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Lesson closures and metacognitive reflection to improve vocabulary learning in an academically diverse classroom.

TRABAJO DE TITULACIÓN
Para optar al título de Profesora de Inglés y
el grado de Licenciada en Educación

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Table of Contents

I.   INTRODUCTION

Lesson closure is part of the learning cycle that tends to be left out due to time issues. As Ganske (2017) mentions, "lesson closure provides space for students to digest and assimilate their learning and to realize why it all matters" (p.99). Improving vocabulary learning needs constant students' practise, therefore, wrap-up activities can provide students with an instance of reviewing and practising new words learnt in the lesson, and using metacognitive reflections help students to develop awareness about their own learning.

This problem can be identified in a 9th grade in a Chilean technical school in which students are not able to use the vocabulary presented in class as well as there is no opportunity for sharing thoughts or reflect about their learning. During the observations, I noticed that the teacher has no time to do a final activity to revise the vocabulary or ask her students about their learning process. Hence, lesson closures can be fundamental to review and consolidate the vocabulary learned in the class since students need a lot of practice to use new words on a daily basis, and also it can be a good instance for students to talk about how they are learning.

Besides, I noticed from the observations and conversation with other teachers that there is a great sense of respect and communication between the students and the teacher. This 9th grade has a high participation in the lesson, even though they have a short attention span; therefore, it is a great opportunity to implement short activities to keep them focus and catch their attention constantly.

For this reason, I am planning to implement lesson closures or wrap-up activities to evidence if students are learning new words in each lesson and to make them reflect on this process, leading to more conscious vocabulary learning. Closure activities can provide students with an instance of self-reflection about their learning process; as Lewis (2020) mentions, "a strong closure can help students better retain information beyond the immediate learning environment" (para. 2).

Taking everything into account, the research questions are:

(1) How can implementing wrap-up activities help learners consolidate vocabulary in an academically diverse classroom?

(2) How can learners use wrap-up activities as metacognitive strategies to improve their vocabulary learning process?

(3) In my 9th grade class, which wrap-up activities are most effective? Why?

Finally, this report is divided in three sections. First, I will present the literature review to explain how this proposal is supported by lesson closures and metacognitive principles. Then, the objectives of the action plan and its logical sequence will be explained as well as the materials and data instruments created for this proposal. And at the end of the report, a conclusion and final reflections will be delivered about the process of writing this plan and the expected impact.

II. THEORETICAL FRAMEWORK

i. Lesson closure and wrap-up activities.

Planning is essential to make the lesson effective and to be aware of some difficulties students may have in the designed activities. However, as the lesson goes, teachers run out of time and cannot end the lesson as they wish; also, students have no opportunity to revise important points of the lesson or "express their attitudes and feelings" towards it, as Křížová (2012, p. 12) mentions.

Lesson closure is a fundamental part of the lesson to "help students to better understand what they have learned" in order to apply it to the world around them (Lewis, 2020, para.3). Also, the author points out that closures can help teachers to realise if their learners need more practice or review some parts of the lesson to move forward in the content. In fact, wrap-up activities help the teacher to "see what conclusions the students drew from the lesson to ensure they are making the appropriate connections to the materials", as the author mentions.

What is important about lesson closures is that students should be active agents in the wrap-up activities in order to know what, why and how they learnt (Wolf & Supon, 1994). According to these authors, "a short, concentrated time period of five to eight minutes should be set aside to provide students with the opportunity to evaluate lesson content and to reinforce skills taught" (p.5). Wolf and Supon (1994) establish three categories for closures: (1) Student-directed activities in which "students assume the role of the teacher" (p.5), (2) Lesson-focused activities in which students can discuss concepts from the lesson, and (3) Teacher-directed activities which are guided by the teacher. Moreover, Farmer (2010) states that lesson closures "can involve correction, reviewing the target language, and/or giving performance feedback and motivation" (para.3), as well as assigning homework, but for this proposal, reviewing will be the main focus since it "allows the students to compare their progress from the beginning of the lesson and the end" (para.8) and it "encourages the students to think about the lesson" (para.9).

Finally, there are several wrap-up activities such as the well-known exit ticket or traffic lights. For this proposal, I checked several websites which have games and activities that can be done in any lesson, but for this proposal, I decided to choose five wrap-ups from three websites that can be adapted to be performed in an academically diverse classroom ("Vocabulary activities," n.d; Dunsmore, 2018; Koprowski, 2006). To understand better each activity, the instructions are in appendix 6.

To sum up, lesson closures can be used for several ends in order to help students to achieve their learning objectives, but it is fundamental that students take part in it as active learners. Therefore, for this proposal, implementing wrap-up activities is a good idea to help students to consolidate the vocabulary taught in the lesson.

ii. Metacognition in the vocabulary learning process.

Metacognition is the "conscious ability to recognize learners' knowledge, understand and have control over their own learning" and an important factor in EFL settings because it "plays a vital role in the learning processes" of a second language (Thamraksa, 2005, p.4). According to this author, the teacher should incorporate metacognitive strategies in their planning as a way to "help students plan, control, and evaluate their learning" (p.2). As stated by Oxford (1990) (cited in Diaz, 2015), metacognitive strategies (MTS) are described as "actions taken by students to make learning easier, more effective, and more self-directed and more transferable to new situations" (p.88). Also, Diaz (2015) mentions that MTS can improve the vocabulary of students because they can learn to manage different techniques to "control, supervise, and regulate their learning process" (p.88).

Improving vocabulary is important in students' learning process in an EFL context because it is "the knowledge of the meaning of words" and it "contributes information coded in language learning" (p.91). Therefore, teaching vocabulary with the help of metacognitive strategies can train "the learner in the use of MTS turning his/her pre-existing abilities into deploying different ways of figuring out the conceptual understanding and creating a deeper understanding of a word rather than applying traditional ways as memorizing or translating" (Diaz, 2015, p. 92).

Furthermore, Thamraksa (2005) mentions that teachers can use three different approaches to teach metacognitive strategies: (1) through direct instruction, (2) teacher modelling, and (3) application. However, in this proposal, metacognitive strategies will be taught explicitly because to improve vocabulary students have to "be informed about the value and purpose of learning strategies" (para. 27), so they can understand how they can use them and the impact that metacognitive strategies can have in their academic success (Rasekh & Ranjbary, 2003).

For this reason, I will use the well-known Cognitive Academic Language Learning Approach (CALLA) model developed by Ana Uhl Chamot and J. Michael O'Malley in 1987. This model aims to teach students "learn essential academic content and language and to become independent

and self-regulated learners through their increasing command over a variety of strategies for learning in school" (Chamot & Robbins, 2005, p.8). Besides, the CALLA model assumes that strategies can be learned by students and that they should be explicitly taught using any of the four skills (Suh, 2012). There is a sequence to make this model effective, which consists in five stages (Suh, 2012): (1) *Preparation*: the teacher activates students' background knowledge, (2) *Presentation*: the teacher presents new strategies, concepts, and language through modelling, (3) *Practice*: learners use the strategies and apply them in a particular task, (4) *Self-evaluation*: learners assess their performance related to the use of a strategy in their learning process. In this stage, I will perform the wrap-up activity to check students' vocabulary learning, and (5) *Expansion*: learners reflect and connect what they have learned to their outside world. In this final stage, learners perform a metacognitive activity to check how they reacted to vocabulary learning.

Finally, I decided to use only one metacognitive activity for every class in order to get students used to the metacognitive process they will do after doing the wrap-up activity. After checking several websites and authors, most of the metacognitive activities consisted of reflective journals or self-questionings with similar questions and steps. For this reason, I decided to use the activity called "Three W's" from "Lesson Closure" (n.d), which is going to be modified for the purpose of this action plan; in fact, I will change the questions to make them more self-explanatory for the learners (see appendix 6).

To sum up, the process of thinking about learning is important at this age because students can learn about themselves and how to improve their learning skill not only for English class but for other subjects as well.

III.   ACTION PLAN

The general objectives of this proposal aim to:

- explore how wrap-up activities help students to consolidate vocabulary learned in class,
- how metacognitive reflections can help students to know their vocabulary learning process, and
- which activities are most effective in an academically diverse classroom.

The specific objectives of the action plan are:

- as a teacher, to establish metacognitive routines for students to reflect on their own vocabulary learning process and to explore the effect that wrap-up activities have on students,
- for students, to be able to use the strategies presented and to consolidate the vocabulary learned through wrap-up activities and metacognitive reflections, and
- for the research community, to explore the impact of implementing lesson closures on students' vocabulary learning and to explore metacognitive activities as part of lesson closures.

The following action plan is aligned with the National Curriculum (Ministerio de Educación de Chile, 2016). The unit that will be used for this grade is unit 4 *"Traditions and Festivities",* in which students can learn vocabulary related to their own culture and that of others as well. The content of the unit is related to the cultural awareness of students' own culture as well as others, in order to provide students with a positive perspective of diversity and being able to identify similarities and differences among cultures (OA A and B). The keywords are "*tradition, festivity, carnival, crowded, why don't we...? although, colourful, wonderful*". Students are expected:

- to express quantity (*two, thousand, million, etc*),
- to describe places (*it's crowded/interesting/busy*),
- to use adverbs such as *so/really/quite*,
- to express essential or additional information about things (*Peter who is my brother*),
- to use the connector *Although*,
- to use words with the affixes as *-ful* and *dis-* (*wonderful, dislike*)
- to use the apostrophe such as in *Why don't we?*

For the following five lessons, I chose five different vocabulary learning strategies from the online survey conducted to know students' perception of their vocabulary learning process and which strategies they have used during their English classes (see appendix 1 and 2). This survey

was answered by 18 students from 10th to 12th grade; all the students are part of academically diverse classrooms in public and subsidized schools. Therefore, the strategies selected are: (1) *writing sentences with new words*, (2) *drawing the word*, (3) *using synonyms or antonyms*, (4) *creating vocabulary mind maps*, and (5) *use the words in conversation*. These strategies were selected according to the use that students have had in their L2 learning experience. In the case of strategy (2), (3) and (4), students have never used them, and in the case of (1) and (5), students have used them but only sometimes, hence, these two strategies can be practised and improved.

Moreover, the wrap-up activities selected from the literature are connected to the strategy used in the lesson in order to revise if students consolidate some new words by using that strategy. Also, each activity is modified according to the focus of the research and the number of students. The activities chosen are: (1) **The revision box**, (2) **Slow Pictionary***,* (3) **Last one standing**, (4) **Word association recitation***,* and (5) **Vocabulary tennis** (seep appendix 6).

To foster metacognition, students will perform the activity "**Three W's**" at the end of each lesson which consists of three questions about their learning experience. Nevertheless, I will modify the focus of the activity making it more directed to vocabulary learning metacognition; this means, that the first question will be related to new words learned, then about what they liked about the wrap-up activity, and finally how they think the wrap-up helped them in their own vocabulary learning process. It is important to mention that L1 is allowed in these types of activities since I want to know what students really think about their performance and vocabulary learning. As a recommendation for the teacher, this metacognitive reflection can be presented before the intervention in order to model the activity and show students the procedure they have to do.

The timeframe expected for this proposal is five lessons and two extra lessons to implement a vocabulary test and a speaking assessment. Each lesson follows the structure of the CALLA model in which the last two stages are the main focus of this proposal. In order to comprehend the proposal of this report, the first lesson will be completely described to understand the structure of the lesson and how students are guided to the final activity, and then the following lessons will focus only on self-evaluation (wrap-up activity) and extension (metacognitive activity) stages. Besides, to be careful with the time of each stage, I will implement a timer so students can know how much time they have for each activity whereas I can have appropriate time for the final stages.

In the first lesson, students are expected to write short sentences using the new vocabulary. The teacher will introduce the unit by comparing traditions and festivities to activate students' background knowledge in the *preparation stage*. Then, in the *presentation stage*, the teacher will present the strategy to the students in which they can learn new words by reading a short text in order to present the expected structure students will use later to write short sentences, then the teacher will pre-teach some concepts. In the *practise stage*, the teacher will present the main task to practise this new strategy, s/he will model the activity and then let the students perform the activity. The teacher will monitor the whole activity and will answer students' doubts. At the end of the lesson, the teacher will present the final activity "*The revision box*" in the self-evaluation stage. However, for this proposal, the activity is modified in a way that each student will write a words s/he learned in class and put it in a box, then, each student will randomly pick a sheet of paper from the box and write a short sentence using the word at the back of the paper; this part of the activity students can choose to do it individually or in pairs. Later, the teacher will collect all the sentences in the box and pick one paper, read it aloud and correct it with the whole class. Finally, during the last 5 min of the lesson, the teacher will present the "*Three W's*" activity in which each student is given a paper with three questions (see appendix 4). The teacher explains the activity and students answer either in English or Spanish, then, the teacher will collect all responses. If the students are allowed to use their cell phones, I will be able to use an online survey instead of a printed version (see appendix 5).

In the second lesson, students are expected to define words using drawings. The wrap-up activity is "*Slow Pictionary*" which has been modified in a way that the students will be the ones to write the words and learners will have to write the word on their notebooks while doing the activities. In the third lesson, students are expected to identify synonyms and antonyms of the new words. The wrap-up activity "*Last one standing*" is done in teams rather than individually, and performed by the students. Also, students not only use new concepts but also, they will use synonyms and antonyms. The winner will be determined by the last learners stands up in each group.

In the fourth lesson, students are expected to create mind maps with the new words they've learned. The wrap-up activity "*Word association recitation*" is also doing in teams. In the fifth lesson, students are expected to use new words in conversations. The wrap-up activity

"*Vocabulary tennis*" is modified in a way that students have to use the word in a short sentence, highlighting the word they learned. Also, the words can be repeated but not the same sentence.

Finally, in lesson six, students will perform a vocabulary test to evaluate the use of strategies and vocabulary knowledge. This test will encompass four out of five strategies since the fifth strategy needs to be evaluated separately in order to collect students learning data. In lesson seven, students will perform a speaking assessment to evaluate the use of new words in conversation; they will talk with a classmate about four questions in which they will pick only one question and share it during one minute. To understand the tests and its activities see appendix 7.

Furthermore, since this proposal is thought for an academically-diverse classroom, instructions are important to make all the students understand what they have to do and what I expect from them as well as to comprehend the purpose of the activity from the teacher's perspective (see appendix 6).

Regarding the data collection instruments, I will use observations and note-taking to collect information about students' performance and their answers in the wrap-ups. I will take pictures of the board to have hard data about the words they can remember at the end of the class. Also, I will collect students' metacognitive reflections every class to have information about what they think about the activities, what relevance they are giving it to them. And I will provide the mentor teacher with a handout to collect data of my performance in the wrap-ups from her perspective (see appendix 8). Finally, after the intervention, I will collect information about students' performance through two tests: vocabulary tests and speaking assessments (see appendix 7). Regarding the speaking performance, I will record the audio of students' performance.

IV. CONCLUSION AND REFLECTION

The process of working on this action plan has helped me to comprehend several aspects of the writing and the editing process. First, one great recommendation is not to be ambitious about the topics of the research because, in the long run, it will be more difficult to follow all the ideas you had before. It is better to read all the information you collected, and then narrow down your topic to be concise with your work. This aspect is related to my teaching philosophy of commitment with your work because I trust in my idea of using wrap-ups to improve vocabulary learning but also, I learnt to discriminate what decisions are useful for the students' learning and for the intervention's objectives.

While writing the proposal and sharing ideas with other peers, I realised that my plan can have other alternatives. For example, instead of choosing 5 different wrap-ups for each class, this intervention can be based on task repetition proposed by Gass, Mackey, Alvarez-Torres and Fernández-García (1999) and Ellis (2009). That is why, I think that this plan can be modified to any context to make it feasible with a group of students; in fact, I think that this plan can be adjusted to online lessons as well because you can use online platforms to simulate the activities. Indeed, adaptability is one of my strengths in teaching because I have always been able to come up with a solution when something goes wrong in the classroom. Having a contingency plan to perform in the lesson is part of the teaching experience and I think this intervention would have this characteristic since it is more important how the teacher adapts the activity to her or his students than the activity itself. Therefore, I planned this intervention with the purpose of adapting to the actual reality, for instance, adapting this plan to the new way of teaching in the Covid-19 pandemic; for example, creating a printed version of the metacognitive activity as well as an online version of it.

Another aspect is that every activity you read about reviewing vocabulary can be modified to make it effective for your context and exploit your imagination. At first, I was afraid of changing the activities that I revised in the literature, but then I realised that I am the teacher and my context is not the same as the one I read about in the paper, so I can take an idea and make it better for my students. This is a conscious process because I want to have good and clear theoretical support, but at the same time, I want to customize my lesson plan to the scenario I was given. I believe that this aspect is connected to the autonomy I want to achieve in my teaching practises

in order to demonstrate to my students that they can have an idea and modify it to make it better as well as to show my peers that they should use their imagination to motivate their learners.

Furthermore, timing and scaffolding the lesson is a challenge because the written plan is not the same as in the classroom. One of the first steps I took was to decide about how my lesson will be staged because from that starting point, I can design every activity. Using the CALLA model helped me to identify weaknesses I had in designing and be careful about the time I would spend in each lesson part; for instance, I had some problem in designing the presentation stage because I was only focused on the last activity, so I forgot that I had to think the way to present the material to my students (listening, reading, videos, etc.). That is why I decided to use a timer because it will help me to be on time and give the students the freedom to know in which stage they are. Also, thinking about how I will present the material and the activities makes me be conscious about the scaffolding process and how instructions will be delivered to my future students; designing self-explanatory questions was one of the most difficult parts because I understood what I wanted but I realised that it was too advanced for the learners, so I had to edit a lot.

Finally, the impact I expect from applying this action plan in a real setting is establishing a metacognitive thinking routine for my students to reflect on the learning process. It is fundamental to guide students in the process of thinking because it provides them with a tool that they can apply to any other learning experience, not only to L2 learning. Thus, if they start knowing their learning strengths and weaknesses, they can develop control over their own learning. On the other hand, I also expect to increase students' participation in the lessons through short activities than help them not only to learn new words but also use them in the classroom.

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VI.   APPENDIX

1.   *VOCABULARY LEARNING SURVEY:*

Vocabulary Learning

Hola! Soy Paz Araya Mena, estudiante de último año de pedagogía en inglés de la PUCV.

Si contestas esta encuesta, declaras automáticamente de acuerdo con que tus datos serán utilizados anónimamente para un estudio sobre la implementación de "wrap-up activities" y si uso como estrategias metacognitivas, que beneficia la consolidación del vocabulario aprendido en clases.

El propósito de esta encuesta es recoger información acerca de las diferentes estrategias que utilizas para recordar el vocabulario en las clases de inglés. Las respuestas recolectadas serán utilizadas para diseñar actividades que ayuden a consolidar el vocabulario aprendido en clases para estudiantes con diferente nivel de inglés.

Nota: En esta encuesta no hay respuestas correctas o incorrectas.

*Obligatorio

Nombre (Opcional)

Tu respuesta

¿Qué edad tienes? *

Tu respuesta

¿En qué curso te encuentras actualmente? *

Tu respuesta

¿Te es difícil aprender inglés? *

◯ Sí

◯ No

¿Te cuesta recordar el vocabulario de una clase? *

◯ Sí

◯ No

¿Crees que es importante saber mucho vocabulario en inglés? *

◯ Sí

◯ No

¿Utilizas alguna estrategia para recordar las palabras nuevas en inglés? *

◯ Sí

◯ No

Si tu respuesta a la pregunta anterior fue sí, escribe tu estrategia.

Tu respuesta

Estrategias para el aprendizaje de vocabulario

En esta sección, te consultaremos si alguna vez haz utilizado alguna de estas estrategias para aprender nuevas palabras.

Cuando no sé una palabra, la adivino por el contexto. *

○ Siempre

○ A veces

○ Nunca

Utilizo diccionarios inglés-español para buscar palabras. *

○ Siempre

○ A veces

○ Nunca

Utilizo diccionarios online. *

○ Siempre

○ A veces

○ Nunca

Traduzco las palabras o frases en internet. *

○ Siempre

○ A veces

○ Nunca

Tengo mi propio cuaderno donde anoto las palabras que voy aprendiendo. *

○ Siempre

○ A veces

○ Nunca

Hago mapas conceptuales para unir el vocabulario. *

○ Siempre

○ A veces

○ Nunca

Si no sé una palabra, la ignoro. *

○ Siempre

○ A veces

○ Nunca

Hago oraciones con las palabras nuevas. *

○ Siempre

○ A veces

○ Nunca

Defino la palabra en inglés y en español. *

○ Siempre

○ A veces

○ Nunca

Hago dibujos para entender el significado de una palabra.

○ Siempre

○ A veces

○ Nunca

Utilizo las palabras nuevas al hablar. *

○ Siempre

○ A veces

○ Nunca

Busco sinónimos o antónimos en inglés de la palabra que no conozco. *

○ Siempre

○ A veces

○ Nunca

Repito constantemente las palabras nuevas que aprendo. *

○ Siempre

○ A veces

○ Nunca

Si utilizas otra estrategia diferente a las anteriores para aprender nuevo vocabulario, escríbela aquí. *

Tu respuesta

Atrás   Enviar

2. SURVEY RESULT CHART:

Question	Yes	No	
1. ¿Te es difícil aprender inglés?	55,6%	44,4%	
2. ¿Te cuesta recordar el vocabulario de una clase?	61,1%	38,9%	
3. ¿Crees que es importante saber mucho vocabulario en inglés?	94,4%	5,6%	
4. ¿Utilizas alguna estrategia para recordar las palabras nuevas en inglés?	33,3%	66,7%	
Strategy prompt	Always	Sometimes	Never
1. Cuando no sé una palabra, la adivino por el contexto.	22,2%	5,6%	72,2%
2. Utilizo diccionarios inglés-español para buscar palabras.	0%	61,1%	38,9%
3. Utilizo diccionarios online.	44,4%	50%	5,6%
4. Traduzco las palabras o frases en internet.	50%	0%	50%
5. Tengo mi propio cuaderno donde anoto las palabras que voy aprendiendo.	22,2%	22,2%	55,6%
6. Hago mapas conceptuales para unir el vocabulario.	11,1%	0%	88,9%
7. Hago oraciones con las palabras nuevas.	5,6%	83,3%	11,1%
8. Hago dibujos para entender el significado de una palabra.	16,7%	11,1%	72,2%
9. Si no sé una palabra, la ignoro.	0%	66,7%	33,3%
10. Defino la palabra en inglés y en español.	22,2%	72,2%	5,6%
11. Utilizo las palabras nuevas al hablar.	5,6%	72,2%	22,2%
12. Busco sinónimos o antónimos en inglés de la palabra que no conozco.	0%	44,4%	55,6%
13. Repito constantemente las palabras nuevas que aprendo.	27,8%	61,1%	11,1%

3. *ACTION PLAN:*

Timing	Sub-question or objective	Planned action	Data collection
Lesson 1 15 min	Review new words students learned from the strategy "writing sentences with new words" through the Wrap-up 1. Explain how to do metacognitive reflection to students that will be done each class after the wrap-up activity.	Wrap-up 1: **The revision box.** Individual or pair work. Group correction. Metacognitive activity: Three W's. (Individual work)	Collect the sentences written by students. Observation and note-taking from the activity. Collect handouts from the metacognitive reflection and note-taking from students' performance. Mentor observation handout.
Lesson 2 15 min	Revise new vocabulary learned by students using the strategy "drawing the word" through the wrap-up 2. Monitoring how teamwork will work in a wrap-up activity.	Wrap-up 2: **Slow Pictionary.** Teamwork (2 groups) Metacognitive activity: Three W's. (Individual work)	Take picture of the board. Note-taking of students' responses and performance in teamwork. Collect handouts from the metacognitive reflection. Mentor observation handout.
Lesson 3 15 min	Review students' learning of synonyms and antonyms of new words through wrap-up 3. Check if the activity helped students to review vocabulary. Monitoring teamwork performance.	Wrap-up 3: **Last one standing.** Teamwork (4-5 groups) Metacognitive activity: Three W's. (Individual work)	Taking notes of students' responses and performance. Collect handouts from the metacognitive reflection. Mentor observation handout.
Lesson 4 15 min	Revise how students perform the strategy "creating vocabulary mind maps" in groups through wrap-up 4. Monitoring teamwork performance.	Wrap-up 4: **Word association recitation.** Teamwork (4-5 groups) Metacognitive activity: Three W's. (Individual work)	Taking picture of the mind maps. Taking note of students' performance. Collect handouts from the metacognitive reflection. Mentor observation handout.

| Lesson 5

15 min | Review the vocabulary learned by students using the words in conversation throughout the wrap-up 5.
Monitoring teamwork performance. | Wrap-up 5: **Vocabulary tennis.**
Teamwork (2 groups)

Metacognitive activity:
Three W's. (Individual work) | Taking notes of student's responses and performance.
Collect handouts from the metacognitive reflection.
Mentor observation handout. |
|---|---|---|---|
| Lesson 6 | Get information on vocabulary learning after the intervention.
Evaluate strategy 1, 2, 3 and 4. | Implementation of a **vocabulary test.** | Collecting the test to know the performance of students in vocabulary learning. |
| Lesson 7 | Get information on vocabulary learning after the intervention.
Evaluate strategy 5. | Implementation of **speaking assessment.** | Taking notes of students' performance.
Collecting notes of mentor teacher's notes.
Record the audio of students' performance. |

4. *METACOGNITIVE REFLECTION - THREE W'S:*

Student name:	
Activity:	

What new words did I learn today? (*¿Qué palabras nuevas aprendí hoy?*)	What part of the activity did I like the most? (*¿Cuál parte de la actividad me gustó más?*)	What helped me to learn new words in this activity? (*¿Qué me ayudó a aprender nuevas palabras en esta actividad?*)

5. ONLINE SURVEY FOR METACOGNITIVE REFLECTION:

Three W's ✉ 🗑

PREGUNTA 1
Name:

(1)

Three W's ✉ 🗑

PREGUNTA 2
What new words did I learn today?
(¿Qué palabras nuevas aprendí hoy?)

(2)

Three W's ✉ 🗑

PREGUNTA 3
What part of the activity did I like the most?
(¿Cuál parte de la actividad me gustó más?)

(3)

Three W's ✉ 🗑

PREGUNTA 4
What helped me to learn new words in this activity?
(¿Qué me ayudó a aprender nuevas palabras en esta actividad?)

(4)

6. *INSTRUCTION FOR EACH ACTIVITY:*

Activity	Instructions
The revision box	The teacher explains that this is an individual activity. The teacher gives each student a sheet of paper. S/he asks students to write a word they learned in class. Students put the paper in the teacher's box. The teacher mixes the papers up and tells students to pick one from the box. The teacher asks the students to write a short sentence using the word at the back of the paper. The teacher says that this activity can be done individually or in pairs. Students have 2-3 minutes to write the sentence. They are allowed to use their notebooks and dictionary if they want. Once they've finished, they have to put the papers in the box again. The teacher picks one paper, reads the sentence, and writes it on the board as the students wrote it. The teacher asks students if the sentence is okay or need to be corrected. This continues after 5-8 sentences, according to students' pace and trying to not repeat the same word.
Slow Pictionary	The teacher explains that this activity is in two groups. The teacher asks students to write a word or an expression they've learned in the lesson in a piece of paper. The teacher collects the papers and puts them in a box. Then, s/he divides the board in two (team A and B). The teacher explains that one student has to draw on the board the word s/he picks from the box and her o his team has to guess the word. The teacher says that each team has 10 seconds to guess. The teacher will give points for each correct word. The teacher highlights that the team cannot repeat the same students to draw on the board. The teacher mentions that each student has to write at least 3 words in their notebooks with its meaning. They can use L1 or L2 to write the meaning in their notebooks.
Last one standing	The teacher explains that this activity is in groups and they will perform it by themselves. Students have to form 3 big circles. Students have 30 seconds to decide a name for their team. The teacher writes the names on the board. The teacher explains that all of them have to be stand up for this activity. The teacher explains that one student in the circle will count "one, two, three" and says a word from the lesson. Taking turns, each student says a synonym or antonym of the word. If it is correct, the student remains to stand up. If not, s/he has to sit down and choose another person from the team to continue playing. The students are allowed to use their notebooks and only use 3 times the dictionary to find the answer. The teacher says that the last circles to have a standing person will win the game. The teacher models the activity with one group.

Word association recitation	The teacher explains that this activity is in groups. Students have to form 4 or 5 groups.
	Students have 30 seconds to decide a name for their team. The teacher writes the names on the board.
	The teacher writes a central concept on the board.
	The teacher says that each team has to write a word related to it. Each team has 4 times to write a word, and each student has to write the words on his or her notebook. Once students have written all the words they came up with, the teacher explains that each of them has to choose a word without saying it.
	The teacher will ask students to raise their hand if they chose the word the teacher is pointing. The teacher asks the students to say the meaning of the word.
	If one word was not chosen, the teacher will ask students to repeat the word in unison and write it on their notebooks with bigger letters.
	The teacher will check again if the students know the meaning of each word written on the board.
Vocabulary tennis	The teacher explains that this activity is done in two teams. Students have to form two lines, facing each other.
	The teacher explains that they have to say a short sentence using a new word they learned from the lesson, highlighting the word they chose.
	The teacher explains that they have to take turns with the person in front of them. If one student makes a mistake, s/he has to run at the end of the line to try again.
	The line that has fewer mistakes wins the game.
	The teacher models the activity with some students.
	The teacher has the role of checking the sentences and monitoring the activity.
Three W's	The teacher explains that this activity is done individually. The teacher says that they will perform this activity at the end of each class.
	The teacher explains that this activity has three questions. The students can respond either in Spanish or English.
	The teacher explains each question. In question 1 *"What did I learn today? (¿Qué palabras nuevas aprendí hoy?)"* students have to write the words they learned in the lesson; in question 2 *What part of the activity did I like the most? (¿Cuál parte de la actividad me gustó más?)"* students have to say what was important for them; in question 3 *"What helped me to learn new words in this activity? (¿Qué me ayudó a aprender nuevas palabras en esta actividad?)"* students have to say what part of the activity helped them to practise and learned the meaning of the words.

7. *VOCABULARY TEST AND SPEAKING ASSESSMENT:*

Vocabulary Test: Using new strategies

Name: _____   Class: 9th grade I   Date: _____

Total Point: ____/_____   Grade: _____

Objective: Assess students' vocabulary learning after the intervention of wrap-up activities.

I.   **WRITE** 3 short sentences using the words in the box. CHOOSE just three words. (*Escribe 3 oraciones con las palabras en la caja. Escoge solo 3 palabras*).

Tradition - Festivity - Foreigner - Celebration - Wonderful - Crowded

a.   _____.
b.   _____.
c.   _____.

II.   **CHOOSE** 3 of these words. **DRAW** in the box the meaning of the words chosen. (*ESCOGE tres palabras. DIBUJA en la tabla el significado de las palabras escogidas*).

a.   I **dislike** crowded places.
b.   There are different **greetings** in the world.
c.   Some countries celebrate their **harvests**.
d.   **Masks** are used in carnivals.

III.   **WRITE** the correct synonyms and antonyms of the words in the box. (**ESCRIBE** el sinonimo y antonimo correcto en la caja).

colourful - available - characteristic - busy - colourless - stigma

WORDS	SYNONYMS	ANTONYMS
Full of colour		
Occupied		
Feature		

IV.   **CREATE** a <u>vocabulary mind map</u> using the words you learned in the class. **ANSWER** the question. (*CREA un mapa conceptual con las palabras que aprendiste en clases. **RESPONDE** la pregunta*).

a.   What is the purpose of a mind map? (*¿Cuál es el propósito de un mind map?*)

_____
_____
_____.

Speaking performance assessment

<u>Instructions</u>:
In this test, you have to use the vocabulary learned in class.
In pairs, interact with your classmate for 1 minute about one of these four questions:

1.   *What do you like about festivities?*
2.   *How do you feel in a crowded place?*
3.   *What is your favourite tradition?*
4.   *Which celebration will you recommend?*

NOTE: Practise all the questions. You will randomly pick one in the test.

Rubric sample

Students names:			
Criterio	Bien Logrado	Logrado	No logrado
Interaction	Los estudiantes interactúan durante 1 minuto.	Los estudiantes interactúan por al menos 40 segundos.	Los estudiantes interactúan en menos de 30 segundos.
Uso de Vocabulario	Los estudiantes usan 3 palabras del vocabulario aprendido.	Los estudiantes usan 2 palabras del vocabulario aprendido.	Los estudiantes usan al menos 1 palabra del vocabulario aprendido.
Gramática	Los estudiantes tienen entre 1 a 2 errores gramaticales.	Los estudiantes tienen entre 3 a 4 errores gramaticales.	Los estudiantes tienen más de 5 errores gramaticales.

8. *MENTOR OBSERVATION HANDOUT:*

Lesson _____	Teacher performance	Students performance
Wrap-up activity	*(Comments about teacher scaffolding, monitoring and development)*	*(Comments about students' attitude, use of vocabulary, commitment, etc.)*
Giving instructions		
Metacognitive reflection activity		
Extra comments		