Contextualised Teacher-Designed Workshops Based on Cognitive Strategies for Vocabulary Learning

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Note of acceptance

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Abstract
This qualitative action research study analyses what is informed about the use of contextualised teacher-designed workshops (built up of five lessons each, addressing the English language skills) based on explicit cognitive strategies in regard to vocabulary learning among tenth graders in E.I Santa Ana. The participants of the study were twenty students and the teacher who performed three roles: as a language teacher, a researcher and a materials developer. The instruments used to collect data were students’ artefacts, teacher’s field notes and think-aloud protocol. The findings evinced that the parameters of particularity, practicality and possibility underlying the contextualized workshops for vocabulary learning designed by the teacher, generated suggestive and thought-provoking activities in which the students’ real-life experiences were reflected and stimulated thinking. Likewise, the conscious application of cognitive strategies as a key reflection process for vocabulary learning involved the association of images, prior knowledge activation, classifying, using skimming, scanning and making predictions for learning new words joyfully, promoting in this way, the students’ participation. Additionally, an improvement in vocabulary learning was displayed since activities integrated conceptual, grammar, phonological and orthographical features of words, although spelling is in the initial phase. Finally, the workshops were adapted, articulated to the school project on sexual education and then, implemented with 1680 students from seventh to ninth grades.

Keywords: Materials development (workshops), cognitive strategies, vocabulary learning
Resumen

Esta investigación acción cualitativa analiza lo que es revelado sobre el uso de talleres contextualizados diseñados por maestros (conformados por cinco lecciones cada uno que aborda las habilidades del idioma inglés) en base a estrategias cognitivas explícitas con respecto al aprendizaje de vocabulario en estudiantes de décimo grado en la IE Santa Ana. Los participantes del estudio fueron veinte estudiantes y el maestro quien desempeñó tres roles: el de maestro de inglés, el de investigador y el de creador de materiales de enseñanza de inglés. Los instrumentos utilizados para recopilar datos fueron los artefactos de los estudiantes, las notas de campo de los maestros y la entrevista de grupos focales. Los hallazgos demostraron que los parámetros de particularidad, practicidad y posibilidad que subyacen en los talleres contextualizados diseñados por el maestro para el aprendizaje de vocabulario, favorecieron un diseño cautivador de los mismos en los cuales se reflejan las experiencias de la vida real de los estudiantes, generando actividades sugestivas que estimulan el pensamiento. Del mismo modo, la aplicación consciente de las estrategias cognitivas como un proceso de reflexión clave para el aprendizaje de vocabulario implicó la asociación de imágenes, la activación de conocimientos previos, la clasificación, el uso de skimming, scanning y realizar predicciones para el aprendizaje de nuevas palabras de forma amena, promoviendo de esta manera la participación de los estudiantes. Adicionalmente, el uso de estrategias cognitivas explícitas fomentó la conciencia de los estudiantes sobre la importancia de usar organizadores gráficos, skimming y scanning, ya que facilitan el aprendizaje de vocabulario de forma eficiente y dinámica. Adicionalmente, al integrar conocimientos conceptuales, gramaticales y fonológicos de la palabra, se evidenció una mejora en el aprendizaje de vocabulario, recordándolo y empleándolo en la situación correcta, aunque la escritura de las palabras se encuentra en fase inicial. Finalmente, los talleres se adaptaron, articularon al proyecto escolar en educación social y se implementaron, beneficiando a 1680 de los grados séptimo a noveno.

**Palabras clave:** desarrollo de materiales (talleres), estrategias cognitivas, aprendizaje de vocabulario.
**Resumen Analítico en Educación – RAE**

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**Description**

This qualitative action research study accounts for the use of contextualised teacher-designed workshops based on cognitive strategies for vocabulary learning. The participants were a group of twenty EFL learners from a public institution in Soacha, Cundinamarca. To collect data, different instruments were considered: students’ artefacts, teacher’s field notes and think aloud protocol. The theoretical constructs that supported this research study were: materials development [Núñez and Téllez, (2009, 2015); Tomlinson (2003, 2012); Núñez et al. (2013); Tomlinson and Masuhara (2017); Richards (2001); González (2006); Wallace (1992); Núñez et al. (2017a)], cognitive strategies [Amirbakzadeh (2016); Griffiths (2004); O’Malley and Chamot (1990), Robin (1975) and Stern (1975); Oxford (1990); O’Malley and Chamot (1990), Nyikos (1996); Oxford (1996, 2003); Nyikos (1996); Wenden & Rubin, (1987); Palacios (1996)]; and vocabulary learning [Bogaards and Laufer (2004); Cameron (2001); Fauziati (2005); Lewis (1993); Meara (2009); Milton (2009); Nation (2001); Pavićić (2008); Qian (1998); Rasti (2016); Read (1989); Schmitt (2000)]. The findings from this study showed that the parameters of particularity, possibility and practicality provided insights on the development of contextualised workshops and suitable and pertinent vocabulary activities. Moreover, the teacher designed-workshops captured students’ attention as well as enhanced vocabulary learning and raised students’ motivation and engagement since content was related to their real-life experiences and socio-cultural context. Furthermore, using a set of explicit cognitive strategies helped students to achieve confidence thereby creating a positive class environment in which anxiety level was reduced. Also, students’ awareness on their own learning process raised by using CS. Lastly, students’ vocabulary increased since context-bound topics and activities based on explicit CG contributed to practice different word features.
References


Mofareh, A. (2015). The importance of vocabulary in language learning and how to be taught. International Journal of Teaching and Education. 3(3), 21-34


Content

The current study comprises five chapters. Chapter I encompasses the research and statement of the problem. This chapter also introduces the research questions, objectives, a section devoted to related studies, the setting and rationale. Chapter II deals with the literature review that supports this study. Chapter III, on the one hand shows the research design where the reader can see the paradigm, approach and type of the study as well as the participants of this study and the instruments for data gathering. On the other hand, this chapter presents the instructional design where the stages, strategies and objectives for the pedagogical intervention are stated. Chapter IV portrays the findings from the data analysis and present the results based on theory. Finally, Chapter V contains the conclusions and pedagogical implications of this research study carried out in a public school from Soacha, Cundinamarca.

Methodology

The current study is a qualitative action research that inquires into social phenomena and seeks to comprehend it. The methodological design of this research study was composed by the research design and the instructional design. The first one describes the type of study which was action research, the participants and the teacher field notes, students’ artefacts and audio and think-aloud protocol as instruments for data gathering. The instructional design contains the descriptions of the pedagogical intervention and its main and specific instructional objectives and an explanation of the following aspects: the intervention as an innovation, the theory of the nature of language and language learning, the methodological approach and the connection of the pedagogical intervention with the research question. Besides, the methodological design also concerns with the suggested instructional phases, the proposed material development framework, the informed consent, the implementation of materials, sample of workshop and chronogram.

Conclusions

The contextualised teacher-designed workshops based on explicit cognitive strategies had a positive impact in the following aspects: Firstly, ELT materials raised students’ motivation and engagement since ELT materials were appealing and captivating. Secondly, the consciously use of explicit CS helped learners to make decisions on the type of strategies that best work for them during the development of vocabulary activities thereby achieving confidence and raising awareness of their own learning process. Finally, vocabulary learning improved since activities promoted different language abilities and topics were related to their real-life experiences and socio-cultural context.
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Introduction

Enhancing English as a foreign language has been a priority in Colombia during the last decade, and the National Ministry of Education (MEN) has implemented different policies to strengthen the learning and the teaching process. Among the programs we can mention The National Bilingual Project (PNB) (2004) that “offers all students in the country the possibility of becoming bilingual in English and Spanish” (Herrera and Tovar, 2017, p.140) and the National Program of English (2015-2025): COLOMBIA Very Well. Thus, it is important to propose different strategies that help students to accomplish the expected goals in English proficiency.

Several studies conducted on vocabulary learning by some researchers such as Mondria and Wiersma (2004), Nation (2000) and Read (2000) Mofareh (2015) showed that without a sizeable repertoire of words, learners find difficulties communicate effectively. The learning and the eventual acquisition of vocabulary are essential to accomplish linguistics activities in English as a Foreign Language (EFL), and enrich productive language skills (Mofareh,2015). Even though, vocabulary is a vital component in learning any language and becoming bilingual, many English teachers wrongly assume that vocabulary learning will occur while students practice other language skills. Therefore, it is critical to provide students with useful strategies for gaining vocabulary. This study describes what is informed about the use of contextualised teacher-designed workshops based on explicit cognitive strategies in regard to vocabulary learning among tenth graders at E.I Santa Ana.

The current paper is structured in five chapters; chapter one sets out the statement of the problem, the related studies, the settings and rationale, and the research question and objectives. The second chapter refers to the literature review in which the theoretical constructs that inform this study are described. The third one addresses the methodological design and instructional design-unperpinning the study. The fourth chapter deals with data analysis and findings. Finally, chapter five covers the conclusions, some pedagogical implications, limitations and questions for further research.
Chapter I

Research Problem

Statement of the Problem

A large number of students in my school, are unable to accomplish English activities successfully; thus, they use a dictionary or ask the teacher to find unknown words. Lack of vocabulary and interest in learning English is reflected on students’ boredom, frustration, or forgetfulness of vocabulary while doing the learning activities proposed in the EFL classroom, and the derived obstacles in their learning process. This problem arose through two loop writing activities and one reflective writing exercise, and direct observation kept in a reflective journal, some tests taken by the students, and a survey (see appendix A).

Due to educational policies, in public schools, students do not use textbooks the EFL classes. The materials implemented neither meet students’ needs, expectations, language proficiency level, or cultural universe, nor promote the conscious application of cognitive strategies since most generic commercial materials, or non-specific ones do not consider the cultural particularities of the context where English is taught and learned (Howard & Major, 2005); “this decontextualisation implies that the EFL … [materials] misrepresent the plurality of both local and target cultures” (Núñez-Pardo (2018b p. 1); and are produced and reproduced for large-scope markets oriented by the economic benefit (González, 2007, 2010; Gray, 2000; Núñez, Téllez & Castellanos, 2013; Pulverness & Tomlinson, 2013; Rico, 2012; Usma, 2009), instead of fulfilling the socio-cultural purpose the materials should serve (Núñez et al. 2013; Rico, 2012). As claimed by Rico (2011), commercial language materials “reinforce stereotypes and strengthen the belief that one nationality is superior to the others” (p. 130). That is why, it is urgent to stop using non-contextualised teaching resources, and start proposing our own teaching methodologies (Kumaravadivelu, 2014), and embark on “resisting the manner in which uniformity is being imposed” by commercial materials (Littlejohn, 2012, p. 295). Considering
these factors, the current study proposes two contextualised teacher-designed workshops, based on the conscious application of cognitive strategies, to help students learn vocabulary.

Contextualised teacher-designed workshops are proposed as much as teachers are able to produce them. As advocated by Núñez and Téllez (2009), teachers are “agents of permanent change” (p. 184); they are also social and historical transformers (Freire, 1998), public intellectuals (Giroux, 2012), subaltern intellectuals (Kumaravadivelu, 2014, p. 76), and subjects of knowledge (Quiceno, 2010) able to transform their practice and teaching contexts by making informed decisions about the curriculum and the teaching materials. On this matter, Kumaravadivelu (2003) suggested that teacher-designed materials should be “sensitive to a particular group of teachers … [and] learners within a particular institutional context” (p. 34); they should also acknowledge that “no theory of practice can be fully useful and usable unless it is generated through practice” (p. 35); and they should “call for recognition of learners’ and teachers’ subject-positions, that is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education” (p. 36). From these assertions, as a teacher-researcher-text developer, I propound the design of two contextualised workshops, based on the application of cognitive strategies underpinned by context-sensitive pedagogy to help students learn vocabulary.

Linguists such as Cameron (2001), Mondria and Wiersma (2004), Nation (2000) and Read (2000) asserted that most learners find difficult to communicate in EFL or comprehend reading texts due to lack of vocabulary, as an essential component of language. Wilkins (1972) stated that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 5). This leads to say that words play a major role in the learning of a foreign language, and without a proper repertoire of words, students struggle to communicate. For the previous reasons, the development and implementation of “teacher-designed materials” (Núñez, Téllez & Castellanos, 2012), based on explicit cognitive strategies proposed, this study aims at fostering tenth graders’ vocabulary learning.
**Research Question**

What does the use of contextualised teacher-designed workshops, based on explicit cognitive strategies, inform about vocabulary learning among tenth graders at Educational Institution (E.I.) Santa Ana?

**Research objectives.** I established the following genera and specific research objectives

- **General objective:** To describe what is informed about the use of contextualised teacher-designed workshops, based on explicit cognitive strategies in regard to vocabulary learning among tenth graders at E.I Santa Ana.

- **Specific objectives:** (a) To appraise the appropriateness and usefulness of contextualised teacher-designed workshops based on cognitive strategies to foster tenth graders’ vocabulary learning; (b) to assess the usefulness of the cognitive strategies students apply when completing vocabulary learning activities; (c) to describe students’ vocabulary learning in terms understanding in spoken and written form, retrieval, pronunciation, spellings, use and correctness in the right situation.

**Related Studies**

After reviewing a total of fifty studies, this section presents a description of eight related studies considered relevant to this research; six of them are local and two international ones. Considering the objectives and characteristics of the cited studies, they address EFL materials development, learning strategies and vocabulary learning.

Regarding materials development and learning strategies, Delgado (2017) conducted a qualitative action research study about the role of contextualised teacher-built materials in vocabulary learning in fifteen sixth graders in a public school. Data were collected from students’ artefacts, teacher’s field notes, and surveys. Delgado built and implemented workshops based on explicit memory strategies in EFL to enhance sixth graders’ vocabulary learning. The finding suggests that contextualised materials based on memory strategies impacted students and develop
their self-assurance in EFL learning activities. Despite being conducted with a different population, this study is meaningful to mine since it offers theoretical support that helped me build the constructs that inform my research, and modeled the type of materials I intend to design and implement for the pedagogical intervention of my study.

Likewise, Torres (2016) conducted qualitative case study to observe how materials based on metacognitive strategies structure ninth graders’ process of vocabulary acquisition at Hunzá public school in Bogotá. Although Torres considered metacognitive strategies and vocabulary acquisition, both are closely related to my study since the formal instruction for vocabulary learning directly contribute to its acquisition. The instruments used for data collection were: students’ artefacts, teacher’s field notes, a checklist, and questionnaires. Some relevant conclusions refer to the participants’ assertive reaction to the materials developed in terms of the type and content of the activities proposed; as well as students’ activation the of background knowledge, use of imaginary to remember and recognition of key words. This study provided theoretical support for the construct of materials development, modeled the use of vocabulary strategies and illustrated teacher-designed materials adjusted to students’ needs and interests.

Concerning cognitive strategies and vocabulary learning, Martínez (2010) conducted an action research study on vocabulary strategies to learn vocabulary through short story workshops. This research was carried with thirty-eight students aged 7-8 years, in San Luis Gonzaga School, a private school in Bogotá. An evaluation, students’ artefacts and questionnaires were used to gather data. The researcher found that the students were able to develop their capacity to classify, argue and extract meaningful words in short stories; and students’ self-confidence increased due to the work on association of images, sounds and categories. Regardless of being carried out with young learners, the selection and use of cognitive strategies to increase the vocabulary implemented through the workshops that provided insights to consider in my study.
Similarly, the action research conducted by Pardo (2013) examined how strategy and songs-based instructional materials support students’ vocabulary learning among eighth graders in the private school Fundación Colombia. To collect data, the researcher used students’ artefacts, field notes on class observations and interviews. The results of the study showed the participants’ positive response to cognitive and memory strategy and song-based instructional materials, and their effective and efficient learning while doing vocabulary activities. Pardo’s research is valuable because it confirmed that designing and implementing materials based on cognitive and memory strategies help students to foster awareness of the use of strategies to learn vocabulary.

In regard to vocabulary learning and materials development, the action research study carried out by Reyes (2015) appraised how the development and implementation of EFL materials, supported by vocabulary strategies, contributed to vocabulary learning in Saludcoop Sur public school with seventh graders. As data-gathering instruments, the researcher employed students’ artefacts, teacher’s field notes, and classroom observation. Reyes demonstrated how learners’ cognitive vocabulary strategies increased students’ vocabulary learning and their attitude towards the EFL class. This is helpful study as it illustrates how students benefit by the development and implementation of contextualised materials that respond to their profile.

By the same token, a qualitative action research conducted by Briceño (2015) in Usminia State-school, located in Usme, illustrated the impact of implementing games to enhance students’ vocabulary building. Although this study was conducted with sixth graders, it informed the reader the useful aspects in common with my study, such as the teacher-designed workshops based on games to enhance vocabulary building, and the EFL context where this study took place. The instruments used to collect data were an entry and exit survey, artefacts and field notes. The findings showed that the use of worksheets based on games, promoted the students’ interest to participate in the EFL class. Besides, the use of a variety of strategies considering the context enhanced vocabulary learning. In addition, interesting topics motivated students to
participate in language activities. This study confirmed that teacher-designed workshops enhance vocabulary building and promote students’ interest and motivation.

At international level, an action research project carried out by Robledo (2015) in Xalapa, Mexico, with a group of nineteen young learners in an elementary school, demonstrated how the design and implementation of ELT materials based on cognitive strategies made vocabulary easier, and enhanced students’ motivation. Besides this, the focus group interview and class observation were instruments used to collect data. Although this study was conducted with fifth graders, it depicted how ELT materials based on cognitive strategies for vocabulary learning enhance not only motivation and interest among learners but also ease and expedite retrieval of words when needed. From these results, I remarked the use of ELT materials focused on cognitive strategies to trigger interest on vocabulary learning and students’ class interaction.

Similarly, Banisaeid (2013) conducted a study to compare the effect of memory and cognitive strategies training for vocabulary learning with an intermediate proficiency group of sixty young Iranian EFL learners. Nelson test, a teacher-test and a questionnaire were the instruments to collect data in this study. Some salient conclusions regarding memory and cognitive strategies indicate that cognitive strategy promotes metacognitive strategies use, and cognitive strategies make learners more autonomous in using a battery of vocabulary strategies. I pointed the benefits of cognitive strategies in vocabulary learning in an EFL setting due to my interest in designing materials that entail cognitive strategies to foster vocabulary learning.

**Setting**

This study was conducted with a group of twenty 10th graders in IE Santa Ana public school, located in Soacha, Cundinamarca. The school’s mission is to promote students’ values such as respect, equality, solidarity, and justice. According to the pedagogical project of the school Projecto Educativo Institucional (PEI) it promotes the development of the social, cognitive and affective dimensions of the students.
As a public school, the syllabus of the Institution considers the suggested curriculum and the Basic Rights of Learning (BRL) proposed by the MEN. On this basis, the contents are divided in three terms; in each term students are expected to work on different modules such as democracy and peace, cultural and social practices and everyday globalization. In the same way, students must reach the B1 English level (CEFR, 2002) at the end of the eleventh grade.

**Rationale**

As EFL teachers, we always spend time on the search and selection of suitable activities and materials to implement in EFL classes to create a motivating, engaging and effective language learning setting. This study allowed me to create better learning environments to respond to students’ language level, interests, needs and social background; and to enrich both my pedagogical knowledge and teaching practice in the public EFL context.

The study also helped students increase their repertoire of words, raised their awareness of cognitive strategies application, and helped them use vocabulary in context. According to Judd (as cited in Pavičić, 2008), “linguist insist on more intensive, explicit vocabulary teaching” (p. 18). Thus, the pedagogical intervention of this study provides students with contextualised teacher-designed workshops that favour the conscious application of cognitive strategies to boost and use a repertoire of words in the completion of language learning activities that address values such as justice, equality, respect and solidarity as pillars of the school mission.

Regarding the EFL community of teachers at IE Santa Ana, this study provided them with an innovative sustainable pedagogical intervention that entails the design of contextualised workshops in which the teaching context and its problematic social issues were articulated. Furthermore, the materials approached the English language as a complex system that makes sense within its own context, overcoming the naturalised and perpetuated instrumental vision of English centred on mere grammar. Finally, the pedagogical intervention implied a collective construction that involved different educational actors such as parents, school teachers of several
fields of study namely biology, social studies, ethics and English, the students, and civil members of the neighbourhood like street vendors, who played a key role as central characters of the materials.

The results of this innovative pedagogical intervention motivated both the principal and the academic coordinator’s invitation; first, to socialise the study with the academic community, and second, to implement it with 1680 students of the English courses at secondary level, with the purpose of enhancing their vocabulary through the use of cognitive strategies (See Appendix D). Likewise, as a teacher researcher and materials developer encharged of implementing this pedagogical intervention, I adapted the workshops to meet students’ language learning needs at low grades (See Appendix G), and with the support of elevent graders this implementation was carried out. Since “successful students employ more and better learning strategies than unsuccessful students” (Balaban & Simsek, 2010, p. 38), it is decisive to develop and implement materials in which students enhance their vocabulary by applying different cognitive strategies, that may help them become self-regulated learners. Besides improving vocabulary learning, this pedagogical intervention intends to raise students’ awareness of social issues linked to their life experiences such as teen pregnancy and gender equality so that they can take actions to transform their lives, and at the same time, recover their hope, and dream of other alternative life projects. In essence, the local, regional and national EFL community of teachers might benefit from this innovative pedagogical intervention as it sets the grounds for future research.

Finally, concerning the contribution of this study to the research line on the Development of Materials and Didactics, ascribed to the research group Critical Pedagogics and Didactics for Social Transformation, this study converged with its three guiding principles: “Empowerment and autonomy” (Núñez et al., 2013, p. 7) since students eventually become more independent learners as a result of consciously applying cognitive strategies to the vocabulary learning activities proposed in the pedagogical intervention of this study. Hence, by conscioulsy applying
and acquiring learning strategies addressed to situations and problems that touch students’ real life, learners become active and critical participants in their social transformation.

Besides that, the principle of “justice, equity and inclusion” (Núñez et al., 2013, p. 6) is advocated through the values of justice, equality, respect, solidarity and that are fostered by the school mission, were addressed in the students’ self-selected topics to orient their own process of learning, enhance their social abilities in equal conditions with other pupils, raise their social awareness and contribute to their cultural identity. Finally, the tenet of “quality assurance and professional development” (Núñez et al., 2013, p. 8) is achieved through the development of contextualised teacher-designed materials that promote moral values in students, respect of themselves as human beings who perform their duties and live peacefully within a community, and egalitarian cultural practices, norms and behaviours that educate individuals that are conscious of their reality and inequities and willing to transform them. It also foments EFL teachers’ personal and professional growth (Núñez et al., 2012; Núñez, Téllez and Castellanos, 2017a, 2017b; Tomlinson, 1998). According to Núñez et al., (2012) designing materials as part of teachers’ professional development “improve[s] learning and teaching environments and contributes to encourage confidence” (p. 19) and “entails the process of learning and reflecting on teachers’ practices and knowledge of teaching” (Núñez et al., 2017a, p. 24). Thence, materials development builds teachers’ self-confidence, boosts their creativity and enhances the commitment to create better learning settings through the contextualised materials that respond to students’ needs and their particularities.

The methodological contribution of the current study to the above-mentioned research line is evinced in terms of the critical pedagogy foundations that considered in both the development and implementation of the pedagogical intervention. This proposed context-sensitive methodology in grounded on criteria for Critical Pedagogy (Freire, 1970; Kincheloe, 2008), the post-method condition (Kumaravadivelu, 2003), and contextual teaching (Sears
(2001), which entail a dialogical component that ponders and questions unfairness, domination and inequality to raise the students’ social consciousness of their own reality and lay the groundwork for social transformation. More specifically, this localised methodology that is engendered through practice, facilitates negotiated interaction for students to self-selected topics related to their own context; it also fosters language awareness by focusing students’ attention on formal and functional aspects of L2, especially in word formation; and it contextualizes linguistic input to help students realize the socio-linguistic and pragmatics aspects of the language. Additionally, it integrates the four language skills and promotes the conscious application of cognitive strategies in the workshops to facilitate the students’ learning process. Finally, it encourages students to enquire their own conditions of inequity, oppression, injustice and subjugation to raise consciousness of their specific needs and problems and set the grounds for social transformation.

**Research paradigm.** Considering that knowledge is the outcome of social construction derived from social interaction aimed at carrying out social transformations, this research opted for the socio-critical paradigm, that according to Arias, Ceolin, da Costa, Heck and Siles (2017) focuses on “its dialectical-critical nature of knowledge construction” (p. 2), and in light of Alvarado and García (2008) searches for “social transformation, responding to specific problems present within the communities, but with the participation of members” (p. 190). Thence, adopting this paradigm in this research yields social transformations not only in the school community but also in my teaching practice built on a dialogical component and deep reflection on the learning process.
Chapter II

Literature Review

As language teachers we face several limitations to involve and motivate our students towards the EFL learning, and in many cases the materials used in classes are taken from sources that do not consider the learners’ language proficiency level, needs and cultural context. Therefore, the present study considers the implementation of contextualised teacher-designed workshops based on explicit cognitive strategies to foster students’ vocabulary learning in a group of tenth graders. Consequently, this study is informed by three theoretical constructs: Materials development, explicit cognitive strategies and vocabulary learning.

Materials Development

Materials Development (MD) is, to a certain extent, a recently recognized academic endeavour. It has been considered as a sub-section of methodology from its beginning and has dramatically evolved in the last years (Núñez, Téllez, Castellanos & Ramos, 2009; Tomlinson, 1998). Although materials for evaluation draw the attention in the 1970s and 1980s, it was until 1990s that MD received especial attention as a field of academic study as reported by some scholars in the mid-nineties (McDonough & Shaw, 2003; Tomlinson 1998; Harwood 2010). In this regard, Tomlinson (2012) mentioned the creation of some associations in 1972 such as SELMOUS (Special English Language Materials for Overseas University Students), and in 1993, MATSDA (Materials Development Association), and others that significantly influenced the development of MD. The author further asserted that “universities and teacher-training institutions to give more time to how materials can be developed and exploited to facilitate language acquisition” (p. 144). Nowadays, MD as an academic field, studies the theoretical and practical aspects involved in developing, implementing and exploring the materials in use within EFL settings.
It is generally believed that Materials Development (MD) just entails creativity. However, as asserted by Tomlinson (2011), it “is both a field of study and a practical undertaking” (p. 66). Other researchers claimed that it demands more than being imaginative, since it also involves knowledge of pedagogical theories and the nuances of teaching and learning a foreign language (Harwood, 2010; Masuhara, 1998; McDonough & Shaw, 1993; Núñez et al. 2009, 2015; Núñez et al. 2009; Tomlinson, 1998, 2003a, 2003b, 2010, 2011). Thus, MD demands imagination and reasoning as essential components for creative, appealing and reflective materials founded on pedagogical and linguistic principles to improve students’ learning process and teachers’ pedagogical practices.

MD is an area of interest for EFL teachers in the quest for creating more appealing, challenging and contextualised teaching resources. According to Tomlinson (2012), it includes “materials evaluation, their adaptation, design, production, exploitation and research” (p. 143-44). Additionally, Graves (2000) conceived MD as “the planning process by which a teacher creates units and lessons… to carry out the objectives of the course” (p. 149). Similarly, Núñez et al. (2009) stated that it encompasses any “adaptation and creation of learning teaching exercises” (p. 175). Finally, for Núñez et al. (2013), MD “demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). Hence, MD provides EFL teachers with opportunities to undertake the challenge of developing, modifying, implementing, or assessing materials underpinned by localized pedagogies, and conducting research to see the effect of learning activities, exercises or lessons, in the achievement of their students’ language learning objectives and process.

**Materials.** According to several scholars, ELT materials imply more than merely tools, since they are a variety of pedagogical resources that favour the language learning process, encourage students’ enthusiasm, and help them to experience their educational settings. Materials, for Xiaotang (2004), “Are the most powerful device in…shaping language teaching
and learning practice” (p. 1). Diker, Tosun & Macaroglu (2009) conceived them as “elements that facilitate the process of learning and provide permanence of what is learned” (p. 27). Rico (2012) defined them as “a source of exposure for learners to language and culture” (p. 130). Núñez et al. (2013) envisioned materials as “socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10). Therefore, materials are indispensable pedagogical resources in ELT since they consider the students’ cultural background, learning styles, human values, social practices, and reflect particularities of educational settings to boost EFL learning; they also engage students in significant communicative language learning activities.

**Broad taxonomy of materials.** Materials might be classified into two broad categories; authentic and non-authentic. The former, as mentioned by Montijano (2014), “Are those not produced specifically for language teaching purposes” (p. 281) that provide students with real language situations. Authentic written or oral texts “primary intent is to communicate meaning” (Swaffar, as cited in Thomas, 2014, p. 15); they aim to “communicate rather than to teach... does not have to be produced by a native speaker and it might be a version of an original which has been simplified to facilitate communication” (Tomlinson, 2012, p. 162). They are also “designed to convey a real message of some sort” (Gilmore, 2007, p. 4); and they demand the teacher to be pedagogically prepared to create tasks in which such materials become purposeful in simulated situations of everyday life (p. 5). The latter refer to resources developed for teaching purposes, like the textbooks that make learning easier and understandable (Gilmore, 2007; Montijano, 2014; Widdowson, 1983, Day & Bamford, 1998; Ellis; 1999). Thus, we can assume that in language teaching, authentic materials are not produced with the intention to teach but to communicate and inform about real-life situations whereas non-authentic materials are those whose clear purpose is to teach.
The choice between both authentic and non-authentic materials implies a reflection on the expected objectives for language use. There are two tendencies on the use of these materials. Tomlinson (2012) asserted that authentic materials engage and motivate learners since they are exposed to genuine communicative situations in which they feel a real challenge. However, several scholars affirmed that both authentic and non-authentic materials can be used in EF teaching and learning (Day & Bamford, 1998; Núñez, 2010; Widdowson, 1998). As stated above, authentic and non-authentic materials selection and combination relies on a deep reflection considering the setting and the communicative objectives since both stimulate learning and draw students’ curiosity by providing provoking and challenging learning activities.

Within the category of non-authentic EFL materials, there are several typologies created by teachers and professional writers to meet the educational requirements. According to Tomlinson (2012) materials can be classified into ‘informative’ (inform about the language), ‘instructional’ (guide language practise), ‘experiential’ (provide experience of the language), ‘elicitive’ (foster language use), or ‘exploratory’, (promote discovery making) (p. 2). In the same vein, Mayorca (2013) classified materials according to their purpose (as authentic versus non-authentic), their format (paper-based, audio-visual, electronic) and their creator (in-house versus commercial). Regarding coursebooks, they are not the only form they adapt, they can be “cassettes, videos, CD-ROMs, DVD’s, dictionaries, grammar books, readers, workbooks, photocopied exercises, all kinds of realia, lectures and talks by guest speakers, internet sources, and so on. (Tomlinson, 2013, p. 2). At a more specific level, teacher-developed materials may be, as underscored by Núñez and Téllez (2009), “A learning-teaching exercise, a task, an activity, a lesson, a unit or a module composed by one or two units” (p. 175), or as further claimed by Núñez and Téllez (2015) “a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task” (, p. 57), which aim at addressing students’ needs (Harwood, 2010; Masuhara, 1998; Núñez & Téllez, 2008, 2009, 2015). For the purpose of this study I proposed two teacher-
designed workshops to foster vocabulary learning using explicit or overt cognitive learning strategies. Considering the aforementioned classifications, the contextualised teacher-designed materials proposed for the pedagogical intervention of this study fall into the category of being non-authentic, informative, instructional, elicitative, paper-based and contextualised ones.

**Contextualised teacher-designed materials.** Undoubtedly, published commercial materials, which are produced by professional writers, strongly influence the EFL context and play a meaningful role in teachers’ performance. They “are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context” (Howard & Major, 2004) p. 101). These materials, in spite of saving time, do not offer enough opportunities for developing students’ different language skills and cognitive strategies in accordance with the real needs of the students’ context, as recommended by Saraceni (as cited in Tomlinson, 2012) materials “should actually be written with learner adaptation in mind, aiming to be learner-centred, flexible, open-ended, relevant, … and … giving choices to learners” (p. 152). Similarly, these materials which are produced for a homogeneous population and under predetermined content and foreign methodologies, reproduce stereotypical situations that misrepresent cultures. Thus, since standardized materials do not consider students’ contextual needs and do not provide diverse learning opportunities, EFL teachers must resist its use and involve in the development of materials that provide students with contextualised content and settings, challenging situations and plenty of thought-provoking activities to explore their capacities.

EFL teachers who develop materials for their classes considering their own setting to fulfil their students’ language learning and affective needs, become more qualified and competent. In this sense, Núñez et al. (2017a) advocated “teacher-developed materials fit into the category of contextualised materials that are context-bound since they are responsive to local needs” (p. 34). On the same spirit, Núñez et al. (2017b) stated that materials generated by teachers “are more likely to provide learners with rich, contextualised and comprehensible input
to facilitate their language learning targets; raise awareness of their own learning process and assist their on-going development of a balanced set of skills and content” (p. 24). So, ELT materials that respond to students’ interest and realities are included into the contextualised teacher-designed category since they promote learners’ motivation and class participation based on inquiry and self-reflection on their own learning within their own particular context. Consequently, this study considers the development and implementation of two teacher-designed workshops composed of five contextualised lessons that address the five language skills (vocabulary in context, reading, listening, writing and speaking) and includes a self-assessment section for the students to reflect on the usefulness of the pedagogical intervention as well as their vocabulary learning process. They also aimed to have students consciously use cognitive strategies to foster their process of vocabulary learning at Santa Ana state-funded school. Altogether these pedagogical resources fit into the category of being non-authentic, contextualised, instructional, experiential, and explorative.

Having addressed the first theoretical construct that underpins this study, the next section refers to learning strategies as an essential aspect in fostering vocabulary learning.

**Learning Strategies**

Recognizing that good language learners use a set of learning strategies to better understand the linguistic system, several studies have been carried out since the mid-1970s. It is worth mentioning that the studies conducted by Robin (1975) and Stern (1975) in which a group of learning strategies were used by school students to enhance their language learning outcomes, evincing successful learning. Bearing in mind that learning strategies play a significant role in learning a second and a foreign language, investigations in this field has progressively increased. Among them, the studies on learning strategies conducted by Cohen (1977), O’Malley and Chamot (1990), Oxford (1990) have a strong influenced on the field of Second Language Acquisition (SLA). In general, the influence of learning strategies on EFL teaching and learning
is still ongoing by different scholars in diverse settings with the intention of comprehending how a language is best learnt and taught.

**Defining and characterising learning strategies.** After revising the current literature on this concept scholars like Griffiths (2004), O’Malley and Chamot (1990), Nyikos (1996) and Oxford (1996, 2003) claimed that the use of learning strategies lead to successful language learning. On the contrary, lack of awareness on how to use them is related to student’s poor language performance. In light of this, Oxford (2011) stated that LS are “deliberate goal-directed attempts to manage and control efforts to learn the L2. These strategies are broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes” (p. 12). Furthermore, Chamot and O’Malley (1999) described learning strategies as “the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information” (p. 1). Likewise, Griffiths (2004) stressed that LS are “actions chosen (either deliberately or automatically) for the purpose of learning or regulating the learning of language” (p. 476). LS are cognitive procedures carefully selected, created and used by learners with the purpose of understanding and solving language learning situations in a gradual and effective way. Then, in this study, learning strategies (LS) are described as operations consciously and carefully employed by learners to make language learning more effective, long-lasting, pleasant and applicable to situations that demand deep reflection.

In addition to this, LS promote learners’ autonomy, self-efficacy and develop language learning. To this respect, Chamot (1999) stated that “self-efficacious learners feel confident about solving a problem because they have developed an approach to problem solving” (p. 178). In the same breath, Oxford et al. (1996) affirmed that LS are essential for language learning since they are tools that foster active, self-directed involvement, which in turn is fundamental to develop communicative competence and language learning. The aforementioned benefits of LS should be integrated to teachers’ pedagogical practice. In this regard, Nyikos (1996) pointed out that
strategy instruction “make learning more efficient and allow them to compensate for nervousness, inability to remember and lack of time” (p. 112). Hence, LS facilitated, named, explained and modelled by EFL teachers and consciously employed by the students while solving the learning activities proposed in the workshops are key to foment students’ greater autonomy and more meaningful language learning outcomes.

Using learning strategies to complete language learning activities brings several benefits. Concerning LS Oxford et al. (1990) underlined several advantages: They help learners develop their communicative competence and become independent; LS are generated by learners and involve cognitive and affective aspects, and greatly contribute to the learning of the language and to learning in general. They are also teachable in a flexible manner depending on the particularities of the teaching context and are not always evident. The author further affirmed that the usefulness and effectiveness of LS will lead to a more gratifying, long-term and self-regulated learning if they meet the following conditions:

(a) They connect to the L2 learning activity, (b) they meet the students’ learning styles, and (c) the students use the strategies effectively and relate them to others.

Thus, for the pedagogical intervention of this study, cognitive LSs are contemplated in each one of the proposed learning activities, which aimed at raising students’ awareness of these strategies and boosting their vocabulary learning. In addition to this, the implementation of the contextualised teacher-designed workshops also considers the cognitive strategies that best fit with the students learning style, allowing them to become more autonomous, efficient learners as well as aware of their own process of learning.

**Learning Strategies Classification.** Considering the variety of typologies offered by researches (Chamot & O’Malley, 1990; Oxford, 1990, 2013; Wenden & Rubin, 1987). LS are mainly grouped into two main categories: Direct Strategies, which are addressed to learning itself and learners consciously employ them for understanding, and indirect strategies, in which
learners reflect upon their own learning and interact with others. On this subject, Oxford et al. (1990) provided an organized and explicit set of strategies that encompasses direct and indirect strategies. The former concerns with memory strategies for storing and retrieving new information, cognitive ones for understanding and interacting with language, and compensation strategies for using the language when facing failure in communication. The latter include metacognitive strategies in which learner’s take control over their own learning, affective ones dealing with learner’s feeling and emotions, and social strategies referring to learning with others.

Along similar lines, Chamot and O’Malley (1994, 1999) proposed their taxonomy for LS which shares some similarities with Oxford’s proposal. It makes a distinction among cognitive strategies referring to working with the target language and include: auditory representation, contextualizing, grouping, imagery, repeating, reasoning, note taking and relating new information. Metacognitive strategies which foster learners’ own reflection about language learning and facilitate one’s process of learning by considering different ways to approach the same problem. Social strategies which consider language interaction with other users of the system. For this study, cognitive strategies are privileged since they are teachable and when learners choose the strategy that best fit into the activity it promotes successful learning and enable them to take control of their own learning process.

**Defining and selecting cognitive strategies.** Cognitive strategies are deliberate procedures which are carefully selected by learners aiming at gaining comprehension of the target language. More precisely, in Oxford’s (2003) words, “Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysing, note taking...” (p. 12). Moreover, Palacios (1996) stated that cognitive strategies are “fundamentally operations used by the learner to obtain knowledge and understanding of the linguistic system” (p. 105). Furthermore, Amirkazadeh (2016) claimed that the cognitive strategy is a “mental process and when learning it helps the selection of relevant information and rejection of
irrelevant one” (p. 5). Thus, for this study cognitive strategies are defined as those intentional mental procedures performed by learners to facilitate and make a better understanding process of the linguistic system and achieve greater learning outcomes.

The following cognitive strategies are privileged since they foster and improve not only students’ vocabulary but provide learners with a set of suitable learning tools that allow them to gain understanding and perform successfully in different areas of learning. The strategies are divided into two set of sub-categories which included activities for practicing: grouping; in which learners classify words, complete graphic organizers and use an instrument to obtain information; repeating, in which learners are asked to do something over and over; making predictions, using skimming and scanning, and contextualization, in which learners employ words or phrases in a meaningful language sequence or context. And activities for receiving and sending messages: using resources; printed or not printed materials to understand messages and imagery, in which learners use mental or real pictures to learn new information.

After referring to learning strategies and cognitive strategies as core of concepts underlying this study, the following fragment deals with vocabulary learning.

**Vocabulary Learning**

The role of vocabulary learning goes back to early times. According to Pavičić (2008), since early periods children studied Greek language and later Latin. Although the main focus on learning these ancient languages were grammar, vocabulary played a significant role into the translations of classics. With the purpose of improving the quality of language teaching in reading and writing, the grammar-translation method emerged in the late nineteenth century, which according to Schmitt (2000), “Highlighted the obsolete vocabulary of the classics” (p. 12). In the same way, by mid-1950s audiolingualism was developed focusing on teaching structural patterns and again vocabulary learning was limited to facilitate oral drills. During the 1980s and 1990 vocabulary received special attention in foreign language teaching. The studies conducted
by Bogaards and Laufer (2004), Cameron (2001), Milton (2009), Pavičić (2008), Qian (1998) and Schmitt (2000) have evidenced the learning of vocabulary through the use of vocabulary strategies in terms of size or breadth (number of words), depth (quality of words, or how well words are known and used in context), and retention (long-term memory).

Recognizing and using a suitable repertoire of words is a key component on effective language learning and communication. With respect to this issue, Cameron (2001) stated that “building up a useful vocabulary is central to the learning of a foreign language” (p. 72). In the same way, Rasti (2016) affirmed that “if students acquire a deep and rich vocabulary knowledge-based they can convey their message more efficiently” (p. 646). Along similar lines, Lewis (1993) asserted that “lexis is the core or heart of language” (p. 89). Hence, providing learners with an appropriate set of words not only helps them to complete language learning activities, but also to comprehend and communicate in a more effective and dynamic way.

Besides this, some researches underlined the importance of vocabulary for developing different language skills in a successful manner. According to Schmitt (2000), vocabulary is essential for reading and writing. Moreover, Fauziati (2005) considered that without sufficient vocabulary, it is not easy to express or understand oral or written forms. Furthermore, Wilkins (1972) claimed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). Therefore, vocabulary knowledge plays a major role in language learning since it makes language communication and understanding easier and more effective. In the same way, it is vital to foster students' vocabulary and make them aware of the different aspects that are involved in knowing a word by using cognitive strategies, which is addressed in the section entitled What is entailed in knowing a word?

Vocabulary has been thoroughly related to word knowledge and how well one is able to comprehend and use a large repertoire of words. Similarly, scholars like Cameron (2001), Milton (2009), Pavičić (2008) and Schmitt (2000) underlined the difficulty of defining the term “word”
since it involves multiple characteristics in form and production “The term word is too general to encapsulate the various form vocabulary takes” (Schmitt, 2000, p. 1). More precisely in Milton’s (2009) insight, “We tend to use the word ‘word’, presumably for ease and convenience, when we are really referring to some very specialist definitions of the term, such as types, tokens, lemmas, word families” (p. 7). Moreover, in regard to L2 acquisition theory, Schmitt’s concept of the term word is vague and leave out essential features to be considered when dealing with vocabulary knowledge (Pavičić, 2008, p. 4). Thus, the term “word” is ambiguous and little reliable, making difficult to measure the amount of words one knows. So, it is necessary to adopt another term that encompass the different aspects and meanings that a “word” takes in different context.

Acknowledging that the concept of the term “word” leads to ambiguity and confusion, Schimtt (2000), utilized the term “lexeme” to denote the multiple-word unit. According to this author, the term lexeme (also lexical unit) is defined as “an item that functions as a single meaning unit, regardless of the number of words it contains” (Schmitt, 2000, p. 2). Besides this, Pavičić, et al. (2008) enumerated the different aspects regarding the blur definition of the term word and illustrated the inconvenience of regarding vocabulary to words. Instead of that, the author, also introduced the term lexeme, which is defined as an “abstract unit that includes various orthographic, phonological, grammatical and semantic features of a ‘word’” (p. 5-6).

What is more, with the idea of understanding special meanings of vocabulary items, Bogaards (2001) suggested to replace the concept of “word” with Cruce’s (1986) notion of “lexical unit” (as cited in Read, 2000, p. 216). Hence, the term “word” is conceived in this study as “lexical unit” since it encompasses inflections, polysemy, multi-word items such as compounds, phrasal verbs, and idioms making the process of learning vocabulary practical and efficient.

**What is entailed in knowing a word?** For many, knowing a “word” is limited to its translation form and perhaps recognize it when encountering this item in a reading; this restricted vision leads us to go further and consider the different elements that knowing a “word” entails
and how to measure vocabulary learning. After revising the current literature on the topic, several scholars have proposed different aspects regarding word knowledge (Ellis & Sinclair, 1990; Nation, 1990; Richards, 1976; Schmitt & Meara, 1997). However, in this study, I opted for the following aspects entailed in knowing a word proposed by Cameron et al. (2001), who synthesized in a clear and understandable chart different aspects of word knowledge which are illustrated in Table 1.

Table 1.

**Different Aspects of Word Knowledge. Taken from Cameron (2001).**

<table>
<thead>
<tr>
<th>Knowing About Word</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of knowledge</strong></td>
<td><strong>What is involved</strong></td>
</tr>
<tr>
<td>Receptive knowledge</td>
<td>To understand it when it is spoken/written</td>
</tr>
<tr>
<td>Memory</td>
<td>To recall it when need it</td>
</tr>
<tr>
<td>Conceptual knowledge</td>
<td>To use it with the correct meaning</td>
</tr>
<tr>
<td>Knowledge of spoken form: phonological knowledge</td>
<td>To hear the word and to pronounce it acceptably, on its own, and its phrases and sentences.</td>
</tr>
<tr>
<td>Grammatical knowledge</td>
<td>To use it in a grammatically accurate way; to know grammatical connections with other words.</td>
</tr>
<tr>
<td><strong>Orthographical knowledge</strong></td>
<td>To spell it correctly</td>
</tr>
<tr>
<td>Pragmatic knowledge of style and register</td>
<td>To use it in the right situation.</td>
</tr>
</tbody>
</table>

In sum, word knowledge entails some large complexity aspects that differ from one word to another in its production, conceptual, orthographical, grammatical and pragmatic knowledge. Also, it takes a lot of time to accumulate a wider repertoire of words to be successful in using the target language to communicate and be understood by others. Additional to this, measuring vocabulary knowledge or the amount of words one is able to use in different forms and situations is another crucial aspect to be considered, for this reason, it is important to generate a localized methodology that permits to validate the learners’ vocabulary growth since this study considers fostering vocabulary learning.
Chapter III

Methodological Design

The objective of this study is to explore the use of contextualised workshops based on cognitive strategies to foster vocabulary learning among tenth graders at I.E Santa Ana. This chapter describes the research and the pedagogical designs that underly this study.

Research Design

The research design entails the research paradigm, approach and the type of study underlying this study as well as the participants, the role of teacher as a researcher and materials developer and the data gathering instruments used.

Paradigm. Considering that knowledge is the outcome of social construction, which is derived from social interaction and aimed at carrying out social transformations, this research study opted for the socio-critical paradigm. According to Arias, Ceolin, da Costa, Heck and Siles (2017) it focuses on “its dialectical-critical nature of knowledge construction” (p. 2). In Alvarado and García’s perspective (2008), it searches for “social transformation, responding to specific problems present within the communities, but with the participation of members” (p. 190). Thence, adopting this paradigm in this action research study yields social transformations not only in the school community, but also in my teaching practice as a result of reflecting on the teaching and learning processes, and building a dialogical relationship with differente school actors who were given a voice in this study.

Approach. Considering that this study seeks to comprehend to what extend a group of tenth graders are influenced by ELT materials based on explicit cognitive strategies to foster vocabulary learning, it is necessary to adopt a research methodology that best describes the effect of implementing contextualised teacher-designed workshops on tenth graders. For that reason, the qualitative research (QR) method is adopted since it provides researchers with a methodological approach for portraying and understanding students’ attitudes in their usual
learning context as well as a variety of sources for collecting data for its further interpretation after the intervention. Sandin (2003) stressed that QR is “a systematic activity guided to the comprehension of educational phenomenon” (p. 123). In the same vein, Snape and Spencer (as cited in Ritchie & Lewis, 2003) affirmed that QR is “a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values etc.) within their social worlds” (p. 3). More precisely in Seliger and Shohamy’s words (1989), QR is concerned with “studying human behaviour within the context in which that behaviour would occur naturally” (p. 118). In addition to this, Seliger et al. (1998) argued that QR uses “several different methods …to compile a more complete picture of the activity being studied” (p. 122). Therefore, since QR deals with systematic procedures to describe actions, attitudes, and ways in which a social group behaves in their natural setting, and it provides an array of instruments for gathering data, this methodology fits in with this research.

**Type of study.** To enhance the language learning process in the school that I work I relied on action research (AR) since it means to participate directly to improve my teaching practice and transform my students’ reality based on a deliberate and systematic observations. Parsons and Brown (2002) attested that AR “attempt[s] to solve problems and improve[s] professional practices” (p. 32), whose purpose is to describe “what’s happening at our school” (Calhoun, 1994, p. 16). It also looks for “change and improvement at the local level” (Cohen, Manion & Morrison, 2005, p. 226) in which the teacher “becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time, being one of the participants in it” (Burns, as cited in Dikilitaş & Griffiths, 2017, p. 2). Besides this, Kemmis and McTaggart (1992), stressed that it is “systematic and collaborative in collecting evidence on which to base rigorous group reflection” (p. 21). Similarly, Mills, (2003) affirmed that AR is “any systematic inquiry conducted by teacher researchers to gather information about… how they teach, and how well their students learn” (p. 4). Therefore, as a teacher researcher and materials developer whose
main purpose is to improve the educational setting by being a participant observer, I opted for AR as a type of study since it allowed me to reflect on my own teaching practice to improve it as well as it helped me become aware of my students’ realities by assuming critical positions, since as suggested by Fals Borda (1989) and Carr and Kemmis (2003), AR is an emancipatory sociocultural and educational practice aimed at alleviating problems in hazardous communities in a gradual mode towards a total and structural transformation of society.

To carry out this research in an organized way, I considered Burns’ (2001) phases for conducting AR. First, after a careful observation on students’ language interaction, I selected a language problem. Second, I ratified an existing language issue after having direct observation of several classes and the administration of a survey (See Appendix A). Third, based on the previous analysis, I stated a research question to conduct this action research. Fourth, the methodological design was implemented and consists of both the research and the instructional design. Fifth, data were collected after the pedagogical intervention. Finally, data were organised and analysed considering the effect of the implementation on the identified language problem.

*Action Research Cycle (Burns, 2001).*

**Participants.** This study was conducted with a group of twenty students and me as teacher researcher and materials developer.
**Students.** This group consisted of twenty students, female and male, aged from 14 to 17 years, in Santa Ana, a public school located in Soacha Compartir, Comuna Uno. Students attend three hours of English class per week and their language proficiency level is A1, according to the Common European Framework of Reference (CEFR, 2000) for the teaching, learning and evaluation of languages. In this category, most students are unable to understand everyday expressions, ask and answer questions about personal details and their vocabulary size is not enough to comprehend daily class activities. Likewise, this group of students belong to a low social class level, and most of their parents do not provide home-learning experiences to reinforce concepts learned at school. The sampling technique employed to select the participants of this study was the convenience sampling which facilitates “the selection of the most accessible subjects” (Marshall, 1996, p. 523) and is a sample where the participants are chosen, based on the convenience for the researcher; for example, availability or accessibility (Stevens, 1996). On this basis, it is easy to keep contact with the students and follow their process during the intervention.

**Teacher-researcher and text developer.** Carrying out this study demanded different roles. As a language teacher, as a researcher and as materials developer. As a language teacher, I stated learning goals, planned my lesson, and oriented and assessed my students’ learning process, as highlighted by Harmer (2007) “the aim of all committed teachers is to facilitate learning” (p. 108). As a researcher, I identified learners’ weaknesses on vocabulary learning based on direct observations and the design and administration of a need’s analysis survey, to make decisions aimed at improving and changing the perception of vocabulary learning in my students. In action research, the researcher becomes part of the context being studied (Hammersley & Atkinson, 1983); likewise, for Fichtman and Yendol-Hoppey (1999) the teacher-researcher is the one “who goes and looks for changes instead of waiting for them to come” (p. 1). Thus, my role as a teacher-researcher was to lead, encourage and facilitate the learning of vocabulary through the design and implementation of two contextualised teacher-designed
workshops based on explicit cognitive strategies, to foster students’ vocabulary learning. I also collected data during the implementation and analysed them to establish research categories and subcategories.

Finally, as a text developer, it was an opportunity to grow professionally by developing innovative strategy-based materials addressing topics related to students’ life experiences and contextual realities, which eventually let them recognise themselves in the materials and contribute to building their social consciousness. Concerning teachers as materials developers, “there is text developer in every teacher” (Graves, 1997, p. 67); “Every teacher is a materials developer” (Tomlinson, 2003, p. 1); and “all teachers are potential materials developers” (Núñez et al. 2009, pp. 183-184). These assertions ratified my role as a text developer. Besides this, Núñez, Téllez and Castellanos (2012) acknowledged that “all teachers can engage in such process [MD]… by … creating their own materials” (p. 28); and Núñez et al. (2009) purported that “individual assessment of the EFL classroom, which enables them [teachers] to make decisions when they create … materials that fulfil particular students’ needs and learning settings” (p. 172). Therefore, the triple role I performed during this study, provided me with insights and abilities to enhance my teaching practice in the following aspects: as a language teacher, it helped me to provide my students with realistic, achievable and organized language learning objectives that facilitate learning output. As a researcher, it offered methodological resources to transform my students’ realities by being an active participant and observer who designed an intervention, collected data and analysed them to determine the impact of the intervention on student’s vocabulary learning. Finally, as a text-developer, I explored and created my own teaching materials considering my students’ real situations and skills.

**Data gathering instruments.** Action research implies pondering classroom practices and observing students’ behaviour, employs various sources to collect data. Seliger and Shohamy (1989) claimed that “the use of a variety of methods of data collection, also facilitates validation
Likewise, Merriam (1998), asserted that data-gathering instruments facilitate researchers “to discover and understand a phenomenon, a process, or the perspectives and world views of the people involved” (p. 11). Therefore, the instruments to collect evidence provide insights on students’ attitudes and language success. As AR deals with methodological procedures and instruments, students’ artefacts, teacher’s filed notes and interviews were used to collect data, which besides being validated by an expert (See Appendix, E), were piloted in a group with similar features and adjusted according to their suggestions.

**Students’ artefacts.** Keeping in mind that students worked on two teacher-designed workshops, they served as a valid instrument to obtain data and further analysis. In this regard, Given (2008) conceived them as materials used as evidence to document and record personal information of people, a society, or a given culture. More precisely, LeCompte and Preissle (1994) contended that artefacts are a “consisting of products people use, objects people make, and records of what they do, say, produce, or write” (p. 1). Moreover, for Lankshear and Knobel (2004) they are “physical “props” people use to get things done within the contexts of their daily life” (p. 235), and Burns (1999) defined them as “a source of documents readily available to all language teachers … to assess the progress which students make” (p. 140). Finally, Silverman (as cited in Scott, 2014), stated that “analysing and collecting the texts and artefacts produced and used by members of a given group can promote comprehension of its culture, social setting or phenomenon” (p. 23). Thus, artefacts consisted of documents used by learners in the pedagogical intervention, in our case the teacher-designed workshops yielded tangible evidence of students’ progress in vocabulary learning supported with the application of cognitive strategies.

Furthermore, a self-assessment section was provided to the students to reflect on the effectiveness of the intervention as well as their learning process.

**Teacher’s field notes.** This instrument allowed me to document students’ performance in the EFL classroom while and after observing them interacting in the target language. To this
matter, Lankshear and Knobel (2004) affirmed that “field notes comprise finely detailed written accounts of what was observed” (p. 229). Similarly, Mack, Woodson, Macqueen, Guest and Namey (2005) described them as “the only way to document certain participant observation activities, such informal or spontaneous interventions” (p. 23). Moreover, Burns (1999) highlighted that they contain “physical and non-verbal [information], besides it can include notes on the groups, structures and specific characteristics, interactions or events occurred into the setting” (p. 18). Thus, field notes -as written evidence- used as data collection instruments let record learners’ interaction, organisation and detailed features and natural attitudes assumed during the implementation of the pedagogical intervention in the EFL context (See Appendix B).

**Think-aloud protocol.** Most authors coincide that Think-Aloud Protocols (TAP) are a useful method that reveals data on verbalized one’s thoughts while completing a task (Beena, 2010; Dörnyei, 2007; Gu, 2014; Smith, 2014). According to Fonteyn, Grobe, and Kuipers (1993), TAP “provide rich verbal data about reasoning during a problem-solving task” (p. 430). In the same vein, Van Someren, Barnard and Sanaberg (1994) underlined that TAP means that “the subject keeps on talking, speaks out loud whatever thoughts come to mind, while performing the task at hand” (p. 26). Besides this, Vandevelde, Van Keer, Schellings and Van Hout-Wolters (2015) stated that the TAP deals with “verbalise their thoughts, feelings, and cognitive processes while performing a task” (p. 13). Since students’ thoughts, reasoning and mental decisions are non-observable, in practice, the think-aloud technique centres on asking participants to put in words the procedures they use while performing a learning activity. Although, the TAP reveals learners’ intentional choices while doing a foreign language learning activity, it is vital to instruct them on verbal report (Ericsson & Simon, 1980). Similarly, my students were aware of how to verbalize their thoughts and the process they underwent when doing vocabulary learning activity.
**Pedagogical Design**

The following section presents the pedagogical design for this research study. It includes the pedagogical intervention, general and specific objectives, the innovation of the intervention, the theory of the nature of language and language learning, the methodological approach that underlines the pedagogical intervention, the relationship of this pedagogical intervention with the research concern, the instructional phases proposed to implement this pedagogical intervention, and the sample contextualised teacher-designed workshop.

**Pedagogical intervention.** It aims at developing and implementing two contextualised teacher-designed workshops based on explicit cognitive strategies to foster vocabulary learning with tenth graders at a public school in Soacha, which involved the participation of several community actors whose real-life experiences were included in written and oral texts and accompanied with their photographs. Each workshop consisted of a warming up activity to contextualise students and elicit their prior knowledge; five lessons namely vocabulary practice, reading comprehension, listening comprehension, speaking and writing; and a self-assessment section entailing questions related to materials development, cognitive strategies and vocabulary learning, which students are expected to answer at the end of each workshop.

The workshop comprises a set of cognitive strategies to enable learners to become aware of their existence, name, use, and importance in learning a language. They follow the overt model of strategy instruction in which the teachers name, explain and model the mutually selected ones before having students apply them while completing the learning activities in the workshops. The topics selected emerged from the needs analysis survey: Teen Pregnancy and Gender Equality. Finally, the learning activities were intended to fulfil different aspects of word knowledge, as envisioned by Cameron (2001) in Table 1 above. The listening comprehension activities based on the audio recording previously sent to the students were worked with the students’ mobile phones.
with a twofold purpose: First, motivate students to complete the activities and second, to give the chance to listen to the recording as many times as they wanted both in or outside the classroom.

The contextualised teacher-designed workshops are also informed by SLA principles to attain appropriateness and coherence in the development of ELT materials and to provide teachers with useful insights to produce engaging, contextualised and thought-provoking materials in language learning. To this point, Hall (1995), Jolly and Bolitho (1998) and Tomlinson (2011) suggested some SLA tenets that enrich the development of ELT materials. These are the principles selected for this study: First, “achieve impact” through “novelty… variety … attractive presentation … and appealing content” (Tomlinson, 1998, p. 7) learners’ attention and curiosity raise when topics are both strongly related to their context and presented in an interesting and challenging way. Howard and Major (2004) mentioned that “initial impressions can be as important for motivation and effectiveness in the language classroom as they are in many other aspects of life” (p. 55). Besides, students appreciate teachers’ efforts when themes are closely related to their surroundings. On this matter, Block (1991) affirmed that “students appreciate teachers who prepare their classes, and materials give clear and tangible evidence of preparation” (p. 214). Due to the increasing need for drawing students’ interest and attention in the language learning process, the teacher-designed workshops are closely related to their topics of interest and socio-cultural context.

Second, materials “should help learners to develop self-confidence” (Tomlinson, 1998, p. 9). Learners’ self-esteem increases if they believe in their linguistics capacities. They also feel highly motivated if their learning strategies work properly to attain linguistic goals. Tomlinson (2010) asserted that learners “need to achieve positive self-esteem and to feel that they are achieving something worthwhile” (p. 90). Moreover, Tomlinson et al., (2011), mentioned that building confidence is possible through challenging but attainable activities (p. 10). For that
reason, the contextualised teacher-designed workshops, provide language activities where students evince their own capacities to reach attainable linguistics and communicative objectives.

Third, materials should facilitate “students’ self-investment that aids them to make efficient use of resources to facilitate self-discovery” (Tomlinson, 1998, p. 43). Language learning is not limited to the classroom. On the contrary, knowledge occurs in multiple contexts, and students should be able to develop their own learning abilities in different situations. In this study, self-investment is privileged as cognitive strategies yield learners’ autonomy and raise awareness of their own learning process. In terms of learning strategies, Oxford (1990) pointed out that when the students’ learning style matches with the learning strategy “they become useful tool kit for active, conscious, and purposeful self-regulation of learning” (p. 2). Regarding the multi-dimensional representation of language experienced and use, Tomlinson (2011) claimed that the ways to enrich learning “promote durable acquisition, the transfer from learning activities to real life use” (p. 91). Thus, the teacher-designed workshops based on cognitive strategies entail organized activities that boost autonomy to perform linguistics and communicative activities in different language settings.

Fourth, learners must be ready to acquire knowledge. They experience a feeling of progress when language activities are presented in an organized way, since it facilitates language understanding and prevents learners’ confusion and frustration. Thus, linguistics issues must be selected and introduced according to the students’ English proficiency, allowing them to perceive a feeling of language understanding. Fifth, “what is being taught should be perceived by learners as relevant and useful” (Tomlinson, 2011, p. 11). Students’ motivation rises when they work on familiar issues proposed in ELT materials. Conversely, decontextualised topics and activities are not perceived interesting by learners. More precisely, in regard to the content, Block (1991) argued that textbooks, “are not immediately relevant to students and which, in many cases, are frankly boring” (p. 213). In the same way, Ramírez (2004), stated that “materials ought to be
relevant, useful and focused on what students are learning at that point” (p. 6). Hence, ELT materials directly related to students’ reality and settings stimulate language learning and increase learners’ attention.

Finally, materials “should take into account that learners differ in learning styles” (Tomlinson, 1998, p. 17). Activities should adjust to students’ learning styles to make language learning joyful and rewarding for learners who are able to realize their progress. In Gardner’s (1998) words “human being learns through different ways and has a number of different intelligences” (p. 19). Similarly, Ramírez et al. (2004), affirmed that “language is not just a tight body of grammatical structures, rules and words, but a vehicle in which they can use their abilities and preferences to make their learning process much easier and enjoyable” (p. 7). Thus, learners feel gratified with their successful performance in language activities, the enhancement of their abilities to use the language in communicative situations.

In essence, the previous SLA principles provided useful insights to develop contextualised, relevant and challenging EFL learning materials and develop the workshops that entailed a proper selection of vocabulary items to reach a gradual learners’ proficiency level.

**General objective.** The main instructional objective of this intervention is to develop and implement two contextualised teacher-designed workshops based on explicit cognitive strategies, to foster students’ vocabulary learning.

**Specific objectives:** This research stated five specific objectives as follows: (a) to create a positive language environment to foster students’ vocabulary learning; (b) to recognize students’ preferred and generated cognitive learning strategies by naming, explaining, modelling, and making them aware of their conscious application to self-govern their learning; (c) to foment students’ vocabulary learning for successful communication; (d) to create a context-sensitive language learning pedagogy based on criteria derived from critical pedagogy, considering not only students’ needs, interests and life experiences, but also nurturing values such as respect,
equality, solidarity, and justice while raising awareness of the use of cognitive strategies to promote vocabulary learning.

**Intervention as innovation.** More than doing something new, innovation has to do with different and effective ways to find solutions to the educational problems. While Barrantes (2001) argued that innovation implies creating something new, Markee (1997, 2001), Rudduck (1999), Willis and Willis (1996) and Wedell (2009) affirmed that it implies planning the educational change considering the individuals and their context. Besides, innovation brings change and improves, solves, or eases a problem (Hannan & Silver, 2001), and it should be "conscious, planned and involves some fundamental breaks with the known past" (Rudduck, p. 56). Correspondingly, the current study proposed and innovative pedagogical intervention featured by the creation of contextualised teacher-designed materials, grounded on a context-sensitive methodology informed by the criteria of critical pedagogy, in an attempt to transform my teaching practice in my particular context and my students’ perception of learning vocabulary in EFL, and incorporate this methodology and materials to the school curriculum to harmonize criteria on vocabulary learning throughout secondary education.

Innovating also requires exploring teachers’ creativeness, pedagogical and linguistic expertise, and knowledge to provide the students with suitable learning materials. As claimed by Núñez, Pineda and Téllez (2004), “Teachers as innovative professionals, have the potential to explore their creativity by designing materials for their classes” (p. 130). Moreover, Mann and Edge (2013) affirmed that innovation requires to “pay as much attention to how we teach …or the tools that we employ” (p. 9). Thence, innovating implies making decisions based on a previous needs analysis of the educational settings to propose innovative pedagogical intervention intended to alleviate an identified problem.

Since the main innovation of the study was the development of two contextualised teacher-designed workshops supported by cognitive strategies (Oxford, 1990; Chamot, 1990) to
foster students’ learning of vocabulary, it was also an opportunity to gain knowledge of the MD field of the study, and explore my imagination and experience through the pedagogical intervention of this research. This in turn, allowed me to transform and enhance my pedagogical practice, since building materials, as contended by Prabhu (1987), “have the advantage … of … promoting teachers’ professional development over time” (p. 96). In light of Núñez et al. (2009), developing materials “contributes directly to teachers’ professional growth insofar as it betters their knowledge, skills and creativity, raised their consciousness as regard teaching and learning procedures” (p. 67). In line with this, Núñez and Téllez (2015), underscored that “addressing students’ need in contextualised materials raise teacher’s awareness of their personal and professional growth” (p. 62). Finally, as ratified by Núñez et al. (2017a), “they [the in-service teachers] acknowledge the fact that it is possible to innovate in their EFL contexts through teacher-developed materials” (p. 24). As a result, developing this innovative pedagogical intervention was an opportunity for individual and professional growth inasmuch as I became reflective and sensitive to the particularities of my teaching milieu; raised several teaching and learning theories; learned to relate theory to practise by putting into practice my pedagogical and linguistic knowledge in the design and implementation of the pedagogical intervention; and addressed my students’ life experiences leading them to ponder values such as respect, equality, solidarity, and justice. This intervention provided learners with topics closely related to their socio-cultural context, life experiences, and expectations.

The functional view of language. The functional view of language is the theory that best satisfies my pedagogical intervention considering the students’ language proficiency level. Under this perspective of language, students are encouraged to use vocabulary previously learnt in the EFL class to understand oral and written instructions, matching and scramble exercises, contextualised sentences, pronunciation exercises, reading comprehension of short texts, listening comprehension of oral texts, and short compositions and conversations. From Richards and
Rodgers’ (2001) view, “Language is a vehicle for the expression of functional meaning” (p. 21). Likewise, Rico (2005) affirmed that from this perspective “students learn notions, topics and concepts they need to communicate” (p. 100). Since, language learning occurs in context, this view of language favours the design and implementation as vocabulary learning occurs in meaningful settings which are relevant to the learner. Similarly, in a vulnerable educational context like Santa Ana School, working on students’ self-selected topics linked to their own realities, aids to identify causes of potentially problematic situations and propose alternative solutions, where the language plays a key role as a means to communicate meaning and make sense of what is read and listened. Since language helps users to convey meaning and express their emotions in a polite way, it yields an interactional view of language. According to Richards and Rogers (2001), “Language is the vehicle for the realization of interpersonal relations and for the performance of social interaction among individuals” (p. 21). Likewise, Rivers (1987) claimed that “students achieve facility of using a language when their attention is focussed on conveying and receiving authentic messages” (p. 4). Therefore, providing contextualised opportunities to practice and interact by using English rises motivation to learn and convey meaning, increases respect and strengthens interpersonal relationships.

**Theory of language learning.** The active process of learning takes place in the brain to gain understanding of language. The implementation of suitable learning strategies that consider learners’ style helps teachers and learners gain a better insight of linguistic and communicative aspects of language and become conscious of the strategies they implement. Acknowledging that learning is an active process that occurs with others’ help (O’Malley & Chamot, 1990 & Oxford, 1990), students should be involved in activities that demand social and cognitive interaction. For that reason, analytical learning emphasizing on the cognitive skills used by learners in their language learning process is Tudor’s (2001) perspective considered in this study. From this view, Tudor (2001) asserted that learners can use their ability to analyse information and ponder upon
their alternatives of their language study and other aspects of life (p. 86). Moreover, the author stated that it entails the use of learners' analytical skills through the “explicit study of the TL as a linguistic and communicative system” (Tudor, 2001, p. 86). Students take advantage of their own learning when using explicit cognitive strategies that allow them to reflect on the type of strategy that best suits their learning style. Hence, this perspective that boosts students’ abilities focused on learning strategies to analyse the TL, contributes to this study. Similarly, as anxiety and fear to use English for communicating are obstacles that hinder the process of language comprehension, and impedes an effective and long-lasting learning, this research considers the role of affection as it helps to create a positive atmosphere where making mistakes with language use is an opportunity for learning. Besides, learners dare to interact when topics touch real life situations. Berman (1999) stated that experiences charged with strong emotions or feelings are easy to remember and connect them with new ones. Likewise, Moskovitz (as cited in Tudor, 2001, p. 96) criticises traditional education as it is “information-based, dehumanising, and alienating and irrelevant to real needs of students”. In short, a comfortable language environment fostered by topics related to students’ real life yields an effective long-term learning. Besides, this vision of learning takes advantages of learners’ errors when using the language to interact.

**Methodological approach underlying the pedagogical intervention.** Acknowledging that the socio-cultural features of inequality, poverty, lack of opportunities of the context yields violence and delinquency, and leads to youngsters’ dropout, education should provide learners with activities that allow them to become conscious of their social reality and take actions on the way to transformation. In this sense, the current pedagogical intervention favours critical pedagogy (CP) approach, since knowledge is socially built not imposed, and students’ conflicts and daily adversities that take place in their surroundings are questioned and confronted to propose solutions to overcome difficulties. As declared by Freire (1970), CP opposes
The banking concept of education [which] regards men as adaptable, manageable beings.

The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. (p. 73)

Furthermore, Sears (2001) stated that “contextual teaching motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives as family members, as citizens, and as workers” (p. 130).

Moreover, Kincheloe (2008) stressed that CP concerns “the margins” of society, the experiences and needs of individuals faced with oppression and subjugation” (p. 10). In reference to students’ adversities, the author further stated that CP is “dedicated to the alleviation of human suffering” (p. 10). Correspondingly, CP grounded on a dialogical component questions the conditions of social inequity and injustice and fosters social change by raising learners’ autonomy and awareness of their needs and problems, in regard to the approach of this intervention.

Each teaching context demands pondering proper methodological procedures to meet the students’ and sociocultural needs of the context where learning takes place. Since no method is applicable to all groups or solve all the problems occurred in diverse classes, it is urgent that EFL teachers ponder their students’ contexts and the ways of learning as well as their teaching practice to meets their students’ circumstances and experiences. As highlighted by Canagarajah (2002), “Methods exert a pressure to mould teacher and student roles and activities in carefully orchestrated ways” (p. 142). In addition, Prabhu (1990) and Kumaravadivelu (1994) recognized that we can never discover the ‘best method’. In the same vein, Sheen (as cited in Canagarajah, 2002) confirmed that “no method can be empirically proven ‘the best’ for all classrooms” (p.140). Finally, “by informing the materials with the socio-cultural realities of the … context, fine-tuning the methodology to their language learning and affective needs, and moving away from teacher-centred classes, both the traditional central roles of standardised materials and
teacher-led EFL classes might make the most of [students’] initiatives” (Núñez & Téllez, 2018 p. 36). Hence, I proposed a context-sensitive methodology that considered the students’ voices, favouring their varied learning strategies and capacities, and allowing them to recognize themselves as conscious actors within their own socio-cultural context.

This methodology is grounded on the post method condition that implies “teacher autonomy” (Kumaravadivelu, 2003, p. 36) as it “promotes the ability of teachers to know how to develop a critical approach in order to self-observe, self-analyse, and self-evaluate their own teaching practice with a view to effecting desired changes” (Kumaravadivelu, 2003, p. 36). The author further claimed that the post method condition “empowers practitioners to construct personal theories of practice” (p. 33). Therefore, the context-sensitive methodology generated in this study, considered the uniqueness of my teaching setting and was articulated with a set of the macro-strategies that permit teachers to come up with their own “situation-specific, need-based micro strategies or classroom techniques” (Kumaravadivelu 2003, p. 38). In consequence, the methodological procedures considered for the development and implementation of the workshops were: First, facilitating negotiated interaction that encouraged students to propose sensitive topics related to their own context. Second, fostering language awareness by focusing students’ attention on formal and functional aspects of L2, especially in word formation. Third, contextualizing linguistic input for students to realize that language use and usage are outlined by socio-linguistic and pragmatics aspects of language. Fourth, integrating language skills in the workshops. Fifth, promoting learners’ autonomy as students were provided with a set of cognitive strategies to facilitate their learning process. Finally, encouraging students to enquire their own conditions of inequity and injustice to raise consciousness of their specific needs and problems, and set the ground for social transformation.

Connection of the pedagogical intervention with the research question. As this study searches for implementing contextualised teacher-designed workshops based on explicit
cognitive strategies to foster vocabulary learning with tenth graders, the intervention matches the research question. These teacher-designed workshops embraced Richards and Rodgers’ (as cited in Rico, 2005) “semantic and communicative dimension rather than the grammatical characteristics of language… students learn notions, topics and concepts they will need to communicate with” (p. 100). Moreover, the teacher-designed workshops relied on the role of affection to generate a positive atmosphere for students to interact using the target language on sensitive topics linked to their real context. Students were willing to participate since workshops provide them with an array of activities that fit into their own learning styles and life experiences. Berman (1999) asserted that experiences charged with strong emotions or feelings are more likely to be retained in the long-term memory. Besides, the students’ dialogical interaction in class activities strengthens respect and love among participants, as sustained by Freire (2005), “Love is at the same time the foundation of dialogue and dialogue itself” (p. 89). Thence, affection is crucial in learning as it yields a more positive class atmosphere for students to reaffirm their bonds of affection and to convey their perception of diverse issues.

**Suggested instructional phases.** Prior to the implementation of the two teacher-designed workshops made up of five lessons, I describe some commonalities and differences found in some MD frameworks. On this basis, I proposed my own MD framework, followed by the informed consent, the sensitization and the implementation of the materials

**Proposed material development framework.** Once I analysed the MD frameworks presented by several authors, I proposed my own to suit the socio-cultural setting of my pedagogical intervention. Researches such as (Bedwell, 2012; Graves, 1996; Howard & Major, 1999; Masuhara, 1998; Jolly & Bolitho, 1998; Núñez et al., 2004; Núñez & Téllez, 2009; Núñez et al., 2009; and Núñez et al., 2012, 2017a, 2017b) coincided, to a certain extent, with needs analysis as a key point to start developing materials. These authors highlighted the need of stating goals and objectives to identify the expected language outcomes from learners. Besides this, the
design of a syllabus whose content and activities are known by the learners is a common feature mentioned by the authors. Another recurrent element in the development of materials found is evaluation to detect shortcomings after the implementation.

Conversely, I noticed some significant differences suggested by these authors. In ‘Framework of components’ suggested by Graves (1996), the author underlined the ‘Consideration of resources and constrains’ that showed how resourceful teachers are when lack technological resources. Additionally, Masuhara (1998), considered ‘syllabus design’ as a prevalent aspect. Jolly and Bolitho (1998), offered the remarkable aspect of ‘Contextual realization’ of new materials as it denotes coming up with fine-tuned ideas to use in the context. Moreover, Núñez et al. (2004) proposed ‘The Process of Course and Material Design’ in which the scholars denoted the type of skills that materials should meet. Similarly, Núñez et al. (2009), in their ‘Essential of components’ remarked the relationship and development of teaching methods and language content. Again, Núñez et al. (2009) recommended ‘The Materials Development Scaffolding’ to involve SLA principles and their relevance for EFL. Finally, Núñez et al., (2012), Núñez et al. (2017a) and Núñez et al. (2017b) established ‘MD framework’ for ‘Making adjustments’ to language activities after implementing materials.

The prior MD frameworks suggested by the researchers coincided on needs analysis, a set of goals and objectives, the content selection and organization, and implementation of a syllabus and evaluation. However, MD frameworks reveal particularities of the context. Thus, I came up with a contextualised MD framework that considers the main philosophy of Santa Ana public school regarding values of responsibility, honesty, and self-autonomy, and consisting of six stages: (a) focused on students’ language learning and affective Needs; (b) mutually Setting goals and objectives; (c) creating a post-method and Context-Sensitive Pedagogy; (d) acting upon the curriculum and Developing contextualised teacher-designed workshops; (e) Piloting the materials and, (f) Improving or further contextualize the materials (NSCSPDPI).
**Informed consent.** The approval to implement this study was received after sending a consent letter (See Appendix C) to the students’ parents and the principal of the school. The school community was informed about the study to be conducted, the type of instruments used to collect data, the focus group interview and the teacher’s field notes, as well as the purpose and the benefits of the research and the confidentiality of the information gathered.

**Sensitization.** Students were told about the importance of making a better sense of the EFL class by fostering vocabulary learning based on cognitive strategies. In this phase, students understood the advantages and the importance of participating in the implementation of the study, its characteristics, and the stages followed in the research.

**Implementation of the materials.** I implemented two contextualised workshops made up of five lessons each, followed by a self-assessment section for students to ponder the appropriateness of the materials to learn vocabulary supported by the conscious use of cognitive strategies. The lessons to be studied in eight weeks were delivered in the EFL classes. Each lesson dealt with a language skill, and involved pertinent vocabulary which played a central role in this intervention. Each session entailed a review, a recycling stage to strengthen prior knowledge from previous lessons, and the introduction of new words related to the topic selected to gradually acquire proper vocabulary to use in contextualised written and oral situations.

**Sample Workshop**

The two contextualised teacher-designed workshops can be observed in Appendix D.

**Chronogram**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Title</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workshop No. 1</strong></td>
<td><strong>Ready for a 24/7 job?</strong></td>
<td><strong>Feelings and emotions</strong></td>
<td><strong>Facing reality when you love</strong></td>
<td><strong>Colombian healthcare</strong></td>
<td><strong>Exploring your options</strong></td>
<td><strong>There are more alternatives</strong></td>
</tr>
<tr>
<td><strong>Workshop No. 2</strong></td>
<td><strong>Are there privileges in our society?</strong></td>
<td><strong>Equitable distribution of household chores</strong></td>
<td><strong>Working on the street</strong></td>
<td><strong>Defending my rights</strong></td>
<td><strong>Being conscious of inequity</strong></td>
<td><strong>Choosing what I want to be</strong></td>
</tr>
</tbody>
</table>
Chapter IV
Data Analysis and Findings

This chapter reports the approach and the process of data analysis to support the findings in relation to the constructs that sustain this study, and inform about the development and implementation of teacher-designed materials based on explicit cognitive strategies linked to vocabulary learning in tenth graders in El Santa Ana public school. Students’ artefacts, teacher’s field notes and think-aloud protocols allowed to gather data. It encompasses the processes of coding (initial, focused, and axial), triangulation and validation of data, and the identification of research categories and subcategories that emerged from the analysis are described in detail.

Data Analysis Procedure

To make a better sense of the question that guides this action research, I opted for the Grounded Theory (GT) since it fosters the generation of insights and comprehension by collecting and analysing data methodically and rationally. Glaser and Strauss (2017), asserted that GT entails “the discovery of theory from data – systematically obtained and analysed in social research” (p. 1). Besides, it “allows for identification of general concepts, the development of theoretical explanations that reach beyond the known and offers new insights into a variety of experiences and phenomena” (Corbin & Strauss, 2015, p. 6). Thus, the analysis of data collected let me gain theoretical understanding of the implications of teacher-designed workshops based on explicit cognitive strategies for vocabulary learning of the participants.

Considering data collected through the instruments, the GT approach provides guidelines on how to differentiate recurrent similarities and commonalities that are arranged into subcategories and categories of meaning. Charmaz (2006), stressed that GT “consists of systematic, yet flexible guidelines for collecting and analysing qualitative data to construct theories ‘grounded’ in the data themselves” (p. 2). Likewise, Freeman (1998), asserted that the analysis of data within the GT approach, helps researchers “look for meanings that surface through the
process of naming, grouping the names into categories, and finding relationships among them” (p.108). Thus, the GT framework of analysis used in this action research is embedded in the pursuit of theories emerged from data gathered.

After gathering data, I stated three stages to identify preliminary codes, recurrent patterns, and group them into categories and subcategories, as proposed by Charmaz (2006). In the first stage, ‘initial coding’, I assigned names to segments of data to identify concepts related to the theoretical constructs of the study. These concepts were synthesized and arranged in the self-assessment section of the pedagogical intervention as they are the essence of the study. In light of Charmaz (2006), the initial phase deals with “naming each word, line or segment of data, followed by a selective phase that uses the most significant or frequent initial codes to sort, synthesize and organize large amount of data” (p. 46). Hence, after a close reading of data gathering instruments, it was possible to identify recurrent patterns and outline some segments in more manageable terms.

The second stage, ‘focused coding’, entails the use of the colour coding technique to examine the codes created to identify those that appear recurrently so that they can be grouped. According to Taylor and Renner (2003), colour coding consists in “giving each theme a different color, keep notes of emerging ideas or patterns and how you are interpreting data” (p. 6). In Stottok, Bergaus and Gorra’s (2011) words, this technique “uses coloured fonts to assign certain codes, concepts and categories to the text, with codes being keywords or short sentences, concepts being interrelationships of codes, and categories being interrelationships of concepts” (p. 1). Accordingly, comparing data obtained from the instruments let synthesise and refine the segments that kept close relationship among them by assigning a different colour to each relevant aspect in regard to the constructs: MD (light blue), cognitive strategies (purple) and vocabulary learning (light green). Hence, specific colors assigned to the most frequent and salient aspects of data gathered, yielded categories and subcategories to respond the research inquiry.
The third stage, ‘axial coding’, implies narrowing by grouping, subsuming the groups of codes into sub-categories and then portraying them into concepts (Charmaz, 2006). In light of Charmaz, (2006b) axial coding “relates categories to subcategories, specifies the properties and dimensions of a category, and resembles the data you have fractured during initial coding to give coherence to the emerging analysis” (p. 60). Therefore, after doing the initial coding, essential concepts were defined by establishing relationships among the emerging codes.

The last stage allowed me to find relationships and connections among the different subcategories and explain those links stated in research categories (Charmaz, 2006). The information was arranged and classified in regard to the constructs considered in this research. In this phase, some categories and sub-categories emerged after comparing and contrasting data collected through the implementation of the pedagogical intervention. In the GT the researcher identified concepts, phenomena and links among elements like key words or short sentences to established sub-categories that can be grouped into larger and more meaningful categories (Charmaz, 2006). Thus, data obtained from the instruments let me identify similar features along different lines turned into categories and sub-categories of analysis.

Once the information was collected, it was necessary to explain and analyse student’s reactions regarding MD, cognitive strategies and vocabulary learning, which were collected through the instruments employed for gathering data. Validity, according to Maxwell (1992), is “what the researcher reports having seen or heard” (p. 286). Besides this, Leung (2015) stated that it means “appropriateness” of the tools, processes, and data” (p. 325). In addition, Field (2005) affirmed that validity “refers to whether an instrument measure what it was designed to measure” (p. 11). Then, in an attempt to maintain truthfulness of data analized and enhance credibility, I adopted the triangulation method.

In an intent to generate understanding of data collected and obtain a comprehensive picture of the findings, the triangulation method facilitated validation of the information through
corroboration from different sources (Honore, 2016). While Carter, Bryant-Lukosius, DiCenso, Blythe and Neville (2014) affirmed that “triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena” (p. 545), Flick (2009) sustained that it “is used to name the combination of different methods, study groups, local and temporal settings, and different theoretical perspectives in dealing with a phenomenon” (p. 444). Along similar lines, Heale and Forbes (2013) stated that triangulation implies “the use of more than one approach to researching a question” (p. 98). Conveniently, the results obtained from the instruments were analysed under the triangulation method as it generates deeper understanding of findings and strengthens this research by increasing validity based on several methods employed.

Moreover, Flick (2009) identified four perspectives on doing triangulation. In this study, methodological and theoretical triangulation minimised bias and solved the problems risen from one single method. Methodological triangulation comprises the use of different methods to answer the research question and provides consistency by reducing partiality (Polit & Beck, 2012). Concerning the theoretical triangulation, Carter et al. (2014) underlined that it “uses different theories to analyse and interpret data” (p. 545). In light of this, both methodological and theoretical triangulations underpin this research on the analysis and interpretation of findings by reducing inconsistency and providing validity of the results.

It is pertinent to mention that due to restriction on the number of pages allowed for this document, the size of the evidences taken from the students’ artefacts is quite small. However, the reader can find the two contextualised teacher-designed workshops in Appendix F, at the end of this document.
**Research Categories and Subcategories.**

Table 2.

**Categories and subcategories of the research study**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Research categories</th>
<th>Research sub categories</th>
<th>Salient issues/codes and patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attaining particularity, practicality and possibility in contextualised teacher-designed workshops for vocabulary learning</td>
<td>Captivating layout and students’ real-life experiences for thought-provoking and attention grabber vocabulary activities</td>
<td>Students’ real-life experiences (topics) like about pregnancy and gender equality were thought-provoking and caught their attention. Students’ pictures as part of the appealing layout was hilarious and captivating.</td>
<td></td>
</tr>
<tr>
<td>Consciously applying cognitive strategies: a key thoughtul process for students’ vocabulary learning and participation</td>
<td>Diversity of activities raised students’ self-esteem</td>
<td>Students took advantage of different vocabulary activities increased students’ self-esteem (especially listening)</td>
<td></td>
</tr>
<tr>
<td>Disclosing improvement in vocabulary learning</td>
<td>Integrating conceptual, grammatical and phonological knowledge, and retrieving and using words in the right situation.</td>
<td>Using words in a grammatically accurate way. Understanding words when they are in spoken/written Recalling words when needed. Using words with the correct meaning Hearing words and pronouncing them acceptably, on its own, and its phrases and sentences. Using words in the right situation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Embryonic spelling</td>
<td>Spelling is a challenging activity.</td>
<td></td>
</tr>
</tbody>
</table>

**Attaining particularity, practicality and possibility in contextualised teacher-designed workshops.** This category is pivotal to analyse the influence of contextualised teacher-designed workshops based on explicit cognitive strategies for vocabulary learning. Among the several reasons for incorporating teacher-made materials in EFL classes, the ones that consider
the learners’ setting, experiences and realities boost interest and engagement in the learning process (Ramírez, 2004). As advocated by Howard and Major (2005), contextualised ELT materials promote students’ interest and increase awareness of the problems that affect their lives. An effective and enjoyable learning environment is promoted when ELT materials reflect students’ daily dilemmas (Núñez et al., 2009, Núñez & Tellez, 2015, Tomlinson, 2003). As stated above, when ELT materials meet students’ voices, and their feelings and emotions arise in EFL activities, students make sense of learning, and originate a positive learning atmosphere.

In addition to these advantages, the contextualised teacher-designed workshops respond to the parameters of particularity, practicality and possibility suggested by the critical researcher Kumaravadivelu (2003). These tenets encourage teachers to “construct theories on practice” as well as generate “location-specific, classroom-oriented innovative strategies” (Kumaravadivelu, 2003, p. 33). Likewise, Núñez et al. (2009) remarked that teachers should “construct, deconstruct and reconstruct their daily pedagogical practice as a means of facing decision-making process” (p. 173). These parameters cherish the teacher potential “to know not only how to teach but also to act autonomously” (Kumaravadivelu, 2003, p. 33). The designed-workshops show social issues that affected the students within their community or local context as their voices were considered to state the learning goals. The observation of my students when interacting in the target language before conducting the needs analysis was a source of valuable information for me to know their particular interests, concerns and preference about the language learning process. According to Kumaravadileelu (2003), being sensitive to a particular group of learners implies “identifying problems, finding solutions, and trying them out to see once again what works and what doesn’t” (p. 35). The author further asserted that “observation, reflexion and action is a prerequisite for the development of context-sensitive pedagogy theory and practice” (p. 35). On the same spirit, Núñez, Téllez and Castellanos (2017a) emphasised the need of teachers’ “reflection regarding both what they know about their particular teaching contexts and what they know about language,
learning, and teaching” (pp. 23-24). The term ‘particularity’ implies the response of materials to concrete needs of a particular group.

In relation to particularity, (Kumaravadivelu, 2003) underscored that it is “sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context” (p. 34). Concerning teacher-made materials (Howard & Major, 2005; Montijano, 2014; Núñez et al., 2017a; Ur, 1996) conceived them as the best materials for students to learn as they enjoy working on them. Such materials are personalised since they adjust to the way students learn; and relevant, as they widely respond to the learners’ needs. In consequence, the parameter of particularity provided me with criteria and arguments to further inform the inspiring, thought-provoking, contextualised, and localised workshops designed to let learners ponder specific topics, interact with the materials and classmates, and complete the proposed learning activities. Inasmuch as the selected topics emerged from students’ milieu, life experiences (stories), learning activities, and characters touched their emotions and feelings, thereby favouring and making the learning process captivating, pertinent, meaningful, and joyful.

Similarly, the parameter of ‘practicality’ was revealed after reflecting on my own teaching practice in which two crucial social issues such as teen pregnancy and gender inequality arose in this particular setting. This specific social context enriched my pedagogical practice due to the significant contribution of students and the community, with their valuable experiences that turned into local knowledge. To this respect, Canagarajah (2002) emphasised that “maintaining an ongoing conversation with forms of local knowledge” leads to “respect the aspirations and independence of marginalized communities” and to favour “our common academic pursuit of developing valid knowledge constructs” (p. 257). The author further insisted on “the value of providing space for other localities in academic knowledge construction” (p. 257). Moreover, “Local knowledge … includes the way people observe …. their surroundings, how they solve problems and validate new information” (Warburton & Martin, 1999, p.10). Therefore, from my experience as an educator,
acknowledging students’ experiences and recognizing the valuable contribution of the community as well as pondering the problems that affect their specific context, I conceived my own theory derived from practice. In regard to practicality, Kumaravadivelu (2003) affirmed that it implies a “teacher-generated theory of practice. It recognizes that no theory of practice can be fully useful and usable unless it is generated through practice” (p. 35). Besides, Alexander (as cited in Kumaravadivelu, 2003) emphasised that theorizing “is not confined to theorists alone; it is something teachers should be able to do as well” (p. 20). Therefore, ‘practicality’ empowers teachers to theorize on practice and propose curricular changes regarding the teaching methodology and language teaching and learning contextualized materials based on permanent reflection on the social conditions of the context where language learning and teaching processes take place, and with analogous life of equal validity.

Complementing the previous assertions, the parameter of ‘possibility’ encourages teachers to overcome social injustice and to help learners develop their socio-political consciousness, which means to “engage learners in what Freire calls conscientizacao” (Grunewald, 2003). It also urges learners to propose alternative solutions for tangible social problems of their communities, to foster the construction of their life projects, and teachers to “understand the context and construct transformative education” (Kincheloe, 2008), which aims at transforming students’ adversities into opportunities (Gruenewald, 2003; Kumaravadivelu, 2003; Kincheloe, 2008;) since resisting “the imposition of scripted curriculum and testing that is disconnected from teachers and students/families, we must not inadvertently impose a romanticized or superficial concept of community” (Sharkey, 2012, p. 13). Correspondingly, Kumaravadivelu (2003) posited that materials promoting possibility “call for recognition of learners’ and teachers’ subject-positions, that is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education” (p. 36). Additionally, the author stated that possibility “seeks to tap the socio-political consciousness that participants bring with them to the classroom for continual quest of identity formation and social transformation” (p. 37). Hence, this
pedagogical intervention was framed within the parameter of possibility as it advocates for reducing social inequalities by making learners aware of the socio-political conditions that oppress them within their vulnerable communities so as to be able to propose alternative solutions to real-life problems.

As a result, the previous parameters further substantiate the design of the contextualised workshops that foster a positive classroom environment in which students dare to participate in different activities by sharing learning experiences, reflection, opinions and possible solutions to problems that affected their personal lives. Besides this, the proposed materials advocate for solutions to transform students’ realities featured by social inequalities.

This category encompasses two research subcategories: Captivating layout and students’ real-life experiences for thought-provoking and attention grabber activities and Diversity of activities and strategies raised students’ self-esteem and engagement. These research subcategories provide insights on the analysis of the contextualised teacher-designed workshops for vocabulary learning.

Captivating layout and students’ real-life experiences for thought-provoking and attention grabber vocabulary activities. This subcategory reveals students’ positive response to the contextualised workshops based on the theoretical foundations underpinning this study. Herein the appealing presentation of the workshops, the context-bound topics derived from students’ real-life experiences, and meaningful language learning activities played a key role in raising students’ attention and interest. Students perceived the workshops as positive and stimulating in their nice an attractive presentation and realised teacher’s commitment and socio-political stance in the elaboration and creation of ELT materials. On this subject, Jolly and Bolitho (1998) asserted that “physical appearance and production of materials is important both for motivation and for classroom effectiveness” (p. 95). On this matter, (Núñez, Pineda & Téllez, 2004) claimed that “well-elaborated, updated, challenging, enjoyable, relevant and meaningful materials” (p. 131) are essential to boost students’ interest in vocabulary learning. Most students participated in the design of the materials by providing amusing pictures of themselves as main characters of the workshops, which increased their
interest on learning. Along similar lines, Núñez and Téllez (2018) argued that “By resisting the use of
decontextualised and standardized materials, teachers become producers, not consumers, of context-bound teaching resources” (p. 83). Indeed, students’ perception towards the designed-workshops was favourable; it was possible to notice a good acceptance of the ELT materials by the learners since they were captivating due to their colourful presentation, the interesting and meaningful vocabulary activities and the clear and concrete instructions.

Furthermore, the workshops considered students’ contextual realities that affect their lives directly. Materials that are sensitive to students’ real-life experiences and respond to the local needs and interest of students should be developed by teachers and students who are able to produce contextualised ELT materials (Howard & Major, 2014; Núñez & Téllez, 2015; Núñez et al, 2017a, 2017b; Núñez, 2018; Thomas, 2014). Such materials help learners to connect their former experiences to the proposed activities for vocabulary learning and to create a challenging class environment (Bedwell, 2012; Howard & Major, 2004; Núñez, 2010; Núñez et al., 2004; Núñez et al. 2009; Núñez et al., 2009; Tomlinson, 2010). The students’ self-selected topics were *Teen pregnancy* and *gender inequality* which augmented learners’ participation, stimulated group discussions and promoted a more relaxing and challenging class environment. Besides that, the reading and listening texts in the two workshops portrait the real-life experience of a student that underwent unwanted pregnancy, that was left alone by her boyfriend and that seriously affected her life-project. Similarly, another written passage deals with the life story of a female member of the neighbourhood who had to sell hot beverages to support her family, which unveiled inequality in gender roles. Therefore, the teacher-designed workshops fulfilled the class expectations as they were colourful, meaningful, challenging, enjoyable, and their topics were closely related to their real-life experiences. It is evinced through the following samples of students’ artefacts:
Students were eagerly waiting for these contextualised materials as they constantly asked me when I would deliver these workshops. As noticed in the layout of these two pages, students participated enthusiastically making each session incredible lively. I handed the workshops in different classes; at the beginning of each class, students did not stop talking about the pictures, which generated a positive and enthusiastic environment. Learners manifested that it was the first time they had been considered in the learning process and the topics entailed aspects of their life, they had never dared to talk about at home.

Besides acknowledging their participation in the development of the materials, most students agreed that worksheets were eye-catching, and vocabulary activities were pedagogically sequenced to accomplish the learning goals. As stated by Núñez et al. (2017b), teacher generated-materials “are more likely to provide learners with rich, contextualised and comprehensible input to facilitate their language learning targets; raise awareness of their own learning process and assist their on-going development” (p. 24). Additionally, in relation to teacher-designed materials (Howard & Major, 2004) claimed that “initial impressions can be as important for motivation and
effectiveness in the language classroom” (p. 55). As a result, students perceived the contextualised workshops pertinent, relevant and engaging as I noticed their willingness to participate and complete different type of vocabulary learning activities proposed, as well as the use of cognitive strategies for vocabulary learning. The following fragment from students’ self-assessment confirms the assertions stated above.

(\textit{Self-assessment section, Workshop N° 1, page 15})

The implementation of the workshops evinced that learners perceived them as appealing, contextualised, and motivating since most of them recognised that the topic was related to the life experience of one of their classmates. Regarding vocabulary, students expressed that they took advantage of the different language abilities revealed. Furthermore, students pointed out that word learning was fruitful since they could use different cognitive strategies to learn vocabulary. The previous assertions can be appreciated in the transcripts from the teachers’ field notes and think aloud protocols.

\textbf{Teacher:} Students’ reaction was positive towards the first workshop. They spent some time looking their classmates on the pictures. Student D said “I won’t forget these ‘words’; it is difficult to forget Luna’s pictures and his “faces”. Some other students said that they haven’t talked about pregnancy in English class before and that learning about those issue was unusual but motivating. They did not stop talking about the pictures. It was a great time looking at their classmates on the materials. Student H approached to me and said me “I will always keep this workshop” At the end of the class Student M shook hands with me and said “thank you teacher, it was fantastic and interesting class, different. And I practiced different abilities”. [sic]

\textit{(Field notes, Workshop, N°1)}

These field notes reiterate the good impression that the workshops made in students when they received them. Their behaviour and attitude were completely different; they identified themselves with the materials and conveyed their cheerfulness and joy towards them. Besides, they expressed their gratitude because the content was engaging and pertinent, and it connected them with
their present circumstances. As stated by Tomlinson (2003), “the most important result that learning materials can achieve is to engage the emotions of learners, laughter, joy, excitement, sorrow and anger” (p. 18). Regarding the contextualization of materials, Núñez et al. (2017b) posited that they “facilitate their language learning targets; raise awareness of their own learning process and assist their on-going development of a balanced set of skills and content. (p. 24). Thence, students’ reactions, regarding the designed-workshops were approving and favourable. Concerning the layout, they felt motivated and showed good disposition to work on the vocabulary activities. Also, the content encouraged their interest and curiosity as it was closely related to their prevailing experiences.

Additionally, the following fragment from the think-aloud protocol discloses the positive effect that workshops caused on students’ vocabulary learning.

Student C: “The theme is “teen pregnancy”. It is easy to understand it because of the student’s picture; the workshop helps a lot. ... it is seen that they are young ... it can be seen that first ... with the image’s association and words, they are fine first and here they are as bad, for some reason they would have fought. ... “relationship” this ‘word’, we had worked on suffixes and prefixes in class, then “ship” is a suffix ... they had a relationship between them. "neighborhood" also has to do with this ... they were together, they were together for two years and they had a good time and she was pregnant, so the events would be that she had a relationship, she got pregnant, and they broke up” (trans) [sic]

(Think-aloud protocol, Workshop N°1)

As observed, the think-aloud protocol discloses that associating pictures with words helped her make a better sense of the text. She was also able to predict what was happening by looking at the students’ pictures in the workshop. Besides, she ratified her assertions by providing examples of the use of suffixes and prefixes. It is clear that the use of students’ pictures not only caught her attention but helped her internalize the vocabulary for a better comprehension of the language exercise.

Diversity of activities raised students’ self-esteem and engagement. This subcategory is helpful to comprehend the way in which a variety of well-structured and challenging linguistic activities promote students’ self-assurance and engagement. As argued by Núñez et al. (2009), a language learning setting is improved when learners perceive that language activities are well-organized as well as thought-provoking and achievable. The authors further asserted that “learners should be exposed to a set of carefully, planned, graded, sequence and very well-
articulated learning activities that will eventually enhance students’ self-confidence and self-worth as a result of learning at their own pace and their own styles” (p. 180). In addition, students engage and keep their motivation up when teacher-designed materials include a range of challenging and enjoyable class activities resulting in a relaxed atmosphere (Núñez et al. 2009). Furthermore, self-confidence and commitment increase when learning activities “push learners slightly beyond their existing proficiency by engaging them in task that are stimulating, which are problematic, but which are achievable, too” (Tomlinson, 2011, p. 5). Consequently, when vocabulary learning activities are well thought-out, planned and promote context-bound topics, students take risk with language, thereby they increase their self-esteem and generate a relaxed learning atmosphere.

The excerpts below illustrate the previous aspects. Students engaged and participated in various listening exercises to foster vocabulary learning. The next evidences confirm the findings.

(Student’s artefacts, Workshop N° 1, page 6 and 9)
As appreciated from the students’ artefacts, activities were set from the least to the most demanding and challenging ones to offer possibilities for vocabulary understanding. Also, the pre, while and post listening exercises included a variety of activities for students with different learning styles, to comprehend the vocabulary related to the topic. The contextualised dialogue about the *Colombian healthcare* performed by the social science teacher and a student, boosted class participation and interaction. As stated by Ramírez, (2004), “If teachers know their students, they will design activities in which [they] can really feel at ease using their learning preferences and abilities” (p. 7). Undoubtedly, learners got enthusiastically involved in the language process when they perceived that the contextualised teacher-designed workshops provided a variety of activities that helped them achieve vocabulary learning goals and develop their language skills. The next excerpts from the teacher’s field notes show that students’ self-confidence and engagement, as well as their enthusiasm to work on the vocabulary activities increased since they consider their realities and offers diversity of learning activities.

**Teacher:** Students spent some time looking the workshop, they did not stop talking to each other about their classmates’ pictures on the material. Student N said “¡we are important now, we are on the materials, the teacher took us into account!” In this activity students employed electronic devices to accomplish listening activities, the audios were recorded with some colleagues’ help. Likewise, Student K affirmed that they have not done listening exercises before and she was proud of doing the activity by herself. Student M said “I am good at listening; I understood a lot of English words”. Student V remarked that women in Colombia suffer too much by not having medical assistant. Another student claimed that Medical assistance in Colombia let us die and having babies when you are under age is not a good idea. *[sic]*

*(Field notes, Workshop, N°1)*

These notes corroborate that a balance and diversity of vocabulary activities allowed students to participate willingly. Throughout the activities, students’ enthusiasm and self-assurance were evident as they perceived that exercises were challenging but attainable and the topic was thought-provoking. Most of them involved dynamically and made critical comments on having a baby at an early age, and the struggle to access the medical service in Colombia.

The extract below, the self-assessment proved the students’ awareness of interesting activities for vocabulary learning and thought-provoking, and their interest on social issues was boosted.
Finally, the following excerpts from the think-aloud protocol evinces that diversity of activities raised students’ self-esteem and engagement.

**Student J:** “In this reading I see different activities. First, I see the pictures and the questions that help me to understand what is happening. According to the pictures there is a couple, they are happy but later the girl looks sad. Besides, suffixes and prefixes helped me to understand the text more. If we break down the word is easier to know its meaning. Hmmm… later in the graphic organizer I can put all the information. Now, I understand many words in the text since suffixes and prefixes help a lot”

*(Think-aloud protocol, Workshop N°1)* (trans) [sic]

As noticed, this think aloud protocol illustrates that the student performed different exercises to complete the activity. First, he made predictions based on the pictures and questions. Later, he resorted to suffix and prefixes to understand complex words to get a better comprehension from the reading. Finally, he completed the graphic organizer to consolidate the most salient aspects of the reading. Thus, by using a set of well-organized and though vocabulary activities students engaged actively, and their interest increased while doing the exercise.

The previous evidences confirm that contextualised teacher-designed workshops increased students’ curiosity, interest, and awareness as activities were varied and the contents touch their daily life. As a matter of fact, learners got involved in the exercises and deemed the materials meaningful, interesting and diverse since they focused on their social context thereby making a more profound understanding of the vocabulary learning process. As stated by Tomlinson, (2003), “Impact is achieved when materials have a noticeable effect on learners, that is when the learners’ curiosity, interest, and attention are attracted” (p. 7). Regarding teacher-designed materials, Núñez et al. (2004), claimed that “they have the possibility of prioritizing the learners and placing them at the cente of the
language program while acquainting with the current world” (p. 129). Thence, students’ interest and the engagement were evinced throughout the implementation as they manifested their enthusiasm towards the language exercises; this is the result of well-articulated and organized, stimulating and achievable learning activities, to help learners gain confidence when learning vocabulary.

**Consciously applying cognitive strategies: a key thoughtful process for students’ vocabulary learning and participation.** This category aims at analysing the conscious use of cognitive strategies on vocabulary learning. Cognitive Strategies (CS) are concrete mental processes that provide routes to manipulate and interact directly with the linguistic system to understand and use a foreign language (Oxford, 2003). According to Torres (2013), CS “help them [learners] improve their ability to learn aspects of language” (p. 269). Moreover, Kopzhasarova, Karipbaeva and Rettih (2016) claimed that they “involve the identification, storage, or retrieval of words, phrases, and other elements of the second language” (p. 58). Similarly, CS are actions “that learners adopt in a conscious (or potentially conscious), relatively controlled and intentional manner, to optimize assimilation, internalization, construction, consolidation and transference of knowledge and language skills” (Di Carlo, 2017, p. 115). Considering that CS are specific procedures that help students in the language learning process and facilitate comprehension of the language forms and use, I informed learners with explicit CS to manipulate in the pedagogical intervention and made them aware of their relevance in vocabulary learning process in terms of understanding orally and in written, retrieval, pronunciation, spelling, use and correctness specific situations, as appreciated in the third research category.

**Associating images and activating prior knowledge to anticipate content and learn new words while having fun.** As stated above, explicit cognitive strategies were considered in the implementation with the purpose of fostering students’ vocabulary learning. The contextualised teacher-designed workshops considered the following strategies based on (O’Malley & Chamot, 1990; Oxford, 1990): Association, imagery, making predictions through available information contextualization, graphic organizers, using patterns, skimming, and scanning. The following
activities taken from students’ artefacts and their corresponding self-assessment section are samples of vocabulary learning exercises based on cognitive strategies.

(Students’ Workshops N°1 page 5 and Workshop N°2, pages 2, 4 and 10)

(Students’ self-assessment)

The excerpts above provide a comprehensive account of cognitive strategies utilized during the pedagogical intervention to foster vocabulary learning. Oxford (2013) underlined CS as deliberate actions that “aid the learner in putting together, consolidating, elaborating, and transforming knowledge of the language and culture” (p. 46). As evinced in the vocabulary learning activities selected, students used some CS to achieve the linguistic objective. Firstly, students linked words to form sentences associated with Gender Equality. In this activity, they joined verbs and nouns to form collocations. Secondly, they matched the word to its definition, to understand words and concepts related to the topic. Thirdly, they used imagery and the context and were able to retrieve vocabulary.
linked to gender equality previously discussed in class. In this activity, students’ pictures made the vocabulary exercise more meaningful and joyful. Finally, they developed a reading exercise based on a true story from a former student of the school who had had a relationship when she was at school, but as she got pregnant and her boyfriend abandoned her. They performed and illustrated it with students’ photographs. Learners managed to retell it on basis of the pictures and their background knowledge. The next fragment from the field notes shows the influence of using CS for vocabulary learning.

**Teacher:** Students were provided with a set of words in which they had to associate them with their corresponding description. Students did it successfully since most of them recurred to word formation to connect them with the corresponding description. [sic]
*(Field Notes, Workshop N°1)*

**Teacher:** The use of pictures helped students to relate vocabulary readily. Students who faced problem with verbs found this activity fruitful. Student S said that associating actions to pictures helped him to remember faster. Additionally, student K commented that join a verb with a specific situation is the best way to express ideas. In the end, the puzzle reinforced the use of words that often go together. [sic]
*(Field Notes, Workshop N°2)*

These fragments bring to light that students learn vocabulary readily when they use a repertoire of the cognitive strategies presented to the students, named, modelled and practiced in class. During the pedagogical intervention students felt motivated since they managed to use different CS according to the concrete activity. Indeed, in O’Malley and Chamot’s (1987) words, CS “may be more tailored to specific learning activities” (p. 4). Additionally, students achieve positive learning language outcome when strategies connect to language activities, (Chamot, 1990). Besides fostering students’ vocabulary learning, the use of explicit cognitive strategies like associating, contextualising, imagery, and predicting, made learners aware of their usefulness in learning new vocabulary.

The transcriptions selected from students’ think-aloud protocol reveal the contribution of explicit CS to the learning process of vocabulary.

**Student F:** “Well, ehh, looking at the workshop at once, the first thing I see is the cognitive activity which says that we are going to make predictions, based on some knowledge we already have, previous knowledge. The second aspect I really see are the images, in which two students appear, in the first picture they are happy, you could say as lovers, but in the second, the girl seems to have a little “tummy” I guess she looks sad or discouraged. In the first part, there are some questions, which are the introductory questions to start reading the story, the first question says “who are they?” Then, looking at the pictures, I see they have a uniform, so they are students. How do you feel? Well, as I said at the beginning, in the first
image, they look like they're in love, happy. But after that pregnancy, I suppose, they are no longer with the same feeling, but it already brings them as a problem. And in the third question says Where are they? Obviously, at school" [sic]

(Think-Aloud Protocol, Workshop N°1)

As appreciated, student F used some explicit cognitive procedures to achieve the learning objective synthesised in these stages: First, she made some predictions based on the students’ pictures and deduced that the story was about a couple who fell in love, and the young girl got pregnant. Then, she observed the introductory questions that helped her in the reading. After that, she predicted that the story was about an adolescent at school who got pregnant, and the problems she went through.

This fragment discloses that the use of explicit CS influence students strongly. Students were able to anticipate content and learn new words by means of strategy use. As stated by Griffiths and Cansiz (2015), “Good learners have a repertoire of strategies from which they can select the most useful ones to suit the current need” (p. 475). Vocabulary learning improves when students are aware of employing explicit cognitive strategies to make their process more fruitful and effective.

Getting the idea quickly, using patterns and taking notes challenged and increase students’ cognition, awareness and participation. This subcategory complements the repertoire of explicit CS stated above. Kopzhasarova, Karipbaeva and Rettih (2016) asserted that “the conscious application of selected strategies improves the comprehensibility of the new given material as well as speed in which the tasks are solved” (p. 58). Similarly, Palacios (2006) affirmed that “a learner who find[s] a difficult word in a text and succeds at inferring its meaning from the context would be putting a cognitive strategy operation” (p. 105). Therefore, by using explicit CS to get general ideas, produce sentences, locate specific facts, classify words and summarise the information, students were able to increase their repertoire of words. This was possible by using skimming, scanning, grammar patterns, and graphic organisers. The excerpts below corroborate the previous assertions.
As observed from the evidences, learners employed different CS such as scanning, skimming, patterns, and graphic organisers to foster vocabulary learning. Firstly, they were asked to find some specific words in a short time. This type of activity helped them to identify vocabulary in a text and use them later. Then, learners read the text on Being Pregnant to get a general idea about it; in this exercise they could explain the topic of the reading. For these previous activities, scanning and skimming as the CS used had a positive impact on students’ vocabulary learning since they completed the activities successfully. As their participation in class was notorious in these assignments, their confidence and motivation increased considerably. After that, by using grammatical patterns in second conditional, learners gave some pieces of advice to Alicia, a teenager invited by Luis to watch a movie at his home, with the subtle intention of having sex. In this hypothetical situation, students used patterns to write sentences using the second conditional. This strategy gave them the opportunity not only to learn new words, but to raise awareness of being sexually responsible. Finally, students summarised the information by using graphic organisers. This strategy helped them to extract key information and organise it, making vocabulary learning more efficient and effective. From Suyitno, Susanto, Kamal and Fawzi’s (2017) view, “The positive relationship between cognitive strategy use and
language proficiency indicates that use of cognitive strategy is associated with higher levels of language proficiency” (p. 179). Hence, appropriate and well-organized repertoire of CS entailing various learning styles foster word knowledge and raise students’ awareness of their own process of learning. The next extract supports the previous claims.

**Teacher:** Using a chronometer to find words in a short period of time in a text was a challenging one. Students focused on the activity, they had one minute to find some words, most of students were able to find the specific words and then get a general idea of the reading text. Student S got the words in less than one minute, their classmates were astonished, and they said she is quite smart. [*sic*] *(Fields notes, Workshop N°2, page 1)*

**Teacher:** when students were given a hypothetical situation in which a boy invites a girl to his home to watch a movie pretending having sex with her, they used succesfully if-clauses to give advice. Male students laughed at this situation, they said it is “classic”, when they are alone boys invite girls to stop by and see what happens. Student D said that it is not ok when someone invites her to watch a movie with a different intention, “if I know that anyone invites me with that objective, I reject his invitation” She said. *(Field notes, Workshop N°1, page 1)*

As observed, the fragments above reveal that students used several CS consciously to localize words and produce sentences by using grammatical patterns. These vocabulary activities challenged their mind as they put into action their cognition to localise words shortly. In this exercise, there were no distractions as they wanted to be the first ones in completing the activity. Likewise, the contex-sensitive topics fomented students’ engagement as they eagerly contributed with comments and interventions during the class. Similarly, the varied CS and the contents fostered self-discovery as they stood up for their position of being sexually responsible.

Additionally, the transcripts from think-aloud protocols supports previous assertions.

**Student J:** “To make the reading I look at the images and then I look at the title. Because of the images I know that the reading is about students, when I see quickly, I find words that are familiar to me. I think the main idea is that a girl was abandoned by her boyfriend and now she has problems. With the help of the graphic organizer I identify the names, places and main events. I think it’s easier to understand when I visualize the information” *(trans)[sic]* *(Think-Aloued Protocol, Workshop N°1)*

As evinced, students deliberately resorted to several CS to reach a better comprehension and learn new words from the activity proposed. From this fragment, it is noticeable that students chose the CS that best helped them develop the activity. As sustained by Palacios (1996), “Students should be aware of the existence of … strategies and they should be encouraged in
their use by offering them a series of possibilities or alternatives, and allowing them to choose and experiment with those sets of strategies which suit them best” (p. 107). By making association, scanning, skimming, using patterns and graphic organisers, students were aware of the strengths and advantages that these strategies offer to learn vocabulary.

**Disclosing improvement in vocabulary learning.** This category reveals how students showed a significant advancement on vocabulary learning after implementing the pedagogical implementation. When students learn a large repertoire of words, communication is more effective (Rasti, 2016). Regarding vocabulary learning, Manzoor, Kazi, Naeem, Inayat, Muhammad (2017) stated that it “is essential by individuals for better expression of words and for communication” (p. 12). In the same line of thought, Mishan and Temmis (2015) conceived vocabulary as “a vital aspect of language learning” (p. 141). Thence, if students’ vocabulary is rich and grammatical, orthographic and pragmatic use is appropriate, they convey and receive messages effectively.

**Integrating conceptual, grammatical and phonological knowledge, and retrieving and using words in the right situation.** This subcategory portrays students’ progress in vocabulary learning considering the different components that imply knowing a lexical item. Several aspects encompass the knowledge of an L2 lexical item (Pavičić, 2008). Furthermore, Cameron (2008) emphasised that word knowledge implies “knowing its form (how it is sound, how it is spell it, the grammar changes), its meaning (its conceptual knowledge), its use (its patterns of occurrence with other words)” (p. 78). These lexical features were considered in the workshops and evinced how students complete the language exercises to foster vocabulary learning. The evidence below proved how the different activities contributed to foster vocabulary learning.

---

2. Complete the following sentences using the previous words.

- I have a very good **friend** with my classmates.
- My brother has been **sick** for the last six months.
- It is not easy to balance **family** and your studies.
- Most women feel sick during the first months of **pregnancy**.
- Why do you want to end your **relationship**?

---

*Cognitive strategies: Using the context and previous knowledge*
As it is uncovered from vocabulary activities in the first and second workshops, students worked on different aspects of word knowledge such as: conceptual knowledge, form (grammar and pronunciation), retrieval, and pragmatic (appropriateness use of words) (Cameron, 2008). Concerning word knowledge, Nation, (2008) asserted that “it involves knowing a wide range of features. At the most basic this involves being familiar with the written and spoken forms of the words and being able to associate a meaning with those forms” (p. 9). Likewise, McCarten (2007), argued that vocabulary learning is a challenge as it entails “single words, collocations, and strategic vocabulary as well as grammatical patterning, idioms and fixed expressions” (p. 18). The workshops built on features that encompass a lexical item allowed students to match the word to its meaning, to create new words by using derivational affixes, pronounce words acceptably according to stress and intonation, understand words in spoken form to complete texts, and remember words when needed in specific situations. These multiple characteristics of word knowledge raised students’ awareness of their use in specific communicative situations.
The following fragment evidences the way learners resorted to word knowledge to get a better understanding of the different language communicative situations.

**Teacher:** Most of the students concluded that using prefixes and suffixes helped them to understand words by breaking down in different parts. Also, student J affirmed that using suffixes is practical because one can enrich vocabulary. [*sic*]

*(Field notes, Workshop N°1)*

**Teacher:** students used their cell phones to listen the audios. They expressed they haven’t done listening activity before and completing a text demands concentration. Student C was joyful as he was able to complete the activity with the corresponding word. Although some students had problems at the beginning of the activity, they were able to complete it successfully. Student B expressed that that this activity is important, and it helps it to identify words when the teacher is speaking. [*sic*]

*(Field notes, Workshop N°2)*

**Teacher:** By working in pairs, students worked on gender equality vocabulary. In this activity students matched concepts with the corresponding description, it contributes to get a better understanding of what gender equality and discriminations meant. Student T affirmed that man as well as women are capable of performing the same task. The concepts helped students to reinforce the previous knowledge. [*sic*]

*(Field notes, Workshop N°2)*

These evidences corroborate how students took advantage from the varied vocabulary activities proposed in the workshops. These activities which respond to the different characteristics that a lexeme embraces, helped the learners understand words in spoken form in the listening activities. Besides, they used affixes to reduce the unknown long words and make them understandable. Moreover, by practicing word stress and intonation, students pronounced words adequately to make communication more effective. Similarly, they recalled words to complete specific information on gender equality.

The excerpts above exemplify that vocabulary activities considered different word features making learning challenging, fun and long-lasting. The learners worked on receptive, grammatical, pragmatic and phonological knowledge under a variety of context-bound activities. These language exercises strengthened vocabulary learning and students’ self-assurance was evident through their participation. When vocabulary materials centre on different aspects of word knowledge, learning becomes more effective (Tomlinson, 2013). As a result, students’ vocabulary learning increased considerably since activities focused on form, grammar, concept, grammatical and pragmatic knowledge made the workshops pleasant and effective.

The excerpts from the think-aloud protocol validate the aforementioned assertions.
As can be observed, word knowledge was used effectively by students in each vocabulary activity. The use of suffixes helped student A to identify unfamiliar lengthy words. Also, she connected words to their specific concepts which contributed to get a better comprehension of the activity. According to Cameron (2001), “Having met and understood a new word, and paid attention to its form, the pupils’ vocabulary learning process has begun” (p. 87). In addition to this, Afaf (2017) underscored that “students who learn new word parts can analyse the new unknown words and not only guess the meaning faster but also increase their speed in reading or whatever task there are doing that contents new vocabulary items for them” (p. 44-45). In this way, it is possible to affirm that vocabulary activities that involve different components of word knowledge facilitates learning and it makes it transferable to other linguistic situations. Likewise, student J resorted to the conceptual knowledge of the word to have a clear picture of the reading. Similarly, by bringing back the word *segregation* he consciously evoked a synonym. It is evident that he recalled the meaning of the word and it facilitated him to complete the language activity successfully. To this regard, Tomlinson (2013) stated that “retrieval is a way of strenghthening and establishing the learning” (p. 353). As well, student J went further and suggested a possible definition of the word *segregation* shifting from its conceptual knowledge to its pragmatically knowledge, defining it as “something negative” in this specific situation. Regarding pragmatics, Thomas (as cited in Javdini & Jadidi, 2016) asserted that “learners are required to infer pragmatics meaning in order to understand the intention of the speaker as well as to interpret his/her feelings and attitudes” (p. 757). Consequently, students’ vocabulary learning was positively affected since activities entailed different word features like conceptual, grammatical,
phonological, retrieval and pragmatic knowledge making understanding and communication more successful and effective.

**Embryonic spelling:** This category focuses on how students dealt with orthographical knowledge of words. We have mentioned that students’ vocabulary improved since activities involved different aspects of word knowledge, although a great number of them had trouble to spell words correctly. The following evidence taken from students’ artefacts reveal their abilities to rearrange the letters to find a secret message. Nonetheless, misspelling is recurrent.

The excerpts above evince the learners’ ability to unscramble letters to form the proper word. Although the orthographical knowledge contributes to vocabulary learning, some pieces of evidence showed that learners made mistakes when spelling the word correctly and faced difficulties to find the secret message. In this type of exercises, when learners get mixed up letters to form a word, they put both their cognitive and linguistic ability to solve the activity (Tomlinson, 2013). This exercise challenges students to write each letter in the correct sequence to form words thereby fosters vocabulary learning. In the previous excerpts, the students’ struggle to order the letters to form the accurate word was evident. An example was the word ‘*dissapointed*’, in which they doubled the *s* instead of the *p*, and changed vowels. According to Rosa and Eskenazi (as cited in Beinborn, Zesch & Gurevych, 2016) words “which follow a simple one-to-one mapping of graphemes to phonemes are considered to be easier than one-to-many or many-to-one mappings as in *knowledge*” (p. 75). We infer that lengthy words affect orthographical knowledge as a result of confusing grapheme to phoneme correspondence.
Additionally, in few cases they omitted letters or doubled the vowel or consonant in the wrong place. A good example of this phenomenon occurred with the word *hungry*. As claimed by Beinborn, Zesch and Gurevych, (2016), misspelling emerges from phonetic density and “words with high density (e.g. aerie) and very low density (e.g. strength)—are likely to cause spelling problems” (p. 75). In our case the word *hungry* shows a high density of consonants and a low density of vowels yielding incorrect spelling. Students faced challenges with vocabulary spelling when concentration of consonants or vowels in the word occurred, and lengthy words caused grapheme-to-phoneme dissimilarity.

In the excerpt below misspelling is noticed by some students during writing activities.

**Teacher:** In exercise 2, a few students finished the activity successfully, most of them had problems ordering the letters in each grid making difficult to find the secret message. They manifested that some words are quite difficult to organise and some of them said they need a dictionary to write them correctly. [sic]

*(Teacher field notes, Workshop N°1)*

**Teacher:** Although students had a great time matching words according to the picture in the first exercise, they found some difficulties writing the same words in the second one. Students misplace vowels and consonants in long words. Also, they write exactly as they listen the words. Additionally, they manifested that they haven’t seen those words before. [sic]

*(Teacher Field Notes, Workshop N°2)*

Misspelling was evident when students had to complete exercises that demanded writing.

In most cases, students tend to write English words exactly as they are pronounced. As stated by Ringbom and Jarvis (as cited in Beinborn, Zesch & Gurevych, 2016), “spelling problems are often influence by cross-lingual transfer because learners apply patterns from their native language” (p. 73). Additionally, Schmitt (2000) asserted that “looking at second language orthographic knowledge from a crosslinguistic perspective, it is clear that a learner’s L1 orthographic system plays a strong role in shaping his or her L2 processing” (p. 49). Hence, students’ first language strongly influences vocabulary learning in EFL; thereby most learners write English words in the way they sound, and make spelling mistakes. Words frequently used in different communicative situations become familiar for learners. On contrary, spelling mistakes occur due to the low regularity in the use English words. In Tomlinson’s (2013) words,
“High frequency words give a much greater return in opportunities for use than low frequency words do” (p. 353). Besides this, misspelling should lower by exposing students to high-frequency words, (Beinborn, Zesch & Gurevych, 2016). Students’ spelling will improve through constant exposure to words in communicative contexts. Some writing weaknesses were evinced when students had to complete a graphic organizer according to the reading. The transcripts from think-aloud protocols put into light students’ problems to write the information required.

Student C: “To complete the graphic organizer activity I scan the text to find names and also the places. I know that it occurred in the school, the names and the place are easy to identify them. I know the different events, but I do not remember exactly how to write them in English. I know that they had a relationship”
(trans) [sic]
(Think-Aloud Protocol, Workshop N°1).

As showed, student C identified and completed the activity with the character’s names and the place where the story occurred; however, when she had to complete with other events, she manifested that she did not remember how to write them in the story. Although students understood the reading activity, some of them did not complete it, and showed writing problems. From Milton’s (2009) view, “Production seems to be a much more complex task than the receptive recognition of single words in isolation” (p. 121). On this subject, Schmitt (2014) affirmed that “unsurprisingly, studies have generally shown that learners are able to demonstrate more receptive than productive knowledge” (p. 919). For Pavičić (2008), “Visual recognition of a lexical item in a context … still does not enable a learner to produce it” (p. 10). Therefore, reading a text as a receptive skill was achieved by students, but completing the activity about writing caused problems to some of them. Although word activities boosted students’ vocabulary during the implementation, spelling improved to some extent.

Having discussed and analysed the findings of this study, the following chapter presents the conclusions, pedagogical implications, limitations, and questions for further research.
Chapter V

Conclusions and Pedagogical Implications

This chapter portrays the conclusions of the study, the pedagogical implications for the EFL community where this research was conducted, and its positive effect on me as a materials developer and a teacher-researcher. Finally, it presents limitations and further research questions.

Conclusions

Contextualised teacher-designed workshops based on explicit cognitive strategies turned into a substantial contribution to students’ vocabulary learning. The ELT materials that were informed by six SLA tenets and the context-sensitive methodology grounded on the post method condition made the vocabulary learning process meaningful as it raised awareness of using CS.

The parameters of particularity, practicality and possibility grounded on the post method condition Kumaravadivelu (2003), underlying the contextualised workshops for vocabulary learning designed by the teacher, generated suggestive and thought-provoking activities, increased students’ motivation and engagement as content was related to their real-life experiences and socio-cultural context. As well as this, students found the topics useful and relevant as they focused on their personal interests, expectations and needs (Núñez & Téllez, 2009, 2015, 2018). The topics selected, ‘Teen pregnancy and Gender equality’ were pertinent and significant as students exhibited a great interest and high motivation during the implementation. Likewise, the conscious application of CS (Núñez, 2010; Oxford, 1991), as a key reflection process for vocabulary learning promoted students’ independent work. They involved the association of images, prior knowledge activation, classifying, skimming, scanning and predicting for learning new words in a joyful way, promoting the students’ self-regulation.

Additionally, learners’ self-confidence and self-investment as principles proposed by Tomlinson (2003), improved noticeably by the conscious use of cognitive strategies in varied vocabulary activities. Students’ anxiety was reduced as students perceived activities challenging
but attainable when putting different language abilities into practice. Thus, the use of CS boosted students’ self-assurance as they overcame challenging vocabulary activities. Finally, an improvement in conceptual, grammar, phonological and orthographical features of words was displayed, although spelling was in the initial phase.

The contextualised teacher-designed workshops increased students’ vocabulary learning in different ways. Firstly, context-bound topics fomented class participation and engagement by fostering a positive learning environment for learners to practice language abilities to foster vocabulary learning. Secondly, students’ attention and interest increased considerably as learners perceived an eye-catching layout with challenging activities that improved word knowledge. Likewise, the conscious use of explicit CS let students enhance vocabulary learning by making associations, using imagery, graphic organizers, word formation and spelling, among others. Additionally, word features helped students to use them with the correct meaning, pronounce them acceptably, retrieved words when they need them and spell them. However, students had some orthography weaknesses, showing that their spelling knowledge enhanced in a lower degree.

**Pedagogical Implications**

This research study contributed to the academic community at all levels. Firstly, students benefited directly from contextualised teacher-designed workshops since contents were connected to their life experiences, expectations and life projects. This contextualization of contents helped students raise awareness of the social implications of teen pregnancy and the responsibilities implied, as well as the developing equitable attitudes towards the other gender. Contextualised materials developed “on the basis of their relevance and appropriateness for the intended learners” (Howard & Major, 2004, p. 51) are relevant. Thus, contextualised ELT materials raised learners’ consciousness of teen pregnancy and gender equality.

Secondly, English teachers at Santa Ana school recognised the need to improve students’ vocabulary learning as a key factor to overcome failures in communication in the EFL class.
Likewise, biology teachers were invited to take part of the cross-curricular project on sexual education thereby enriching the school curriculum toward social communitarian transformation.

Finally, as a materials developer, I gained knowledge on the MD field of study and the conscious use of CS to ponder my pedagogical context and practice, and to explore my creativity. It also enriched my professional profile and inspired me to become an active agent of social transformation by creating innovative materials to foster students’ vocabulary learning, social consciousness and personal growth. As a teacher researcher, I questioned my teaching practice and identified a learning problem, built the theoretical component of my study, defined the research methodology, collected and analysed data, and discussed the findings. Reflection as key process, “invites ELT teachers to ponder upon their particular educational settings, their students’ needs, and the curriculum in planning and developing materials that can impact them” (Núñez et al., 2012, p. 28). Thus, the constant and systematic analysis of educational contexts enables teachers to improve their teaching practices and enhance students’ learning processes.

**Limitations**

Despite creating a favourable EFL milieu, the outdoor noise interfered with the success of some of the activities since it disrupted students’ concentration and prevented me from hearing some students’ utterances especially the listening practice. Also, the large size of class hindered equal participation of learners and the opportunity for individual feedback. However, I was able to identify students’ progress on vocabulary learning, and the use of CS as well.

**Further Research Questions**

Two questions emerged for further research: a) What is revealed about the design and implementation of workshops informed by the Community-Based Pedagogy (CBP) in relation to vocabulary learning? and b) What is unveiled on context-bound materials focused on critical literacy in regard to vocabulary learning?
References


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https://doi.org/10.1016/j.lindif.2015.08.027 https://doi.org/10.1016/j.lindif.2015.08.027

Estimado estudiante, la siguiente es una encuesta diseñada como parte de la investigación que adelanto para obtener el título de Magister en Educación con Énfasis en Didáctica del Inglés en la Universidad Externado de Colombia. Esta investigación busca identificar las dificultades y necesidades que se presentan en el proceso de aprendizaje de vocabulario en inglés y el tipo de estrategias cognitivas empleadas para su aprendizaje. La información recolectada será utilizada únicamente con fines académicos. Le solicito responder cada pregunta con total sinceridad. Cabe resaltar que ésta encuesta es anónima y sus respuestas serán apreciadas sin importar la valoración que Ud. les dé. El interés y sinceridad en sus respuestas nos permitirá evidenciar problemáticas durante el proceso de enseñanza y aprendizaje en inglés con mayor claridad, para así poder dar solución a las dificultades que se presentan.

Diseño de Materiales

1. ¿Cómo le gustaría aprender palabras nuevas en tu clase de inglés?
   a. Mediante talleres y guías descargadas de Internet.
   b. Mediante fotocopias tomadas de libros de texto de inglés.
   c. Mediante talleres y guías de clase desarrolladas por su maestro.
   d. Por medio de imágenes, láminas, objetos reales y carteles.
   e. Todas las anteriores
   f. Ninguna de las anteriores
   g. Otro. ¿Cuál? ___________________________ ________________

2. ¿Cómo considera los siguientes aspectos en los talleres diseñados por el maestro para el aprendizaje del vocabulario en inglés? Señala con una X el valor que le asigne a cada aspecto.

<table>
<thead>
<tr>
<th>Indispensable (5)</th>
<th>Sumamente importante (4)</th>
<th>Medianamente importante (3)</th>
<th>Poco importante (2)</th>
<th>No se toma en cuenta (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Temas de interés relacionados con mi vida cotidiana y mi entorno sociocultural.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Diseño atractivo; color, diagramas, ilustraciones e instrucciones claras y sencillas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Contenidos desarrollados de forma gradual y progresiva con diferentes niveles de complejidad que desafíen mi intelecto.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Uso de una variedad de estrategias que me ayuden al</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
aprendizaje del vocabulario como la clasificación o agrupación de palabras en categorías, la repetición de palabras sueltas y en conjunto con otras, la práctica con los sonidos y la escritura de las mismas, la unión de palabras para formar expresiones y oraciones, el reconocimiento y la aplicación de reglas gramaticales, la traducción, la identificación de ideas principales en textos cortos sobre temas que me son familiares, el uso de videoclips o la lectura de historias cortas de nuestras experiencias de vida.

3. ¿Qué otras características considera que deben tener los talleres de inglés para que resulten más significativos e interesantes para fomentar el aprendizaje vocabulario? (menciona las características que consideres).

Todas, contenidos y procedimientos en la clase de inglés

1. En relación con el ítem “a” de la tabla anterior sobre temas de interés relacionados con el contexto sociocultural y sus expectativas. ¿Cuáles temáticas consideraría como atractivas y significativas o cercanas a su realidad para ser trabajadas durante la clase de inglés? Señale con una “x” la opción más atractiva.

   a. El embarazo no deseado y/o en adolescentes.
   b. La igualdad de género (que hombres y mujeres tengan los mismo derechos y deberes frente a la comunidad y sean tratados con el mismo respeto).
   b. El inadecuado manejo de las herramientas tecnológicas y su influencia en nuestras vidas.
   c. El matoneo y/o acoso cibernético
   d. La orientación sexual y la identidad de género.
   e. ¿Otro tema que consideres relevante? (mencionelo)

2. ¿Cómo le gustaría aprender palabras nuevas en inglés?

___________________________________________________________________________
2. ¿Qué me sugiere hacer para que aprendas más palabras en inglés?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Describa lo que le gusta de las clases de inglés, que no le gusta y lo que se podría hacer de manera diferente.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Estrategias cognitivas

1. Con qué frecuencia realiza las siguientes actividades para aprender vocabulario en inglés.

<table>
<thead>
<tr>
<th>Estrategia</th>
<th>Siempre</th>
<th>Algunas veces</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reviso la escritura de la palabra.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Relaciono la palabra con la imagen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Empleo la palabra en una oración, así la puedo recordar más fácil.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Empleo fórmulas fijas para preguntar.</td>
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<tr>
<td>e. Pronuncio la palabra de forma aceptable.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>f. Completo crucigramas u otros organizadores gráficos que me ayudan a recordar las palabras.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulario

1. Adicional a las estrategias anteriormente mencionadas, de que otra forma te gustaría aprender palabras, coméntalo.

________________________________________________________________________

________________________________________________________________________

2. El número de palabras que conozco y empleo en inglés está en el siguiente rango:
a. De 10 a 30 palabras  
b. De 31 a 50 palabras  
c. De 51 a 80 palabras  
d. Mas de 80 palabras

3. Aprender palabras en inglés facilita la realización de actividades propuestas en clase.

a. Totalmente de acuerdo  
b. De acuerdo  
c. En desacuerdo  
d. Totalmente en desacuerdo

4. Puedo afirmar que entiendo las palabras en inglés cuando las leo y escucho.

a. Totalmente de acuerdo  
b. De acuerdo  
c. En desacuerdo  
d. Totalmente en desacuerdo

5. Se me facilita escribir oraciones cortas y participar en clase empleando un vocabulario apropiado.

a. Totalmente de acuerdo  
b. De acuerdo  
c. En desacuerdo  
d. Totalmente en desacuerdo

6. Puedo identificar las diferentes formas que adquieren las palabras como sustantivos, verbos, adjetivos, preposiciones y pronombres.

a. Totalmente de acuerdo  
b. De acuerdo  
c. En desacuerdo  
d. Totalmente en desacuerdo

Gracias por su colaboración.
Appendix B: Field Notes Form

Appendix B: Field notes

<table>
<thead>
<tr>
<th>School: Population: Students:</th>
<th>Date:</th>
<th>Topic: Piloting</th>
<th>Complementary Materials:</th>
<th>Workshop # 1:</th>
</tr>
</thead>
</table>

**Research question:** To what extent does the use of contextualised teacher-designed workshops, based on explicit cognitive strategies, foster vocabulary learning among tenth graders at Educational Institution (E.I.) Santa Ana?

**General research objective:** To explore the use of contextualised teacher-designed workshops, based on explicit cognitive strategies, in fostering vocabulary learning among tenth graders at E.I Santa Ana.

**Specific research objectives.** (a) To appraise the appropriateness and usefulness of contextualised teacher-designed workshops based on cognitive strategies to foster tenth graders’ vocabulary learning; (b) to assess the usefulness of the cognitive strategies students apply when completing vocabulary learning activities; and (c) to describe vocabulary learning in terms of size, understanding in spoken and written form, retrieval, pronunciation, use and correctness.

<table>
<thead>
<tr>
<th>General Observations</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Informed Consent Letter

María Elsa Salamanca  
Rectora  
Institución Educativa Santa Ana

Cordial saludo.

Yo, Mauricio Tapias Cadena, docente del área de Humanidades de esta institución, le informo que me encuentro realizando estudios de Maestría en Educación en la Universidad Externado de Colombia en la línea de investigación Didáctica del Inglés con énfasis en desarrollo de materiales. Así mismo, le comunico que soy becario de la Secretaría de Educación del Municipio de Soacha, Fondo Alianza Juntos Formando Ciudad – Soacha. SEM/ICETEX.

Considerando lo anterior, solicito de manera cordial y respetuosa su consentimiento para implementar las actividades relacionadas con la investigación con veinte estudiantes del grado 1002, quienes han mostrado disposición e interés en dicho estudio titulado: Workshops On Cognitive Strategies For Vocabulary Learning.

Para tal propósito, se llevará a cabo una recolección de datos de los estudiantes mediante la implementación de una encuesta, un diario de campo y unas entrevistas focales. Así mismo, se les hará llegar a los acudientes los respectivos consentimientos para realizar este estudio.

Agradezco su atención y colaboración

Atentamente,

MAURICIO TAPIAS CADENA  
Licenciado en español e inglés Universidad Pedagógica Nacional.  
Estudiante 2do semestre Maestría en Educación  
Universidad Externado de Colombia  
Mattapp13@yahoo.es  
Celular: 313 237-1841

Yo _____________________________________________ identificada con CC ______________________ manifiesto que he sido enterada de las actividades a realizar por el Docente Mauricio Tapias Cadena con sus estudiantes y autorizo con mi firma el desarrollo de las mismas.
Appendix D: Institutional Letter

Los miembros de la comunidad académica de la Institución Educativa Santa Ana conocemos el trabajo de investigación “Teacher-designed materials base on explicit Cognitive Strategies for Vocabulary Learning” realizado por el profesor Mauricio Tapia Cadena, cuyo propósito fue revelar el rol de los materiales contextualizados para la enseñanza de inglés, desarrollados por el profesor y soportados por estrategias cognitivas, en el aprendizaje de vocabulario de sus estudiantes. Sus temáticas sobre embarazo adolescente (teen pregnancy) e igualdad de género (gender equality) nos ofreció la oportunidad de participar en diferentes charlas y reuniones que contribuyeron a consolidar fundamentos disciplinarios sobre estos temas.

De igual forma, los dos talleres contextualizados diseñados por el maestro constaron de cinco lecciones cada una en las que se trabajó el vocabulario en las cuatro habilidades de lengua; lectura, escucha, escritura y habla. Dada su pertinencia y relevancia en el contexto escolar y en la comunidad, los talleres fueron incluidos dentro del proyecto de Educación Sexual que lidera el área de Ciencias Naturales e impacta la totalidad de estudiantes del plantel 1680 en la jornada de la mañana. Serán los estudiantes de grado once, junto con el docente Mauricio Tapia Cadena quienes lideren los talleres para los demás estudiantes fomentando de esta forma el liderazgo estudiantil y asegurando la continuidad de estos proyectos para futuras generaciones de estudiantes quienes ven sus sueños en constante amenaza y sus proyectos de vida truncados a causa de los embarazos no deseados.

Además, de su contribución académica al aprendizaje de vocabulario por parte de los estudiantes, ha aportado a la reducción significativa del embarazo de las jóvenes en la Institución y también al desarrollo de los valores de respeto y solidaridad hacia el género opuesto. Por otra parte, desde el área de inglés se ha reconocido la importancia de fomentar el vocabulario en este idioma como ingrediente fundamental de la comunicación mediante el empleo de estrategias cognitivas que le permitan a los estudiantes fortalecer sus procesos de aprendizaje de una lengua extranjera.

Finalmente, queremos señalar que este tipo de proyectos favorecen tanto a los estudiantes como a los maestros de la Institución Educativa Santa Ana que diariamente trabajamos para dar a nuestros estudiantes herramientas que les permitan mejorar su aprendizaje y sean esenciales para la construcción de sus proyectos de vida.

Cordialmente,

Maria Elena Salamanca
Rectora

Lina Bogotá
Jefe de Área de Ciencias Naturales

Carlos Jiménez
Jefe de área Humanidades- inglés

Maria Claudia Arango Bonilla
Coordinadora académica

Alejandra Castañeda
Appendix E: Validation Record by an Expert

I, Mauricio Tapias Cadena, identified with Colombian ID number 79.708.602, hereby testify that I hold an undergraduate diploma in Licenciatura en Español e Inglés. I am currently employed by Secretaría de Educación de Soacha, in the position of English teacher.

I hereby certify that I have agreed to the review and assessment of the following research instruments by Dr. Carlo Granados-Beltran: Students’ artefacts, teachers field notes and Think-Aloud Protocol, which support the research study entitled Contextualized Teacher-Designed Workshops Based on Cognitive Strategies for Vocabulary Learning. The aim is to consistently respond to the objectives set as part of the research study and to analyze the information collected for that purpose.

Following completion of the relevant observations, I am submitting my assessment in relation to the criteria below.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriacy and pertinence of students’ artefacts (context-bound materials).</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Consistency of the questions.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Accuracy and clarity of the questions in connection with the research objective.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Relevance of the questions in relation to the instruments in use.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

I hereby certified that the information given above is true and correct as to the best of my knowledge.

[Signature]

Carlo Granados-Beltrán
Ph.D. In Education.
Universidad Santa Tomas
Date: 11th June, 2019.
Location: Bogotá, D.C., Colombia.
Appendix F: Sample Workshops

Workshop No. 1

Ready for a 24/7 job?

*Warming up:* Look at the picture and describe it using adjectives related to feeling and emotions.

Is this situation familiar to you?

Do you think the girl is happy, worried, or confused?

Is your body and mind ready for pregnancy?

E.g. The girl in the picture feels/seems ___________.

The girl seems to be ___________.

hungry  
worried

angry  
surprised

afraid  
disappointed

sad  
tired
General objective:
To reflect and talk about teen pregnancy and its implications.

Specific objectives:
To relate useful vocabulary to school life, feelings and emotions.
To recognize the form and use of words by using graphic organizers.
To express short opinions about teen pregnancy.

Lesson 1 Feelings and Emotions

Vocabulary Practice

1. Some of our friends need to describe their feeling and emotions. Write the corresponding adjective that best describes our friends’ feelings.

<table>
<thead>
<tr>
<th>John feels ________ because he left his homework at home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael was ________ in class this morning because he did his homework all night.</td>
</tr>
<tr>
<td>Damilo was ________ when he received his English test. He didn't expect such good grades.</td>
</tr>
<tr>
<td>Angie seems ________ because she broke up with his boyfriend after a ten months relationship.</td>
</tr>
<tr>
<td>Mayra was ________ with her English grades. She needs to study harder.</td>
</tr>
<tr>
<td>Sebastian was ________ of telling his mother the truth.</td>
</tr>
<tr>
<td>Dahiana felt really ________ this morning after studying all day.</td>
</tr>
<tr>
<td>Andres looked ________ because he didn't know how to explain the situation to his family.</td>
</tr>
</tbody>
</table>

Developed by Mauricio Tapia Cadena
2. Our friend Daniel is looking for a secret message. You must unscramble the letters to form adjectives and find the secret message.

Word Formation
Prefixes and suffixes

If you add parts of words to the beginning of a word, it is called a prefix. Ex. Un-happy: unhappy

If you add parts of words to the end of a word, it is called a suffix. Ex. Weak + -ness: weakness

3. Mayra, Laidy and Danilo are preparing a “word soup” using some suffixes. Help them to mix the words below with the corresponding suffix. Then, use your dictionary to check the words.
4. Complete the sentences using the words above.

a. Jessica has a six-month ________ with David.

b. They are really good friends, their ________ is unbreakable.

c. I don’t feel ready for ________, I am so young.

Lesson 2  Facing Reality When You Love

Reading Comprehension

Before reading

1. Based on what you learned in the previous exercises, match the words in column A to their correct meaning in column B. Then, check your matching after reading.

<table>
<thead>
<tr>
<th>New words</th>
<th>R</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendship</td>
<td>E</td>
<td>The state of being connected.</td>
</tr>
<tr>
<td>relationship</td>
<td>A</td>
<td>The state of being friends.</td>
</tr>
<tr>
<td>pregnancy</td>
<td></td>
<td>A person without a job.</td>
</tr>
<tr>
<td>jobless</td>
<td>D</td>
<td>The state of being a mother.</td>
</tr>
<tr>
<td>motherhood</td>
<td></td>
<td>The state of being pregnant or expecting a baby.</td>
</tr>
</tbody>
</table>

2. Complete the following sentences using the previous words.

a. I have a very good ________ with my classmates.

b. My brother has been ________ for the last six months.

c. It is not easy to balance ________ and your studies.

d. Most women feel sick during the first months of _________.

e. Why do you want to end our _________?
While Reading

1. Look at the pictures and answer these questions:
   
   Who are they?  
   How do they feel?  
   Where are they?

2. Work in pairs. Read the following real-life story based on Patricia’s story at Santa Ana School.

   **Being Pregnant**

   1. I met Jeffrey in 2014. We had a serious relationship. Jeffrey lived near my house. We lived in the same neighbourhood. We saw each other almost every day, we had many plans. We made a strong friendship, we spent two years together, and we had great time together.

   2. I got pregnant one year later, and he was surprised with the news. At the beginning, everything was happiness until it was time to face the reality with my parents. Jeffrey did not support me and left me alone.

   3. I told my mother Beatriz and she gave me all her support and understanding. Despite of having the help of my parents, it was not an easy time since I had to go to the check-up by myself meanwhile other women had their husbands’ company. Although my parents supported me, my brothers judged me all the time.

   4. My daughter was born on May 2016, it was an uncomplicated delivery. My ex-boyfriend didn’t visit me that day, so I assumed the motherhood by my own. My daughter is a healthy baby and she filled my life with joy and hope.

   5. Sometimes it is not easy to satisfy all my baby’s needs because I am jobless, and a baby demands a lot of expenses. I just want to tell the girls who are thinking about having a baby to think things through, the words are beautiful, but the reality is different.

   *Patricia*

3. Karen does not have enough time. She needs to find 10 words in one-minute. Scan the text to find and circle the following words in the text:
2. Skim the text to answer the following questions.
   a. Patricia had a relationship with ____________
   b. How old was Patricia when she got pregnant? ______
   c. When was Patricia’s baby born? _________________
   d. What was Patricia mother’s name? __________________
   e. What was Jeffry’s reaction to his girlfriend pregnancy? ________________
   f. What would happen if Jeffry had assumed his role as a father? ________________

After Reading
1. Work in pairs. Complete the following graphic organizer based on the story above. Write the main idea in the middle diagram and complete the details in each of the ovals.

   **Who are the characters of the story?**
   ______________________

   **Where did it happen?**
   ______________________

   **When did the story happen?**
   ______________________

   **Which are the events?**
   ______________________

   **Topic**
   ______________________

   Developed by Mauricio Tapias Cadena
Lesson 3 Colombian Healthcare

**Listening Comprehension**

**Pre-listening activity**

1. Look at the picture below. Karen is talking to her teacher Olga.

   *What do you think they are talking about?*

2. Listen to the following words and expressions and repeat them.

   ![Cognitive strategy: Formally practicing sounds.]

   a. healthcare  
   b. medical appointment  
   c. check-up  
   d. pregnancy  
   e. counselor

**While listening**

1. As you listen to the recording, highlight the adjectives you hear.

   ![Cognitive strategy: identifying grammar patterns.]

Olga: What is your writing about, Karen?
Karen: It is about Colombian healthcare.
Olga: It is an interesting topic. What did you find out?
Karen: Well, having a medical appointment is not easy. I had my first check-up after five months of pregnancy.
Olga: So, how did you get your first check-up?
Karen: The school counselor helped me to get medical insurance. It was difficult at the beginning.
Olga: Who goes with you to the medical appointment?
Karen: Well, sometimes my mother but most of the time I go alone.
Olga: Oh! I see.
2. Complete these sentences by selecting the correct option. Then, listen to your teacher to confirm your answer.

a. The next ___________ is the next month, in June
   1. check-in  2. check-out  3. check-up

b. In Colombia, ___________ is provided by many EPS.
   1. healthy  2. healthier  3. healthcare

c. I have an ___________ at the doctor’s office at 9 am.
   1. appointment  2. appoint  3. appointment

3. Work in pairs to organise the sentences below. Then, listen to the recording and confirm the organisation of the sentences.

   ___________

   a. appointment / Having / is not easy / a medical

   b. My family felt / my pregnancy / with the news about / disappointed/

   c. get your / how did you / first check-up?

   d. for the challenges / are simply not ready / emotionally and financially / Most 16-year-olds / of being a parent

   Developed by Mauricio Tapias Cadena
After Listening

1. David is confused pronouncing some words. Mark the stress in the words he listens.

<table>
<thead>
<tr>
<th>pregnancy</th>
<th>together</th>
<th>delivery</th>
<th>friendship</th>
</tr>
</thead>
<tbody>
<tr>
<td>feelings</td>
<td>relationship</td>
<td>appointment</td>
<td>teenager</td>
</tr>
<tr>
<td>poverty</td>
<td>sadness</td>
<td>condom</td>
<td>motherhood</td>
</tr>
</tbody>
</table>

Cognitive strategy: Formally practising pronunciation.

2. Discussion: Work in pairs to answer the following survey. One student asks and the other answers.

Cognitive strategy: Using an instrument to obtain information.

<table>
<thead>
<tr>
<th>Easy</th>
<th>Not easy/Not difficult</th>
<th>Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you think that getting a medical appointment in Colombia is...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you think that obtaining medical assistance in Colombia is...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you think that Karen was at risk for not having medical appointments during her pregnancy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Support your answers:

1. 

2. 

3. 

Developed by Mauricio Tapias Cadena
Lesson 4 Exploring your Options

Speaking

Teen pregnancy is the term used when an underage girl becomes pregnant. It usually refers to girls aged from 13 to 17 years old. As the problem continues, teen pregnancy becomes a serious social situation that must be considered.

1. Match the method in column A to its characteristic in column B.

<table>
<thead>
<tr>
<th>Method</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. patches</td>
<td>1. Placed under the skin</td>
</tr>
<tr>
<td>b. abstinence</td>
<td>2. Must take it daily.</td>
</tr>
<tr>
<td>c. Pills</td>
<td>3. Get it every three months.</td>
</tr>
<tr>
<td>d. condoms</td>
<td>4. Deciding not having sex.</td>
</tr>
<tr>
<td>e. implants</td>
<td>5. Protects you against HIV and other STIs.</td>
</tr>
<tr>
<td>f. injectable contraceptives</td>
<td>6. Girls stick it on their bodies.</td>
</tr>
</tbody>
</table>

2. Find someone who ... Work in groups of four. Ask your classmates the following questions and write their names.

<table>
<thead>
<tr>
<th>Do you have a boyfriend or girlfriend?</th>
<th>Have you already started your sexual activity?</th>
<th>Have you used any birth control methods?</th>
<th>Which birth control methods do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you conscious about the consequences of having sexual activity without protection?</td>
<td>Which Sexually Transmitted Diseases (STDs) do you know?</td>
<td>Does your family talk to you about birth control methods?</td>
<td>Who is responsible for using birth control methods in a relationship?</td>
</tr>
</tbody>
</table>

Developed by Mauricio Tapia Cadena
3. Read the following story about a couple.

Do you think birth control methods are just a game?

Jared and Maria have been together for several months. They don’t know about each other’s sexual experiences, but both assume the other has never had sex with anyone else. Recently, their kissing sessions have gotten more “intense”. They haven’t talked about it yet, but Maria is not sure about having sex yet.

4. Discuss with your classmate the following questions.
   a. What advice would you give to Maria?
   b. Should Maria have sex with Jared to make him happy?
   c. Should Maria have sex with Jared to demonstrate she loves him? Justify your answer.

5. Work in pairs. Watch the following pictures and give an ending to this short story below the pictures.

Making your own decisions of having sexual activity.

Pictures designed by Sebastián Luna

Developed by Mauricio Tapia Cadería
Luis invites Alicia to watch a movie in his house. She accepts his invitation. They watch the movie and suddenly Luis proposes Alicia to go to his bedroom. Alicia says that:

6. What would you do if you were Luis or Alicia?
   If I were Alicia, I would ______________________________
   If I were Luis, I would ______________________________

Lesson 5: There are more alternatives!!!

Writing

1. Work with a partner and select the correct title that corresponds to the characteristics.

<table>
<thead>
<tr>
<th>Teen pregnancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Poverty and low educational level</td>
</tr>
<tr>
<td>✓ Lack of knowledge on birth control methods</td>
</tr>
<tr>
<td>✓ Loss of personal space and freedom</td>
</tr>
<tr>
<td>✓ The teen mother usually drops out school</td>
</tr>
<tr>
<td>✓ Economic problems to raise the child</td>
</tr>
<tr>
<td>✓ Resisting pressure from peers and couple for having sex</td>
</tr>
<tr>
<td>✓ Learning about methods of birth control</td>
</tr>
<tr>
<td>✓ Learning about the facts and risks associated with sex</td>
</tr>
</tbody>
</table>

Developed by Mauricio Tapia Cadena
2. Lucia and Dahiana are experiencing their partners’ pressure for having sex. Read and write some advice for them.

I am Lucia. I am 16 years old and I love dancing. My boyfriend asked me to “be” with him. I like him, but I am not sure about starting my sexual activity.

Dear Lucia, you should:

I am Dahiana, I am 16 years old and I love hanging out with my friends. My friends have already had sex. My boyfriend wants to have sex with me. He says that we only need condoms.

Dear Dahiana, you should:

3. Homework: According to UNICEF Japan, Switzerland and Netherlands have the lowest teen pregnancy rate. Search online and answer the following question.

a. Which aspects do you consider help these countries to reduce teen pregnancy rate?

4. Complete the chart about your life project. Use the following graphic to help you or create a new one. Verbs to help you to: study, live, visit, get married, be, get a job, have babies, go…

Future Events in my Life

What do you think your life will be when you get older?

Developed by: Mauricio Tapias Cadena
4. My Life Project

My life in some years

Name:

Parent’s names:

Where and when born:

Personal traits:

Likes:

Dislikes:

Personal challenges:

2018

2020

2025

2030

I will

I will

I will

I will

Developed by Mauricio Tapias Cadena
## Self-assessment

<table>
<thead>
<tr>
<th>My workshop …</th>
<th>It does</th>
<th>It can be better</th>
</tr>
</thead>
<tbody>
<tr>
<td>has interesting images and an attractive and new design.</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>tiene imágenes interesantes y un diseño atractivo y novedoso.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>considers interesting familiar topics, related to your community.</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>considera temas familiares interesantes, relacionados con tu comunidad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provides different activities to practice and learn new words.</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>ofrece diferentes actividades de aprendizaje que permiten practicar y aprender nuevas palabras.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>offers opportunities to use and practice words in the different language abilities (reading, writing, listening and speaking).</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>ofrece oportunidades de usar y practicar palabras en las diferentes habilidades del lenguaje (lectura, escritura, escucha y habla).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presents and makes explicit a variety of cognitive procedures that are useful to learn or assimilate new words.</td>
<td>Yeah</td>
<td></td>
</tr>
<tr>
<td>presenta y hace explícita una variedad de procedimientos mentales para aprender o aminor nuevas palabras.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The cognitive strategies included in the workshop…</th>
<th>They do</th>
<th>It can be better</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer different ways to learn new words in a relevant context.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ofrece diferentes formas de aprender palabras nuevas en un contexto relevante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>augment my self-confidence to approach the learning of new words.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>desarrolla mi seguridad para abordar el aprendizaje de palabras nuevas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make me feel confident participating in the learning activities proposed on the workshop.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>me hacen sentir seguro cuando participo en las actividades de aprendizaje propuestas en el taller</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In relation to strategy use…</th>
<th>Yes</th>
<th>I can improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use images and the context to complete descriptions about feelings and emotions.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>recurro a las imágenes y al contexto para completar descripciones acerca de los sentimientos y las emociones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can check the spelling of words.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>puedo revisar la ortografía correcta de las palabras</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use prefixes and suffixes to form new words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><code>puedo usar prefijos y sufijos para formar nuevas palabras.</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use prior knowledge and contextual clues to complete meaningful sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><code>puedo utilizar mis conocimientos previos y el contexto para completar oraciones significativas.</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can associate new words to their meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><code>puedo asociar palabras nuevas a su significado.</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can practice the pronunciation of words being oriented by my teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><code>puedo practicar la pronunciación de las palabras con la orientación del profesor.</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify grammar patterns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><code>puedo identificar patrones gramaticales.</code></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Regarding vocabulary learning…**

<table>
<thead>
<tr>
<th>I can</th>
<th>I can improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can spell the words correctly.</td>
<td><code>puedo dictar correctamente las palabras.</code></td>
</tr>
<tr>
<td>I am conscious of the grammatical properties of words.</td>
<td><code>soy consciente de las propiedades gramaticales de las palabras.</code></td>
</tr>
<tr>
<td>I understand words when they are spoken or written.</td>
<td><code>entiendo las palabras de forma oral y escrita</code></td>
</tr>
<tr>
<td>I can recall the word when need it.</td>
<td><code>puedo recordar la palabra cuando necesito emplearla.</code></td>
</tr>
<tr>
<td>I can pronounce the words acceptably.</td>
<td><code>puedo pronunciar las palabras de manera aceptable.</code></td>
</tr>
<tr>
<td>I can associate negative and positive ideas connected with words.</td>
<td><code>puedo asociar ideas negativas o positivas conectadas con las palabras.</code></td>
</tr>
</tbody>
</table>

---

All photographs taken by Mauricio Tapia Cadena

Banner image taken from:  
https://www.google.com.co/search?q=urban+art+by+frida+diez&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjskN4r99HbAhWbT94KHe7NAAc#imgrc=9zLJoGqStPUIw
Workshop No 2

Are there privileges in our society?

Warming up: Look at the pictures below and answer the questions that follow.

Who is in charge of household chores in your home?

Do you feel ashamed if your friends see you doing household chores?
Justify your answer.

Do these pictures represent our social reality?
Justify your answer.

Developed by Mauricio Tapia Cadenza
General objective:
To develop equitable attitudes toward the other gender.

Specific objectives
To identify vocabulary related to household chores, leisure activities and jobs.
To recognize the form and use of words by using graphic organizers.
To understand how to promote gender equality.

Lesson 1  Equitable distribution of household duties
Vocabulary Practice

1. Label the pictures with the words in the box.

<table>
<thead>
<tr>
<th>cooking dinner</th>
<th>ironing clothes</th>
<th>taking out the garbage</th>
<th>play soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading a book</td>
<td>do the laundry</td>
<td>hanging out with friends</td>
<td>do exercise</td>
</tr>
</tbody>
</table>

a. __________  b. __________  c. __________  d. __________

e. __________  f. __________  g. __________  h. __________

Developed by Mauricio Tapias Cadena
2. See the following chart and check if you believe that these household chores and leisure activities are male, female or both.

**Household chores checklist female and male**

<table>
<thead>
<tr>
<th>House chores</th>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>both</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. doing the laundry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. ironing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. making the bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. washing the dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. washing the bathroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. taking out the garbage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. preparing food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. mopping the floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Discuss in pairs. Do you think household chores are only for women and leisure activities for men? Why?

2. Write the corresponding household chore and leisure activities that best describes our friends’ activities.

```
Angie usually _______ at school.
Luis does not like _______.
Every morning, Ingrid _______.
Mike hates _______.

Angie, Lucia and Leidy sometimes _______.
Matt _______ every Tuesday.
Leidy likes _______ in the park.
My friend Daniel is _______ a delicious meal.
```

_Cognitive strategy:_ contextualized vocabulary in meaningful situations

 Developed by Mauricio Tapiaz Cadena
2. Daniel needs to complete the puzzle with the corresponding verb. Help him to make the right association.

Across
3. my bed  
6. put the garbage  
7. soccer
8. dinner

Down
1. the bathroom  
2. out with friends  
3. the floor  
4. a book  
5. the laundry

Word formation
Prefixes and suffixes.
If you add words to the beginning of a word, it is called prefix.  
If you add words to the end of a word, it is called suffix.

3. Forming “words”. She is using some suffixes and prefixes. Help her to mix the words below with the corresponding prefix or suffix. Then, complete the sentences that follow.

<table>
<thead>
<tr>
<th>-equal</th>
<th>segregate-</th>
<th>harass-</th>
<th>pay-</th>
<th>participate-</th>
</tr>
</thead>
<tbody>
<tr>
<td>-remunerated</td>
<td>discriminate-</td>
<td>-employed</td>
<td>employ-</td>
<td>enjoy-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a. Un</th>
<th>equal</th>
<th>employ -ment</th>
<th>segregate -ation</th>
<th>tion</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. un</td>
<td>f.</td>
<td>-ment</td>
<td>j.</td>
<td>-tion</td>
</tr>
<tr>
<td>c. un</td>
<td>g.</td>
<td>-ment</td>
<td>k.</td>
<td>-ton</td>
</tr>
</tbody>
</table>

a. Most men are to blame for women’s ______________ (discriminate) at work. verb → noun
b. Most women receive an _____________ (equal) payment for the same job. verb → adjective
c. Some men believe that beauty provokes sexual ______________ (harass). verb → noun

Developed by Mauricio Tapia Cadena
d. Women’s ________ (employ) like men’s plays a vital role in our economy. **verb → noun**

**Lesson 2  Reading comprehension. Working on the street.**

**Before reading**

1. Complete the following **word map** to help you to comprehend key concepts before reading.

<table>
<thead>
<tr>
<th>Definition and synonym:</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use it</td>
<td>Gender Segregation</td>
</tr>
</tbody>
</table>

2. Look at the following picture and answer the following question:
   
   a. Do you think that she had access to education?
   b. Do you think women have well remunerated jobs?

   **Does gender inequality start at home?**

   The gendered division of household work is accepted almost everywhere. Boys are more likely than girls to have **maintenance chores** like mowing the lawn or painting, while girls are given **domestic chores** like cooking and cleaning. This **segregation** of household labour tells children that they are expected to take on different roles based on their gender. Maritza was born in the countryside, she has four brothers and she is the oldest sibling. When she was a child her mother and father asked her to be in charge of her brothers; it implied to do all the domestic activities such as doing the laundry, ironing her brothers’ clothes and cooking among other activities. She couldn’t finish her studies because she had to help her mother at home. Later on, when she was seventeen, she met a man who is the father of her children. Now, she sells coffee and hot beverages to support her family.

**While reading**

3. Read the text again and write (T) for true statements or (F) for false statements. Correct the false ones.

*Developed by Mauricio Tapias Cadena*
WORKSHOPS ON COGNITIVE STRATEGIES FOR VOCABULARY LEARNING

| a. Preparing food is a man’s job almost everywhere. | True | False |
| b. Household labour is divided according to gender roles. | | |
| c. Maritza holds a university degree in arts. | | |
| d. Maritza has a well-paid job. | | |

After reading:

1. Complete the chart using the words:

<table>
<thead>
<tr>
<th>Causes of inequality</th>
<th>Consequences of inequality</th>
</tr>
</thead>
<tbody>
<tr>
<td>poverty</td>
<td>poor access to education</td>
</tr>
<tr>
<td>sex discrimination</td>
<td>unemployment</td>
</tr>
<tr>
<td></td>
<td>harassment</td>
</tr>
<tr>
<td></td>
<td>unplanned births</td>
</tr>
<tr>
<td></td>
<td>wife beating</td>
</tr>
</tbody>
</table>

2. Answer the following questions.
   a. Why do men usually not assume household chores in many homes?

   ________________________________________________________________

   b. Is it fair that Maritza couldn’t finish high school because she had to take care of her brothers?

   ________________________________________________________________

3. Work with a partner to complete the graphic.

   Who ____________________________

   Topic ____________________________

   When ____________________________

   Where ____________________________

   What ____________________________

Cognitive strategy: using graphic organizers

Developed by Mauricio Tapia Cadenas
Lesson 3 Listening

Before listening

1. Look at the picture. What do you think they are talking about?

2. Listen to the following words and expressions and repeat them:
   a. decide  
   b. become  
   c. ask  
   d. in charge of  
   e. household chores

3. As you listen to the recording, complete it with the missing words.

   Lucia: I have _______ to go to the university and _______ a lawyer. I think we can ask my mom to _______ the children.

   Ramon: Honey, it is absurd. The children need you; besides, who will be in charge of _______?

   Lucia: Well, I can _______ my mom that take care of the _______ and we can divide the tasks at home.

   Ramon: It is impossible, I _______ all week and on Saturdays I practice _______ with my _______.

While listening

4. Complete the sentences with the word that you listen.
   a. My aunt _______ the kids when her husband is working.
      1. take out of  
      2. takes care of  
      3. take it out

   b. My older brother is _______ cooking.
      1. in charge  
      2. Charge of  
      3. In charge of

   c. Every day my dad goes to _______ in downtown.
      1. walk  
      2. Work  
      3. Walk

5. Work in pairs to organize these sentences. Then, listen to the recording and confirm the sentences.

   a. in Colombia do not finish/ Most women / and they have to take care of /their homes/ their studies/

   b. drop out school  Many teenagers /

   c. he harassed her / Daniela reported / the management because / her colleague to /

Developed by Mauricio Tapia Cadena
After listening

1. Alejandra is composing a song but she has some problems pronouncing some words. Listen and help her to mark the mispronounced words.

   [Image]

   Cognitive strategy: Practice stress and intonation

2. Listen carefully. Which words are not pronounced correctly?

   a. become  b. poverty  c. segregation  d. ask
   a. decide  b. harassment  c. discrimination  d. take care of
   c. children  c. employment  c. participation  d. seventeen

2. Discussion: Work in pairs to answer the following survey. One student asks and the other answers. Support your answers.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Are girls who dress in sexy clothing asking for attention and to be harassed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Is offensive graffiti on the bathroom walls sexual harassment?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Do men feel ashamed of doing household chores?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Do only good-looking women get good jobs?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   [Image]

   Developed by Mauricio Tapia Cadena
Lesson 4

Speaking: Being conscious of inequity

1. Look at the following pictures. Discuss with your partner.
   a. Is it difficult for women to get a well remunerated job? Why?

2. Read the following stories from the following women in our neighborhood.

   My name is Maritza. I left my home at 16 when I finished high school because my family didn’t have money to help me with a professional career. It was difficult to get a job. So, I decided to work by my own.

   I’m Lucia. I lived in the countryside and I couldn’t finish my studies, so I decided to move to the city to find better opportunities for me and my family. I got a job but the payment was not good enough.

3. Work in pairs and discuss the following questions:
   a. Which are the advantages and disadvantages of setting up a street business?
   c. Why do you think it is difficult for most people to go to the university?
   c. And what can we do to change that situation?

4. Home activity: Sweden and Denmark top the EU in terms of gender equality in society.
   a. Compare and contrast Sweden and Colombia in terms of work life and home life. Highlight the similarities and differences.
   b. The two main problems women face in Latin America are violence and inequality. What have Colombia and other countries in the region done to face this problem?

Developed by Mauricio Tapia Cadena
5. Work in pairs to match the concept with its corresponding definition.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gender discrimination</td>
<td>1. It is an expectation of how people should act, dress or talk based on their sex.</td>
</tr>
<tr>
<td>b. Equal opportunities</td>
<td>2. Increasing the spiritual, political, social and economic strength of women.</td>
</tr>
<tr>
<td>c. Women empowerment</td>
<td>3. Belief or attitude that one gender or sex is inferior.</td>
</tr>
<tr>
<td>d. Gender role</td>
<td>4. Treating all people with respect and dignity, not being influenced by race, sexual orientation, religious, etc.</td>
</tr>
<tr>
<td>e. Gender equality</td>
<td>5. It is a human right.</td>
</tr>
</tbody>
</table>

5. Read the candidates' profiles. Karol and Michael applied for sales assistant in an important food company.

Alicia Martinez has 8 years' work experience in Retail Sales. Languages: English advance level. Good numerical skills and able to use modern and specialist retailing software.

Daniel is studying towards Level 3 and 4 certificates in Food and Beverage. Languages: Spanish fluent, English proficient. Willing to work on a shift basis including evenings and weekends.

Both Karol and Daniel were hired. Although Karol has got more experience on sales, she has to perform other functions such as answering calls, taking messages, preparing reports and ability to multitasks, she will receive less payment.

a. What gender aspect is shown in Karol’s and Daniel situations? Discuss with your peer.

b. Is this a case of gender discrimination? Justify your answer.

Developed by Mauricio Tapia Cadenza
c. What can be done to transform this situation? Propose alternative solutions.

Lesson 5 Writing: Choosing what I want to be.

1. Put the sentences under the right picture.

   a. Women’s work and efforts should be recognized.
   b. Studying offers opportunity for every woman.

2. Classify the following list of professions according to genders (male, female or both).

<table>
<thead>
<tr>
<th>Flight attendant</th>
<th>Hair stylist</th>
<th>Nurse</th>
<th>Baby-sitter</th>
<th>Plumber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machinist</td>
<td>Elementary teacher</td>
<td>Cook</td>
<td>Telephone operator</td>
<td>Auto-mechanic</td>
</tr>
<tr>
<td>Truck driver</td>
<td>Construction worker</td>
<td>Architect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Discuss with your partner the following questions.

   a. Which group “male” or “female” had the largest number? Why? 

   b. Which jobs have the most “status,” and, of those, how many are designated “males” and how many “females”? why? 

   c. Which jobs require the most/least amount of education? Why? 

   Developed by Mauricio Tapia Cadena
### Self-assessment

<table>
<thead>
<tr>
<th>My workshop...</th>
<th>It does</th>
<th>It can be better</th>
</tr>
</thead>
<tbody>
<tr>
<td>has interesting images and an attractive and new design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tiene imágenes interesantes y un diseño atractivo y novedoso.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>considers interesting familiar topics, related to your community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>considera temas familiares interesantes, relacionados con tu comunidad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provides different activities to practice and learn new words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provee diferentes actividades de aprendizaje que permiten practicar y aprender nuevas palabras.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>offers opportunities to use and practice words in the different language abilities (reading, writing, listening and speaking).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ofrece oportunidades de usar y practicar palabras en las diferentes habilidades del lenguaje (lectura, escritura, escucha y habla).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presents and makes explicit a variety of cognitive procedures that are useful to learn or assimilate new words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presenta y hace explícito una variedad de procedimientos mentales para aprender o asimilar nuevas palabras.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The cognitive strategies included in the workshop...

<table>
<thead>
<tr>
<th>They do</th>
<th>It can be better</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer different ways to learn new words in a relevant context.</td>
<td></td>
</tr>
<tr>
<td>ofrece diferentes formas de aprender palabras nuevas en un contexto relevante.</td>
<td></td>
</tr>
<tr>
<td>augment my self-confidence to approach the learning of new words.</td>
<td></td>
</tr>
<tr>
<td>desarrolla mi seguridad para abordar el aprendizaje de palabras nuevas.</td>
<td></td>
</tr>
<tr>
<td>make me feel confident participating in the learning activities proposed on the workshop.</td>
<td></td>
</tr>
<tr>
<td>me hacen sentir seguro cuando participo en las actividades de aprendizaje propuestas en el taller.</td>
<td></td>
</tr>
<tr>
<td>favoured and foster the learning of new words.</td>
<td></td>
</tr>
<tr>
<td>favorecen y fomentan el aprendizaje de nuevas palabras.</td>
<td></td>
</tr>
</tbody>
</table>

In relation to strategy use...

<table>
<thead>
<tr>
<th>Yes</th>
<th>I can improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use images and the context to complete descriptions about feelings and emotions.</td>
<td></td>
</tr>
<tr>
<td>recuero a las imágenes y al contexto para completar descripciones acerca de los sentimientos y las emociones.</td>
<td></td>
</tr>
<tr>
<td>I can check the spelling of words.</td>
<td></td>
</tr>
<tr>
<td>puedo revisar la ortografía correcta de las palabras.</td>
<td></td>
</tr>
</tbody>
</table>

*Developed by Mauricio Tapiax Cadena*
<table>
<thead>
<tr>
<th>I can use prefixes and suffixes to form new words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>puedo usar prefijos y sufijos para formar nuevas palabras.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can use prior knowledge and contextual clues to complete meaningful sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>puedo utilizar mis conocimientos previos y el contexto para completar oraciones significativas.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can associate new words to their meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>puedo asociar palabras nuevas a su significado.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can practice the pronunciation of words being oriented by my teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>puedo practicar la pronunciación de las palabras con la orientación del profesor.</strong></td>
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<table>
<thead>
<tr>
<th>I can identify grammar patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>puedo identificar patrones gramaticales.</strong></td>
</tr>
</tbody>
</table>

### Regarding vocabulary learning...

<table>
<thead>
<tr>
<th>I can</th>
<th>I can improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can spell the words correctly. <strong>puedo deletrear correctamente las palabras.</strong></td>
<td></td>
</tr>
<tr>
<td>I am conscious of the grammatical properties of words. <strong>soy consciente de las propiedades gramaticales de las palabras.</strong></td>
<td></td>
</tr>
<tr>
<td>I understand words when they are spoken or written. <strong>entiendo las palabras de forma oral y escrita.</strong></td>
<td></td>
</tr>
<tr>
<td>I can recall the word when need it. <strong>puedo recordar la palabra cuando necesito empeñarla.</strong></td>
<td></td>
</tr>
<tr>
<td>I can pronounce the words acceptably. <strong>puedo pronunciar las palabras de manera aceptable.</strong></td>
<td></td>
</tr>
<tr>
<td>I can associate negative and positive ideas connected with words. <strong>puedo asociar ideas negativas o positivas conectadas con las palabras.</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

*All photographs taken by Mauricio Tapia Cadena*

*Banner image taken from: [https://www.pexels.com/photo/mauricio-tapia-cadena](https://www.pexels.com/photo/mauricio-tapia-cadena)*

*Developed by Mauricio Tapia Cadena*
According to the activities implemented on the workshops for the improvement of vocabulary based on cognitive strategies, give us your comments.

De acuerdo a las actividades implementadas en los talleres para el mejoramiento del vocabulario basados en estrategias cognitivas, escribimos tus comentarios.

a. Do you think the cognitive strategies helped you to build the number of words in English? Explain:

    a. Crees que las estrategias te ayudaron a ampliar el número de palabras en inglés? Explican.

b. Could you explain the cognitive strategy that best allows you to increase vocabulary? And the one that helped you the least? Why?

b. Podrias mencionar la estrategia cognitiva que mas te permitio incrementar el vocabulario? Y la que menos te ayudo? Por que?

c. Regarding the themes of teen pregnancy and gender equality, do you think they achieved their goal?

g. En cuanto a las temáticas de embarazos en adolescentes e igualdad de género, crees que lograron su objetivo?

d. Regarding my workshops design. What else could you mention in relation to the topics, presentation of activities, opportunities for vocabulary learning?

d. En cuanto al diseño de los talleres. ¿Qué más podrías mencionar respecto a los temas, presentación de actividades, oportunidades para el aprendizaje del vocabulario?
Appendix G

Who am I?

Warming up: which words would you use to describe yourself?

Activity. Describe yourself using any of the characteristics you consider match your personality.

<table>
<thead>
<tr>
<th>Social</th>
<th>Interest</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen other people’s problems.</td>
<td>I enjoy listening to music.</td>
<td>I am ready to support my friends.</td>
</tr>
<tr>
<td>I am party animal.</td>
<td>I like practicing outdoor activities.</td>
<td>I like hanging out.</td>
</tr>
<tr>
<td>School</td>
<td>Free time</td>
<td>Others</td>
</tr>
<tr>
<td>My favorite subject is ___</td>
<td>Reading</td>
<td>My favorite pet is ___</td>
</tr>
<tr>
<td>I do not like studying ___</td>
<td>Dancing</td>
<td>My favorite food is ___</td>
</tr>
<tr>
<td></td>
<td>Playing video games</td>
<td></td>
</tr>
</tbody>
</table>

I consider myself as someone who ________________________________
General objective:
To ponder about what makes you a unique person.

Specific objectives
To describe myself by using positive qualities.
To recognize the form and use of words by using graphic organizers.

Lesson: Self-concept and self-esteem

Vocabulary practice:
1. Activity: Put the following adjectives into the correct list

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
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</table>

- Easy-going, cheerful, reliable, disorganized, disobedient, affable, self-discipline, amiable, unkind, impolite, unkind, determined, hard-working and resourceful.

2. Complete the following sentences using the adjectives above according to your personality.

a. I consider myself ________________
b. My friends think I am ________________
c. In my opinion sometimes I am ________________
d. I define myself as a / an ________________