as a tool to learn on their own. For instance, just 20% of the participants did not consider working with classmates useful, while 86.7 % of them recognized the benefits of collaboration after the implementation. This new attitude suggests that learners took advantage of the implemented strategy as a new possibility to make decisions about their own learning while they work with peers.

Some data collected from the students' journals and interviews are useful to illustrate the last statement: *"Working with different classmates helped a lot to understand and get better grades in individual tests"* (Diary entry 4- Yenny)

"Sharing activities allow us to learn from each other. In some cases I help them or they helped me" (Diary entry 5-Lorena)

Along the same line, item number 3 from the initial questionnaire, *I learn from classmates when I work in group* attempted to elicit some information from participants about the influence of peers when participants formed groups of study. Table 7 displays the results.

Table 7. Self-direction questionnaire Item 3.

Item	Time	Yes		No	
3. I learn from classmates when I work in groups		Freq	%	Freq	%
	Pre	5	33.3	10	66.7
	Post	13	86.7	2	13.3

Results from the final questionnaire indicated that after the pedagogical intervention most students took advantage of working in groups, assumed initiative, found a meaningful way to learn from each other, and shared some way to achieve common learning goals. This evidence also

suggests that peer support, interaction, and different learning styles, experiences and knowledge permitted students to co-construct and transform their knowledge into benefits for the whole group. Collaborative efforts are more productive than those from individuals when conditions such as considerable promotive interaction, personal responsibility to achieve the group's goal, and frequent use of interpersonal and small-group skills are met (Woods & Chen, 2011).

5.3.1.2   *Setting learning goals*

Engagement of effective learning means that students are in charge of their own learning; essentially, they direct their own learning process. Jones et al., (2000) describe features of learners who are responsible for their own learning. One characteristic is the ability to generate change, in other words, to assume responsibility towards their learning goals. Data from the teacher's diary also confirms this assumption; *"Students were engaged doing tasks. Interactive activities helped them a lot to discuss and achieve their learning goals. The class became more participative because without the teacher' participation, students work collaborative to do their tasks and seem to be more confident"* (Teacher' diary, entry nº 4)

This new adjustment evidenced in the classroom can be explained by the Vigotskian perspective (Vigotsky, 1978), which considers that collaborative learning offers individual changes presented as the result of regulatory activities such as member coordination and interaction mediated by communication among members.

One of the main concerns throughout the implementation had to do with empowering students to set their own learning goals. Hence, each intervention sequenced practices related to encourage students to set their learning goals and evaluate their achievement (Appendix G). In consequence, at the end of the process, most learners, whether individually or by groups were able to articulate their learning goals. Moreover, critical thinking considered as a reflective decision-

making and problem-solving about what to believe and do (Facione, 2011; Facione & Facione, 2007), can be fostered through educational activities such as: student participation, encouragement, peer-to-peer interaction (Smith, 1977) and purposeful instruction (Dale et al., 1997; Pascarella et al., 2005). Reflective issues taken from the teacher´s diary evidence new attitudes towards learning. *"The routine of every class gets started when students stated their learning goals at the beginning of each class. Most of them show evidences of critical thinking; they contrast their goals at the end of classes, monitor themselves the process and are aware of the way they are learning* (Teacher´s field notes 3).

This excerpt suggests that participants took advantage of the pedagogical implementation adopting features related to critical thinking by guiding their own learning, increasing their decision making, and evaluating information related to their learning process.

An additional trait in the development of learning autonomy was the inclusion of metacognitive strategies. In autonomous environments, meta-cognition can be a factor that affects learning because self-directed learners should be aware of what they need to learn. Therefore, the instruction on four collaborative strategies took active part to help students monitor themselves in the process of learning and assume self-direction. Excerpts from teacher's diary and students' interviews validate this assumption: *"As part of a new student-centered class, learners were able to define their own language learning goals, suggested the criteria to evaluate them, and worked together"* (Teacher' diary, entry nº 6). *"I think it was the most important strategy. I judge my performance and my progress taking into account what I have done to learn. Thinking about my learning process, helped me to improve my doubts and weaknesses"* (Interview 10- Gina).

These statements evidence progressive adoption of self-directed behaviors as participants were able to evaluate their learning goals, and reflected on their performance towards learning

success. In the context of self-directed learners, the extent of their metacognitive awareness may offer valuable information on learners' attitudes and skills that may predict and explain different academic performances (Loaiza, 2014).

5.3.2   Increased motivation levels towards language learning

Motivation entries on different journals evidence new features inside the classroom. The most frequent behaviors dealt with students assuming roles and jobs within the groups, enhancing new values and attitudes towards the second language, and learners increasing their expectancies towards learning success. When holding interviews about motivation to learn, students evidenced similar viewpoints: *"Some months ago I thought English was difficult. However, now I understand things with the help of some classmates. If I do not know anything, my group will give me some sort of back up. I do not feel fear to ask"* (Interview 12- Diana).

The statement from interview 12 described the students' feedback to determine the kind of activities they would find motivating to pursue. To Diana and some of her classmates, self-direction, and collaborative work changed their perceptions of English learning confirming a positive correlation between small-group work and self-directed learning success. In other words, participants who are unwilling to achieve their goals may be motivated by the group to achieve learning. Interview 3 below makes evident insights on students' motivation towards language learning; *"I have improved my attitudes with my group of study. I am so bad at some things and good at others. So, classmates help each other to improve and develop skills. We feel so motivate to learn and finish our tasks in the correct way"* (Interview 3-Duvan)

This sample suggests an influence of the group to motivate students towards language learning allowing them to succeed. A huge dimension of the small group activity that involves challenging activities is that participants confront personal characteristics, the group itself can steer

students to a better attitude involving performance, feeling-attitudes, and relationships (Gibbons, 2002).

5.3.2.1   *Active participation in collaborative learning activities*

When asked about their confidence to work in groups, a student provided the following answer after the pedagogical intervention: *"The most significant thing about working with partners was a feeling to learn having people around me. I felt great the first time I could do tasks without asking my teacher. Mates around me helped a lot to feel confidence"* (Interview 2- Jonathan).

Excerpts from interview 2 above suggest that before the pedagogical intervention many students were not able to do assignments when they were working in groups because they felt unconfident to organize in order to work in groups.

Implementing learning strategies entails the use of different resources in the classroom. During several lessons participants took part in small-group discussions as a resource to help them solve their tasks. As a result, they were able to participate actively by searching for new vocabulary, discussing ideas about the topic, and reflecting on their participation as well as another students' participation.

The implementation helped them know the role they had to play within the group improving their participation and motivation to do new tasks.

5.3.2.2   *New students' perception towards English learning*

At the end of the pedagogical intervention, most students became aware of their own learning and roles in teams, they were able to evaluate the progress they achieved through collaborative and individual work. In this respect, in an interview, when asked about how collaborative strategies contributed to improve his language learning, one of the participants mentioned: "Estrategias para colaborarnos ayudo a entender que lograr metas puede ser realizado

cuando cada uno aprende a trabajar en equipo. Asi, encontré mas facil aprender y compatir responsabilidades". (Interview 4- Christian).

Data from interview 4 indicates that when students assumed CL they felt motivated to work with peers, not only working by themselves but assuming their team roles, and giving each other feedback. This process facilitated their control and responsibility for their own learning, deriving in self-directed skills, and motivation to learn.

5.4   Conclusion

Results provide evidence related to the positive influence of four collaborative learning strategies on student's attitudes towards self-direction and motivation to learn. First, participants adopted self-directed behaviors when they were involved in collaborative learning activities, taking particular initiatives to assume their own learning. This new attitude suggests that students understood the benefits of collaborative work taking advantage of the four collaborative strategies as a new choice towards learning with peers and assuming more control on their own learning tasks. Moreover, data showed evidence to confirm that students gradually assumed their responsibility to set their own learning goals. Second, students increased their motivation levels towards language learning and learning success.This new orientation was stated in terms of active participation in collaborative learning activities, the influence of the group to motivate unconfident students to assume roles, share feedback with one another, and improve their participation towards learning success. In other words, participants interacting collaboratively were able to assume responsibility, improve their self-direction and motivation to take active part of their own learning process as the result of the implemented collaborative strategies. The following chapter deals with the conclusions and pedagogical implications of this study.

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Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

This study examined the impact that four collaborative learning strategies had on students' self-direction and motivation to learn. Recognizing that having some background or training in group dynamics could ease the burden on teachers while they attempt to optimize collaboration in their classrooms (Burke et al., 2009), it was important to assess the influence of collaborative learning on participants as a strategy to tackle their learning problems. This strategic use of collaboration helped students assume self-directed behaviors and improve their motivation towards language learning.

The results of this study are correlated to the results of other Colombian researchers (Centeno et al., 2013; Hernandez et al., 2015; Molina, 2013) since this approach develops specific language skills, promotes interaction through teamwork, and develops positive attitudes in the classroom (Burke et al., 2009). Other relevant findings related to this study state that collaborative learning influences learners to become motivated once they assume an active role that allows them to organize their learning (Jarvenoja & Jarvela, 2009).

6.2   Comparison of results with previous studies' results

The use of four collaborative learning strategies helped participants adopt self -directed behaviors through opportunities to diagnose their learning needs, formulate learning goals, identify human and material resources and evaluate their learning outcomes (Centeno et al., 2013; Hernandez & Caicedo, 2015). Participants also began to develop strategies for becoming more independent from the English teacher. Moreover, the use of four collaborative learning strategies improved their motivation as they took active part in different tasks, assuming a role that allowed them to organize their learning and improve their participation towards language learning

(Jarvenoja et al., 2009). These findings support other studies in which cooperative learning was implemented to evidence that the instructional model contributed to students' improvement in terms of higher levels of achievement and increased responsibility for their own individual achievement (Woods & Chen, 2011).

Studies using collaborative learning strategies in the context of second language acquisition focused on specific factors. In his study on the exploration of collaborative learning among adults, Imai (2010) concluded that feelings such as boredom and frustration supposedly represented detriment to an individual's learning, but their motivation could become a resource for development depending on how participants in a given learning activity make sense of these emotions. Other studies that investigated language teaching strategies, and the effects of those strategies on students' motivation and English achievement affirmed that students may enjoy aspects of the learning environment but not being motivated to learn, stressing that only when the favorable attitudes towards learning goals were linked with motivation they will turn out to high levels of proficiency (Bernaus & Gardner, 2008; Dörnyei & Ushioda, 2013).

6.3   Significance of the results

The results of the study demonstrate that collaborative strategies should be implemented in initial stages of language acquisition to help learners become self-directed and increase their motivation to learn. The students have been working in groups since their primary school days, but not all teachers have the understanding of group dynamics to foster effective collaboration (Reed, 2014). In regard to the context where the study took place, the use of collaborative strategies implies a new choice of language instruction. Thus, a collaborative learning model should be included in the school syllabus from the initial stages of language teaching. Consequently, this presumption highlights the importance of making changes in traditional language teaching models

in the Colombian context, to the roles of teachers and learners and to the types of activities used when teaching/learning a language. Moreover, this study contributes to the English Language Teaching (ELT) community by providing four specific collaborative strategies designed to help learners on the development of self-directedness and motivation towards learning. The ELT community needs to support students' learning by implementing collaborative strategies within syllabuses and lesson plans.

6.4   Limitations of the present study

Some aspects must be considered in order to improve this kind of research. First, collaborative learning (CL) was studied only in one direction: student-student interaction. This perspective can limit the scope of looking for some teacher-student interaction that can enhance or inhibit learners' attitudes towards the learning process. In this sense, the interviews about motivation (Appendix D) elicited students' insights few items of students reflecting on teacher's behavior and the importance of students perceiving or not a pleasant and supportive atmosphere in the classroom. In the light of a student-centered classroom, the main responsibility to motivate learners lies on the students themselves. However, appropriate CL must emphasize on teacher-student's willingness to preserve motivational aspects in the language classroom. Second, the transfer of assumptions on people, situations or contexts defined as generalization (Denzin, 1970) can be a limitation of this study due to the small number of participants. However, in some forms of action research authors do not want to generalize solutions to problems derived from their own praxis but aim to give advice on solving similar problems (Mayring, 2007).

6.5   Further research

To widen the results of this study and have a particular approach of the process, the teacher-researcher suggests conducting a longitudinal study with a larger number of participants and with

the use of an experimental group which emphasizes on motivational changes and its influence in learning achievement. Considering that perceived progress in language learning plays an important role for students' continued motivation (Busse & Walter, 2013) and the relation between perceived progress and academic motivation (Macaro, 2006), it is necessary to consider a long-term influence of the CL strategies implemented in any study. Thus, investigating specific factors related to continued motivation within a collaborative approach will provide further insights related to the way students improve their learning achievement.

6.6   Conclusion

Participants who took part in the study were accustomed to a traditional classroom based on teacher centered practices. However, after implementing four CL strategies, there was enough evidence to state that students adopt self-directed behaviors, and their attitudes and motivation towards English learning changed positively. Collaborative strategies also fostered engagement among students because they were able to develop individual responsibility for their learning when they performed a task.

More features of self-direction were observed in students through their attitudes towards different tasks, the respect for their teammates' opinions, the way they supported each other to ensure that all the team members shared knowledge and contributed to reaching learning goals. Therefore, the use of CL not only strengthened students' effort to overcome their learning language barriers due to their different choices to interact and learn but also helped them co-construct and transform their knowledge leading to more self-directedness.

Through the implementation of the four collaborative strategies, students were able to assume their own learning goals, had distinct roles when working in groups, and developed

awareness related to their learning process. As a result, they showed an increase in their confidence, and motivation to work by themselves on different language tasks in the classroom.

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APPENDICES

APPENDIX A (1 of 2)

RESEARCH PROJECT: GENERAL STRATEGIES FOR SUCCESSFUL LEARNING

DIAGNOSTIC/FINAL QUESTIONNAIRE

Student name: _____ Grade: 10_____

Collaborative Learning/ Self Direction

	Yes	No
1. I exchange information between my classmates in groups		
2. I learn English by working with some classmates in groups		
3. I learn from classmates when I work in groups		
4. I am able to do my assignments when I am working in groups		
5. I feel confident when I work in group.		
6. When I work in group, I am able to organize the way to work.		
7. Working in groups, I know what my role in the group is.		
8. When I work with classmates, we decide on what to learn and how to do it.		
9. As a group, we decide our own learning objectives.		

Self- Direction

	Yes	No
1. I make decisions for myself.		
2. I set goals to achieve for myself		
3. Before doing a work, I plan it well		
4. While doing a task, I often find new available resources.		
5. When I finish a task, I am able to judge my performance to guide my progress.		

APPENDIX A (2 of 2)

Motivation in Language Learning

	Yes	No
1. I want to learn English.		
2. I am a good student of English.		
3. Sometimes, I use English out of school.		
4. I think English is easy.		
5. I like trying to speak English.		
6. I think English is useful.		
7. I expect to upgrade my English level this semester.		
8. I think learning English can be fun.		
9. I have positive thoughts of me as a learner of English		

APPENDIX B (1 of 1)

STUDENTS' LEARNING DIARY FORMAT

GENERAL STRATEGIES FOR SUCCESSFUL LEARNING CIRCLE STUDENTS' LEARNING DIARIES

TEMPLATE Prepared by Acero Claudia

MY PERSONAL INFORMATION

Name	
Code Number	
Level	
School	
Head Teacher	

Where I am now?

	My strengths	My goals
Speaking		
Listening		
Reading		
Writing		
Grammar		
Vocabulary		

	My weaknesses	My goals
Speaking		
Listening		
Reading		
Writing		
Grammar		
Vocabulary		

Entry _____
1. What did you learn from the task?
2. What resources did you use?
3. What problems did you have when doing the task?
4. What did you do to solve the problems?
5. What did you do before, during and after the task?
6. What were your feelings before, during and after the task?
7. Having worked with your teammates/pair helped you do the task?
8. Would you do something different for future tasks?

APPENDIX C (1 of 1)

TEACHER'S JOURNAL FORMAT

GENERAL STRATEGIES FOR SUCCESSFUL LEARNING CIRCLE

FIELD NOTES TEMPLATE
Prepared by Acero Claudia

Name of co-researcher	
University Code Number	
Institution	
Date of class: Day Month Year Week No. _____	Time of class: Length of class:
Class/ grade:	Room:
Number of students:	Average age of students:

Lesson Number:				
1	2	3	4	Research Circle Leader:
5	6	7	8	

Observations   Notes to Self-Interpretation

APPENDIX D (1 of 2)

INTERVIEW

GENERAL STRATEGIES FOR SUCCESSFUL LEARNING CIRCLE

INTERVIEW PROTOCOL

Interviewer	Date	Time	Location	Setting	Interviewee

Collaborative Learning
1. Are collaborative strategies useful to improve the way you work? Why?
2-How and when can you apply those learning strategies seen in class?
3-Do you feel confident doing your tasks collaboratively?
4-Do you often have the chance to work with a partner?
5-Do you enjoy the chance to work with partners or rather you prefer a friendly competition between peers?
6-Do you receive feedback from your peers?
Motivation and SDL
7-Do you feel motivated to learn English? Why?
8-Does the role of your teacher affect your motivation towards learning? Why?
9- Do you consider yourself as an independent learner? Why?
10-What are the strategies that you can employ independently to complete a language task?

APPENDIX D (2 of 2)

Manage your own learning
11-Do you organize a plan of what you need to do in order to tackle a task?
12- What do you do before start working on your task?
13-What do you while you are working on the task?
14-How do you make sure you are doing the task correctly?
15-What do you do after you have finished the task?
Metacognitive strategies
16- Can you identify your strengths and weaknesses while you learning English?
17-Are you aware of your own styles and learning strategies?
Evidences of Language Learning
18-Do strategies contribute to improve your language learning?
19-Do you seek opportunities for practice in the target language?

APPENDIX E (1 of 1)

LETTER OF CONSENT

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED
LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2

CONSENTIMIENTO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN
Ciudad, Fecha
Señores:
Estudiantes -Grado
Nombre Institución Educativa
Ciudad
Apreciados estudiantes:

Actualmente estoy realizando una investigación titulada Aplicación de estrategias colaborativas para el fomento del aprendizaje auto-dirigido. Este estudio busca corroborar si la aplicación de dichas estrategias promueve el aprendizaje auto-dirigido. Cabe anotar que dicha investigación hace parte de mi trabajo de grado en 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 llevara a cabo durante los meses comprendidos entre junio y noviembre de 2012. Esto implica la planeación e implementación de actividades, y recolección de datos durante algunas semanas en las cuales 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 cuales 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, por tal razón si usted firma la carta de consentimiento acepta voluntariamente participar del proyecto de investigación 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,   Acepto participar

_____   Nombre _____

Docente investigador Firma

_____   Padre de familia

APPENDIX F (1 of 1)

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2

CONSENTIMIENTO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Ciudad, Fecha de 2012
Señor:
Nombre
Rector:
Nombre Institución Educativa
Ciudad
Apreciado rector:

Actualmente estoy realizando una investigación titulada Aplicación de estrategias colaborativas para el fomento del aprendizaje auto-dirigido. Este estudio busca corroborar si la aplicación de dichas estrategias promueve el aprendizaje auto-dirigido. Cabe anotar que dicha investigación hace parte de mi trabajo de grado en 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 junio y noviembre de 2012. Esto implica la planeación e implementación de actividades, y recolección de datos durante algunas semanas en las cuales los estudiantes de 10-02 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 cuales 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,   Acepto participar

_____   Nombre _____

Docente investigador Firma

_____

APPENDIX G (1 0F 3)

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

Name of co-researcher: Juan C. Gutiérrez University Code Number: 201112389	
School: Diego Montaña Cuellar	
Date of Class: 28 August Week No. 2	Time of Class: 10:50 am Length: 2 hours
	Time Frame: 6 hours
Class/grade: 10th Graders	Room:
Number of students: 15 students	Average age of Students: 15-16 years
Number of years of English study:	Level of students: A1

Lesson Number				Research Circle Leader:
1	2 X	3	4	Professor: Claudia Acero
5	6	7	8	

Set Lesson Goals Raising awareness of the strategies learners are already using or need to use in order to improve collaborative learning.	
Language Goal	Assessment Criteria

By the end of the lesson, students should be able to;
     - Recall the structures of comparatives and superlatives (e.g. "big" - "bigger" - "biggest");
     - Derive the ways to form Comparatives and Superlatives (e.g. if the adjective has three or more syllable, we form the comparative by adding "more" then plus adjective, i.e. "serious" - "more serious");
     - Compose a simple descriptive writing using Comparatives and Superlatives.
	Students will be able to work together to write a descriptive text using related vocabulary and incorporating appropriate comparative and superlative forms. They will also edit each other´s work as part of their writing process.

Learning to Goal	Assessment Criteria

- Students will be able to raise awareness of the strategies they are already using or need to use to organize collaborative learning teams.	-Students will be able to socialize each other to organize collaborative learning teams. Those teams will be able to formulate their learning goals, to identify material resources for learning, and evaluate learning outcomes.
Identify a topic for the lesson: Comparative and superlative adjectives	

APPENDIX G (2 OF 3)

Anticipated problems and planned solutions
-Students may have problems to socialize in teams and get difficult to state their own learning goals.

Description of language item / skill(s)	
Form	
Meaning	
Use	
Skill(s) and sub skill(s)	
(For CLIL) Content Communication Cognition Culture	

Sequence the lesson to accomplish your goals

Teacher´s role	Stage	Aim	Procedure	Interaction	Time
Activator	Warm-up	To motivate students to undertake new concepts.	-Teacher gives out word search sheets and gives instruction on completing the tasks. -T. asks who finds more than 10 items from the word search.	T>SS	15 minutes
Motivator	Lead in/Prep. Ask students questions to know to what extent they know about the topic of study.	-To encourage students to set their own learning goals. -To make the class objective visible.	- Divide students into groups and distribute task sheets for each group. -Students are encouraged to work collaboratively and complete the task. -Students reflect about their learning needs. -Learners are encouraged to write a KWL chart.	T>SS SS<>SS	15 minutes
	Presentation Modeling	-To elicit information from students to invite	-T. monitors progress and		

Activator Encourager	-Encourage students to list the possible learning strategies they may use. -Encourage them to suggest possible resources that they need to complete the learning process.	them to deduce grammar rules of comparatives and superlatives. -To task groups in order to solve the activity given.	provide assistance to weaker groups. -T. highlights the adjectives which belong to the same group. (e.g. "tall and" dark", "good" and "bad") -Students point to comparative and superlatives which belong to a common feature to deduce the common rules of forming comparatives and superlatives. - T. introduces the writing task by showing a sample descriptive writing. -T. invites students to read instructions to solve the task.	T>SS SS<>SS SS>T	45 minutes

APPENDIX G (3 OF 3)

Model	Practice Learners help each other to achieve learning. outcomes	-To collect students´ writing task.	-Students foster collaborative work by setting writing ideas before start writing their descriptive texts. -Students help to involve each member of the group doing the task. -Students submit their tasks according to instructions given before	S>T	10 minutes
Note taker	Learner self-evaluation Students create tools to evaluate their learning outcomes.	-To know students' proposals to assess and evaluate the class objectives.	-Invite students to write about their learning process on their learning journals. -Students state if the class objective has been achieved or not. -T. tells students about what to expect from them and how he will assess and evaluate them.	S>S S>T T>S	15 minutes
Encourager	Problem Identification/ solution Students reflect on weaknesses and strengths of the learning process	To identify weaknesses of the process and bring about solutions.	-Learners are invited to reflect on the process. -T. asks learners questions to know to what extent students have managed the topic of study. -Students are suggested to identify and solve problems related to their learning process.	S>S T>S	15 minutes

Scaffolder	Expansion/ Independent Study Students extend their learning.	To foster search of self-directed learning strategies and reflect through journals.	Students are invited to share ideas; thoughts and research about ways to improve their learning.	S>S S>T		15 minutes

Teacher's Evaluation of his/her lesson plan

A. Considering your language and listening skill goals, create activities to provide evidence that learners have accomplished your goals?
B. Problem identification/solution: consider other ways you can improve your teaching of these language and listening skills?

REFERENCE

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

APPENDIX H (1 0F 3)

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

Name of co-researcher: Juan Carlos Gutierrez Duarte **University Code Number: 201112389**	
School: Diego Montaña Cuellar	

Date of Class: August **Week No. _3**	**Time of Class:** 10:29 **Length of class:** 2 hours	
	Time Frame: 6 hours	
Class/grade: 10th Graders	**Room:**	
Number of students: 15	**Average age of Students: 15-16 years**	
Number of years of English study:	**Level of students** **A1**	

Lesson Number

1		2	X	3	X	4	
5		6		7		8	

Research Circle Leader:

Professor Claudia Acero

Set Lesson Goals

Facilitating SDL and Collaborative Self-managed learning teams/Starting Process.

Assumed knowledge
-Students know differences between cooperative and collaborative work. They also know strengths of working as a team.

APPENDIX H (2 0F 3)

Teacher's role	Stage	Aim	Procedure Teacher and student activity
Activator	**Warm-up**	To Motivate students to take part in dynamics to socialize benefits of team work	Teacher displays cards with different descriptions of people living in a building. Students must find out who are their neighbors according to common features and help each other to complete the activity.
Motivator	Lead in/ Preparation **Brainstorming**	To Reflect on basic knowledge towards the building of concepts related to autonomy, self-directed learning, and motivation	-Students are invited to watch a video in order to reflect on concepts related to individual and collaborative work. - Students brainstorm ideas and basic concepts to facilitate some kind of reflection
Model	Practice **Modeling**	To model different strategies to raise awareness of steps to enhance self-directed learning.	-Teacher chooses a real class task and real materials; some steps are suggested to follow, first able students need to diagnose their learning, second, they need to set their own learning goals, third, they need to consider what materials and resources are available and need to be consulted, and finally, they need to consider how they are going to evaluate what they already learnt.
Guide Summarizer	Wrap up	To sum up concepts, experiences and learning outcomes throughout this part of the intervention	-Students are invited to read out some reflections from their journals. -Teacher encourages students to chart the SDL 5 step model.
Guide Solver	Problem Identification/ solution	To identify constraints and problems in this stage in order to carry out possible solutions.	-Focus groups are invited to discuss on possible solutions and ways to improve the addressed strategies
	Expansion/ Independent study	To foster search of self-directed learning strategies and reflect through journals as part of metacognitives strategies.	Students are invited to reflect on their strengths and weaknesses of their own learning process and strategies to improve it.

APPENDIX H (3 0F 3)

Learning to Learn Goal	Assessment Criteria
- Students will play in order to form teams with a common goal. - Students will build up some basic concepts related to individual work, collaborative work, and team work. - Learners will reflect through videos on the importance of collaborative work. - Students will know about new strategies that will be implemented in the English class in order to improve language learning and motivation to learn. - Students will be introduced the SDL 5-step model. - Students will be introduced to the strategy: Collaborative Self-managed learning teams.	- Students will be able to list advantages and disadvantages of individual and collaborative work. -Learners will be able to chart information about the SDL 5-step model for Individual Self-directed Work. -Students will be able to forecast learning outcomes when working in Collaborative Self-managed learning teams.

Identify a topic for the lesson
- Facilitating Self-directed language learning and Collaborative Self-managed learning teams

Materials and Resources

Game A 35 cards game with different descriptions for each student.	Rationale: As a warm-up, students are tasked to find similar descriptions in order to complete the game. Everybody needs to take part to achieve the goal previously explained.	Annex 1
Handout 1 Self-directed language learning 5-step model handout.	Rationale: Students need to be aware of the guidelines addressed to improve language learning and motivation to learn.	Annex 2
Handout 2 Collaborative Self-managed learning handout.	Rationale: Students should know strategies on how collaborative self-managed teams empower learning and success in the classroom.	Annex 3

Anticipated problems and planned solutions

- Implementing new strategies to deal with self-directed learning may modify students' willingness towards language learning. It is important to state that new directions will enhance improvements at all levels both in and out of the classroom.

APPENDIX I (1 0F 3)

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

Name of co-researcher: Juan C. Gutiérrez **University Code Number:** 201112389	
School: Diego Montaña Cuellar	

Date of Class: Oct.15th **Week No**. 6	**Time of Class:** 10:50 am **Length of class:** 2 hours
	Time Frame: 6 hours
Class/grade: 10th Graders	**Room:**
Number of students: 15 students	**Average age of Students:** 15-16 years
Number of years of English study:	**Level of students** A1

Lesson Number				**Research Circle Leader:**
1	2	3	4	
5 x	6	7	8	Professor Claudia Acero

Set Lesson Goals	

Language Learning Objective	**Assessment Criteria**
By the end of the lesson, students should be able to identify words and expressions according to the listening text.	Students will be able to demonstrate understanding of familiar words/phrases by filling the gaps in the text.

APPENDIX I (2 0F 3)

Teacher's role	Stage	Aim	Procedure
Activator	Warm-up	- To motivate students to identify the main topic of the class.	-T. recalls the strategy to use throughout the class:"learners help each other to achieve learning outcomes". -Students help T. state the language learning objective and the collaborative learning objective for the class. -T. presents quotes from Albert Einstein and writes them onto flashcards handing them out to students. Then, learners are encouraged to identify who's the writer of those notes. -Smaller groups need to choose a speaker and support him/her to talk about the quotes, stating whether they agree or disagree and giving reasons.
Motivator	**Lead in/Prep.** **Ask students questions to know to what extent they know about the topic of study.**	-To make the class objective visible.	- T. asks students to give to the class any information that they might know about the life and work of Albert Einstein. -Students speak what they know about Albert Einstein.
Activator Encourager	**Presentation /Modeling** **-Encourage students to list the possible roles they will play while doing the task.**		The students are going to watch the first eight and a half minutes of a documentary produced by the History Channel about the life of Einstein. It takes them up to 1905, and what is known as his 'Miracle Year'.
Encourager	**Practice** **Learners help each other to achieve learning outcomes.** **Students assume different roles when working in teams.**	-To task groups in order to solve the activity given. -To collect students´ understanding about the task.	-The students are going to watch the first eight and a half minutes, and answer: 1. Summarize the life of Einstein up to 1905 2. What were the four papers about that he published in 1905? 3. Explain each of his theories. -Students discuss the answers in small groups. -T. gets feedback and encourages students to discuss about the answers. -The students receive a hand out to fill in missing words while listening the text several times.

			-As a way to foster autonomy, there are not specific instructions neither how much time they should spend. - Students work collaboratively considering their own roles and individual characteristics. -T. monitors students while they work, correcting any errors and offering encouragement. -Students help to involve each member of the group doing the task. -Students submit their tasks according to the group agreement.
Note taker	**Learner self-evaluation** **Students create tools to evaluate their learning outcomes.**	-To know students' proposals to assess and evaluate the class objectives.	-Invite students to write about their learning process on their journals. -Students state if the class objective has been achieved or not.
Encourager	**Problem Identification/ solution** **Students reflect on weaknesses and strengths of the learning process.**	To identify weaknesses of the process and bring about solutions.	-Learners are invited to reflect on the process. -T. asks learners questions to know to what extent students have managed the topic of study. -Students are suggested to identify and solve problems related to their learning process.
Activator	**Wrap up** **Students reflect on the process through their journals.**	To sum up concepts, experiences and learning outcomes throughout this part of the intervention.	- Students are invited to discuss on what strategies work for them.
	Expansion/ Independent Study **Students extend their learning beyond concepts from the classroom.**	To foster search of self-directed learning strategies and reflect through journals as part of meta cognitive strategies.	-Students are invited to share ideas; thoughts and research about ways to improve his/her own learning.

APPENDIX I (3 OF 3)

Collaborative Learning Objective - Students will be able to perform different roles in order to achieve learning goals.		Assessment Criteria - Students will be able to participate constructively in small groups showing achievement of the suggested task.
Identify a topic for the lesson - Writing a text in past simple		
Materials and Resources		
Material 1 Name: Flashcards with Albert Einstein' quotes http://www.youtube.com/watch?v=2M7SQV7DVTs (this video clip is entitled 'History Channel Albert Einstein. It is one and a half hour long.	Rationale: -Students are familiar with the topic as they already know about Albert Einstein in other subject. - Students practice listening through authentic listening material.	Annex 6
Text with vocabulary and listening task activity (fill in the blanks)	-Material to task learners around authentic listening texts.	Annex 7
Assumed knowledge - Students are able to identify words and expressions. - Students are aware of collaborative roles when working in teams.		
Anticipated problems and planned solutions -Students may have problems to display collaborative learning through listening texts due to interference problems and motivation to learn. Encourage learners to familiarize with words/phrases before the listening activity.		

APPENDIX J (1 0F 3)

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

Name of co-researcher: Juan C. Gutiérrez **University Code Number:** 201112389	
School: Diego Montaña Cuellar	
Date of Class: Oct 15- Nov 06 **Week No**. 11	**Time of Class:** 10:50 am **Length of class:** 2 hours
	Time Frame: 6 hours
Class/grade: 10th Graders	**Room:**
Number of students: 15 students	**Average age of Students:** 15-16 years
Number of years of English study:	**Level of students** A1
Lesson Number	**Research Circle Leader:** Professor Claudia Acero

1		**2**		**3**		**4**	
5	**X**	**6**	**X**	**7**		**8**	

Set Lesson Goals	
Language Learning Objective By the end of the lesson students should be able to read and comprehend different material based on environmental issues.	**Assessment Criteria** Students will be able to create a brochure to raise awareness about ecology and pollution.

Collaborative Learning Objective	Assessment Criteria	
By the end of the lesson students should be able to perform tasks following collaborative learning strategies (effective leadership, decision-making, and communication).	- Students will be able to do the task by identifying the resources that may help them, setting a plan to do the task, and evaluating to what extent their learning goal was achieved.	
Identify a topic for the lesson - Raising awareness about environmental issues.		
Materials and Resources		
Web quest: http://zunal.com/webquest.php?w=72065	Rationale: Through Web quest students will follow steps in order to do their own tasks about environmental issues.	Annex
Assumed knowledge - Students are able to search information through the Web, sharing information, and building their own knowledge in order to raise awareness about protecting the environment.		
Anticipated problems and planned solutions -Students may have difficulties to know specific vocabulary and use it in context. Some learners will not have prior background and cultural knowledge of environmental issues. It is necessary to use strategies of vocabulary learning (annex).		

APPENDIX J (2 0F 3)

Teacher's role	Stage	Aim	Procedure
Activator	Warm-up	-To motivate students to improve their vocabulary.	The teacher prepares a list of words. The game is that each student gets a word whose initial letter is the same as the initial of the student's first name, e.g. Santiago is smart. Each student must look it up in the dictionary during the class and after a few minutes report to the class the meaning of the word.
Motivator	**Lead in/Prep.** **Students know what the language and collaborative learning objectives are.**	-To make both language learning and collaborative learning objectives visible.	-Students help each other to identify the main features of the collaborative learning strategies to use (effective leadership, decision-making, and communication).
Activator Encourager	**Presentation /Modeling** **Ask students questions to know to what extent they know about the topic of study.**		- T. asks students about to give to the class any information that they might know about coherence and cohesion in writing texts. -Students speak about what they already know about coherence and cohesion in texts. - T. invites students to support their knowledge by giving concrete examples. T. writes on the board simple sentences to illustrate constructs of coherence and cohesion.
Encourager/ helper	**Practice** **Learners help each other to achieve learning outcomes.** **Students assume different roles when working in teams.**	-To task the whole group in order to solve the activity given. -To collect students´ understanding about the task.	-The students are given a few minutes to memorize his sentence written on the trip of paper. After the teacher collects the strips of paper, each student says again his sentence aloud. -The whole group is invited to sort out the correct order to assemble the entire story logically. T. helps students remind their sentences and explain possible misunderstandings. -As a way to foster self directed learning, there will not be specific instructions neither how much time they should spend. - Students work collaboratively considering their own roles and individual characteristics.

			-T. monitors students while they work, correcting any errors and offering encouragement. -Students help involve each member of the group doing the task. -Students submit their tasks according to the group agreement. --T. asks learners questions to know to what extent students have managed the topic of study. Students are invited to elicit rules about coherence and cohesion in writing texts.
Note taker	**Learner self-evaluation** **Students create tools to evaluate their learning outcomes.**	-To know students' proposals to assess and evaluate the class objectives.	-Invite students to write about their learning process on their journals. -Students state if the class objective has been achieved or not.
Encourager	**Problem Identification/ solution** **Students reflect on weaknesses and strengths of the learning process.**	To identify weaknesses of the process and bring about solutions.	-Learners are invited to reflect on the process. -Students are suggested to identify and solve problems related to their learning process.
Activator	**Wrap up** **Students reflect on the process through their journals.**	To sum up concepts, experiences and learning outcomes throughout this part of the intervention.	- Students are invited to discuss on what strategies work for them.
	Expansion/ Independent Study **Students extend their learning beyond concepts from the classroom.**	To foster search of self-directed learning strategies and reflect through journals as part of meta cognitive strategies.	-Students are invited to share ideas; thoughts and research about ways to improve his/her own learning.

SCHOOL: DIEGO MONTAÑA CUELLAR

Fostering Self-Directed Learning

Adapted from Gibbons M. (2012). The Self-Directed Learning Handbook. A Wiley Imprint. San

Francisco.

Notice that you have already started self-directed activities. You made your own choices.

And that's just the beginning!

Activity 1 - <u>Reasons Why Becoming More Self-Directed Is Important to You</u>

12 reasons that describe how becoming more self-directed will make your life

better—it's time to start out new activities with good reasons to improve your learning!

Check off the items that speak for you.

I'm looking forward to…

1. Figuring out what my strengths are and how to use them effectively.

2. Learning how to select a field of interest and become informed about it.

3. Developing my ability to generate new ideas.

4. Becoming skilled at setting goals for myself.

5. Setting plans for getting my jobs done

6. Knowing how to cope with problems I run into while trying to get my work done

7. Finding out how to energize and motivate myself to become highly productive.

8. Learning how I can keep developing every day by living a productive life-style.

9. Developing the attitudes of success.

10. Finding a feeling of enjoyment and fulfillment in my life.

11. Taking charge of myself and my life.

12. Learning how to organize time, resources, effort and contacts effectively

What Do I Do With My Results?

As you look back, what do you see as your interest in becoming self-directed

APPENDIX L (1 of 3)

COLLABORATIVE LEARNING		Yes		No	
QUESTIONNAIRE		Freq	%	Freq	%
1. I exchange information between my classmates in groups	Pre	7	46.7	8	53.3
	Post	12	80	3	20
2. I learn English by working with some classmates in groups	Pre	3	20	12	80
	Post	13	86.7	2	13.3
3. I learn from classmates when I work in groups	Pre	5	33.3	10	66.7
	Post	13	86.7	2	13.3
4. I am able to do my assignments when I am working in groups	Pre	7	46.7	8	53.3
	Post	11	73.3	4	26.7
5. I feel confident when I work in group.	Pre	7	46.7	8	53.3
	Post	12	80	3	20
6. When I work in group, I am able to organize the way to work.	Pre	5	33.7	10	66.7
	Post	12	80	3	20
7. Working in groups, I know what my role in the group is.	Pre	8	53.3	7	46.7
	Post	9	60	6	40
8. When I work with classmates, we decide on what to learn and how to do it.	Pre	2	13.3	13	86.6
	Post	5	33.67	10	66.7
9. As a group, we decide our own learning objectives.	Pre	5	33.3	10	66.7
	Post	10	66.7	5	33.3

APPENDIX L (2 of 3)

SELF-DIRECTED LEARNING QUESTIONNAIRE		Yes		No	
		Freq	%	Freq	%
1. I make decisions for myself.	Pre	10	66.7	5	33.3
	Post	12	80	3	20
2. I set goals to achieve for myself	Pre	9	60	6	40
	Post	13	86.7	2	13.3
3. Before doing a work, I plan it well	Pre	5	33.3	10	66.7
	Post	6	40	9	60
4 While doing a task, I often find new available resources	Pre	3	20	12	80
	Post	6	40	9	60
5. When I finish a task, I am able to judge my performance to guide my progress.	Pre	4	26.7	11	73.3
	Post	12	80	3	20

APPENDIX L (3 of 3)

MOTIVATION QUESTIONNAIRE		Yes		No	
		Freq	%	Freq	%
1. I want to learn English.	Pre	9	60	6	40
	Post	14	93.3	1	6.7
2. I am a good student of English.	Pre	3	20	12	80
	Post	8	53.3	7	46.7
3. Sometimes, I use English out of school.	Pre	0	0	15	100
	Post	4	26.7	11	73.3
4. I think English is easy.	Pre	1	6.7	14	93.3
	Post	12	80	3	20
5. I like trying to speak English.	Pre	7	46.7	8	53.3
	Post	8	53.3	7	46.7
6. I think English is useful.	Pre	14	93.3	1	6.7
	Post	15	100	0	0
7. I expect to upgrade my English level this semester.	Pre	7	66.7	8	33.3
	Post	8	66.7	7	33.3
8. I think learning English can be fun.	Pre	3	20	12	80
	Post	9	60	6	40
9. I have positive thoughts of me as a learner of English.	Pre	6	40	9	60
	Post	10	66.7	5	33.3