1. Información General	
Tipo de documento	Tesis de grado
Acceso al documento	Universidad Externado de Colombia. Biblioteca Central
Título del documento	Worksheets Based on Vocabulary Learning Strategies to Enhance Students' Writing
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Publicación	Universidad Externado de Colombia, 2017.
Unidad Patrocinante	
Palabras Claves	Materials development, vocabulary strategies, learning strategies, writing skills.

2. Descripción

This study showed how worksheets based on vocabulary learning strategies contributed to the development of fourth grade students' writing. This study was conducted in a public, rural school with fifteen students in Cajicá, Colombia. The data gathering instruments were field notes, students' artifacts and tests. The study followed the qualitative approach and was developed under the action research methodology. The findings indicated that the design of worksheets based on vocabulary strategies made students feel motivated not only to learn new words, but also to understand the strategies that allowed them to start the process of writing. Moreover, the writing strategies were a successful approach for students because they learned how to write simple sentences. Also, using the models provided they could write simple paragraphs. Finally, all of

these activities allowed students to improve their performance. This study helped learners feel

motivated to learn faster and encouraged them to understand the importance of the use of

vocabulary, to learn new strategies and to value meaningful writing feedback.

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4. Contenidos

This research study is divided into five chapters. The first one introduces the research problem, its justification, the research question: How do the development and implementation of worksheets based on vocabulary learning strategies enhance 4th graders' writing?, with a general objective: To explore the contribution of the development and implementation of worksheets based on vocabulary learning strategies in 4th graders' writing enhancement. and some specific objectives: (a) To assess the effect of worksheets based on vocabulary learning strategies to enhance students' writing in the EFL classroom; (b) to analyze students' vocabulary learning and its incidence in writing; and (c) to describe students' writing progress through the use of vocabulary learning strategies. Moreover related studies, the setting and rationale that described where the study was developed and the population; the second chapter sets out the theoretical constructs that frame the study: materials development, vocabulary learning and writing; the third chapter defines the approach, type of study, participants, and data gathering instruments. Then, it explains the instructional design with its components: pedagogical intervention, the objectives, the innovation of the intervention, the theory of language and language learning, the methodological approach, the instructional stages, the topic selection and finally one sample of the pedagogical intervention; the fourth explains the stages that were followed to analyze the data and identify the categories and subcategories that emerged study; and the last chapter deals the main findings with

the consequential implications. It also presents the conclusion and the implications for the institution, material developers, students, and teacher researchers. Finally, it describes the limitations of this study and some questions for future research studies.

5. Metodología

- I carried out this study at Rincon Santo sede El Misterio School with twelve students of fourth grade. It is a public school located in Cajicá, Colombia. It provides formal education for preschool, primary, and secondary level students. In this research study, I used the qualitative approach, because I wanted to observe students' reactions when they developed the activities, by taking into account which ones they liked the most, and identifying the most useful ones for their learning process, and because Qualitative research gives teachers the opportunity to gain an understanding of students' opinions and interests, through observations and behavior analysis to study the problem in-depth, and carry out self-reflection on our role as teachers and on who the students are. My research was based on action research because it is a process that requires the analysis of situations in classrooms to make good decisions and to improve the learning experience of all students. Action research engages teachers in a four-step process: 1. Identify an area of focus, 2. Collect data, 3. Analyze and interpret data, and 4. Develop an action plan. The formerly mentioned steps provided an overview of the process of teacher research. The main instruments used to collect data in this project were students' artifacts, field notes and tests. These ones fit the qualitative approach because they allow teachers to gather their observations and descriptions about students' behaviors. The pedagogical intervention involved the implementation of six worksheets based on vocabulary learning strategies to enhance students' writing. I designed these worksheets taking into account students' needs and interests and some principles. Furthermore, I chose the multi-dimensional approach because students could experience learning through feelings, movements, and experiential activities that allowed them not only to change the class environment but also engage them in their own learning process. The main instructional objective was to design and implement worksheets based on vocabulary learning strategies to enhance students´ writing. This study had three specific objectives: (a) to assess the students' writing development through the implementation of worksheets based on vocabulary learning; (b) to create a good environment for students to learn in a comfortable way; (c) to provide students with meaningful vocabulary to apply to their learning process; and (d) to raise students' awareness of the importance of using strategies to learn and use vocabulary to write. The theory of language that defined this study is the linguistic perspective, another view of language considered was the functional one and experiential learning. Finally, some findings emerged after analyzing all the categories and subcategories: a) Positive effect of worksheets on students' interest and motivation, b) Enjoyable activities for students, c) Clear instructions allowed the students to do all the activities and the tests, d) Students can gain confidence, e) The strategies proposed in the worksheets allowed students to identify and learn new words, f) Vocabulary strategies to have fun and enjoy

the class, g) Senses helped students to memorize and retain new vocabulary, h) Sensorial Experiences helping to relate and internalize the new vocabulary, i) Students awareness about the progress, j) Drafting and Feedback to enhance writing, k) Modeling as a successful strategy, l) Positive effect on students writing process.

6. Conclusiones

Introducing a small amount of vocabulary at a time, starting with the most frequent, useful, and learnable, and returning later to more difficult vocabulary was an excellent strategy that allowed students to learn, memorize, recall, and use words correctly. I also concluded that for the participants, the use of different learning vocabulary strategies such as listing, associating, matching, organizing, classifying, and labeling words became essential for the achievement of the main goal.

The permanent use of vocabulary strategies such as labelling, matching, repetition, listing words, drawing, among others to foster vocabulary learning was an important element because students were willing to complete all the exercises to improve their vocabulary to learn how to write simple sentences and paragraphs. The worksheets involved students' needs, interests, and expectations. For this reason, students felt confident about their everyday activities and were more effective learners because teachers were responsible for choosing a methodology that gave learners the opportunity to gain as much knowledge as possible. This was a process where students not only learned vocabulary, but also learned some grammar rules to write in a coherent way.

An appropriate piece of guidance, the strategy of writing first draft then receive a feedback, the development of a second draft, following models, revising and editing were elements that improve students' writing. This guidance helped students write in a more effective way. They expressed they could do it because their vocabulary knowledge had increased significantly. Nevertheless, the fourth graders made some mistakes and it was clear that they needed to continue working on vocabulary learning strategies to foster their writing skills.

The implementation of the multi-dimensional approach in each worksheet played an important role in students' active participation. In addition, the use of senses to learn vocabulary or grammar rules resulted in positive effects.

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Fecha de elaboración del Resumen:	04	10	2015