

SELF - REGULATED LEARNING IN THE ENGLISH VOCABULARY LEARNING  
WITH 11TH GRADERS

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## **Resumen**

Este documento pretende concienciar a los estudiantes y profesores de grado 11 con respecto a la importancia de las nuevas estrategias de aprendizaje auto- regulado, además pretende comprender las ideas que los estudiantes de grado 11 tienen con respecto a la auto- regulación del aprendizaje en el aprendizaje de vocabulario del Inglés. Se ha reconocido ampliamente que la falta de estrategias auto- regulatorias puede ser percibida como un obstáculo en el proceso de aprendizaje del inglés, tanto para profesores como para estudiantes, especialmente afectando sus habilidades para organizarse, plantearse metas académicas y auto- evaluarse. De esta manera, muchos estudios han demostrado que las estrategias de Aprendizaje auto-regulado (AR) pueden intervenir como una herramienta que mejore los procesos de aprendizaje del inglés. En este trabajo la descripción del problema de investigación será presentada; el marco teórico que apoya la tesis va a ser discutido y finalmente, se explicará el método de investigación de este proyecto. Esta investigación puede tener repercusiones en la enseñanza y el aprendizaje del inglés ya que permite visibilizar las estrategias de aprendizaje auto-regulado como habilidades esenciales en el aprendizaje del inglés.

*Palabras clave:* Aprendizaje auto-regulado o auto-regulación del aprendizaje, aprendizaje de vocabulario, vocabulario del inglés, aprendizaje autónomo, estrategias auto-regulatorias.

### **Abstract**

This paper is intended to raise awareness among 11th grade students and teachers regarding the importance of new self-regulated learning strategies. It also aims to understand the ideas that 11th grade students have regarding self-regulation of learning in the learning of English vocabulary. It has been widely recognized that the lack of self-regulatory strategies can be perceived as an obstacle in the process of learning English, both for teachers and for students, especially affecting their ability to self-organize, set academic goals and self-evaluate. In this way, many studies have shown that Self-Regulated Learning strategies (SRL) can intervene as a tool to improve the learning processes of English. In this work the description of the research problem will be presented; The theoretical framework that supports the thesis is going to be discussed and finally, the research method of this project will be explained. This research can have an impact on the teaching and learning English processes, since it makes it possible to visualize the self-regulated learning strategies as essential skills in the learning of English.

**Keywords:** Self-regulated learning, self-regulation of learning, vocabulary learning, English vocabulary, autonomous learning, self-regulatory strategies.

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## GLOSARY

*Self-regulated learning:* Self-regulated learning is one that, through its own activity, can provide knowledge. When we speak of self-regulation, we refer to knowledge and the regulation of our cognitive activity, that is, how we perceive, understand, learn, think and remember. (María Zulma Lanz (2006).

*English vocabulary acquisition:* It refers to the vocabulary learning; it is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111–112).

*Vocabulary Knowledge:* a list or collection of words and phrases usually alphabetically arranged and explained or defined : LEXICON it is defined as one of the most important aspects of second language acquisition (SLA).

## **Introduction**

The new changes on the educational field require education to respond to the complex needs of the environment, through the implementation of psycho-pedagogical resources that contribute to the development of active, independent, critical and reflective learning that promotes the empowerment of students and more autonomous learning processes.

During the last decade of the 21st century, the public education has been oriented to solve a variety of problems. However, problems in the learning of English language at schools have been greatly neglected and not enough educational policies have been generated for this topic.

According to the Ministry of National Education (2003), the learning processes involve having the necessary skills, knowledge and skills, and in particular, self-regulatory and metacognitive strategies, as well as, disposition, intention and motivation that allow to set in motion the cognitive mechanisms in the direction of the objectives or goals that are intended to achieve. Thus, academic success requires both: skill and will.

In this context, the influence of motivational, cognitive and metacognitive variables is undeniable in students' learning processes that manifest themselves in the capacity for self-regulation and self-administration of their processes. In this research, the student is conceived as a world of possibilities, with the capacity to self-manage their own training processes. This study also highlights the importance of Self-regulated learning in the English vocabulary learning in a public school of Pasto Nariño. It is presented in an ordered structure which contains: Chapter I. The problem, Chapter II. Theoretical Framework, Chapter III. Methodology of Research, Conclusions and Bibliography.

### **The Research Problem**

In the recent years, the lack of self-regulation processes in the learning of English has been a serious problem especially in young people. According to Elena Martin (2001) the lack of self-regulated learning strategies on students influences the school failure. (p.74)

Zimmerman (1999), cited in Fermin, (2005) defines:

Self- regulated learning as the situation where students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process. Here, students initiate and direct their own efforts to acquire knowledge. (p. 37).

In the research process, some possible causes have been identified: the lack of a focus on objectives and commitment with them, problems when activating strategies to organize time and activities, low academic motivation, difficulty in social relationships, lack of knowledge and a lack of Awareness toward the Self- regulated learning subject. At the same time these causes generate possible effects that are evident in the educational scene and they lead to academic failure.

“In this sense, research has proved, the lack of Self- regulatory strategies on students’ learning processes, affects not only their academic goals but also their social relationships and academic performances” (Zimmerman, 2002, p.25). According to the United Kingdom National Commission on Education (1993) Self-Regulated Learning (SRL) has emerged as an important new construct in education, and this concept has to be adopted by all, policy makers, teachers, educators, parents and students.

According to Panadero & Tapia (2014) weaknesses arise when students are forced to be “self-regulated” instead of motivating them to be self-regulated learners, teaching them to learn, and to propose them new strategies to activate Self- regulation processes.

On the other hand, the need for students to activate Self- regulation strategies when learning English vocabulary is undeniable. According to Wilkins (2004) “Without vocabulary nothing can be conveyed” (p.30). This means, knowing a great amount of vocabulary is actually favorable since it assists learners to speak more and to have a good influence on other people as well. Second, a great amount of words is required for being competent in a foreign language. (Wilkins cited in Baker, 2005, p. 11).

“In this order of ideas, breaking the individual barrier requires initiating a cooperative process, a technique of self-regulation of learning, that is based on the enormous importance of social interaction” (Castañeda & Adell, 2013).

However, the purpose is to learn more and better, to improve motivation, interaction among teachers and students and to contribute to the autonomous and conscious learning; a situation that would improve the learning of 11th graders at: Institucion Educativa Libertad.

In this instance, it is necessary to propose new methodologies that allow the improvement of student's skills in the learning of English, and to motivate English teachers to understand how self- regulated learning facilitates the learning of English vocabulary in 11<sup>th</sup> graders.

### *Problem Description*

The research problem arises in the process of observations carried out by the author of this research, finding that there is a lack of activation on self-regulation strategies in the learning of English (vocabulary), and a lack of awareness toward the Self- regulated learning

subject. This refers to the lack of learning, Self- evaluation and autonomous organization of 11th grade teenagers in the English area.

*Problem delimitation*

***Conceptual delimitation***

Self-regulation in learning: "teaching to learn better in different educational environments" Self-regulated learning is one that, through its own activity, can provide knowledge. When we speak of self-regulation, we refer to knowledge and the regulation of our cognitive activity, that is, how we perceive, understand, learn, think and remember. It is the cognitive approach to school learning that emphasizes two essential notes: metacognition and motivation. When we talk about self-regulated learning. Self-regulated learning is a current topic on psychological literature, self-regulation is also located in fields such as: cognition, metacognition, motivation, affectivity, behavior and learning context. (María Zulma Lanz (2006).

Vocabulary skills: According to Sharon Vaughn (2011), vocabulary refers to the knowledge of words and their meanings. Students learn through a variety of contexts, such as speaking, interacting and playing with others; Listen to stories; watching television; There are two types of vocabulary: 1. Oral vocabulary refers to the recognition of words heard and spoken. 2. Reading vocabulary refers to the recognition of words read and written. Like most of the communicative creations of the human being, the vocabulary could be described as a dynamic structure that does not remain static but that varies with time and with the passage of generations, responsible for abandoning or adding words in the daily use of language.

***Population***

The chosen population is a mixed student population located on the west of the city of Pasto Nariño. Self-regulated learning can be applied at all levels; However, this research work is aimed to high school students (11th grade), this research would facilitate their learning

processes in terms of English vocabulary. This process will be done with a population of approximately 30 students per classroom; Belonging to 1 and 2 strata, between ages of 14 and 17 years old, where 15 participants will be women and 15 men.

### ***Geographical delimitation***

This research project will be carried out in the city of PASTO -NARIÑO, on the Educational Institution where the observation process was carried out, an institution located on the west of the city. Specifically on Pan-American avenue.

### ***Research Questions***

#### ***Central Question***

What is a learning proposal that allows the awareness of 11th grade students about the importance of Self- regulated learning in the learning of English vocabulary?

#### ***Sub-questions***

What are the 11th grade students' conceptions about SRL in the learning of English vocabulary at Institución Educativa Libertad?

What is the role of Self-regulated learning on the English vocabulary learning in a 11th grade at Institución Educativa Libertad?

How can English teachers join to the Self- regulated learning proposal at Institución Educativa Libertad?

### ***Objectives of the study***

#### ***General Objective***

To make students self- aware of their own learning capabilities when learning English vocabulary through a Self- regulated learning proposal.

*Specific objectives*

To understand the 11th grade students' conceptions regarding the efficacy of Self-regulated learning on the English vocabulary learning at Institucion Educativa Libertad.

To understand the role of Self-regulated learning on the English vocabulary learning in a 11th grade of Institución Educativa Libertad.

To generate awareness on educators' lives identifying the value of being self-regulated teachers.

*Significance of the study*

In the learning processes, pedagogical models in higher education have a special relevance, taking into account that those models are the axes of the educational quality which pretends to impart more and better learning strategies. For that reason this research has a special interest in terms of providing a current pedagogical model "Self-regulated learning". This topic is relevant due to the contributions it may make in the field of English vocabulary learning. The implementation of the concept self-regulated learning pretends to make teachers and students aware of the importance of including this pedagogical model in our lives (Self-regulated learning) (SRL).

It is expected that the practical contribution of this research will contribute to the development of pedagogical models in order to transmit, share and integrate knowledge and strategies of autonomous learning to students as well as respond to the needs and interests of our society.

This proposal will have as axes of operation a process of knowledge reconstruction based on the self-regulated learning method. The latter is considered as a collaborative work strategy

based on the development of meaningful and autonomous learning with social responsibility, tolerance improvement, respect for interculturality and the recognition of the participation.

For educators in general, the present study would become a reason for reflection and feedback of the daily practice inside the classrooms, and also, it would be a reason for reflection in young learners.

This research is useful because it will help to leave solid foundations of the self-regulated learning term applied to the vocabulary acquisition. It will also motivate students to give meaning to their learning process and to communicate what they have learned, developing their leadership skills.

According to López (2011):

If a student chooses to participate actively in their own learning process, they can learn to use effectively a series of cognitive, metacognitive and motivational strategies, which will lead to the construction of knowledge in a meaningful way to achieve the desired educational achievement.  
(p.70)

Therefore, this research is innovative because it could emerge new ideas and proposals at the academic level, which will generate clear and accurate information about some weaknesses of the Self regulation model, with the purpose of taking corrective actions as the case may have. This study is also innovative because there is not research about Self regulated learning at the University and specifically in our linguistics and languages department. In this way, the study will create new lines of research and it will serve as a pedagogical strategy that University teachers and students can use in order to facilitate critical, autonomous and evaluative thinking; generating social responsibility and a more Self- regulated culture.

*Limitations of the study*

If a critical assessment of the limitations on this study is made, it can be said that there is not enough information on self-regulated learning applied to the field of foreign language learning, specifically in the learning of English. In addition, there is not to much research at the national or local level. The research found are mostly international, but rarely national and in a lesser extent local research. This aspect has made difficult to find academic background and has forced the creation of new lines of research. Another limitation that this research faces is the lack of support from students and teachers, because of their possible indifference. For this research the cooperation of the students is necessary, since the self-regulation model needs some cognitive and metacognitive processes by the learners (Motivation, academic goals).

### **Theoretical framework**

Before making an analysis of the theories applied to self-regulated learning, it is necessary to ask some authors what self-regulation is. According to Zimmerman (2000) "self-regulation is a" process formed by thoughts, emotions and self-generated actions that are planned and adapted cyclically to achieve personal goals" (p.33)

In this way, self-regulation refers to the learning strategies that students activate when they are working to achieve the objectives that have been proposed (By themselves). "Research has now shown that being able to self-regulate one's work is crucial to the academic performance of students in all educational cycles" (Zimmerman, 2011: p.34).

Therefore, the importance of understanding the term of self-regulation and understanding how different theories about self-regulation complement each other and on which points they differ:

#### *Theories on Self- regulated learning.*

"The construct of self regulated learning has been extensively studied since the late 1970's, with much more attention in the 1980's and 1990's" (Paris & Winograd, 2001). "Still, it is relatively new as regards to implementation for improving student performance and achievement in the classroom. Self regulated learning suggests that students engage in their own learning processes on metacognitive, behavioral, and motivational levels" (Zimmerman, 1986). Within self regulated learning, students are empowered with a common set of self regulating strategies in which they couple those strategies with a set of individually developed skills they have constructed over the course of their academic careers and personal experiences.

“Regarding the theories on Self-regulated learning there are seven major theories about self-regulation: operant, phenomenological, socio-cognitive, information processing, volition, Vygotskian, and constructive theory” (Zimmerman, 2000).

**Table 1**

*Major Theories of Self-regulated Learning with Associated Strengths and Controversies*

<b>Theories of SRL</b>	<b>Strengths</b>	<b>Controversies</b>
Operant (Homme 1965)	Delay of gratification	<b>Nature of self-reinforcement:</b> (self-monitoring, self-evaluation, self-reinforcement)
Phenomenological(Maslow 1943)	Role of self-identities	<b>Defining, measuring and validating self-identities.</b> (Need for self- actualization through self- concept, self-worth and self- identity)
Information Processing (Johnson-Laird, 1988)	Self-monitoring feedback loops	<b>Negative versus positive feedback loops</b>
Social Cognitive (Bandura 1986)	Cognitive goals and expectancies Social modeling	<b>Self-efficacy: redundant or limited in scope.</b> (goals and expectations of success; self-observation, self- judgements and self- reactions)
Volitional (Kuhl 1984)	Persistence and attention	<b>Separation of volition from motivation.</b> (Motivation based on expectations; strategies to control cognition, motivation and emotions)

Table 1 (continuation).

<p>Vygotskian (Vigotsky 1962)</p>	<p>Self-verbalization and social dialogue</p>	<p><b>Self-verbalization versus constructivism</b></p>
<p>Constructivist (Piaget 1932)</p>	<p>Personal theories and strategies</p>	<p><b>Role of cognitive conflict versus situational context</b> (Construction of personal schemes, strategies or theories).</p>

Sources: the present study

In general terms, a model of self-regulation based in any one of these theories might provide insights into the process of second language acquisition in general, and specifically in L2 vocabulary acquisition, since those theories are always present on the learning of a language, even though our mother language. According to these theories applied on Self-regulated learning model, two of them have been considered as essentials in this research:

Social Cognitive theory, Bandura (1986) (Self-efficacy, goals and expectations of success) Self-observation, self-judgments and self-reactions.

According to Panadero & Tapia (2014) and Zimmerman & Kitsantas (2005) from the social cognitive theory, an acquisition model is presented, this model consists on four phases: observation, emulation, automation and self-regulation. These four phases describe the moments in which the student learns to self-regulate through motivation, the creation of mental models, partly through emulation, testing and the reinforcement of the performance.

Also from this theory, the student is conceived as an active agent of their own learning, a prerequisite for self-regulated learning. In short, this model is very complete to explain the internal and social processes that influence the acquisition of self-regulation strategies.

On the other hand, the another important theory is: Volitional theory- Kuhl (1984)  
(Motivation, based on expectations) Strategies to control cognition, motivation and emotions.

According to Corno (2001):

In the volitional theory, a person develops the capacity of self-regulation when he/ she acquires volitional action and control strategies, that is, when the student can control his cognition, his emotions, his motivation and the environment in which he performs the activity. (p.25)

The problem is that the volitional processes, which are those that affect the passage from decision to action and the maintenance of intentions, do not exhaust the totality of the processes involved in self-regulation. For example, these processes are not particularly relevant in the planning of the activity, the fundamental phase for self-regulation to be successful.

Therefore, what is shared in this work with the defenders of volitional theory is that self-regulation is a capacity and, as such, can be trained and taught to be acquired. In this way, the term self-regulation could be proposed on educational institutions of higher education and university education.

### *English vocabulary acquisition*

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111–112).

### *Vocabulary Knowledge*

There are several facts that prove the significance of vocabulary as one of the most important aspects of second language acquisition (SLA). For example, according to Adolph and Schmitt (2003) a learner should know at least 3000 words to understand 95% of the information coming from a native-speaker. Consequently, Schmitt (2010) stated that a study plan should aim

to cover certain vocabulary goals depending on the language activities that learners want to perform in the L2, especially in terms of communicative competence.

*Vocabulary learning strategies*

Inspired by Oxford, Schmitt (1997) established a new taxonomy related to strategies focused on vocabulary learning. This taxonomy divided strategies into two main categories: discovery and consolidation. Discovery has to do with how learners discover the meaning of words by means of: determination strategies used for guessing from context, L1 cognates, etc; and social strategies in which the interaction with teachers or classmates facilitates the discovery of the meaning of a new word. On the other hand, consolidation strategies are used by students to remember the words they have learned. These strategies are: memory strategies which involve the relation between the word that is going to be learned and previous knowledge that the student has, cognitive strategies that entail the manipulation and transformation of the L2 by the learner such as the repetition of the new word either written or spoken; and metacognitive strategies that deal with conscious decisions about the best ways to study like testing oneself. (Self-monitoring processes).

According to the Frankfurt International school (s.f.) Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. According to this, vocabulary can be learned by many ways: writing the words in a notebook (with their translations or definitions),

Writing the words and definitions on small cards (flashcards), saying the words many times (electronic dictionary to hear how the word is pronounced), putting the words into different groups ( using a graphic organiser), writing them in a file for use with a computer program (such

as Quizlet or the one on this site), making associations (in pictures or with other words), asking someone to test you, using the words in your own speaking or writing.

“VLSs include learning strategies widely accepted and known by other names: learning skills, learning to learn, thinking skills and problem solving skills” (Pan, 2005., Phye & Andre, 1986). These broad definitions and classifications of ‘learning’ are subsumed in the use of the term ‘learning’. Language learning isn’t viewed here as a single factor activity. Explicit reference is made to Rubin’s (1987) definition of language learning, which views it as a process using many strategies by which language information is obtained, stored, retrieved and used.

According to Ellis (2010) & Rosenthal, (1978) the research recognises the important role social interaction plays in vocabulary learning, but here the cognitive domain is the focus.

‘Cognitive 17 domain’ is used here to mean that learning is generally “connected with thinking or conscious mental processes” (Procter, 1996: 255., Schmidt, 1990., LeFrançois, 2000).

“The view of vocabulary learning adopted in the present research is this rather broadly defined process: the process by which (language) information is obtained, stored, retrieved and used” (Schmitt, 1997). This leads us to think how learners can get vocabulary in their memory.

#### *Self-regulated learning strategies*

“Self regulated learning integrates learning strategies and mental processes that learners consciously engage to help themselves learn and achieve healthier gains academically” (Schunk & Zimmerman, 1998). Various learning strategies can be employed when promoting self-regulated learning. Initially, students need to organize their information over their chosen topics. This can be done by outlining, summarizing, highlighting text, rearranging materials, brainstorming, and creating mental maps or web mappings. Once the organizational steps have been implemented, students can then focus more on their overall goals or objectives. Students

can develop goals in a variety of ways. Sequencing steps or delineating a time management schedule will allow students to monitor their progression when concluding a problem or performing a given task. Students can document their progression through note-taking, mark recording, or the creation of a portfolio.

*A clear view of self-regulatory strategies.*

The following strategies are a clear example of some self-regulation strategies that students should use to improve their learning processes. In addition those strategies are considered as the most important according to the national research center on the gifted and talented (2013).

These individual set of self-regulation strategies are usually used by successful students and fall into three categories: personal, behavioral, and environmental.

**A. Personal:** These strategies usually involve how a student organizes and interprets information and can include:

**1. Organizing and transforming information**

- Outlining
- summarizing
- highlighting
- flashcards/index cards
- draw pictures, diagrams, charts
- webs/mapping

**2. Goal setting and planning/standard setting**

- Sequencing, timing, completing.
- Time management and pacing.

**3. Keeping records and monitoring**

- Note-taking.
- Lists of errors made.
- Portfolio, keeping all drafts of assignments.

**4. Rehearsing and memorizing** (written or verbal; overt or covert)

- mnemonic devices
- teaching someone else the material
- making sample questions
- using mental imagery
- using repetition

**B. Behavioral:** These strategies involve actions that the student takes.

**1. Self-evaluating** (checking quality or progress)

- task analysis (What does the teacher want me to do? What do I want out of it?)
- self-instructions; enactive feedback
- attentiveness

**2. Self-consequating**

- treats to motivate; self-reinforcement
- arrangement or imagination of punishments; delay of gratification

**C. Environmental:** These strategies involve seeking assistance and structuring of the physical study environment.

1. **Seeking information** (library, Internet)

- library resources,
- Internet resources
- reviewing cards
- rereading records, tests, textbooks

2. **Seeking social assistance**

- from peers
- from teachers or other adults
- emulate exemplary models.

*Theoretical perspective.*

The theoretical perspective is based on disciplines such as psychology, pedagogy applied to the field of foreign languages, with solid foundations in humanism.

The theoretical perspective for this study stands on theories such as: Cognitive-Bandura (1986) (Self-efficacy, objectives and expectations of success). In this first instance, it is considered that the student self-regulates his behavior when he is interested in achieving certain objectives (academic goals).

Another important theory that emphasizes the importance of self-efficacy and expectations of results, expectations that can make the student more or less motivated to achieve the objectives is the social cognitive theory; this theory, is perhaps the one that most represents the self- regulation processes.

The Volitional theory-Kuhl (1984) (Motivation, based on expectations): the theory indicates some characteristics of the cognitive partner and highlights the importance of keeping

the value of the goal active (keeping the student active in his objectives, waiting for positive results).

These theories will contribute to the development of the present study, by promoting self-regulation as a way of "teaching to learn", promoting more independent, more regulated, more responsible and more motivated learning strategies.

#### *Academic backgrounds*

All the research related to self-regulated learning has been diverse, those specific studies provide relevant information related to the subject.

For this study, various academic papers were reviewed. Here, self-regulated learning is discussed. Among the most prominent authors were: Rosario et al, (2009) Majós (2008), Lamas (2008) and Zimmerman (2002). These authors study self-regulation processes in different fields such as education, psychology, programs for children, adults, medical students and more. The authors have recognized this process as essential in learning.

The research carried out by Rodríguez (2009), entitled "Motivation, learning strategies and academic performance in ESO students", was oriented to the purpose of finding differences in the study strategies that students use in relation to performance and in function of the academic goals. The study sample was made up of 524 students.

The results of the study suggest a loss of interest in the study by students in the transition from the first to the second cycle of Secondary Education. In fact, the second cycle students seem to make an effort in the study because they like it or they find interesting what they study or because they enjoy what they learn, to a lesser extent than the students of the first grades. At the same time, the students of the first years of secondary school express a greater concern for social relationships and for avoiding punishments.

Regarding self-regulation strategies, the results indicate that there are differences in the use of strategies depending on the “weight” of their learning goals and on the motivational profile of each student.

In the study written by Zimmerman (2002) “Self-efficacy and Self Regulated learning, essential reasons to learn” Here the author tries to describe the learning of self-regulation as a subjective motive for learning, guided by personal feelings and goals."(p.3).

On the other hand, Rosário et al. (2009) "Differences in academic performance according to the levels of cognitive strategies and self-regulation strategies"(p.30), with the participation of 447 students of four Secondary Education course. This study was carried out in order to check differences in the use of different types of strategies at different levels of academic performance. It concludes that the greater use of cognitive strategies and self-regulation strategies, generate a higher academic performance. That means, strategies of self-regulation are responsible for enhancing the personal management of the learning process.

In the development of “self-regulated learning, social learning” written by Zimmerman (2003), the author presents his life as an educator and shows how he applied self-regulation in students, giving them organizational and motivational strategies. He also stressed the fact that, as a teacher, he had to learn to apply self-regulatory strategies in his own life. This study is very relevant specially for teachers, because it allows to generate awareness on educators lifes identifying the value of being self-regulated teachers.

On the article "How students self-regulate" by Zimmerman (2002), the author proposes some essential phases for self-regulation. "Forecast phase" as the first Here the student analyzes the task, assesses its ability to carry it out successfully, and establishes its objectives and plans. The "Execution Phase" as the second, here self-control has the power and strategies of specific

tasks, self-instructions, creation of images, time management and control of the work environment. It is the "self-reflection phase" in which the student carries out processes of Self-Judgment, Self-Evaluation and Reaction. This model could represent how the process of self-regulation is carried out.

Other authors consider self-regulation as a more subjective process that must occur when there is motivation and is linked to metacognition. Metacognition is an important term for this research since metacognition, according to Bandura is the ability of the individual to know himself and to regulate his own learning, it means to plan strategies for each situation facilitating self-regulated learning.

According to previous research on "self-regulated learning", it can be inferred that it exists a variation of research on this topic. Since the studies are applied at the pedagogical field but also in the psychological, cognitive and social field. Studies show that students can not apply self-regulation strategies without having a motivation or self-organization of their learning processes.

The research carried out by Gaeta, Teruel and Orejudo (2012) on "Motivational, volitional and metacognitive aspects of self-regulated learning" (p.33), with the participation of 604 Secondary Education students in a city in north-western Spain, proposes that the use of meta-cognitive is related to different motivational and volitional variables. Motivational variables include perceptions of classroom structure and personal orientations to goals, and volitional variables include motivational and emotional control strategies. This study contributes to the importance of the perceptions that students have of classroom goals, in order to get involved in their own learning and the possibility of increasing the use of metacognitive strategies for the automatic regulation of learning, through the use of volitional strategies.

Zimmerman (2002), who has written a lot about self-regulated learning. As a teacher, he has educated his students through the use of this social learning model, the self-regulation competence.

He proposes that development in a self-regulated individual involves four levels: observation, emulation, self-control and self-regulation. All research has shown that research over the past 30 years on student learning and achievement has progressively included emphasis on cognitive strategies, metacognition, motivation, task engagement and social support in the classroom. For that reason, the authors think that self-regulated learning could help students learn better, since more autonomous learning can guarantee a significant learning.

#### *Contextual framework*

“Institucion educativa municipal Libertad” has its origins in "Instituto Nocturno Libertad" by Decree No. 0351 of August 26, 2003, here, the Feminine libertad Institute, morning and afternoon sessions are united to the Nocturnal Libertad Institute.

According to the National Constitution, Law 115 of 1994, Law 715 of 2001 Its main objectives are:

To provide an education that promotes the development of their potential in children, adolescents and adults and enables them to make creative use of the knowledge acquired in school and beyond, committed to the conservation of ecosystems and the sustainable development of humanity.

To Promote the development of scientific, technological, humanistic and axiological knowledge, that give effective answers to the demands and expectations of the social, political and economic context.

To Create environments and spaces for the free expression of creativity, analysis and criticism; the rescue of our authentic cultural values, artistic, sports and recreational practices; the development of autonomous abilities to receive and process information, in addition to, interpret, argue and propose ideas conducive to the solution of personal, institutional and community problems.

***Nature of “Institución educativa municipal Libertad”***

This is an institution of public character in Pasto Nariño located on Pan-American Highway #Cra. 13 No. 8-30. It is a mixed institution where the students belong to 1 and 2 strata.

***Vision of “Institucion educativa Libertad”***

This institution will be recognized at the municipal and regional level as an educational leader with a certified quality management and with a modern teaching proposal of permanent updating. A curriculum aimed at the development of humanistic competences and the practice of human values.

***Mission of “Institucion educativa Libertad”***

This institution trains its student population in the scientific, technological, humanistic and axiological fields that make them autonomous citizens qualified for peaceful production and coexistence, responsible for their actions, respectful of the rights of others, drivers of their own development and environment.

Ideas taken from: PEI “Institución educativa Libertad”

## **Metodology**

### *Paradigm and Design*

This study is framed within the paradigm of qualitative research taking into account that the essence of this type of research as expressed Hernández, Fernández and Baptista (2010), focuses on researching the phenomena from the perspective of the participants in their everyday contexts; These authors also mention that qualitative research is selected when it is sought to understand from the experiences, opinions and meanings given by the participants or when the topic to be studied has been little explored.

The mentioned aspects are coherent with the research problem that seeks to analyze self-regulated learning in the learning of English vocabulary with 11th grade students.

It also coincides with the concept stated by Bonilla and Rodríguez (2013), who affirm that qualitative research acquires the knowledge, meaning and interpretations that individuals share about the social reality that is studied, and is oriented to deepen in certain cases and not to generalize based on numerous data.

From this position the researcher has to be in constant communication with the subjects, hence a choice of techniques has been made for the collection of information that allows this communicative approach, since the researcher's interest lies in analyzing the meaning that the participants they have of the phenomenon studied

### *Method*

The research method to be used is the phenomenological one, because it is relevant according to the approach of the problem and the main purpose of research, since this type of design according to Hernández, Fernández and Baptista (2010), focuses on the subjective experiences of each individual participant. In addition, the research question is characterized by

inquiring about self-regulated learning in the learning of English vocabulary with 11th grade students.

Similarly, according to Creswell (1998), Álvarez (2003) and Mertens (2005) cited by Hernández, Fernández and Baptista (2010), phenomenology aims primarily to describe and understand phenomena from the viewpoint of the participants as well as from the perspective built collectively; it is based on the analysis of speeches or specific topics in search of possible meanings, the researcher relies on intuition and imagination to grasp the experience of the participants contextualizing this experience from temporality, space, corporality and the relational context, in coherence with the above, the position to adopt by the researcher from the phenomenological is to try to see things from the point of view of the subjects participating in the research and other people, describing, understanding and interpreting.

#### *Research Procedure*

For the development of this research, 4 phases are proposed, during which the theoretical and methodological support will be given in order to contribute to the research process.

**- Preparation phase.** It is the beginning stage of qualitative research. The selection of the subject to be investigated is made through previous knowledge according to the needs of the context and according to the situational diagnosis. Then, the academic background check and the theoretical frame of reference are made to clearly conceptualize the research topic.

**-Field work phase.** Selection of students to participate in the research, this is based on an intentional sampling, with three inclusion criteria:

1. Student of 11th grade
2. With an age range between 14 and 16 years.
3. Have the informed consent of the institution and of the parents.

After that, the selection of techniques and instruments is made, for this case this study has as techniques: the semi structured interview (recording) with their respective instruments, interview guide and questions. Also, observations will be done in order to understand the nature of the problem. Additionally a short seminar will be used in order to share the learning proposal to the 11th grade teachers and students. And finally a workshop, with the objective of sharing the learning proposal with a more interactive view, since workshops allow a better interaction between teachers and students, and students with their peers. This workshop will be developed during the English hours established by the school. This activity will generate some discussions on the self-regulated learning topic, here, the students will work on small groups where they will cooperate to build some concepts that the teacher will ask them.

The access to the field and contact with the students will be developed first: by conducting interviews on an individual basis using as an instrument an interview guide to collect relevant information for this research. Second: Four observations where the researcher can make a clearer idea of how students perceive and deal with the problem. Third: A short seminar, where the researcher will share the learning proposal to the teachers and students; In this seminar teachers and students will question themselves about: What Self-regulated learning is? Why it is so important to be self-regulated when teaching- learning English? Why Self- regulation allows a better English vocabulary learning? and how the activation of self- regulated learning strategies can change their lives. Fourth: The workshop, where the students will work on small groups, here, the researcher will give to each group a list of self-regulatory strategies essential for their learning.

After explaining each strategy, the researcher will give one strategy to each group. Each group must have a leader or a spokesperson, the group should present a short sketch that shows

clear examples of the given strategy. Finally, they should define What self- regulation is in their own words. At the end of the workshop the students will commit themselves to practice at least 2 of these strategies.

For the data collection, all the information obtained will be extracted through the interviews, (recordings), observations, and discussions generated in the seminar and the workshop.

**-Analysis and interpretation phase.** After collecting the data, a systematization and analysis process of inductive type will be carried out, corresponding to emptying the information, reducing the data, coding the information, building categories and defining analysis resources, this procedure allows logically organizing the information and answering the research questions. The organization, analysis and interpretation of information will be done through instruments that allow to identify individual elements understanding the phenomenon studied.

On the other hand, the triangulation of information for the analysis of categories, will be carried out by means of the construction of contrast matrices that allow to cross-reference, both the information given by the participants of the research, the theoretical foundations and the information obtained by the researcher. From this information obtained there will be a triangulation process, an established dialogue where the theories are compared identifying correspondences between theory and the observed reality.

**-Intellectual production phase.** Once the information has been triangulated, analyzed and interpreted, the final report will be drawn up based on the researcher's reflection, the information found from the real context (the interview, observations, seminar and workshop). The research experience will be reflected in the fourth chapter.

### *Population and Sample*

#### Population

The population of this research consists of the educational community of the Institución Educativa Municipal Libertad, which is located in the city of Pasto Nariño. In this way, it involves all students, teachers and administrative and management staff. Therefore, the population is composed of a totality of 1,550 individuals, 1,500 students of which 820 are male and 680 are female.

#### *Sample*

Given the fact that this is phenomenological study, a heterogeneous group varying from 20 to 30 individuals is needed. The sample of this research will consist of 30 students (male and female) from the 11<sup>th</sup> grade of the Institución Educativa Municipal Libertad, whose ages range from 14 to 16. Thus, the sample will consist of 15 men and 15 women.

#### **Research Techniques**

Qualitative data consists of “direct quotations from people about their experiences, opinions, feelings, and knowledge” obtained through interviews; “Detailed descriptions of people’s activities, behaviors, actions” and “excerpts, quotations, or entire passages” (Patton, 2002, p.4).

Since the focus (design) of this research is qualitative, the data collection techniques to be applied are mainly the semi- structured interview, observations, a short seminar and a workshop.

*Ethics of research.*

This research is committed to respect authors and all sources used for the recollection of information. In this way all the ideas taken are cited with their respective rules. Besides, this research is committed to respect the rules of the institution where the research process will be done. In addition, the researcher needs to ask for permission to the principal or teacher in charge. It is important to point out that the development of this study will be conducted with confidentiality in order not to cause any prejudice or damage to the participants of this research. Those involved in this process are going to participate voluntarily. Once the process of data collection is completed, the researcher will send a thank-you letter to the institution in which the research took place and to every person who helped in the procedure.

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## **Appendix**

## Appendix 1: Schedule

A chronogram according to the different phases of the research proposal is established, as well as the times stipulated by the university for the presentation of the different activities.

### Chronogram of the Investigative Process

Phases of the research	April	May	June	July	August	Sept.	Oct.	Nov.
Months – Weeks								
PREPARATION PHASE								
FIELD WORK PHASE								
ANALYSIS AND INTERPRETATION PHASE								
INTELLECTUAL PRODUCTION PHASE								

## Appendix 2: Semi- structured Interview

Semi-structured interview
<b>Objectives:</b> To identify the students' conceptions regarding the efficacy of self- regulated learning on the learning of English vocabulary. At the same time, to identify the role of SRL in their English vocabulary learning processes
<b>Participants:</b> 11th grade students
<b>Estimated Time:</b> 30 minutes
<b>Place:</b> IEM Libertad
<b>Resources:</b> Audio recorder, Copy of inform consent form, interview format
<b>Interview Protocol:</b> <ul style="list-style-type: none"><li>- Greeting</li><li>- Interview contextualization</li><li>- Guiding questions</li><li>- Closing</li><li>- Gratitude</li><li>- Farewell</li></ul>
<b>General Information of the student:</b> <b>Date:</b> <b>Name:</b> <b>Age:</b>
<b>Questions:</b> <ol style="list-style-type: none"><li>1. Alguna vez has escuchado sobre “La auto- regulación en el aprendizaje, o aprendizaje auto- regulado? Si la conoces, que entiendes por ella?</li><li>2. Cuantas horas de trabajo independiente realizas cada día fuera Del colegio en cuanto a la materia Del inglés y especialmente a aprender vocabulario?</li><li>3. Antes de que empieces a trabajar con un texto donde encuentras mucho vocabulario del inglés y si consideras que la tarea te va a resultar aburrida, te animas a ti mismo diciéndote que podrás hacer algo que te guste cuando termines la tarea?</li><li>4. Antes de empezar a estudiar, paras a decidir las actividades y estrategias que vas a realizar, planificando cómo vas a leer y estudiarlo? Planificas cuanto tiempo usaras en cada actividad?</li></ol>

5. Mientras vas leyendo, y te das cuenta de si surge algún problema para comprender el texto, te cuestionas sobre qué puedes hacer para solucionarlo?
6. Antes de empezar a estudiar, si hay demasiado ruido u otros aspectos que te impidan concentrarte, haces algo para procurarte un ambiente tranquilo y sin distracciones?
7. Al aprender vocabulario del inglés, usas algunas técnicas para lograr tus metas?  
(por ejemplo dibujos, flash cards) Cuales otras?
8. Al aprender vocabulario del inglés, persistes hasta alcanzar las metas que te propones?
9. Usualmente piensas en postergar la tarea cuando debes aprender vocabulario?
10. Cuando aprender vocabulario Del inglés te estresa, simplemente te dan ganas de darte por vencido/ a? O que actitudes adoptas?
11. Cuando aprender vocabulario del inglés te aburre, como haces para regular tu ánimo y para entusiasmartte y así continuar estudiando?
12. Consideras que el aprendizaje autónomo y auto- regulado te permite aprender mejor el vocabulario del inglés? Por que?
13. Te sientes motivado hacia el aprendizaje de vocabulario del ingles? ¿ Por que?  
  
¿Por que crees que algunos estudiantes no lo estan?
14. Prefieres hacer tus deberes a tiempo o a ultima hora?
15. Cuando no haces tus deberes o cuando no los haces a tiempo, ¿Como te sientes?  
¿Afecta en algo tu estado de ánimo?

**Appendix 3: Budget**

<b>ITEM</b>	<b>COST</b>
<b>Transportation</b>	<b>\$125.000</b>
<b>Voice Recorder</b>	<b>\$70.000</b>
<b>Photocopies</b>	<b>\$65.000</b>
<b>TOTAL</b>	<b>\$260.000</b>

## **Appendix 4: A self- regulated learning proposal**

### THE LEARNING PROPOSAL

Esta propuesta de aprendizaje, tiene sus bases en el modelo de aprendizaje auto- regulado propuesto por Zimmerman (2004), donde el alumno planea, supervisa y auto- evalúa sus procesos de aprendizaje. Esta propuesta consiste en dos partes: La primera es un mini-seminario, aquí el investigador expondrá el problema a los estudiantes y profesores de grado 11 en la Institucion Educativa Libertad, se abordaran temas esenciales con el objetivo de informar y conscientizar a la comunidad educativa sobre el problema. La segunda parte consiste en un “workshop” o taller corto, donde se comparten las mismas ideas del seminario pero de una manera más interactiva, generando discusiones y comprendiendo las ideas de los estudiantes.

#### **Seminario.**

Despues de solicitar el permiso y espacio en la institución, se convoca a todos los estudiantes de 11 y a todos los profesores del área de inglés, después, el investigador comienza con algunas preguntas al público: ¿Qué es el aprendizaje auto- regulado para ti? ¿Te has propuesto metas? ¿Cuáles son tus sueños? ¿A que metas académicas usted aspira?

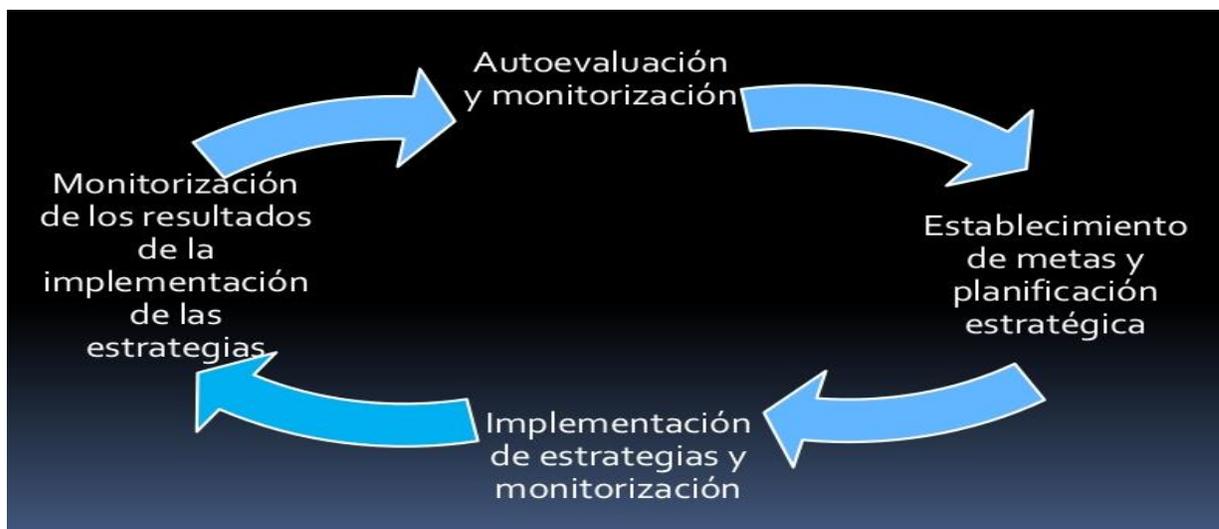
Entonces se introduce el tema principal.

**El aprendizaje auto- regulado o la auto- regulación en el aprendizaje:** La autorregulación es la capacidad que nos permite dirigir nuestra conducta en el sentido que deseamos y así poder relacionarnos con la gente que nos rodea. Forma parte de la adquisición de habilidades sociales que se empiezan a desarrollar desde muy temprana edad.

Estos procesos de auto regulación son los que nos permiten lograr metas no solo académicas sino también en nuestras vidas. Este proceso se centra en acciones, pensamientos y sentimientos planeados sistemáticamente y comprende 4 áreas: la primera es el área cognitiva:

donde se selecciona, organiza y memoriza. La segunda es el área metacognitiva donde se planea, ejecuta y supervisa. La tercera es la motivación, es muy importante que estemos motivados para que estos procesos de aprendizaje funcionen. Para eso es esencial plantearse metas, sueños, ideales. Y la cuarta es el comportamiento y el contexto; el contexto influye mucho en nuestros comportamientos, por tal razón es importante que los profesores seamos modelos a seguir, en otras palabras, para que nuestros estudiantes sean personas auto-reguladas es necesario ser profesores que practiquen la auto-regulación y que los motiven a activar este tipo de estrategias.

A continuación se presenta y se explica un modelo de instrucción del aprendizaje auto-regulado (Zimmerman, 2000).



### **¿Por qué es importante Auto-regularse cuando aprendemos vocabulario del inglés?**

Como sabemos, el aprendizaje de una segunda lengua como lo es el inglés requiere un aprendizaje autónomo ya que no basta simplemente con las explicaciones dadas en clases. Especialmente cuando hablamos de vocabulario, ya que el profesor no nos puede enseñar todas las palabras de una lengua, debido a que es una tarea que requiere nuestros propios esfuerzos. Si

de verdad queremos ser seres mas autónomos y auto- regulados es necesario buscar otras metodologías para aprender por nosotros mismos, por ejemplo, videos, películas, flashcards, notas, un diario u otras estrategias que todos podemos crear dependiendo nuestros gustos.

Acontinuacion se presenta una lista de estrategias que los estudiantes pueden utilizar.

### **Consejos y estrategias auto- regulatorias:**

- Toma la iniciativa en tu proceso de aprendizaje y evita procrastinar.
- Propon tus propias metas de aprendizaje no esperes que tu profesor lo haga ¿Qué quiero aprender?
- Escoge e implementa tus propias estrategias de aprendizaje.
- Implementa algunas reglas y mini- cronogramas que te permitan manejar el tiempo que usas en cada actividad.
- No olvides de llevar a cabo un proceso de auto- evaluación de tus procesos ¿Que estoy haciendo para lograr mi meta? ¿He aprendido?
- No pierdas tu motivación es un factor importante.

**En cuanto al aprendizaje de vocabulario del inglés se proponen estrategias más precisas:**

- Resumir, resaltar las palabras que se quiere aprender.
- Haz “flaschcards” estas tarjetas llevan la palabra, su significado y una imagen, esto le permitirá a tu cerebro asociar.
- Haz imágenes, cuadros o diagramas.
- Toma notas: Cuando conozcas el significado de una nueva palabra, o cuando quieras conocer el significado de una palabra, toma nota.
- Haz una lista de los errores realizados y esfuérate por corregirlos.

-Puedes también crear un portafolio con todas tus trabajos de inglés y allí incluir las palabras nuevas que has aprendido, puedes decorarlo a tu gusto ya que es muy personal.

-Utiliza la tecnología para aprender nuevas palabras: traductores, celulares, computadores; ellos te ayudaran a practicar su pronunciación.

-Haz ejercicios de memorización (oral u escrita).

-Comparte las flashcards con tus amigos e invítalos a que hagan las suyas.

- Busca asistencia, pídele al profesor que te pregunte sobre el material aprendido, pídele también a tus amigos que te pregunten.

-Relee tus exámenes de inglés, identifica el vocabulario usado, repásalo.

- Lee nuevos libros de inglés que sean de tu interés y marca las palabras desconocidas para que posteriormente las busques.

- Puedes también organizar las palabras de acuerdo a su orden alfabético, a su sonido o su tamaño.

Al finalizar el seminario se hace una reflexión sobre la importancia de activar estrategias regulatorias en nuestra vida y se entrega a los asistentes una copia de estrategias auto-regulatorias propuestas por el centro nacional de investigación sobre los dotados y talentosos en 2013. Aquí los asistentes encontraran estrategias de tipos: personal, conductual y ambiental.

La segunda parte de la propuesta consiste en un “workshop” o taller corto.

### **Workshop.**

Se da apertura al taller haciendo algunas preguntas que se realizaron en el seminario  
¿Para que crees tú que te servirá el inglés en un futuro? ¿Cuáles son tus sueños más grandes?  
¿Consideras el inglés como esencial para el cumplimiento de tus metas?

Posteriormente se muestra un video corto: <https://youtu.be/V5nai9vIUUI>

Después se invita a los estudiantes a analizar el caso de “Juan”. Juan es un estudiante de 11, su sueño más grande es aprender inglés para viajar a Europa y continuar con sus estudios, pero últimamente se ha confiado en los tiempos estipulados por el calendario. La última semana gastó mucho tiempo en sus redes sociales y saliendo con sus amigos, a Juan le gusta el inglés, pero le aburren sus clases y prefiere no entrar, cuando está en clases prefiere utilizar su teléfono o hacer otras actividades. Así pasaron sus días y Juan olvidó su tarea, al darse cuenta la noche anterior se puso rápidamente a hacerla, pero como no tenía tiempo simplemente copió y pegó de internet cualquier información que encontró. A pesar de que a Juan le gusta el inglés y lo considera esencial para cumplir sus metas, no aprende nada de sus tareas y clases.

¡No permitas que te suceda lo mismo que a Juan!

Se hacen preguntas a cada grupo: -Juan tiene una motivación grande, sin embargo Juan no cumple con sus deberes académicos. ¿Por qué crees que sucede esto? ¿Crees que Juan cumple con las metas de aprendizaje planteadas?

Entonces, se entrega a cada grupo una estrategia de auto-regulación de las mencionadas anteriormente, por ejemplo: Utilizar cronogramas, hacer flashcards, resumir, resaltar, subrayar. El trabajo de cada grupo será aplicar esta estrategia auto-regulatoria en una situación donde ellos estén aprendiendo vocabulario del inglés, después, deberán representar esta situación a través de un sketch corto. El siguiente paso para cada grupo es definir con sus propias palabras qué es la auto-regulación en el aprendizaje o aprendizaje auto-regulado. Los asistentes deberán apropiarse de al menos dos estrategias auto-regulatorias que podrán practicar cuando estén aprendiendo vocabulario del Inglés.

Finalmente se hace una retroalimentación general donde se expondrán las ventajas de ser auto-regulado en nuestro aprendizaje del inglés y donde se rescata la importancia del inglés en

nuestras metas personales y académicas. Además se invita a los profesores a promover una enseñanza para la vida, más que para el examen. Se agradece y se procede a realizar el reporte y análisis de los datos encontrados en las entrevistas, observaciones, seminario y taller.

De esta propuesta se espera que tanto los educadores como los estudiantes se cuestionen sobre sus procesos de enseñanza- aprendizaje en el inglés, a su vez se espera que sus ideas contribuyan a la creación y toma de consciencia sobre este importante tópico. Esta herramienta es ideal ya que podría contribuir al empoderamiento de los estudiantes a la hora de entender sus capacidades sociales, cognitivas y metacognitivas para aprender vocabulario de la lengua inglesa.