

Self-Regulation to Foster Vocabulary Learning in an EFL Classroom

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Abstract

This qualitative action research aimed to describe the role of self-regulation in the EFL vocabulary learning of first-grade students at Gonzalo Arango public school. The problem was identified through observations and a diagnostic class, revealing that low vocabulary learning and a lack of self-regulation in managing challenging emotions and behaviors were interdependent problems among the young learners. Therefore, this research employed the theoretical constructs of self-regulated learning and EFL vocabulary learning to explore how these problems could be addressed through a pedagogical intervention based on the constructivist pedagogical model. The intervention included seven SRL strategies adapted to the population to enhance their receptive vocabulary learning. Data collected through five instruments were analyzed, demonstrating that the students' EFL learning process significantly benefited from the fostering role of self-regulation.

Keywords: self-regulation, self-regulated learning, vocabulary learning, EFL, young learners.

Resumen

Esta investigación-acción cualitativa tuvo como objetivo describir el papel de la autorregulación en el aprendizaje de vocabulario en inglés como lengua extranjera de los estudiantes de primer grado del colegio público Gonzalo Arango. El problema fue identificado a través de observaciones y una clase diagnóstica, revelando que el bajo aprendizaje de vocabulario y la falta de autorregulación para manejar emociones y comportamientos eran problemas interdependientes entre los estudiantes. Por lo tanto, esta investigación empleó los constructos teóricos de aprendizaje autorregulado y aprendizaje de vocabulario de inglés como

lengua extranjera para explorar cómo podrían abordarse estos problemas mediante una intervención pedagógica basada en el modelo pedagógico constructivista. La intervención incluyó siete estrategias de aprendizaje autorregulado, adaptadas a la población, para mejorar su aprendizaje de vocabulario receptivo. Los datos recopilados a través de cinco instrumentos fueron analizados, demostrando que el proceso de aprendizaje de inglés como lengua extranjera de los estudiantes se benefició significativamente del rol promotor de la autorregulación.

Palabras clave: auto regulación, aprendizaje autorregulado, aprendizaje de vocabulario, inglés como lengua extranjera, alumnos de educación primaria.

CONTENT TABLE

CHAPTER I: CONTEXTUALIZATION AND RESEARCH PROBLEM.....	1
Context.....	1
Population.....	2
Diagnosis.....	4
Statement of the problem.....	6
Rationale.....	7
Research Question.....	9
Objectives.....	10
CHAPTER II: THEORETICAL FRAMEWORK.....	10
State of the Art.....	10
Theoretical Framework.....	18
Vocabulary Learning.....	18
Receptive Vocabulary Learning.....	20
Listening Skill.....	21
Self-Regulation.....	23
SRL strategies for young learners in EFL classroom.....	25
CHAPTER III: METHODOLOGICAL DESIGN.....	27
Research Paradigm.....	27
Type of Study.....	27
Data Collection Instruments.....	28
Field Notes.....	29
Artifacts.....	29
Surveys.....	30
Video Recordings.....	30
Semi-structured interview.....	31
Ethical Considerations.....	31
CHAPTER IV: PEDAGOGICAL INTERVENTION.....	32
Pedagogical Approach.....	32
Vision of Learning.....	33
Vision of Language.....	33
Vision of Classroom.....	34
Instructional Design.....	34
CHAPTER V: DATA ANALYSIS AND FINDINGS.....	37
Data Analysis Procedures.....	37
Categories of Analysis.....	38
First Category: Vocabulary learning developed in the EFL classroom.....	38
Second Category: Self-regulating my EFL vocabulary learning process.....	50
Third Category: Fostering listening skill through receptive vocabulary learning.....	58

CHAPTER VI: CONCLUSIONS.....	64
Conclusions.....	65
Implications.....	66
Limitations	69
Further Research	70
REFERENCES.....	71
ANNEXES	78

LIST OF TABLES

Table 1 State of the Art.....	11
Table 2: SRL Strategies.....	26
Table 3: Data Collection Instruments.....	28
Table 4: Cycles of the pedagogical intervention	36

LIST OF ANNEXES

Annex 1: Characterization Survey	78
Annex 2: Field notes of observations.....	79
Annex 3: Diagnostic class.....	80
Annex 4: Self-assessment Survey.....	81
Annex 5: Semi-Controlled interview- head teacher.....	82
Annex 6: Informed Consent format	83
Annex 7: Artifacts and surveys	84
Annex 8: Lesson Plan sample.....	85

CHAPTER I: CONTEXTUALIZATION AND RESEARCH PROBLEM

This chapter presents the contextualization of the participants regarding their relevant socio-demographic aspects, and the characteristics of the setting addressed in this research. To state the problem, the information collected from three applied data collection instruments: observations, survey, and diagnostic is presented. Additionally, it outlines the relevance of this study, the research question, and the general and specific objectives.

Context

The present research was conducted at Gonzalo Arango school. This is a public institution situated in a middle stratum neighborhood in Bogotá, Colombia. Although it was founded in 2005, it was first known as the headquarters of the public-school Alvaro Gomez Hurtado. The school offers elementary and secondary education, with classes scheduled in two academic shifts: morning and afternoon. There are a total of 2.440 students, who are organized into three classrooms per grade.

The students are the target of the Institutional Educational Project (PEI) titled “Assertive Communication for Human Development” (2005). According to the institution’s mission, as stated in the school’s documents, the role of the school is to enhance student’s education by fostering human growth through assertive communication, with the aim of nurturing critical, creative, and proactive citizens.

This mission helps define the profile of the student the institution aims to educate, which focuses on the use of the communicative, cognitive, and socioemotional abilities needed to

function in various scenarios. Moreover, the principles of the institution are identity, co-responsibility, inclusion, coexistence, democracy, and assertiveness.

Regarding the curriculum for teaching English as a foreign language (EFL) to first and second graders, the institution does not have one established. The reason for this might be found in the Students' Evaluation Institutional System (SIE) of the school (2014), where it is stated that students of those grades are evaluated based on their advance in five dimensions: communicative, cognitive, socio-affective ethics and values, ecological, and body dimension.

As the communicative dimension is the one that “projects assertive communication from different forms of expression” (2014), EFL learning might be part of this one. In addition, the SIE of the institution states the constructivist model as the pedagogical model considered for the education and evaluation of all the students.

Population

The participants of this action research were 27 first grade students of Gonzalo Arango public school. To gather information about them, their relationship with the school, and their EFL class, a characterization survey was applied (Refer to Annex 1). This instrument for data collection consisted of 15 questions answered by each student with the help of a relative. The socio demographic aspect displayed three parts of the information. First, the age range of the group was between five and seven years old. Specifically, 17 students were six years old; nine students were seven years old, and one student was five years old. Second, 18 students lived with both parents and grandparents. Moreover, 28 students answered that it was their mother who helped them with their homework and school activities. All the students claimed to live near the school as they spent between 10 and 20 minutes getting there. Third, the group's opinion of the school was good. They liked to be there, and they liked studying.

Regarding the EFL class, 22 students claimed they liked learning new English words, four of them claimed they sometimes liked it, and one student claimed that he did not like it. When asked about their favorite English activities at school, twenty-five children reported that they enjoyed coloring and repeating the words, while the remaining two indicated that they preferred only repeating the words.

The last three questions of the survey were centered on the socio-affective dimension of the students during the EFL learning process because throughout field notes of observations (Refer to the Annex 2) the repetitive negative impact of challenging emotions in the development of the activities was noticed. Students lowered their attention and completion of the activities when they verbally or non-verbally manifested sadness, irritation, or frustration. Therefore, students were asked how they felt during the EFL activities. 13 students colored the confused face, five students colored the sad face, seven students colored the angry face, and two students colored the happy face. The last answers of the students that claimed to feel confused, angry or sad showed they felt that way because they did not understand the language and they were not able to speak it as they did not know the words.

Hence, these answers led to consider lack of vocabulary as the main difficulty in relation to the EFL learning process of the group. Besides, in field notes of observations the frequent information highlighted in blue (color coding for communicative dimension- EFL learning) showed vocabulary activities were the most approached in class but also the ones with most problems. The students either did them wrong or they did not complete them mainly because they could not understand the meaning of written or spoken words.

Diagnosis

To identify further characteristics of the EFL learning process state of the population, the previous information and the results of a diagnostic class (Refer to Annex 3) were taken into consideration. This data collection instrument was applied after several observations which guided the selection of its content. As the population was in an early stage of the EFL learning process, the topics and instructions were also selected taking into consideration the language skills and communicative competences established by Ministerio de Educación Nacional (MEN), Ministry of Education in English, for this population's scholar grade (2006). Consequently, the topics selected were greetings, colors, and fruits. The diagnostic class was divided into three parts where students were guided to perform individual and collaborative activities.

The first part aimed to identify to what extent students could understand and recognize basic vocabulary such as greetings and colors. Although the students used their body to answer, they were either speaking in Spanish or remained silent. Furthermore, when they were asked to greet their classmates, most of them exhibited shyness and little recognition of the other's names which showed they were not used to acknowledging their classmates during the activities. Regarding colors, the students were expected to know how they were said in English as it was the main vocabulary taught by the head teacher. However, most students showed they did not understand the vocabulary. They showed confusion and lack of attention. They were either answering in Spanish, not answering, or talking with their classmates despite the calling of attention.

This was also displayed during the collaborative activity. Most of the students remained distracted, they did not pay attention to their classmates' intervention, hence, the instruction had

to be mentioned several times. This part of the diagnostic class showed a lack of vocabulary in students as well as lack of attention to activities and other people talking.

The second part of the class was focused on listening and recognition of some colors. Students were asked to listen carefully and pay attention to where the teacher was looking at, they had to guess which was the object seen in the classroom of the specific color said. All the students understood the activity; therefore, most of them participated showing enthusiasm, attention, and recognition of the words as their answers were correct. This part of the class showed students answered better to activities whose content was related to their context.

The last part of the diagnostic class took into consideration the answers of the population to the twelfth question of the survey where most of them claimed to like coloring; therefore, they were given a worksheet where they had to color different fruits by listening to instructions on how to do it correctly. In the development of this activity students showed difficulty following instructions, despite being guided step by step; most of them were coloring wrong or copying their classmate's work. Consequently, they were told again the instructions, asked to erase, and correct it. Approximately twenty students were worried about starting all over again or having to correct their mistakes. Their behavior displayed frustration and decreased motivation, as they noticed some classmates completing the activity correctly while they were unable to do so. Despite the efforts of the teacher to welcome the mistakes, let them know it was part of the process, and guide them to positive comparison; most of them stopped their work. The body language of most students showed irritation and confusion. When being approached by the teacher some remained silent, others claimed they were not doing the activity because they felt confused and tired. Thus, students' lack of regulating those emotions directly affected their behavior and class performance.

To finish the diagnostic class application and to identify how the EFL vocabulary was understood, students were asked to greet the teacher and say a color in English to receive a sticker of that color. It was noticed most students did not remember the vocabulary for greetings and colors as they answered in Spanish. Moreover, most of the students that had claimed to feel confused and tired stayed in their chairs.

To conclude, the data collected through field notes, the survey, and the diagnostic class presented the participant's EFL level as insufficient mainly due to low vocabulary learning. Notably, they did not manage any of the language skills established in national policy Estándares Básicos de Competencias en Lenguas Extranjeras (EBCLE) (2006) or in English, Basic Competence Standards in Foreign Languages. The population did not recognize, identify, or understand either vocabulary or the instructions in the EFL class. In addition, the students showed a need for strengthening the socio-affective dimension, as their shared difficulty in regulating actions and emotions during activities impacted their EFL learning process.

Statement of the problem

Based on the above diagnosis the most recurring problem in the participants' EFL learning process was lack of vocabulary knowledge. They did not know primary vocabulary; therefore, their learning process needed to be focused on fostering vocabulary learning. The student's performance in class was limited because they did not know the words to develop activities framed within different communicative skills. Regarding vocabulary Wilkins (1972) states "Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed" (p. 122). Thus, vocabulary is the keystone in EFL learning, it is the basis not just for understanding and using the language but to participate in its communicative contexts. Moreover, observations showed that students were used to working individually in most of the

classes, and the vocabulary was not explicitly connected to their context, leading students to easily forget it. Hence, a downside aspect of the EFL classroom was the lack of interaction with others and their surroundings. Children construct their thinking and meaning making by extended social interactions with their environment (Kaufman, 2004). Consequently, the lack of peer interaction did not allow the students' construction of learning. They struggled to complete tasks with their classmates and even to share classroom material with them.

Another identified aspect related to this problem was the students' lack of self-regulation to get through challenging situations that emerged during classes. This impact led students to unfavorable class performance. They did not accomplish the activities because they were centered on their mistakes and challenging emotions.

Zimmerman (2002) points out that "self-regulation is important because a major function of education is the development of lifelong learning skills" (p.66). The learners' difficulties were persistent across all the observations. The students' motivation, attention and task completion clearly decreased due to the lack of vocabulary understanding, while their confusion, frustration and misbehavior significantly increased. This also affected their classmates, due to all the emotional overload the students said bad comments to the other children which made them feel bad and affected their work as well. Consequently, the participants' low vocabulary learning, and lack of self-regulation were inter-reliant problems. Thus, the participants needed to foster their vocabulary learning in an EFL classroom that integrated communicative and socio-affective dimensions.

Rationale

The role of the English language around the world has changed significantly, particularly with the rise of globalization. English has now transformed into a widely used tool of

communication among speakers from diverse cultural backgrounds. Given this, it is essential that the population of this study begin learning the language from a young age, when the exposure to EFL can provide them with the foundational skills not just for language proficiency but also for academic success. Therefore, this action research aims to contribute to the EFL learning process of first graders at Gonzalo Arango public school by meeting the identified learning needs through the implementation of a pedagogical intervention that can enhance vocabulary learning and provide them with learning tools such as Self-Regulated Learning (SRL) strategies to ensure that their first approach to the language is effective and meaningful.

Moreover, this research aims to highlight the importance of considering other factors in EFL teaching that are related to the communicative aspect such as the socio-affective dimension. According to Larsen- Freeman and Anderson (2011), the language learning process is complex because it is shaped not only by cognitive factors but also by the social and emotional factors of the learning environment and students. Therefore, language teachers need to be aware of learners' socio-affective needs that might incident in their learning so they are addressed and by doing so, language skills can be fostered.

On the other hand, carrying out this study might contribute to the school as it can give key points to guide the construction of an EFL curriculum for first grade. As mentioned above, the school does not have an established curriculum, therefore, this research can help directors and in-service teachers to identify main components in the construction of it such as: learning objectives, syllabus content, teaching methodologies, and national policies. Moreover, this study's approach of two learning dimensions (communicative and socio-affective) is in line with the school mission. For the school, it is key to approach students' learning from multiple dimensions. Vocabulary learning addresses the communicative dimension, while self-regulation

focuses on the socio-affective dimension. By addressing and showing the connection between these two learning dimensions, this study can contribute to the production of new knowledge in the educational field. Specifically, this action research might help to recognize the evolving needs and challenges of EFL teaching and learning regarding vocabulary and self-regulation learning.

Additionally, during the observation stage of this study, it became evident that students were eager and curious to learn English, but they were not provided with the necessary classes or tools to foster their interest. Therefore, this study can significantly benefit the school by providing insights into the pedagogical resources that teachers need for establishing an EFL classroom where students can explore interesting learning tools and benefit from student-centered activities.

Furthermore, this study can be relevant at a national level as it takes into consideration the Basic Learning Rights (MEN, 2016) and Estándares Básicos de Competencias en Lenguas Extranjeras (EBCLE) (2006) as national educational policies that guide EFL teaching to young learners. Therefore, the pedagogical intervention of this study could be an opportunity to examine how these general guidelines are applied in specific educational contexts. Similarly, this study shows that including aspects of SRL can help students engage with their language learning process and improve their language skills.

Research Question

What is the role of self-regulation on first graders' vocabulary learning in an EFL classroom at Gonzalo Arango public school?

Objectives

General Objective:

To describe the role of self-regulation in the vocabulary learning process of first graders in an EFL classroom.

Specific Objectives:

1. To implement a pedagogical intervention based on self-regulation strategies to foster vocabulary learning in an EFL classroom.
2. To characterize the vocabulary learning of the participants when approached with self-regulation strategies.
3. To foster the listening skill of the students through the development of receptive vocabulary activities.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter presents the state of the art, and the theoretical framework considered for the construction and delimitation of the conceptual context of this action research. First, as state of the art, nine previous recent studies related and relevant to this study are described. Second, as the theoretical framework, the constructs of this research project: vocabulary learning, listening skill, and self-regulation are elaborated each one by the support of different authors.

State of the Art

To know the state of the art regarding the research problem of this study, nine national and international recent studies were chosen and reviewed. The criteria taken into consideration

for their selection were mainly the age of the population and the approach of any of the three constructs of this research.

Table 1 presents the main information of each study such as: title, authors, year, and scope. Moreover, in the description of each one relevant information is presented like: setting, participants, main objective, type of study, instruments for data collection, pedagogical intervention, findings and their relevance and relation to the current study.

Table 1 State of the Art

Second Grader's Vocabulary Ability within Interactive Stories.	Oscar Calderón	2017	local
Vocabulary Learning Through Activities Framed Within Multimodality	Sara Cormane	2021	local
Social affective strategies in EFL self- confidence	Abelardo Páez	2017	local
English Language Learning Agency Performance of Second Graders in a public school	Camila León	2016	national
self-regulation in learning, motivation and learning environments: Great challenges for learning the English language.	Tito Viveros Jenny Mahecha Francisco Carrasco	2022	national
communicative and collaborative activities based on lexical competence to increase learners self- confidence in EFL contexts	Diego Barbosa Gabriela Galeano Heidy Gómez	2019	national
Teaching Practices that foster Self-Regulated Learning: a case study	Juan Martínez Paula Costa Ferreira Ana Margarida Veiga	2012	international
Learning Strategies and Self-Regulation in Vocabulary Acquisition: A research Project about EFL Learners Study Experience and Achievement.	Diana Arava Romina Peña Natalia Rodríguez Sylvia Spate Katherine Vergara	2013	international
Teaching English Language Vocabulary Through Communicative Games to 5-Year-Old Children of the Centro de Orientación Femenino of La Paz City.	Tania Cordova	2018	international

The first reviewed study is qualitative action research. *Second Grader's Vocabulary Ability within Interactive Stories* by Calderón (2017) was carried out to establish how Interactive Storytelling within Task-based learning influences the development of Vocabulary Ability of second graders of IED Prado Veraniego in Bogotá. The author used memoirs, surveys, and vocabulary tests as instruments for data collection; these were applied throughout three stages of the pedagogical intervention, which followed the task-based learning approach.

The findings of this study displayed that storytelling was an adequate tool for young learners to develop their vocabulary ability. Moreover, vocabulary reception in students was possible due to the use of glossary related to images. The conclusion of the study in relation to vocabulary ability states that vocabulary knowledge can be properly developed by information-gap activities. This study is relevant for the current one to the extent of the population characteristics, and vocabulary ability as a construct. Also, it presents some achievements and implications of approaching vocabulary ability to young learners in an EFL classroom.

The second reviewed study is the qualitative action research titled *Vocabulary Learning Through Activities Framed Within Multimodality* carried out by Cormane (2021). Its main objective was to analyze the improvement of vocabulary learning through activities framed within multimodality in the grade 201 at the IED Prado Veraniego in Bogotá. To collect research data, the author used field notes, videos, and artifacts. The pedagogical intervention was divided into four stages related to vocabulary categories which were approached using Total Physical Response (TPR) teaching methodology. As conclusion of the study the author states students learned vocabulary because the multimodal activities kept them excited and motivated. In addition, vocabulary learning was possible and significant because of the use of pictures which helped students to remember the words. Thus, as the findings of this study stated useful tools to

teach and learn vocabulary, it is considered relevant for the defining of teaching material of the current study.

In terms of the socio-affective dimension, Páez (2017) implemented qualitative action research in a public school. The study titled *Social affective strategies in EFL self-confidence* aimed to analyze the impact of social affective strategies in students' EFL speaking confidence, specifically in 35 second grade students. Three data collection instruments—journals, documents, and visual materials—were used during the pedagogical interventions. These were carried out in four Task Based Learning (TBL) units, where students were intended to show control of anxiety, motivation, and self-confidence when using the learned vocabulary in their speaking skill performance. The study results showed that the address of students' attitudes and aptitudes within social affective strategies led them to foster foreign language abilities like speaking and listening. Taking this into consideration, the findings related to the approach of the socio-affective domain in young learners in an EFL classroom are considered relevant for the current study.

The socio-affective dimension is also addressed in the qualitative case study titled *English Language Learning Agency Performance of Second Graders in a public school* presented by León in 2016. This study aimed to analyze the agency development of students during their English class by identifying the strategies they used to take responsibility for their own learning. León used artifacts, video recordings, and an interview to collect information from 12 classes where the students were intended to show their agency capability by creating stories in English through cooperative learning. The results of the study showed that willingness and cooperative work helped students take control of their learning process so they could develop

their agency performance. Moreover, creativity, self-hood, responsibility, strategy, and purpose were key aspects of the English language learning process of the students.

Given this information, this case study is relevant as it exhibits agency as a tool and skill used in the classroom to act and make choices guided to positive learning results. Therefore, it is closely related to self-regulation learning, as both look for the improvement of emotional and behavioral characteristics that influence the performance of an activity. Hence, the research developed by León is relevant for this work because it proved that young learners with low English levels could benefit from learning strategies associated with social and emotional factors.

The fifth reviewed study is *Self-regulation in learning, motivation and learning environments: Great challenges for learning the English language* by Viveros, Mahecha, and Conejo (2022), published by Corporación Universitaria Minuto de Dios-Uniminuto. The purpose of this scientific investigation was to analyze the influence of self-regulation in learning, motivation, and learning environments on the education of English as a foreign language among high school students from an institution in the city of Buenaventura, Colombia. This correlational and qualitative study made use of four semi-structured interviews and focus groups to collect data. The answers to the interviews and the results were arranged, considering the subcategories. The triangulation of the information showed that teachers must facilitate the EFL learning process with the help of metacognitive strategies such as self-regulation, which favors the students' autonomy. Additionally, the authors state that motivation and emotion play a crucial role in meeting academic goals; therefore, students need to strengthen these aspects to improve their low English level. Consequently, this investigation contributed to the reflection on the

teacher's role in the EFL learning process and the undeniable relation between metacognition and learning.

The next study reviewed was *communicative and collaborative activities based on lexical competence to increase learners' self-confidence in EFL contexts* by Barbosa et al. (2019). The aim of their action research was to ascertain how lexically based communicative and cooperative activities enhance young EFL learners' growth in self-confidence. The participants were second graders of a private school in Bogotá, Colombia. In the observation phase, the problem identified was that they showed more confidence in English vocabulary translation rather than using it, which limited their classroom interaction. To address this issue, the researchers used interviews, field notes and video recordings to collect data from seven pedagogical interventions.

These interventions involved activities such as role-play, jigsaw puzzles, and information gap tasks designed to help students use the vocabulary. The findings showed that participation and motivation increased as students felt more comfortable sharing their knowledge, with encouragement to use the language rather than relying on translation. Additionally, the students' perception of English changed. By taking an active role in the class and improving their use of the language, they recognized the EFL class as a space where they could share what they had learned. This is highly relevant for the present research since it demonstrates that teamwork, motivation, and self-confidence are important in an EFL classroom to help students build a good relationship with the language. Furthermore, the findings suggest the need to explore how other aspects of the self, such as self-regulation can be addressed to enhance vocabulary learning, which is the foundational step before lexical use.

In terms of international research, a relevant study is titled *Teaching Practices that foster Self-Regulated Learning: a case study*. It was carried out in Portugal by Ferreira and Veiga

(2012). It aimed to research into how the practices of an EFL elementary school were developed towards the furtherance of SRL strategies. The population was composed by 19 fourth-grade students with A1 English level which, before the method appliance, were described by the teacher as children lacking reflection and control of their own learning process. Therefore, the SRL strategies implemented for EFL reading and writing tasks were goal setting, planning and rehearsing, self-evaluation.

The researchers used field notes, teacher interviews and student classroom material of 12 classes for evaluative and interpretative data analysis. The findings showed that the students' learning benefited from the SRL strategies, these helped them get adapted to the new material used in class, recognize the meaning of the words in the readings and in general guided them to learn how to learn. The students showed greater interest, motivation, and effort during the development of the tasks. Additionally, a key factor was that the teacher explicitly mentioned the use and benefit of the strategies to the students. Hence, these implemented strategies are relevant for the current research since it is proven that they are useful tools that encourage students to get involved in their learning, work as a team and improve their EFL skills.

Another international study reviewed was *Learning Strategies and Self- Regulation in Vocabulary Acquisition: A research Project about EFL Learners Study Experience and Achievement* by Araya et al. (2013). The purpose of the study was to find out how self-regulation was practiced and how many strategies first-year University of Chile English linguistics and literature students were using. To achieve this, the researchers carried out vocabulary tests to assess the level of productive and receptive vocabulary knowledge and questionnaires to measure self-regulation.

The results showed that when students can control how they apply learning tools, they are more effective at acquiring vocabulary. Moreover, students who were aware of their study process were better at controlling and modifying their emotions, which facilitated a more enjoyable learning environment. These findings are related to the current research as both aim to display a connection between emotion regulation in learning and English vocabulary improvement.

The next relevant international study is *Teaching English Language Vocabulary Through Communicative Games to 5-Year-Old Children of the Centro de Orientación Femenino of La Paz City* by Cordova (2008). Its purpose was to use interactive games to teach English vocabulary to five-year-old children by creating a meaningful context for English use and cooperation. The researcher implemented 16 lessons with activities related to active learning, collaborative learning, and total physical response (TPR) to promote interactivity in the classroom through games with a constructivist approach.

The findings showed that the methods employed in teaching EFL vocabulary to this group of young learners through communicative games resulted in more perceptive and engaged students throughout the course. Furthermore, the students learned a wider range of vocabulary due to the collaborative work, which encouraged them to be active participants in the classroom. Therefore, these methods are useful for the current research, as they demonstrate the effectiveness of using games to foster peer interaction and engage young learners in EFL vocabulary learning. Furthermore, the findings show that games have a positive impact on the children's socio-emotional area, which suggests that games may be an effective tool for supporting the pedagogical intervention of the present action research.

Theoretical Framework

Vocabulary Learning

It is common to relate vocabulary to the words of a language; however, Lessard-Clouston (2013) expands on this by stating that vocabulary is a language's collection of words, including single words, phrases, and groupings of words that together convey a certain meaning. Consequently, it is important to state the role of vocabulary in EFL learning and teaching.

According to Richards and Rodgers (2001), “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p.255). Thus, vocabulary is even more relevant in the early stage of language learning because it is the fundamental tool that helps learners to start relating the words of the target language to their meanings along the four skills of a language: reading, writing, listening, and speaking. Additionally, Thornbury (2002) notes that the starting point in learning a language is the learning of words. Therefore, it is adequate to approach vocabulary learning with the population of this research to establish a solid foundation for their EFL learning process.

Regarding the characteristics of vocabulary learning, Lessard-Clouston (2013) outlines that it requires active engagement of learners in exposure to a variety of words within diverse contexts and activities. Hence, learners should be motivated to take an active part in the classroom which promotes a deeper comprehension and remembrance of the vocabulary, making the learning process successful for them. Additionally, Lessard-Clouston emphasizes the importance of meaningful encounters with words for effective learning. Therefore, this can be achieved by allowing the students to interact with a variety of materials and activities linked to

their needs, interests, and environment which leads them to understand the meaning and use of the vocabulary.

Furthermore, Seal (1991) proposed the 3C method for teachers to approach vocabulary in an EFL setting. This method has three steps: conveying, checking, and consolidating. The first step, conveying, is to present the meaning of the planned words to the learners. This can be done by using visual aids, mime, synonyms, and any other information that can help the students understand the meaning. The second step, checking, is where the teacher proposes activities like matching pictures, connecting words to their representations, filling in the blanks, etc. The purpose of these practices is to check whether the learners recognize the word and understand its meaning. The third step, consolidating, is to practice the meanings by fostering their use in the students' environment. For this problem-solving exercises, role play, commands, and discussion can be used.

The author states that it is essential to establish a connection between the learner's personal experience and the taught vocabulary for this method to be effective. Therefore, by following these steps, vocabulary learning can be seen as a process in which the learners and teacher jointly work to fulfill the learning objectives. Moreover, this method can be adapted to the needs and characteristics of the EFL classroom and the learners. For instance, the way to approach each step can be modified based on the language skills—receptive or productive—students' age, and the resources available.

Receptive Vocabulary Learning

Now, another relevant feature of the vocabulary learning process is the distinction between receptive and productive vocabulary. According to Zhou (2010) receptive vocabulary refers to the words a learner can comprehend when they listen or see them, while productive vocabulary is the one used by the learner in writing or speaking; hence, words in the learner's vocabulary are initially learned receptively, and only then they can be used productively through deliberate learning.

This distinction is important because it acknowledges that language competency entails both the ability to comprehend and the ability to communicate. Thus, rather than seeing them as separated parts of learning, they are interconnected processes. Folse (2004) highlights the connection between these two facets of vocabulary learning, implying that the basis offered by the receptive vocabulary knowledge is closely linked to the development of productive vocabulary skills. In agreement with the author, a language is not comprehensible and hence cannot be used if learners do not understand its vocabulary when reading or hearing it.

Regarding the operation of this process, Folse (2004) states that long and meaningful encounters with words in receptive learning help the students grasp their meanings and build a word storage that they can use to express themselves. In other words, through consistent exposure to a variety of language input, learners can improve their receptive vocabulary, which allows them to transition from comprehending the words to actively using them in communication.

Now, to understand the features of that language input specifically in the population of this research, Nation (2001) asserts that the foundation for future language proficiency is laid for young EFL learners by strengthening receptive vocabulary in the ability to listen and read. Thus,

it can be understood that meaningful encounters with words in receptive vocabulary come from boosting passive language skills. Therefore, listening was the skill chosen to be fostered through vocabulary learning in the first-grade students, considering their learning stage and the length of the implementation. In this context, VanPatten (2017) argues how important input processing is for learning a language, as this process leads to understanding meaning. He supports this in line with the idea that listening skill should be prioritized as the first focus of learning to provide students with comprehensible input.

To conclude, it can be argued that fostering receptive vocabulary in listening skill is the most accurate vocabulary feature for the present research to focus attention on, considering that the population is just beginning the EFL learning process.

Listening Skill

Listening skill refers to the process of receiving and understanding auditory input, such as conversations, instructions, or audio recordings (Rost & Candlin, 2013). So, this skill includes not only the ability to perceive sounds, but also the cognitive ability to understand and interpret spoken language. Therefore, it is important to recognize that comprehension plays an essential role in developing successful listening abilities. Since comprehension entails the cognitive processes of understanding and interpreting spoken input, comprehension is the foundation of listening proficiency. Thus, as students participate in listening activities, they actively process auditory inputs and interpret vocabulary considering their contextual use.

Furthermore, Field (2009) addresses the relevance of listening as a primary language ability and how it is essential for both language learning and communication in the language classroom. This author draws attention to the importance of including listening exercises in language learning. Field (2009) also discusses the difficulties students might encounter in

developing listening processes, for instance: lack of engagement, lack of familiarity with context, and lack of vocabulary. For that, he provides insights into efficient teaching strategies for improving listening comprehension. He supports the use of authentic materials and task-based activities that give students meaningful listening assignments and encourage them to interact with the language. Additionally, Field considers the learner's autonomy and metacognitive strategies in relation to the development of listening skills, emphasizing the value of encouraging students to become conscious of their own listening processes.

Furthermore, Rost and Candlin (2013) emphasize how metacognitive techniques such as anticipating, tracking, and assessing comprehension help EFL learners develop active engagement and proficient listening skills. They support the explicit teaching of metacognitive techniques where students can be provided with tools to carry out the comprehension process as they can be adapted to the learning needs or difficulties encountered by the learners in the listening task.

In summary, the process of comprehension is crucial to the development of the listening skill in language learning, which goes beyond simple information reception. Effective listening encompasses not only hearing the spoken language input, but also understanding and communicating the meaning of its components. This involves vocabulary comprehension and language context, requiring students to interpret words, sentences, and phrases considering the communicative context and circumstances in which they are used. Moreover, the incorporation of metacognitive strategies into listening instruction facilitates managing the complexities involved in EFL learning for both students and teachers.

Self-Regulation

Thus far, the previous constructs have clarified the aspects of language learning that this action research aims to foster. Consequently, self-regulation (SR) serves as the theoretical framework through which learners can achieve these objectives in the EFL classroom.

Self-regulation is defined by Vohs and Baumeister (2011) as a process involving three abilities: first, recognizing intentional processes; second, making necessary self-adjustments in thoughts, emotions, and behavior to remain focused on the desired outcome; and third, providing feedback on these adjustments.

Duckworth and Carlson (2013) also define this concept as the intentional regulation of one's attentional, emotional, and behavioral urges to support personal goals. These definitions highlight the significance of SR as an essential ability to overcome difficulties and achieve goals in any area of life such as: health, academic, professional, personal development, etc. It is also shown that changes in the aspects of emotions, behavior, and thoughts are equally important for the development of self-regulation.

Now, it is important to characterize SR in the education field, specifically its role in learning processes where the students' goals differ from one another as well as their intrinsic features. Zimmerman (2008) states that "self-regulated learning (SRL) refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing." (p.170). The concept of SRL is also defined as a set of tasks that a person monitors, controls and self-regulates to learn something new, improve their knowledge, and improve themselves (Paris & Paris, 2001). Therefore, SRL inquires processes of setting academic objectives in which intrinsic features of the students (emotions, thoughts, and behaviors) are adjusted for their achievement.

Furthermore, to characterize these processes, SRL has been considered as the connection of steps that allow learners to manage their performance in three phases. Zimmerman (2002) identifies the first as the forethought phase, in which goals and strategies are settled; the second is the performance phase, in which learners apply strategies and do self-observation; and the third phase is self-reflection, in which learners assess and respond to their task performance. This suggests that for SRL to be effective, the three phases must be fully carried out, since the actions in each phase depend on the previous one. Moreover, SRL can be viewed as a cyclical process as the phases can be repeated to make adjustments to improve the task performance or to start a new one.

Regarding the characteristics of the partakers in SRL, it is necessary to clarify their roles and attributes. The preceding information suggests that students must take an active role in their learning processes, as their behaviors, emotions, and thoughts enable them to engage effectively in the three phases of SRL.

On the other hand, the teacher's role is of great importance in SRL. Zimmerman and Schunk (2011) argue that SRL is not an individualized learning style since it also includes self-directed social learning activities, such as seeking help from teachers and collaborating with peers to apply SRL strategies. This means that although the student is the center of the SRL process, it cannot be achieved without the support of an expertise in the task who can recognize the intrinsic or extrinsic features that might cause problem when developing a task for academic objectives.

The extrinsic features are understood here as the elements of the outside that influence the learning process, for instance setting, class time, external motivation, availability, quality of resources, etc. Moreover, when students do not have experience in SRL abilities because they

have not approached them before or because they are in an initial learning stage, such as young learners, SRL should be promoted by teachers through the discussion and implementation of SRL strategies in the classroom (Zimmerman, 2002).

SRL strategies for young learners in EFL classroom

Thus, regarding the problem observed in the setting of this action research, SR applied in the EFL classroom leads to consider SRL processes that can help students overcome difficulties and learn vocabulary. By regulating their emotions, thoughts, and behaviors while learning EFL, the first graders could improve their classroom performance and consequently improve their receptive vocabulary learning.

In agreement with the previous information, it is necessary to specify the methods that can be used to promote SRL processes. Thus, of 14 categories of SRL strategies identified by Zimmerman and Martinez-Pons (1986), four were selected and adapted into seven SRL strategies considering the population, the implementation time, and the stated problem of this action research. In Table 2, this information is presented.

Table 2: SRL Strategies

Categories of SRL strategies	SRL strategies adapted for young learners
Goal setting and planning: setting of educational goals. Planning for the time and sequences in tasks completion.	1. To plan the steps and materials needed to complete an activity. 2. To manage the time given for the completion of activities with the help of a visible timer. 3. To set learning and task goals that allow motivation.
Enviromental structuring: arrange the physical setting to make learning easier.	4. To identify distractions and make an effort to isolate from them.
Seeking social assistance: to solicit help from teachers or peers.	5. To recognize in teachers and classmates a support for overcoming difficulties in class.
Self-evaluation: to assess the quality or progress of work.	6. To check their classwork before turning it in. 7. To reflect on their learning and class performance through the use of self-assessment rubrics.

The promotion of these SRL strategies in the EFL classroom addresses the observed aspects of emotions, thoughts, and behaviors that negatively impacted student's learning. Therefore, the seven strategies are expected to help students achieve vocabulary learning goals.

In conclusion, the theoretical constructs and referents enclose relevant knowledge that supports the importance of fostering receptive vocabulary learning in listening skill using SRL strategies in the EFL classroom.

CHAPTER III: METHODOLOGICAL DESIGN

This chapter presents the methodological design in which the practices and information of this research were framed. First, it describes the paradigm, type of study, data collection instruments, and procedures. Then, the data collection instruments and procedures are exposed. Finally, it approaches the vision of ethical issues.

Research Paradigm

The present research is framed within a qualitative study. According to Creswell (2014) the qualitative type of design allows comprehension of meanings that specific communities connect to social problems. In addition, to understand its practices Denzin and Lincoln (2005) affirm that “It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self”. (p.3).

In that way, qualitative research shapes the course of actions of this present study as it aims to comprehend a learning difficulty presented in a specific population by interpreting the results of data collection instruments. In relation to this, McKay (2005) points out the importance of providing thorough descriptions of the students, the setting, and the research stages. Consequently, a qualitative paradigm enables this research to incorporate various sources of information, thereby enhancing its reliability.

Type of Study

This study followed the features of action research methodology. It attempts to put fast changes into effect in a delimited setting. Specifically in the education field, this is achieved because the researcher is also an educator (Lodico et al., 2010). Moreover, action research is widely transformative as the changes impact the setting, the students, and the researcher-

educator. As Kemmis states (2009), “action research treats theorists as practitioners and practitioners as theorists” (p.6). Hence educators and participants should be willing to enact an active role both in their thinking and action which should be guided towards the solution of the identified problem in the classroom.

To achieve this, the researcher requires the following of five processes, such as: reflect, get data, create a plan of action, execute the plan, and analyze collected data. (Lodico et al., 2010). Although these processes are not unbending steps; the study implications might alternate their order, action research must carry out them completely.

Data Collection Instruments

The data collection instruments applied for this action research were field notes, artifacts, surveys, video recordings, and a semi-controlled interview. As it is shown in Table 3 these were selected and designed according to the research objectives to get reliable and thorough information to achieve them.

Table 3: *Data Collection Instruments*

Research Objectives	Instrument #1	Instrument #2	Instrument #3	Instrument #4	Instrument #5
To implement a pedagogical intervention based on self-regulation strategies to foster vocabulary learning in an EFL classroom.					
To characterize the vocabulary learning of the participants when approached with self-regulation strategies.	Field notes	Artifacts	Surveys	Video Recordings	Semi-Controlled interview
To foster the listening skill of the students through the development of receptive vocabulary activities.					

These instruments guided the triangulation method for the credibility and validity of the research findings. Flick (2004) states that the process of data triangulation involves integrating information from multiple sources, obtained throughout different periods of time, settings, and from multiple people. According to Burns (2010) triangulation helps with objectivity as different angles of the data are integrated. Hence, the procedures and conclusions in this action research are supported by data from different sources.

Field Notes

In qualitative research, field notes are tools that allow the researcher to carry out some of the processes stated above; data can be collected and analyzed through writing down descriptive information. Furthermore, Phillippi and Lauderdale (2018) claim that “they provide non-textual or auditory information about interviews or focus groups, useful in understanding participant meaning” (p. 382).

For the present study, this qualitative instrument displays the aspects that were seen throughout several observations. They include an analytical description of activities, materials and students’ behaviors towards learning and teaching processes. Then, they include interpretations of the aspects observed. Also, they were intended to be applied at different times, so the information might be characterized by its evolution since the observation phase and throughout the development of the three cycles of the pedagogical intervention.

Artifacts

According to McNiff (2013) artifacts are depictions of the procedures and results of action research that can include photos, written or audio records of actions, reflections, and findings in the classroom. Therefore, these are the documents and material made by the students to show their schoolwork. In this study they are drawings, worksheets, and classwork. Regarding

their relevance for research, Easton (2009) points out that they allow teachers to keep track of the student's work and their understanding of the class for the researcher to evidence their learning process.

Surveys

They consist of a series of questions established by the researcher to obtain information regarding the participants' perspectives (Bisquerra, 2004). Regarding the type of information provided by surveys, Phillips and Carr (2010) claim that they are mostly used to gather data about students' opinions, feelings and perceptions of the knowledge and abilities covered in the classroom. In this research, a survey was applied to characterize the students in terms of personal information, socio-affective dimension, and cognitive dimension regarding their perspective on and interaction with the English language. Furthermore, a self-assessment survey (Refer to Annex 4) was applied during the last three interventions to gather the perceptions, thoughts, and feelings of the students toward the use of SRL strategies in the EFL classroom for vocabulary learning.

Video Recordings

They are tools to document real-time events, including actions, attitudes, behaviors, and the classroom environment, as they provide their context. According to Denscombe (2010), this data collection instrument offers a more thorough account of the researcher's proceedings by capturing both spoken and nonverbal communication.

In this research, video recordings were used to document the peer interactions of the students, the EFL classroom environment, and the use of SRL strategies. Moreover, the adjustments in the students' emotions, thoughts, and behaviors were documented to determine

whether there was a progression in these aspects related to their vocabulary learning throughout the pedagogical implementation.

Semi-structured interview

According to Galletta and Cross (2013), the semi-structured interview is an asset in qualitative research due to its flexibility. It allows researchers not only to ask predetermined questions but also to get open-ended responses that can provide new perspectives on the topic. In the present research, a semi-structured interview (Refer to Annex 5) was conducted with the head teacher to gain insight into her perceptions of the implementation of the first and second cycles. The five questions of the interview guided the head teacher in sharing her views on the students' EFL vocabulary learning process, their behavior in classes, and their responses to SRL strategies.

Ethical Considerations

Regarding the ethical considerations in research, Cacciattolo (2015) points out that “good research then has at its core a commitment to ensuring that strategies for collecting data are responsible; that at all times research attends to a professional code of conduct that ensures the safety of all the participants involved” (p. 56). Hence, this action research considered the principle of confidentiality in the collection, management, and analysis of information.

Given that the population is made up of minors, informed consent (Refer to Annex 6) was obtained from the parents of the students. They were notified about the topic and main objective of the research, the data collection procedures, and how the information would be kept confidential, such as by not exposing the names or faces of the students. The parents of the participants expressed their knowledge and agreement with the students' participation in the research through their signatures.

CHAPTER IV: PEDAGOGICAL INTERVENTION

This chapter presents the pedagogical approach of this action research. Thus, the vision of learning, language, and classroom is presented as well. After this, the instructional design cycles of the pedagogical intervention and the chronogram of activities are displayed.

Pedagogical Approach

The pedagogical intervention of this study follows the constructivist approach to determine the activities, teaching resources, learning objectives, the roles of the students and the teacher involved in the design, implementation, and reflection of the instructional design.

Scholnik et al. (2006) state that, from a constructivist perspective, knowledge is seen as a construct actively developed through engagement and interaction with one's environment. Therefore, students take an active role in their learning process, while teachers provide opportunities and resources to make the context relevant and engaging. Moreover, Fosnot (1996) points out that: "learning from this perspective is viewed as a self-regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insights constructing new representations and models of reality" (p.9). In other words, it refers to a continuous process of encountering new aspects of the world. Considering that most of the English vocabulary is new for the students in this study, the purpose is to implement self-regulation learning strategies in an EFL classroom where students can interact with their environment to build meaningful learning.

Vision of Learning

This study follows the vision of self-regulated learning because it integrates metacognitive and motivational aspects that can help foster foreign language learning in first-grade students by adapting different strategies to their learning needs, age, and context. Consequently, Perry and Rahim (2011) state that Self-regulated learning is a process in which learners and teachers develop strategies, attitudes, values, reflection, motivation, and willingness in an academic context to overcome difficulties and enhance learning practices and outcomes. Thus, this view guides the addressing of challenges that interfered with the learning of the observed population, such as a lack of motivation, frustration towards tasks and instructions, and a lack of collaborative work.

Vision of Language

This action research views language as a mechanism for communication and expression that uses both verbal and non-verbal elements to interact with other individuals and cultures. According to Gee (2004), “language is already built to convey perspectives on experiences” (p.48). Therefore, the social aspect of a language is essential for understanding how students interact with a foreign language through the reception, expression, and articulation of its components in relation to their experiences in a shared environment. In this sense, the participants are expected to learn English vocabulary by being exposed to spoken language related to communicative situations close to their experiences, thereby improving their listening skills to understand the meaning and use of words. Additionally, they are expected to learn verbal and non-verbal elements of the language, such as bodily and behavioral responses, to express their understanding of vocabulary.

Vision of Classroom

In this study, the classroom is seen as a learning and teaching supportive setting that provides students with the opportunity to build knowledge and develop language skills through interaction, communication, and the exchange of experiences, thoughts, and perspectives between students and the teacher. Specifically, the EFL classroom is considered a learner-centered space, where students are listened to, and their cognitive, emotional, and social environments are considered in the planning, development, and assessment of classes to promote their language learning.

Instructional Design

The pedagogical intervention was designed considering the results of the observation stage, which led to establishing three pedagogical cycles, each one consisting of four classes. The objective of their implementation was to answer the research question: What is the role of self-regulation on first graders' vocabulary learning in an EFL classroom at Gonzalo Arango public school? Therefore, the classes were planned to approach both self-regulation and vocabulary learning objectives.

The intervention followed the constructivist pedagogical approach to promote students' engagement in the EFL classroom. Additionally, each class followed a lesson plan, with a total of 12 lessons guiding the intervention. The first eight lessons (cycle 1 and 2) were carried out in one-hour sessions from August to October. The remaining four lessons (cycle 3) were carried out in hour-and-a-half sessions from March to April. Since the number of hours per intervention was agreed upon with the head teachers, and the last four lessons were conducted at the beginning of the students' second grade, more time could be arranged with the new head teacher.

The lessons were divided into three class moments: warm-up, controlled activity, and wrap up. In the warm-up, students followed a routine of two steps: first, they packed their belongings to avoid distractions; second, they engaged in a short activity that introduced the vocabulary for the lesson. The second moment was the controlled activity, which involved three steps: explaining vocabulary, checking listening comprehension of meanings, and planning materials and steps for task completion. During this part of the lesson, students were informed of the time they had for each part of the task using an online classroom timer, helping them isolate distractions and focus on completing the task. They were also encouraged to seek help from the teacher or peers if needed. In the final moment of the lesson, the wrap up, students followed two steps: checking their work before turning it in and engaging in a movement activity to practice the vocabulary of the lesson. This information, the intervention schedule, and the data collection instruments applied in each cycle are detailed in Table 4.

Table 4: Cycles of the pedagogical intervention

Cycle and schedule	Vocabulary	SRL strategies	Objectives
Cycle 1 <u>“Hello, English”</u> From August 21st to September 21st - 4 classes - 4 hours	-Greetings -Boy and girl. -Numbers 0-5 -Commands: get up, pack everything, sit down, organize, check.	-To set learning and task goals that motivates them to engage in class. - To identify distractions and try to isolate from them. - To plan the steps and materials needed to complete an activity. -To manage the time given for the completion of activities with the help of a visible timer. - To recognize in teachers and classmates a support for overcoming difficulties in class. - To check their classwork before turning it in. -To reflect on their learning and class performance through questions or self-assessment rubrics.	-To understand the use of greetings and farewells. -To recognize the meaning of the words girl and boy. -To follow basic commands for the EFL class. -To recognize the numbers from 0 to 5 when listening to them.
Data collection instruments: field notes (4), artifacts (4), video recordings (2)			
Cycle 2 <u>“My emotions, my learning”</u> From September 28th to October 26th -4 classes -4 hours	-Colors (primary and secondary) -School supplies. -Class vocabulary: student, classroom, teacher, English class. -Basic emotions. -flat shapes. -Numbers from 5-10.	-To set learning and task goals that motivates them to engage in class. - To identify distractions and try to isolate from them. - To plan the steps and materials needed to complete an activity. -To manage the time given for the completion of activities with the help of a visible timer. - To recognize in teachers and classmates a support for overcoming difficulties in class. - To check their classwork before turning it in. -To reflect on their learning and class performance through questions or self-assessment rubrics.	- To recognize the colors when listening to them. - To identify the class vocabulary used in instructions. -To recognize the numbers from 5-10 when listening to them. - To identify the name of their emotions. -To understand the words used to name some school supplies.
Data collection instruments: field notes (4), artifacts (4), Teacher Interview (1), video recording (2)			
Cycle 3 <u>“Hello, English, hello learning”</u> From March 4th to April 8th - 4 classes - 6 hours	-food -healthy and unhealthy -revision of vocabulary from previous cycles: colors, boy and girl, school supplies, emotions, etc.	-To set learning and task goals that motivates them to engage in class. - To identify distractions and try to isolate from them. - To plan the steps and materials needed to complete an activity. -To manage the time given for the completion of activities with the help of a visible timer. - To recognize in teachers and classmates a support for overcoming difficulties in class. - To check their classwork before turning it in. -To reflect on their learning and class performance through questions or self-assessment rubrics.	-To understand the words used to name food. -To follow instructions with previous vocabulary to characterize food. -To understand the meaning of healthy and unhealthy.
Data collection instruments: field notes (4), artifacts (4), video recordings (2), Self-assessment surveys (3).			

CHAPTER V: DATA ANALYSIS AND FINDINGS

This chapter presents the analysis of data collected throughout the implementation of the pedagogical intervention and its findings. First, the procedure that guided the analysis is described. Then, the information provided by the data collection instruments is presented in three categories and their corresponding subcategories. After that, the data is analyzed and discussed leading to research findings explanation.

Data Analysis Procedures

Grounded theory was the method used to categorize and analyze the data collected throughout the stages. According to Corbin and Strauss (2015), this method seeks to develop a theory based on evidence that reveals broad ideas and new perspectives on experiences. Therefore, grounded theory is useful to answer the research question, as it helps to explain the role of self-regulation in first grader's vocabulary learning in an EFL classroom at Gonzalo Arango public school. Moreover, Corbin and Strauss state that the outcomes are not predetermined; thus, categories and subcategories emerge from data. Therefore, the categories and subcategories were determined after all the data had been collected and organized.

The first procedure for data involved gathering the five data collection instruments: field notes, artifacts, surveys, video recordings, and interview. First, all the field notes were divided into two categories: field notes from the observation stage and field notes from the pedagogical implementation. Then, the 12 field notes from the pedagogical implementation were classified based on the cycles. This helped to classify the video recordings, interview, artifacts, and surveys according to the dates on which the 12 sessions were conducted. After that, the data was organized into four groups: observation stage, Cycle 1, Cycle 2, and Cycle 3. For data analysis, color coding was used to find two aspects: data related to the three constructs of the study and

new data. This provided links between the data, which allowed the identification of categories and subcategories, the former as broad groups of patterns and the latter as specifications of those patterns.

Categories of Analysis

The information obtained after following the data analysis procedure revealed three patterns, which led to their establishment as categories. Since the purpose of the analysis is to answer the research question, these categories were organized with respect to the research objectives. Moreover, each category is assembled from subcategories that allow deeper understanding of its parts.

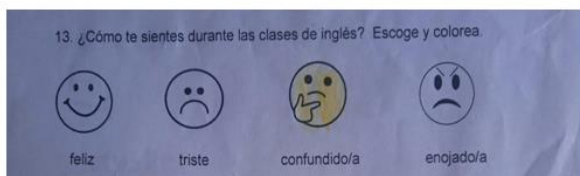
First Category: Vocabulary learning developed in the EFL classroom.

This category characterizes the vocabulary learning process developed by the participants throughout the implementation of the three pedagogical cycles. It describes the various characteristics and factors related to the students, setting, teaching methods, and learning tools that promoted and enriched vocabulary learning. This pattern revealed advantages of approaching EFL learning from a motivational and active environment where students are allowed to have an active role. Therefore, the category analyzes the relationship between the extrinsic and intrinsic factors of the students and how these positively impacted their learning. The extrinsic factors included the teaching method, the proposed activities, the didactics of the class, the teacher's role, and the class routines. The intrinsic factors were the behaviors, thoughts, and emotions of the students toward the EFL class. The data revealed three interactions among these factors, which led to understanding them as characteristics of the vocabulary learning achieved by first-grade students. Consequently, they are presented as subcategories.

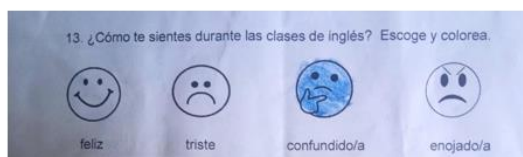
Additionally, it is important to mention that this category revealed unexpected features of EFL learning, such as oral communication, the use of writing, the incorporation of movement, and the learning of unplanned vocabulary. Although these aspects of EFL learning were not part of the planned pedagogical intervention, they emerged from the analyzed data, showing that, in addition to fostering receptive vocabulary learning, the EFL classroom also promoted other language skills among the students.

Subcategory 1: classroom environment motivates EFL learning.

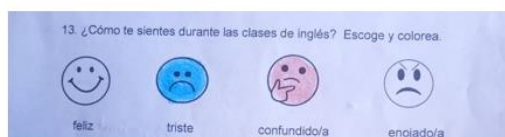
This subcategory presents how the characteristics of the classroom environment and pedagogical intervention progressively motivated the students to learn EFL. During the observation stage, it was noted that the students did not have a consistent schedule for the English class, so the language was rarely addressed in the classroom. However, when the few EFL activities were proposed, the students showed behaviors of disconnection, avoidance, frustration, and lack of motivation toward them. The characterization survey indicated that most of the students felt confused or sad during those tasks.



(characterization survey- student #4)



(characterization survey- student #12)



(characterization survey- student #17)

Moreover, the field notes from the observation stage indicated that the students found it difficult to manage their behaviors and emotions, which affected their performance during the activities and led them to a lack of interest in completing the English tasks.

I think the girl didn't finish the drawing because she might have felt she was not being listened to by the teacher and also because she couldn't handle the frustration of not getting the results she expected.

While the students were doing the activity, the teachers gave them some math grades. I noticed a student that was crying and seemed worried. He was trying to answer the questions that two girls were asking him. He held his head in his arms and shouted at the girls to leave him alone. He said he didn't want to study anymore and that he wasn't even understanding the English activity. He refused to complete the worksheet.

(Field notes: observation April 14th,2023)

I noticed that the student got mad because she colored the image wrong and the teacher asked her to erase and repeat it. She got mad and told the teacher that it was going to take very long to repeat it. The teacher did not answer. The student looked angry. She went to her seat and didn't finish the activity, instead she started talking to her classmate.

(Field notes: observation May 5^h,2023)

These extracts show how the students felt and reacted during the few English activities, which primarily involved coloring while following written instructions on numbers and colors. The students exhibited neither extrinsic nor intrinsic motivation to accomplish these activities. They felt confused because there was no explanation provided for the tasks, and the activities were not connected to their context.

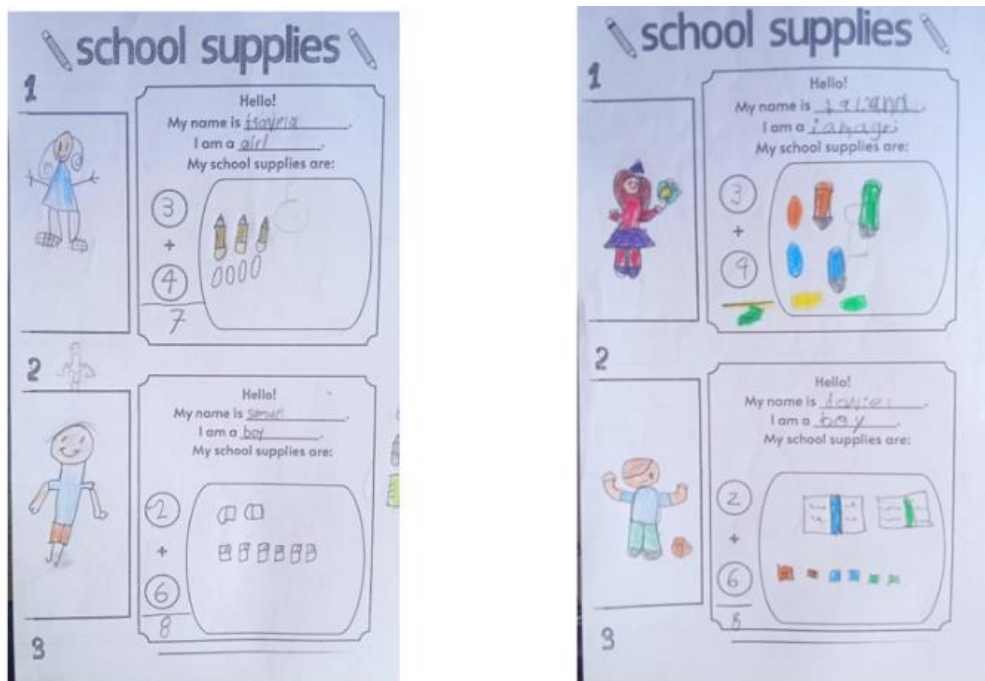
However, after the observation stage and through the pedagogical implementation the students' relationship with EFL positively changed. The vocabulary activities motivated them to participate in the sessions. The students demonstrated engagement with the various activities carried out to learn receptive vocabulary. By learning words and expressions related to their interests and environment, the students exhibited intrinsic characteristics that encouraged them to engage with the class. They expressed happiness, interest, and a willingness to complete the activities.

The field notes indicated how the students became accustomed to the EFL class dynamics, in which they were expected to take an active role. From the beginning of the pedagogical implementation, the students were motivated to interact with the vocabulary they heard. For instance, when learning vocabulary related to school supplies, the students expressed excitement about using their own supplies as examples. Encouraging them to try again whenever they made a mistake and making this into the “show me, show me” game helped them not only to associate that phrase with the routine of preparing materials but also to clarify doubts and manage feelings of confusion, shyness, and nervousness.

I noticed that the students were excited to start the class. They seemed interested in the words I used and were attentive to the explanations I gave. Initially, they seemed confused, but once I guided them into the game of “show me, show me” their school supplies, they understood the instructions and followed them. I then conducted the activity more quickly, so they had to be attentive. They showed excitement, smiled, and actively looked for the objects. When I pointed out that some of their supplies were incorrect, they seemed confused, so I asked the other students to show the correct ones again. I noticed that this helped the students correct their mistakes, overcome the confusion and irritation, and continue with the activity.

(Field note: Cycle 2- October 2023)

The artifacts showed that after varied activities that aimed to guide the students to convey the meaning of the word heard to a real entity, the students exhibited comprehension of vocabulary related to school supplies, gender, colors, and numbers. Therefore, the students could carry out activities that integrated this vocabulary.



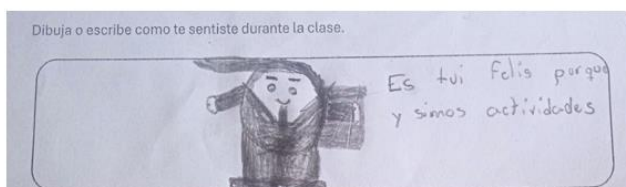
(Artifacts cycle 2. Student #13-student #18 October 19th,2023)

Furthermore, the positive impact of the EFL classroom environment on the students' receptive vocabulary learning was also noted by the head teacher. After the implementation of eight sessions, she participated in a semi-controlled interview in which she pointed out that the dynamics used during the classes helped the students learn words, expressions, and commands, keeping them engaged. The teacher highlighted how connecting the vocabulary to aspects of their context helped the students become familiar with the language, facilitating significant English learning.

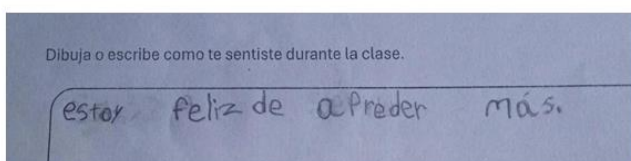
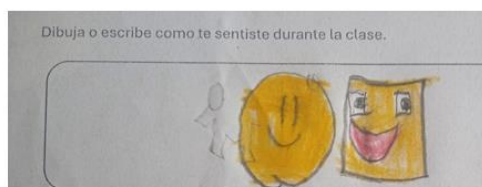
Todo lo que tu trabajas de comandos, pues como ellos están hasta ahora adquiriendo el código en español, pues claro una segunda lengua resulta un poquito compleja si no se enseña como de manera natural, por eso sí me gusta mucho eso que los niños trabajen como por comandos. Que les vayamos metiendo las instrucciones, la dinámica; así como tu hacías, que por ejemplo vemos los colores, pero también estamos viendo los números, pero también por ejemplo el rotarse el turno darles una instrucción de poner atención pero en inglés, entonces eso ayuda a que ellos entren en la dinámica del segundo idioma pero de manera natural y no tan traumática. Ponerles la palabra y objeto por ejemplo red a jugar y rotar, eso resulta muy significativo porque así sí lo aprenden. O lo de los útiles escolares, es algo tan familiar que pues ellos ya lo adquieren y no se les vuelve ajeno sino que lo pueden apropiarse y utilizar.

(semi- controlled interview- head teacher of first grade November 16th,2023)

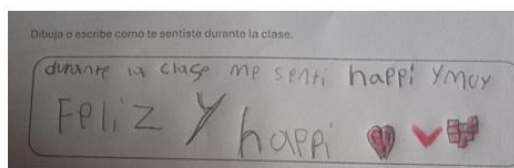
Finally, as part of a self-assessment survey (Refer to Annex 4) the students answered how they felt during the last three classes of the pedagogical implementation. All the students answered that they felt happy showing how the characteristics of the EFL classroom had a positive impact on their emotions and learning process.



(self-assessment survey 1- student #8 and student # 26 Cycle 3-March 11th,2024)



(self-assessment survey 2- student #6 and student # 10 Cycle 3-March 18th,2024)



Subcategory 2: Communication fostered by the interest of students in their EFL process.

This subcategory shows how the pedagogical intervention awakened the students' interest in learning EFL to engage in communicative interactions with their classmates, teachers, and even outside the classroom. The constructivist pedagogical approach allowed students to gain knowledge beyond the planned receptive vocabulary and listening skill. According to Scholnik et al. (2006), a classroom based on this approach encourages students to learn from their environment. Therefore, due to the active role that students had in the classes, they showed curiosity on vocabulary that was not part of the planned language content but was related to their environment, such as family members, school members, and expressions of affection. The students sought help to learn how to write or pronounce those words. The data collected showed

how the students improved their relationship with EFL learning throughout the development of the three cycles.

In the observations, it was noted that the students lacked engagement with the language content. This contrasted with the field notes from the first cycle, which indicated that the students were engaged in the class dynamics and showed interest in the materials.

The teacher gave the students a worksheet that had a dinosaur to color. The teacher told the students to do that activity once they finished a literacy activity in their Spanish book. I noticed that students were not interested in the activity. They were confused as they did not understand the written words, so they preferred to focus on the Spanish task.

(Field note: observation #2. April 21st,2023)

I acted like I was guessing their names to engage all the class into the activity. I asked the students to wave hello and to say the name of their classmate. The students seemed to like and understand the dynamic, they were raising their hands to be chosen.

(Field note fragment: cycle 1- August 21st,2023)

While I was connecting the computer student #4 approached me and asked if I could play the song from the previous class again because she liked it a lot. I said of course. Then she asked me what the name of the song was, I showed it on the screen and she tried to read it, she looked at me confused and I read it, she asked me to repeat it so she could say it too. The student repeated the song title twice and asked me if it was correct. Some minutes later I noticed that students #11 and #21 were saying the song title. The student #4 approached me again and told me she was telling her classmates the name of the song.

(Field note fragment: cycle 1-September 4th,2023)

The previous fragments of field notes show how students progressively engaged in the class dynamics; they were excited to participate, which indicated they recognized the EFL class as a space where they could have an active role. Additionally, students increased their engagement in class once they understood the activities.

Furthermore, the collected data showed that students were interested in learning productive vocabulary, which, according to Zhou (2010), refers to the vocabulary used to write or speak. Although the pedagogical intervention did not focus on this type of vocabulary, the students displayed intrinsic motivation to communicate both written and spoken words. Data

collected through field notes indicated that this interest developed throughout the three cycles of pedagogical intervention. In cycle 1, students frequently asked about vocabulary related to family members and expressions to show them affection. As the EFL class was the last period of their school schedule, the students showed motivation to use these words with the family members that picked them up.

When the students were getting ready to leave, student #1 asked me “profe, ¿cómo se dice ‘hola, mamá?’ en inglés” I told him the answer, and he asked me to repeat so he could learn it. Then he asked “profe, ¿y cómo se dice hola, papito?” I gave him the answer and explained to him that the first part was the same “hello” and the second part changed depending on the person. I asked him why he was interested in those words, and he said that he wanted to greet his parents in English but did not know who was going to pick him up. Some students overheard the conversation and began to ask me the same question: how they could greet their family in English. I answered their questions and helped them with the pronunciation. Student #13 asked me how to say, “I love you, dad” and then asked the same for mom, sister, and friend. I gave her the answers.

(Field note fragment: cycle 1- September 4th,2023)

This fragment shows how students were interested in vocabulary related to their environment, which allowed them to learn words beyond the receptive vocabulary planned for classes. According to Lessard-Clouston (2013), it is essential to be exposed to a variety of words in different communicative contexts to learn vocabulary. Thus, the words about which students were curious were seen as part of their vocabulary learning.

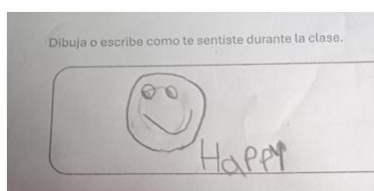
In addition, a semi-controlled interview conducted with the head teacher at the end of cycle two revealed information on the students’ interest in EFL. This interview aimed to collect information on the teacher’s perception of the implementation of cycles 1 and 2, considering that she was present in all the eight lessons. Specifically, the second question of the interview, “How would you describe the students’ relationship with the class and the foreign language?” sought a description and interpretation of her observations.

Por ejemplo el otro día que tú estabas dando la clase ellos me decían “ profe, ¿Cómo es que se dice profesora en inglés?” porque ellos querían llamarte con la palabra que escuchaban, entonces dije “teacher” y ellos me dijeron “ah, gracias teacher” y luego te llamaron entonces es bien bonito porque ellos se motivan y así adquieren el inglés.

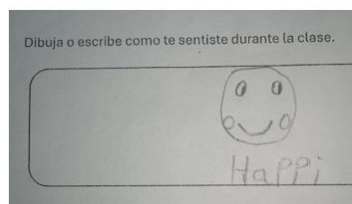
Fragment of teacher’s interview transcription: cycle 2. November 16th,2023)

This answer revealed an interaction she had with the students during one of the classes in cycle 2. The students asked her how to say “teacher” in English because they wanted to get my attention. The head teacher interpreted this as a sign of the students’ motivation for the language, which helped them learn. Moreover, this indicates that students’ interest in EFL led them to use verbal vocabulary in the classroom.

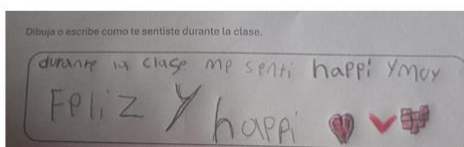
Furthermore, data collected from the third cycle reveals students’ interest in communicating written vocabulary. In the self-assessment survey (Refer to Annex 4) applied at the end of the last three lessons, students were asked how they felt during the class; they had the option to draw or write in Spanish. The results revealed that eighteen students wrote words in English. Although this vocabulary (happy, nice, good) was part of the language content of cycle two, students listened to it again in the lessons of the third cycle, which reveals their remembrance and comprehension of the words. In this regard, Folse (2004) points out that learners can grasp vocabulary meanings through long encounters with words, which helps them construct a vocabulary bank that can be for self-expression. Therefore, these students chose to communicate their feelings in writing by attempting to spell the words from their vocabulary bank.



(Survey cycle 3 Student #3. March 11th,2024)



(survey cycle 3 Student #26. March 11th,2024)



(Survey cycle 3 Student #15. March 11th,2024)

In conclusion, this subcategory revealed two aspects of language learning that were not part of the pedagogical intervention design but emerged throughout the three cycles. The first aspect was the students' interest in learning vocabulary that was not included in the planned language content. The second aspect was the use of productive vocabulary by students to communicate with their classmates, teachers, and family. This demonstrated that the students' learning extended beyond receptive vocabulary and listening skill. Therefore, the pedagogical intervention positively influenced the students' learning; by providing them with an active role in the lessons, the students exhibited enthusiasm for communicating in EFL.

Subcategory 3: Movement activities support receptive vocabulary learning.

This subcategory describes how students learned receptive vocabulary through movement activities. This is another aspect that was not part of the pedagogical intervention design but emerged during the implementation. The collected data showed that from the first cycle, the use of movement activities facilitated the students' comprehension of vocabulary meanings. Therefore, this aspect became a significant tool for assessing students' learning. According to Padial-Ruz et al. (2022), students' academic performance and motivation to learn are enhanced by a methodology based on physical activity or meaningful gestures.

The information from field notes collected during the first and second cycles revealed that students grasped the vocabulary meanings better with activities that involved movement, such as waving, mimicking action verbs (e.g., "wake up," "going to sleep"), selecting numbers, grouping quantities, counting with their fingers, and jumping a specific number of times, etc.

To start the explanation, I showed students an image of a girl greeting her classmates and another image of a boy greeting his parents in the afternoon. I repeated the words and encouraged them to point at the image that represented the greeting I said but they were confused. After some repetitions, I noticed they did not get the meaning; they thought it referred to school and house. I noticed some students that were not paying attention to the activity, so I asked all the students to make a circle. I guided them to use their hands to wave. I called out the names of some students, and they had to look at them and wave. For the "good morning" greeting I asked them to show me how they woke up in the morning. They understood the meaning after I mimicked it. After several repetitions of movements for greetings, students could do the correct action for the greeting I said.

(Field note fragment: cycle 1 August 21st, 2023)

I showed the students the song video "one potato, two potatoes" to teach them the numbers. They liked the song because they were dancing and really attentive to the video. After this, I played the video part by part and wrote the numbers for them to connect what they heard with the quantity. I asked them to show me the number of fingers I said. They did it correctly when I said them in order, but then they got confused when I changed the order. I noticed that student #4 was not participating. I asked her why, and she told me she did not understand the name of the potatoes. I told her that the words were not the names of the characters but the quantity of them. After this, I showed them my board markers, and I counted them. I explained that the words worked to count objects too. Then I asked some students to go in front, and I counted them. Students seem to understand the vocabulary, so I asked them to jump if they heard the correct number to count the boys and girls. After some repetitions, the students understood the meanings of the words.

(Field note fragment: cycle 2. October 5th, 2023)

This data collection shows that movement helped students connect the words they heard to their correct meanings. In the field note fragment of the first cycle, the description of a moment in the first lesson reveals how mimicking helped to present the meaning of greetings; this allowed students to connect the words to specific moments in their daily routines. This fragment also demonstrates how proposing movement-related activities in class helped to engage students who were distracted. The activities encouraged them to do interact with the vocabulary rather than just receiving it, making them more attentive to the lessons and instructions.

The field note fragment of the second cycle provides evidence of how finger counting and jumping movements helped students recognize the difference between words for cardinal numbers. In the explanation part of the controlled activity in lesson two, students followed the instruction to jump when they heard the correct number for counting people, things, and animated characters.

Furthermore, information found in video recordings also supports this subcategory. These data collection instruments were used to document events of the pedagogical implementation in real time. Therefore, they showed how students used movements to learn receptive vocabulary in the EFL classroom.



(Image of video recording: cycle 2. September 28th,2023.
Student #2, Student #9, and student #17)

Data collection instrument: video recording of cycle 2 lesson 2.
September 28th,2023

Video description: There are three students in the video. Student #2, student #9, and student #17. They are looking at the board where there are four pieces of paper of different colors. On each paper there is an image of an animated character doing a movement. The red paper has a girl hugging herself, the yellow paper has a face smiling, the green paper has a boy touching his head, and the blue paper has a boy raising his hands. I say "red" and the students hug themselves, then I say "blue" and the students raise their hands. The student #9 turns to look at me so I say "yes, pero no voltees a ver la camara". Then I continue, I say "green" and the students touch their heads, I say "blue" again and the students hug themselves which was incorrect so I repeat "blue" they realize their mistake and raise their hands. I repeat these instructions faster. The three students do the correct movement.

(Video recording transcription)

The previous image illustrates an activity from the second cycle that involved movement to check students' understanding of primary and secondary colors vocabulary. The transcription of the video recording from which this image was taken shows that the students followed three steps to connect words to their representations: first, students listened to a color; then, they identified the corresponding piece of paper and image; and finally, they copied the movement associated with the color. The transcription indicates that the students understood the activity and performed it well. Therefore, this is evidence of how movement helped students in learning receptive vocabulary.

In summary, this subcategory explained the significant role of movement activities in students' learning process of receptive vocabulary. Information from data collection instruments—field notes and video recordings—provided evidence of the effectiveness of movement

activities in pedagogical intervention. In addition, it was revealed that this type of activities supported the development of the teaching method proposed by Seal (1991), which requires students to engage in three steps: presentation of meanings, checking understanding of meanings, and practicing them in their environment. Therefore, in the pedagogical intervention, activities related to movement emerged as an unexpected tool that contributed to students' vocabulary learning.

Second Category: Self-regulating my EFL vocabulary learning process.

This category characterizes the role of SR in the EFL learning process of the population. Data revision revealed a pattern of positive influence of SRL strategies on students' vocabulary learning. This pattern increased as the twelve lessons that made up the pedagogical implementation progressed. Therefore, this category aims at evidencing the fostering role of SR in the students' vocabulary learning, as it helped them to overcome the obstacles related to challenging emotions and behavior identified in the observation stage.

According to Duckworth and Carlson (2013), SR is the ability to manage the attention, emotions, and behaviors of oneself to achieve goals. This definition helped in understanding the vocabulary learning needs of the students as the goals to be achieved. Additionally, the theoretical construct of SR helped to recognize the concept of SRL as a group of processes that constitute the application of SR in a learning environment. According to Paris and Paris (2001), SRL occurs when a person can overcome obstacles in their learning by controlling intrinsic features. Therefore, this category is divided into two subcategories that provide evidence of how students improved various aspects of their EFL learning, such as class performance, quality of tasks, interactions with peers, receptive vocabulary, listening skill, and intrinsic motivation by

self-regulating their learning to overcome irritation, confusion, worry, lack of motivation, and lack of engagement.

Subcategory 1: managing my environment in the EFL classroom to learn vocabulary.

This subcategory describes how students' learning benefited from the use of SRL strategies related to the management of environment aspects that were under their control. Data collected showed that SRL strategies fostered students' learning throughout the three cycles. The first strategy proposed to students was to plan the steps and materials they needed to complete an activity.

In field notes of the first lesson, it was shown how students were not used to planning their work. They were confused when they were asked about their steps for the activity. Therefore, it was recognized that this strategy had to be detailed explained to the students.

After the explanation of the activity, I asked the group what they were going to do once I gave them the paper. The students showed confusion, so I repeated the questions and gave them the options, "Are you going to color, are you going to draw, or are you going to write your name? The students understood the options, but they did not recognize their importance. A student said she was going to draw because she did not like color. Another student said he was going to decorate the paper. Some students did not answer, and others were distracted, so I asked them to choose and imagine their first step for the activity. I repeated the options, then I asked them if that was the most important thing to do. Some of them said yes, and some of them said no. I asked them what they should do to know that the paper was theirs. Most of the students answered that they had to write their names. I said yes because, in that way, you do not lose your classwork.

(Field note fragment: cycle 1. August 21st,2023)

The previous field note fragment shows how at the beginning of the pedagogical intervention students did not know how to plan the steps for completing an activity. Therefore, in the class the characteristics of this SRL strategy were explained. Students understood how planning was useful after they were asked to compare the result of following an important step like writing their name on the paper and the result of not following it.

Taking this into account, it is relevant to point out how, as the lessons were developed, the students got used to planning the steps for the activities and the materials needed to complete them. Data collected from cycle three showed that this SRL strategy helped students understand the activities and develop them more effectively and organized. Moreover, by reminding students to have ready the materials they needed depending on the activity, the students were more focused on the activities as they were not distracted by wandering in the classroom looking for school supplies as it used to happen in the observations.

I gave the students the food images they had colored in the last class. I told them they were going to cut and glue the images and I asked them: "What materials do you need?" Most students said scissors and glue; other students said them in Spanish, but all the students were showing me their materials. I noticed that as soon as I gave them their images, they started the activity.

(Field note fragment: cycle 3. March 11th,2024)



(Artifact cycle 3. Student #24. March 11th,2024)



(Artifact cycle 3- Student #6. March 11th,2024)

Furthermore, in contrast to the observations before the implementation where the students did not develop the activities because they were confused on how to complete them, the field note and artifacts of cycle 3 are evidence of the positive impact of explicit teaching of SRL strategies on the students' class performance and the quality of their tasks. In addition, the

strategy of planning steps and materials allowed students to be more attentive to instructions and to understand the transitions between the three parts of the classes.

Another way in which SR fostered EFL learning was by encouraging students to self-evaluate their learning process. Regarding this Zimmerman (2002) highlights the importance of self-reflection for learners to achieve an effective SRL process. Therefore, the students answered a self-assessment survey three times during the third cycle. The students were asked about their perception in seven aspects of their EFL learning. There were three options for answering: yes, sometimes, and no. They had to color the animated face that represented their answer. Field notes of the third cycle revealed that students were not familiar with self-evaluation. They were asking other people what they should answer.

I gave the students a rubric for self-assessment. I explained what that was and its purpose. I asked them to prepare a pencil, and when I asked what the first step was, they said, "marcar la hoja". I explained the purpose of the activity. A student asked if that activity was graded. I explained to them that it was an activity that helped them know what they were doing right in the class and what aspects they should improve. Some students were confused. They expressed doubts about how they should answer it, so I asked the head teacher for more time, and I guided them in each question. Some students asked me about what option they should choose, so I reminded them that it was based on their honesty and their own feelings. There were some students that kept asking me if they learned the words, so I asked them, "do you feel that you learned the words of food in English?" They took some time to think. After they finished, I reminded them that there were no correct or incorrect answers in that activity. I told them it helped them to be aware of what they felt and did during the class.

(Field note fragment: cycle 3-March 11th,2024)

¿Cómo trabajaste hoy en la clase de inglés?				
Colorea la carta que representa tu respuesta. En la parte de atrás dibuja o escribe cómo te sentiste durante la clase.				
Prregunta	Opciones de respuesta			
	1	2	3	
A. ¿Aprendí palabras en inglés?	Si.	Solo algunas.	No.	
B. ¿Escuché y entendí las palabras que decía la profe?	Si.	Solo algunas.	No.	
C. ¿Usé la ayuda de mis compañeros?	Si.	Algunas veces.	No.	
D. ¿Pedí ayuda a la profe cuando lo necesitaba?	Si.	Algunas veces.	No.	
E. ¿Ayudé a mis compañeros?	Si.	Algunas veces.	No.	
F. ¿Preparé el material que necesitaba?	Si.	Algunas veces.	No.	
G. ¿El reloj me ayudó en la clase?	Si.	Algunas veces.	No.	

(Survey: cycle 3. Student #18. March 11th,2024)

After the first survey students were informed that the activity was going to continue in the next classes, so they had to pay attention to their emotions, thoughts, and actions during class so they could answer honestly. This had the purpose of motivating them to work on self-observation and to encourage them to make the necessary adjustments to improve their learning. Regarding this, Vohs and Baumeister (2011) state that in the SR process the ability that comes after the recognition of deliberate actions is the ability to adjust intrinsic features (emotions, thoughts, and behavior) to face the difficulties that arouse during the achievement of goals. The next evidence shows the progression of students in the development of self-assessment surveys.

After the break, I asked the students to prepare a pencil and a color. I gave them the self-assessment survey and reminded them that there were no correct or incorrect answers and that they had to be honest and ask themselves those questions about the English class. I asked them to follow my lead to do it correctly. I set the timer for one minute to write their name and the date. Then, I gave them 2 minutes per question. I was going to read the questions, but the students showed they wanted to take turns reading them, so most of them raised their hands to participate. I chose some students; they read the questions, and I indicated that they could color just one face, the one that represented their answer. For the last two questions, it was surprising for me and also for the main teacher to see that a really shy student wanted to participate by reading, so I gave him the opportunity to.

When the students claimed they had finished, I reminded them to check if it was complete. The students were more focused on the activity. They were not asking the teachers about their performance.

(Field note fragment: cycle 3 April 8th,2024)

¿Cómo trabajaste hoy en la clase de inglés?			
Colorea la carita que representa tu respuesta. En la parte de atrás dibuja o escribe cómo te sentiste durante la clase.			
Pregunta	Opciones de respuesta		
	1	2	3
A ¿Aprendí palabras en inglés?	Si.	Solo algunas.	No.
B ¿Escuché y entendí las palabras que decía la profe?	Si.	Solo algunas.	No.
C ¿Usé la ayuda de mis compañeros?	Si.	Algunas veces.	No.
D ¿Pedi ayuda a la profe cuando lo necesitaba?	Si.	Algunas veces.	No.
E ¿Ayudé a mis compañeros?	Si.	Algunas veces.	No.
F ¿Preparé el material que necesitaba?	Si.	Algunas veces.	No.
G ¿El reloj me ayudó en la clase?	Si.	Algunas veces.	No.

(Survey: cycle 3 Student #16 April 8th,2024)

This data shows how the students used SR in the EFL classroom to reflect on their learning and class performance through questions and self-assessment surveys. This aspect of SRL promoted self-observation in the students which helped them to start recognizing how their behaviors, thoughts, and emotions could have a positive or negative influence on their learning.

To conclude, the previous subcategory revealed two ways in which SR fostered vocabulary learning in the EFL classroom. The use of SRL strategies helped students to manage obstacles that were affecting their learning before the pedagogical intervention. Therefore, the strategy of planning addressed the confusion and lack of engagement in the students. The strategy of getting ready the materials addressed the students' distraction and the issue of incomplete activities. The strategy of self-assessment addressed students' easily giving up and their lack of commitment. Also, this strategy allowed them to identify the topics they were intending to learn and the behaviors that helped them to achieve vocabulary learning.

Subcategory 2: Managing my vocabulary learning time with the support of others.

The objective of this subcategory is to present how students' EFL learning process benefited from the connection of two SRL strategies: time management, and help-seeking. Data revealed that students' relationship with class time improved as the lessons were developed. Students could use time better in class due to the help of their classmates and teacher. This led them to engage in the three parts of the lessons and to complete their tasks on time, avoiding distractions.

In the observation stage it was noticed that the students were not used to developing more than one EFL activity. Also, it was noticed that students took a lot of time completing tasks of other subjects because they were distracted. Students showed frustration when they could not complete the activities on time, whenever they were told that they had no more time left, they used to give up easily. They also showed concern when their classmates finished first and could advance to another task while they could not.

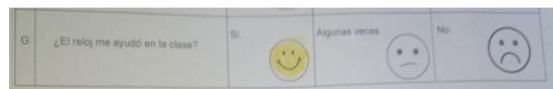
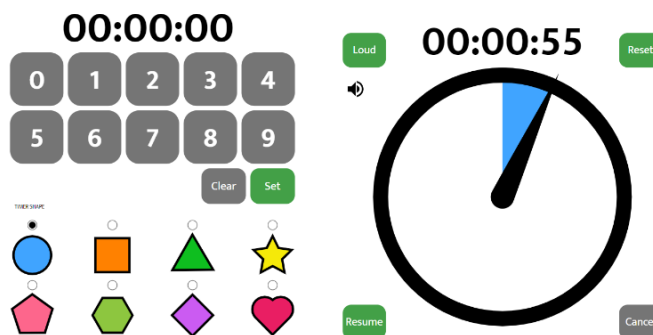
I noticed that the majority of students were not completing the activities; they were playing or chatting. The teacher told them they had to finish in 10 minutes because they had to do a science evaluation. The students yelled, "No, profe." . They were worried. They asked for more time, but it was not possible. I noticed that a student approached the teacher and told her that she did not know what pages they had to do. The teacher answered that they already had time to do the math's activity, so she was not going to repeat it because they had to work on other subjects. The student seemed confused and angry.

(Field note fragment: observation #3. April 28th,2023)

This data from the observation stage shows how students used to have many obstacles in their learning due to the lack of time management. This situation aroused frustration, irritation, and confusion in students which negatively impacted their class performance as they did not accomplish the tasks. This observation led to identify the students' learning need of managing time and emotions during class time. Therefore, in the pedagogical implementation an online classroom timer was a tool chosen to address this problem. The timer was introduced to the students in the first lesson where they showed interest in the tool because it had assorted colors and shapes. They were informed about how the timer was a tool to help them organize their class time. In the first cycle students felt pressured by this tool. They used to feel worried when the tool announced there was no more time. For these students were constantly reminded that if they were focused on the activity but the time was not enough, they could ask for more time, so it was important for them to manage the time.

Data from field notes revealed that the classroom timer helped students to manage class time better which positively impacted their learning because they completed their tasks and could manage their concern, frustration, and easily give up.

The self-assessment survey showed how the students recognized the timer as a tool to help them in class. Moreover, it showed how the students felt happy about the time management tool.

(Survey cycle 3- Student #7. April 1st,2024)(Survey cycle 3- Student #15. April 1st,2024)(Survey cycle 3-Student #19. April 8th,2024)

(Image of online timer used for classes)

Furthermore, the SRL strategy of time management was supported by another strategy because as the students struggled at first in using the tool, they used the strategy of recognizing in teachers and classmates a support for overcoming difficulties in class.

Student #4 approached me and told me that she had not finished the activity because she took more time in coloring. She asked me if I could help her and give her more time. I answered that it was possible but just if she used the time to focus on the activity.

(Field note fragment: cycle 2-September 28th,2023)

This data from cycle two describes how the students had the SRL ability of help-seeking when they could not manage the time. This shows how students could overcome the confusion, frustration, and irritation they experienced when they were given time for the completion of activities. Moreover, data revealed that students helped each other to strengthen their time management ability.

I explained the activity of drawing specific quantities of school supplies. I set two minutes on the timer and a student complained that it was not enough time. A girl reminded him that they could have more time if I noticed that they were using the time right. The student answered okay and focused on the activity.

(Field note fragment: cycle 2. October 5th,2023)

This data from cycle two shows that students could manage the time for the completion of vocabulary learning activities with the help of their classmates. As the timer was a tool that all

the students were using, they shared their feelings of worry and irritation, so they could understand when their classmates complained about the time; nevertheless, they showed support to each other by reminding their classmates how the timer was a helping tool in the classroom.

In conclusion, this subcategory gives evidence on how the students' vocabulary learning process was supported by the connection between the time management strategy and the help-seeking strategy. The data presented showed that students' class performance improved because they completed vocabulary activities on time by overcoming confusion, irritation, and frustration. Moreover, the SRL strategy of time management allowed students to have complete and meaningful receptive vocabulary learning as the three steps of the 3C vocabulary learning method proposed by Seal (1991) were completely developed in the lessons. Therefore, this subcategory showed how SRL strategies supported students' EFL learning process.

Third Category: Fostering listening skill through receptive vocabulary learning.

This last category of analysis characterizes the development of listening skill through vocabulary learning. Data revised in field notes, artifacts, and video recordings revealed two patterns of connection between vocabulary learning and listening skill. These patterns are presented as subcategories. The first category analyzes the improvement of listening comprehension through receptive vocabulary activities. The second category analyzes how listening skill promoted receptive and productive vocabulary learning.

Subcategory 1: Strengthening my listening comprehension through receptive vocabulary learning activities.

This subcategory provides insights on how students improved their listening skill by understanding spoken vocabulary. According to Rost and Candlin (2013) listening skill requires

both reception and comprehension of auditory input. Hence, data collected showed that students were able to receive and understand the vocabulary they heard related to the language content of the lessons. This finding revealed that the pedagogical intervention allowed that improvement since before the implementation the students lacked listening skill. To support this, data from the diagnostic class shows that students did not understand spoken vocabulary related to colors and school supplies.

Students were asked to listen carefully and pay attention to where the teacher was looking at, they had to guess which was the object seen in the classroom of the specific color said. They showed excitement to participate. They understood the instruction in Spanish, but they did not understand the vocabulary for colors. I showed them objects of the color I said to help them connect the word to what they saw. But they were struggling to comprehend the words they heard. I changed the dynamic and I asked them to show me the school supply I said. The students did not understand this vocabulary either. This part shows that the students do not understand basic spoken vocabulary. Therefore, they lack listening skill.

(Fragment of diagnostic class results. May 4th,2023)

The information of the diagnostic class results led to recognize the students' learning need of fostering their listening skill. In addition, the data revealed that students needed to improve their receptive vocabulary learning. Regarding this, Zhou (2010) points out that receptive vocabulary is the one that a learner can understand when they listen to or read it. Thus, in the lessons of the pedagogical intervention, students developed receptive vocabulary activities that introduced them to spoken vocabulary so that they were gradually able to receive and understand its meaning. To exemplify this, video recordings of an activity developed in the second cycle show that students listened carefully to repetitions of vocabulary related to colors and were able to understand their meaning as they chose the correct object of the color mentioned. This shows that connecting words to their representation helped students to differentiate words and therefore to comprehend meanings. In this regard, VanPatten (2017) highlights the essential role of input processing in language learning. Therefore, these video recordings are evidence of how students fostered their listening skill in receptive vocabulary activities.

Additionally, it is important to highlight the role of the materials used for the receptive vocabulary activities. In the implementation, varied materials related to the vocabulary were used by the students, for instance: images, flashcards, food, stuffed animals, school supplies, etc. These materials were helpful for students' listening as they allowed them to understand the meanings from the relation of the words to their context. According to Field (2009) listening skill can be improved by using material that encourages students to have interactions with the language. Therefore, these materials along the activities facilitated students' listening comprehension.



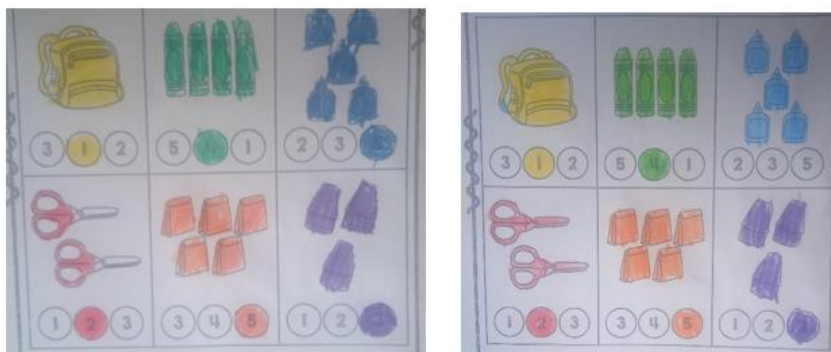
(images of video recording cycle 2-Student #22-Student #17-October 5th,2023)

Video description: There are two students. Student #22, and student #17. I ask them to listen to me carefully. I explain that I will say two words. The first can be boy or girl, and the second is a color so depending on if they are boy or girl it is their turn to pick the ball of the correct color. The students nod to show they understand. I say "boy, green" and the student picks the correct ball. Then I say "girl, blue" and the student picks the correct color.

(Video recording transcription cycle 2-October 5th,2023)

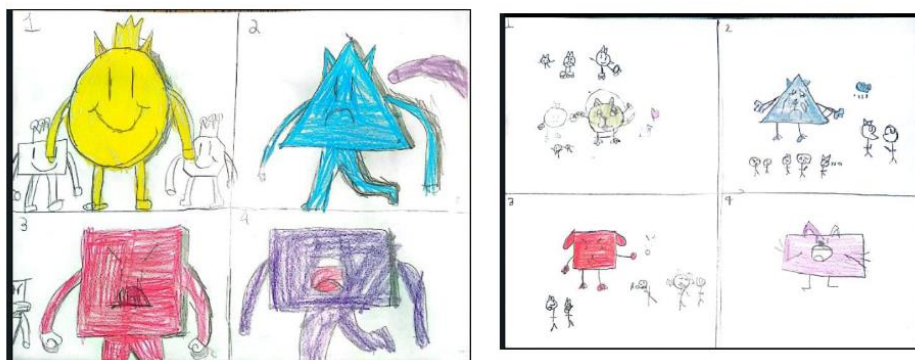
Furthermore, the students' classwork developed in the three cycles is evidence of their listening skill fostered through receptive vocabulary activities. To develop the controlled activities the students received spoken instructions that included: vocabulary for the actions (cut, color, draw, create, etc.), vocabulary for the nouns (bag, pencil, apple, circle, boy, etc.), and vocabulary for the adjectives (sad, angry, healthy, unhealthy, etc.). The students were intended to understand the meanings of spoken vocabulary to do the action and complete the activity. The

artifacts show that the students were able to comprehend the vocabulary as they followed the instructions. This means that the students fostered their listening comprehension through the development of receptive vocabulary activities.



(Artifacts cycle 2. Students #12-#27. October 19th,2023)

These artifacts are evidence of the development of a receptive vocabulary activity carried out in the third lesson of cycle two. The students were told to color by following the descriptions they heard and understood for instance: the scissors are red, the backpack is yellow, etc. The students showed listening comprehension of the receptive vocabulary.



(Artifacts cycle 2. Students #11 and #25. October 26th,2023)

Furthermore, these artifacts are evidence of the receptive vocabulary activity developed in the fourth lesson of cycle two that helped students to foster their listening comprehension of

colors, shapes, numbers and emotions. The students effectively followed the instructions, which included varied vocabulary, they listened to them and showed comprehension as they drew and colored correctly.

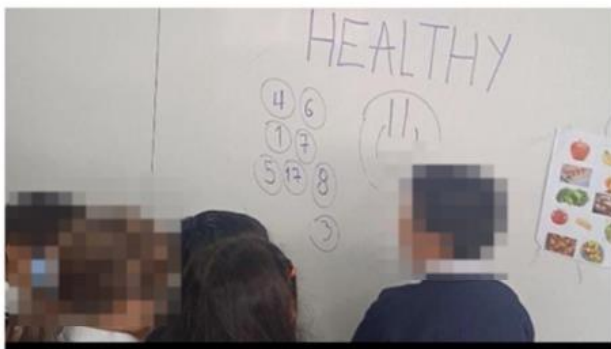
To conclude, this subcategory described the learning process of the students that led them to foster their listening comprehension through the development of receptive vocabulary learning activities. The evidence of this subcategory was made up of data from field notes, artifacts, and video recordings of the three cycles. This information supports the positive impact of receptive vocabulary activities on listening comprehension.

Subcategory 2: learning receptive and productive vocabulary through listening skill.

This subcategory presents the positive influence of listening skill on students' learning of receptive and productive vocabulary. This finding shows how the students achieved vocabulary learning largely due to the improvement of listening skill. Moreover, this subcategory describes how listening skill supported the unexpected productive vocabulary learning of students. The evidence to support this is provided by field notes and video recordings.

First, in video recordings of the second lesson from the third cycle, the students demonstrated their receptive vocabulary learning through the comprehension of the spoken words "healthy" and "unhealthy" In this lesson students showed understanding of meanings by moving to the correct side of the board. This activity was designed to follow the step of checking proposed by Seal (1991) in the 3C method for vocabulary teaching and learning. Seal states that

the purpose of this step is to examine if the learner understands the meaning or not. Therefore, the video recordings revealed that students learned the vocabulary by listening.



(Image of video recording. Cycle 3. Student #4, student #10, student #11, student #21 and student #17. March 11th,2024)

Data collection instrument: video recording of cycle 3. March 11th,2024

Video description: There are five students in front of the board. The students are: Student #4, student #10, student #11, student #21 and student #17. I give the activity explanation.

- La actividad es sobre las palabras healthy y unhealthy.
- saben que significan, ¿cierto?
- Student #11 says "sí, lo saludable y lo no saludable"
- The other students nod to indicate they know the meanings.
- Cuando escuchen healthy van a correr hacia la parte donde hay comida healthy y cuando escuchen unhealthy se van a ir hacia la parte que tiene comida unhealthy y que por eso tiene la sad face, porque no nos hace bien. ¿entendido?
- All the students say "yes"
- I say healthy and they move to the correct side.
- I say unhealthy and they move to the other side.
- I say unhealthy again and they stay on that side.

This is repeated several times. In all of them the students moved to the correct side according to the word said.

(Transcription of video recording:
cycle 3. March 11th,2024)

This data also shows how the length of the activity benefited the students' comprehension because they could practice listening and vocabulary more than once, which was helpful for their learning process. In this regard, Folse (2004) highlights the benefits of long encounters with words in a receptive vocabulary learning process because this helps students to understand their meanings.

Now, the evidence to support the finding of productive vocabulary learning through listening skill is found in field notes. About productive vocabulary, Zhou (2010) states that it is the one used by learners for written or spoken communication. Therefore, in the implementation the students learned productive vocabulary because they heard the spoken language in class, they showed interest in learning the pronunciation and they used it to communicate verbally. Data

from the first cycle shows how students used vocabulary that they learned through listening to say it to their classmates, teachers, and parents.

In conclusion, this subcategory presented data from video recordings and field notes to give evidence of how listening skill fostered the students' vocabulary learning in both of its facets, receptive and productive.

While I was connecting the computer student #4 approached me and asked if I could play the song from the previous class again because she liked it a lot. I said of course. Then she asked me what the name of the song was, I showed it on the screen and she tried to read it, she looked at me confused and I read it, she asked me to repeat it so she could say it too. The student repeated the song title twice and asked me if it was correct. Some minutes later I noticed that students #11 and #21 were saying the song title. The student #4 approached me again and told me she was telling her classmates the name of the song.

When the students were getting ready to leave, student #1 asked me "profe, ¿cómo se dice hola, mamá? en inglés?" I gave him the answer and he asked me to repeat so he could learn it. Then he asked "profe y ¿cómo se dice hola, papito?" I gave him the answer and explained to him that the first part was the same "hello" and the second changed depending on the person. I asked him why he was interested in those words and he said that he wanted to greet his parents but he did not know who was going to pick him up. Some students heard the conversation and started to ask me the same, how they could greet their family in English. I answered their questions and helped them with the pronunciation. Student #13 asked me how she could say I love you, dad and then asked the same for mom, sister, and friend. I gave her the answers.

(Field note fragment: cycle 1 September 4th,2023) (Field note fragment: cycle 1- September 4th,2023)

Finally, the research findings and data analysis were presented in this chapter. The three categories and their corresponding subcategories were thoroughly discussed with the support of data evidence collected during all the stages of this study. The analysis of the findings supports the application of self-regulation in EFL vocabulary learning due to its effectiveness to motivate students to learn. Based on this analysis, the following chapter presents the conclusions and implications of this study.

CHAPTER VI: CONCLUSIONS

This last chapter presents the conclusions of the study considering the research question, objectives, and the data analysis of findings presented in the previous chapter. Additionally, this chapter describes the implications of the development of this study for the school, the participants, and the pre-service teacher. Finally, the limitations and recommendations for further research are presented.

Conclusions

This study focused on researching the role of self-regulation on first graders' vocabulary learning in an EFL classroom at Gonzalo Arango public school. The findings revealed the fostering role of self-regulation for vocabulary learning. It was found that the use of SRL strategies allowed the students to manage difficulties that arose in their learning which helped them to improve their class performance.

To this end, the adaptation of seven SRL strategies to meet the learning needs of the population was a key factor in the pedagogical intervention, as it contributed to their vocabulary learning process. These strategies helped them to overcome difficulties related to their challenging emotions and behavior in class, which, in turn, increased their engagement and improved their learning outcomes.

In terms of the characterization of the vocabulary learning of the students, the findings showed that they learned a wide range of receptive vocabulary. Their learning process benefited not only from the SRL strategies but also from the integration of meaningful words and expressions connected to their environment. This suggests that the vocabulary introduced at the beginning of the EFL learning process for young learners should be related to their environment and context to enhance engagement and make the learning experience more meaningful. Furthermore, the data revealed the effectiveness of the 3C method proposed by David Seal for vocabulary teaching and learning. This method helped the students achieve all the learning objectives of the pedagogical intervention. The steps of conveying, checking, and consolidating provided students with multiple encounters with the vocabulary, leading to its comprehension, which is the goal of receptive vocabulary learning.

Moreover, it can be concluded that the constructivist pedagogical approach was another key factor that positively influenced the students' EFL learning. This approach allowed students to interact with the language, their peers, and the pre-service teacher, encouraging them to explore EFL aspects beyond those planned for the intervention, such as productive vocabulary.

Regarding the listening skill, the analyzed data provided evidence of how this skill was fostered through receptive vocabulary activities. These activities allowed students to interact with spoken language input, such as class commands, instructions, descriptions, and videos, which enhanced both their listening and vocabulary comprehension. Thus, the approach to this language skill highlighted the essential role of listening exposure in vocabulary learning for young learners.

In addition, focusing on the listening skill significantly benefited the development of SRL strategies in the classroom. This skill enabled students to accurately understand and follow instructions, which not only helped them complete tasks correctly but also enhanced their collaboration with peers as they practiced self-regulation by clarifying tasks and acknowledging each other as support.

Overall, the findings of this study draw attention to the importance of addressing the socio-affective dimension of students' learning experiences. The results indicate that when students are supported and understood, they are better able to regulate their emotions, thoughts, and behaviors, thereby facilitating academic improvement.

Implications

The implications of this action research are significant for the school where the study was conducted, the first-grade students who participated, the EFL community, and the researcher.

First, this study provides evidence to Gonzalo Arango Public School regarding the positive impact of an EFL classroom on the learning of first and second-grade students. As the pedagogical intervention progressed, students' interest, curiosity, and learning increased, demonstrating their openness and ability to learn the language.

Furthermore, the results of the pedagogical intervention offer valuable insights for constructing the first-grade EFL curriculum for the school, as these findings not only enhance students' communicative dimension but also suggest key elements to include in the curriculum. Specifically, the syllabus content could incorporate basic receptive vocabulary related to greetings, classroom commands, school supplies, emotions, and healthy and unhealthy food. The learning objectives might begin with comprehension of this vocabulary and gradually set goals for vocabulary production, supporting the integration of speaking, writing, and reading skills over the school year.

Additionally, this action research demonstrates how the curriculum could incorporate effective materials such as real-life objects, songs, flashcards, worksheets, and online timers, which support both individual and group activities. The pedagogical intervention illustrated how the constructivist model, already in place at the school, can be extended to the EFL curriculum by centering students in the classroom and encouraging them to take an active role. Thus, the positive impact of the pedagogical intervention, observed in both the participants and two other classrooms where it was also implemented, underscores the need for creating an EFL curriculum at the school.

In addition, the results reveal the fostering role of self-regulation in EFL vocabulary learning, which advocates for the inclusion of socio-affective aspects in the school's educational processes. By integrating self-regulation into their teaching practices, teachers and school

directors will have more tools to enhance their pedagogical strategies. This highlights the importance of addressing socio-affective aspects in education, ultimately benefiting the overall learning environment. Moreover, this study presents an opportunity for the school to recognize how SRL strategies contribute to the development of the type of student it aims to educate, as these strategies serve as valuable tools for both academic and personal growth.

Regarding the students and the EFL community, this study suggests that by considering students' personal interests, emotions, and thoughts in the classroom, they are empowered to take an active role in their learning. As a result, they come to understand that learning is not only about gaining knowledge, but also about managing both intrinsic factors (such as emotions and thoughts) and extrinsic factors (like the learning environment). To achieve this, students can collaborate with their teacher and peers to navigate any challenges they encounter.

Furthermore, for the researcher, this study implies a commitment to paying close attention to students including their behaviors, interests, and emotions, as well as a belief in the importance of these factors for their education, and a dedication to providing them with effective tools for their learning. Moreover, it involves providing explicit and clear instructions and facilitating discussions on self-regulation in learning not only with students but also with fellow teachers.

Likewise, this research underscores the necessity of seeking and creating appropriate resources that address both learning objectives and SRL goals. These resources must be tailored to meet the needs of a diverse group of students who, while facing similar challenges, possess unique characteristics that influence their learning experiences.

Additionally, conducting this study involved working with a group of children who had not previously had the opportunity to participate in an EFL learning environment, presenting a set of challenges for the researcher. This situation required starting from scratch, as the students lacked foundational knowledge of the language. Consequently, it was crucial to incorporate routines, dynamics, and teaching tools that would help students acclimate to the characteristics of the EFL classroom. These aspects not only enabled students to engage in their learning process but also equipped the pre-service teacher with valuable tools and insights for effective teaching.

Limitations

Throughout the development of this action-research various factors limited its execution. First, a change of head teacher during the observation stage delayed data collection and characterization of the population. The new teacher had little knowledge of the group, which made it more difficult to identify the learning needs and abilities of the students. Also, due to this change there were some observations cancelled while the new teacher was positioned.

Another limitation was regarding the observations, as it was not possible to observe whole English classes but short activities because the students did not have a set schedule for this subject, so EFL was barely approached in the classroom before the pedagogical intervention. Moreover, the absence of EFL curriculum for first grade and the head teacher's limited knowledge of EFL teaching made difficult the development of this research. This meant that all the content and instructional strategies of the pedagogical intervention were supported by national policies and feedback of the research supervisor.

During my time at the school, the coordinator asked me to take over the English classes of other two classrooms. Which limited the time available with the population of this research. Another limitation was the short timeframe available to implement the pedagogical intervention,

which limited the opportunity for long-term observation and assessment of the students' progress in their English learning.

Another limitation was the inability to collect data from all the students that were resent in the pedagogical intervention. On one hand, some students participated in the first and second cycles but could not take part in the third cycle due to the change of school year. On the other hand, some students attended most of the lessons, but their parents did not consent to their participation in the research, making it impossible to include their data.

Further Research

Building on the findings of this study, future research could investigate how self-regulation strategies may impact other areas of learning or different aspects of EFL. This could provide a broader understanding of the potential benefits of self-regulation across disciplines. Additionally, it would be valuable to explore how these strategies may influence the learning processes of students at different age levels or school grades, expanding the understanding of their effectiveness and adaptability in various educational settings. Furthermore, the findings of this study are relevant for future research on the first stage of EFL learning for young learners, as they provide insights into cognitive and socio affective factors influencing their learning.

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ANNEXES

Annex 1: Characterization Survey

Encuesta #1: caracterización de la población
Institución: Colegio Gonzalo Arango
Grado: primero



¡Hola! _____

→ A continuación encontrarás unas preguntas, por favor respóndelas todas con total sinceridad; para así tener en cuenta tus gustos y habilidades durante las clases de inglés. Tus familiares te pueden ayudar a leer las preguntas y, si es necesario, a escribir la respuesta que tú le digas.

→ La información que das en esta encuesta es confidencial, significa que nadie aparte de ti, de tus familiares y de las profes, la conocerá.

- Escribe tu respuesta de manera clara y organizada.
- Marca tu respuesta con una X grande y clara.

1. ¿Cuántos años tienes? _____
2. ¿Cuántas personas viven contigo? _____
3. ¿Con quién vives?. Puedes marcar más de una respuesta.
 - mamá
 - papá
 - hermanos
 - hermanas
 - tíos
 - abuelos
 - ¿Otros? ¿quién? _____
4. ¿Cómo llegas al colegio?
 - bus
 - bicicleta
 - caminando
 - carro
5. ¿Cuánto tardas en llegar al colegio? _____
6. ¿Te gusta estar en el colegio? sí _____ no _____
7. ¿Te gusta estudiar? sí _____ no _____
8. ¿Qué es lo que más te gusta hacer en el colegio?

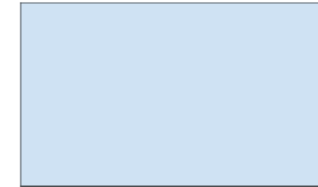
9. ¿Escribe quien te ayuda a revisar los cuadernos y hacer las tareas?

10. ¿Te gusta que esa persona te ayude? sí _____ no _____

11. ¿Cuáles son tus actividades favoritas?, puedes marcar más de una.

Dibujate en el cuadro haciendo tu actividad favorita.

- ver televisión
- jugar con los compañeros del colegio
- dibujar
- leer
- ver videos en el celular
- jugar videojuegos
- jugar en el parque
- bailar
- escuchar música
- ¿Alguna otra? Escríbela _____



11. ¿Te gusta aprender palabras en inglés?

- sí
- no
- algunas veces

12. ¿Qué es lo que más te gusta hacer cuando la profe te da actividades en inglés?

- colorear
- escribir en inglés
- escuchar inglés
- repetir las palabras

13. ¿Cómo te sientes durante las clases de inglés? Escoge y colorea.



feliz



triste



confundido/a



enojado/a

14. ¿Te gusta sentirte así? sí _____ no _____

15. ¿Por qué te sientes así?

(tu familiar te puede ayudar a escribir la respuesta)

Annex 2: Field notes of observations

characterization

Field note #: 1	Place: Colegio Gonzalo Arango	Date: April 14th, 2023
Observer:	Class: cognitive and communicative dimension	
Topic: e vowel in spanish. numbers from 1-10 in spanish	Color code: class performance socio-affective dimension communicative dimension- EFL learning	
Description	Comments	
<p>1. The students arrived at the classroom at 8:00 a.m. They were in the dining room having breakfast. They were in a line but then they started running and talking while the teacher opened the door of the classroom. As soon as they entered the classroom the majority of students got quiet and went immediately to work on their books.</p> <p>2. It is a big classroom. It has big windows from the floor to the ceiling. There are two doors, one connects the classroom to the hall and the bathrooms, the other door is to go to a playground. The second door is closed while the students are in class. There are four big shelves, in two of them the teacher keeps the workbooks. There is a white board and a TV.</p> <p>3. The teacher says that there are 32 students in total but that day two of them were absent. She also tells me there is a student with special educational needs, she doesn't remember the name of it so she looks for some documents given by the special education teacher who is part of CRECER, a national public center for children with special needs. The teacher tells me it is a genetic syndrome called Prader- Willi. She tells me in which aspects she has noticed it affects the learning process of the student. The student is constantly asking for permission to go to the toilet which affects the completion of activities. The syndrome affects his speech articulation so it is difficult to understand what he is</p>	<p>1. There are many students. The contrast between how disorganized they were in the line and how autonomous they were to go directly to their seats and continue working on their books was an interesting aspect. This might be because they had gained the habit so it is not necessary for the teacher to tell them what to do.</p> <p>2. From what can be seen the school provides diverse material for the students' learning process.</p> <p>3. Although I could not meet the student, the information I received from the teacher helps me to take his educational needs into account.</p> <p>4. The students' response to physical instructions was complete. The instructions given by the teacher kept their attention.</p> <p>5. It can be interpreted that students are working on their initial literacy process. The reason why some students are not focused on the activity might be because they don't remember what they have to do as the instruction was probably mentioned very early when they got to the classroom they might have forgotten and the teacher did not remind them.</p> <p>6. It could be noticed that the teacher just assists the students that approach her while the ones who</p>	


<p>10. At 9:10 a.m. the teacher tells them to go out to the playground where they can eat. A student takes the garbage basket out.</p> <p>11. One hour later students are told to go back to the classroom. The teacher asks them to keep the book in their bags. Some students say they haven't finished the activity, the teacher tells them to finish it at home. Then the teacher asks them to look in their bags for the notebook where they work with numbers. The teacher tells them to make a line so she can write in their book the instructions for the activity. All the students make the line, the teacher writes the instruction and they start working. They have to write the numbers from one to ten along one page. In comparison to the previous activities the students are more focused on the task, all of them are working.</p> <p>12. After that the teacher gave the students an English worksheet that had a dinosaur to color. They had to read the colors to know the corresponding colors. The teacher told the students to do that activity once they finished a literacy activity in their Spanish book. The main teacher informed me that they do English activities like twice per month. She says that there are not established topics or schedules for English so she brings some activities she finds on the internet.</p> <p>13. None of the students are following the instructions to color the dinosaur. They are either doing another activity or coloring as they want.</p> <p>14. The teacher says she is going to hand them a dictation activity they did in the previous class so they can show their grade to their parents. The students get distracted and confused by this. Some of them make a line again, and some others close the notebook. The teacher tells them to keep working and she is going to approach each one's seat.</p> <p>15. Two girls approach me and tell me that a classmate is crying. I ask them to inform the main teacher, they say they already did but she just told them to focus on their work. Then they tell him to go to the desk where I am, he says that he is afraid to get a bad result because if so his father is going to beat him. I tell him he can focus on the activity he is doing and to not worry about that situation because he is probably going to do well, he disagrees, he</p>	
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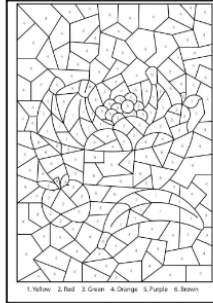
<p>saying. Also he relies on others to do the activities he is supposed to do, therefore he lacks autonomy.</p> <p>4. The teacher tells the students some commands related to movement such as hands up, hands down, sit down etc. for the students to be silent because she is going to introduce me, she says that I am also a teacher, she says that I'm going to be checking if they behave and do their homework. The students pay attention to the teacher, I greet them. I tell them that meanwhile I am just going to see how they do their activities so they have to continue following the activities and instructions that the main teacher asks them.</p> <p>5. I can see the students are working on recognizing the e vowel. In the bookpage they are on, they have to draw 5 things starting with e and then repeat the writing of the vowel along six lines. I can see nine students are not doing their work, they are talking or playing.</p> <p>6. Although the teacher sits on the back part of the classroom, in the middle of two rows of students' chairs she cannot see what they are doing because the students are constantly getting up to show their work to the teacher. Also the students don't ask her for permission to go to the toilet, they just go.</p> <p>7. A girl approaches me and asks me to help her with her drawings. She says she doesn't know how to draw a start. I tell her to ask the main teacher for help, she goes but as there are many students approaching the teacher she asks me again. I show her the steps to draw it, she tries to follow them, she says she doesn't like the result so she erases it and tries again. I tell her that it is well done but she says "no, no pude hacerlo bien" I tell her there is no problem in trying again but as the drawing is not similar to mine she gets upset.</p> <p>8. I noticed that another student got mad because she colored the image wrong and the teacher asked her to erase and repeat it. She got mad and told the teacher that it was going to take very long to repeat it. The teacher did not answer. The student looked angry. She went to her seat and didn't finish the activity, instead she started talking to her classmate.</p> <p>9.</p>	<p>remain in their seats or silent, have no control of time nor autonomy so they either spend more time on the activities, do them wrong or don't do them at all. This clearly affects the completion of tasks.</p> <p>7. I think the girl didn't finish the drawing because she might have felt she was not being listened to by the teacher and also because she couldn't handle the frustration of not getting the results she expected.</p> <p>8. This student showed a lot of frustration. Her face turned red and when she got to her seat she crossed her arms and kicked the table. Maybe she didn't like the idea of repeating the activity so she gave up.</p> <p>12. I noticed that students were not interested in the activity. They were confused as they did not understand the written words, so they preferred to focus on the Spanish task.</p> <p>15. The difficult situation the boy was experiencing and him focusing on his emotions led the student to not just stop his work but stop the work of his classmates as they were worried about him. The boy couldn't manage his emotions and the two girls couldn't find a way to help his classmate. Moreover, as that situation affected his attention, motivation and self-confidence it influenced his performance during the class which, as the teacher said, it was often like that.</p>
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<p>claims to be sure his father is going to get drunk as always and beat him after. He goes back to his seat, I can see he tries to do the activity but he can't. He is crying. He was trying to answer the questions that two girls were asking him. He held his head in his arms and shouted at the girls to leave him alone. He said he didn't want to study anymore and that he wasn't even understanding the English activity. He refused to complete the worksheet.</p> <p>16. After some minutes the teacher gives the piece of paper with the grade to the student. He approaches me and shows me he did well, and says he was really afraid and worried. The teacher tells the students that the parents are about to pick them up so the activity is now homework. They follow the instructions, meanwhile I notice the boy seems confused as their classmates are packing things up but he hasn't finished. He says "¿y la actividad que?, no la alcance a hacer". As the main teacher is talking with the parents I decide to tell him that he has to finish at home. He then asks me to remind him what the activity is about, I remind him that he has color the dinosaur by following the English instructions. He says "no sé cómo lo voy a hacer pero bueno, gracias".</p> <p>17. At 11:20am. The students get ready to get picked up by their parents and the class observation ends.</p>	
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Annex 3: Diagnostic class

- To state the knowledge of English vocabulary that the students have.
- To identify students' strengths and learning needs regarding EFL.
- To characterize the aspects of the socio affective dimension regarding the relationship of the students towards their classmates.
- To identify what is the reaction and behavior of the group towards a class of English.

Lesson Plan	Description of the results
<p>warm up (10 minutes)</p> <p>The students will be encouraged to greet the pre-service research teacher and their classmates using verbal and non-verbal communication. After this, the students will work in groups to recognize and say the color of some movie characters.</p> 	<p>*This diagnostic class started by introducing basic vocabulary for greeting, for instance: hi!, hello! Students were induced to use these words, they were expected to relate the waving to the use of the words, this was indeed aimed. Most of the students answered back to the greeting, four students were asked to say it in English because they were just moving their hands in silence or greeting in Spanish. Also, all students had to greet their classmates, not just the teacher. Few students showed shyness, and some others didn't know the names of their classmates. This showed they were not used to acknowledging their classmates during the activities. *This first part continues focusing on vocabulary learning and speaking skill along with companionship where students were shown images of the characters of the movie inside out and asked about their color. Although all the students answered, just six did it in English, the others used Spanish, therefore, they were told how those colors (red, yellow, green, purple, blue) are said in English. After three repetitions of this part, more students showed understanding, nevertheless, approximately fifteen manifested confusion and lack of attention. They were either answering in Spanish, not answering or talking with their classmates despite the calling of attention.</p>
<p>2nd activity (10 minutes)</p> <p>The pre-service research teacher will stand in different parts of the classroom, the students will be asked to pay attention to where the teacher is looking at and listen carefully to the color said, they will have to guess what is the object the teacher is looking at by working on listening comprehension.</p>	<p>Students were asked to listen carefully and pay attention to where the teacher was looking at, they had to guess which was the object seen in the classroom of the specific color said. They showed excitement to participate. They understood the instruction in Spanish, but they did not understand the vocabulary for colors. I showed them objects of the color I said to help them connect the word to what they saw. But they were struggling to comprehend the words they heard. I changed the dynamic and I asked them to show me the school supply I said. The students did not understand this vocabulary either. This part shows that the students do not understand basic spoken vocabulary. Therefore, they lack listening skill.</p>






















<p>3rd activity (15 minutes)</p> <p>The students will receive a worksheet and listen to instructions on how to color the image correctly. The teacher will say the color aloud and show the students the word and number for them to identify it on the image.</p>	<p>The last part of the class took into consideration the answers of the population to the twelfth question of the survey; where most of them claimed to like coloring; therefore, they were given a worksheet where they had to color different fruits by listening to instructions on how to do it correctly. In the development of this activity students showed difficulty to follow instructions, despite being guided step by step; most of them were coloring wrong or copying their classmate's work. Consequently, they were told again the instructions, asked to erase and correct it. Approximately twenty students showed worryness to start all over again or having to correct their mistakes. They manifested frustration and lower motivation as they could see how their classmates were doing the activity correctly and they were not. Despite efforts of the teacher to welcome the mistake, let them know it was part of the process and guide them to positive comparison, their lack of regulating and overcoming those emotions directly affected their behavior in class. The body language of most students showed irritation and confusion, when being approached by the teacher some remained silent, others claimed they were not doing the activity because they felt confused and tired.</p>
	
<p>class closure (10 minutes)</p> <p>The students will be asked to say a color so they will receive a happy face sticker of that color.</p>	<p>For closing the diagnostic class, students were asked to say a color in English so the teacher gave them a happy face sticker of that color. It was noticed most students did not remember the vocabulary for greetings and colors, they answered in Spanish. Although students liked the gift because they were showing it to their classmates; they did not continue using English to communicate its color.</p>



After this, the students will be guided to wave and say goodbye.

Annex 4: Self-assessment Survey

Self-assessment students' survey
Action Research- Self-regulation to foster Vocabulary Learning in an EFL classroom.

Nombre: _____				
Fecha: _____				
¿Cómo trabajaste hoy en la clase de inglés?				
Colorea la carita que representa tu respuesta. En la parte de atrás dibuja o escribe cómo te sentiste durante la clase.				
	Pregunta	Opciones de respuesta		
		1	2	3
A	¿Aprendí palabras en inglés?	Sí. 	Solo algunas. 	No. 
B	¿Escuché y entendí las palabras que decía la profe?	Sí. 	Solo algunas. 	No. 
C	¿Usé la ayuda de mis compañeros?	Sí. 	Algunas veces. 	No. 
D	¿Pedí ayuda a la profe cuando lo necesitaba?	Sí. 	Algunas veces. 	No. 
E	¿Ayudé a mis compañeros?	Sí. 	Algunas veces. 	No. 
F	¿Preparé el material que necesitaba?	Sí. 	Algunas veces. 	No. 
G	¿El reloj me ayudó en la clase?	Sí. 	Algunas veces. 	No. 

Dibuja o escribe cómo te sentiste durante la clase.

Annex 5: Semi-Controlled interview- head teacher*Self-regulation to foster vocabulary learning in an EFL classroom*

Semi-controlled interview

Head teacher:

first grade

Date: November 16th, 2023

1. In some English classes the students have been asked about their emotions, this has led to some students opening about their emotions. Does this happen in the other classes? How is that handled?
2. How would you describe the students' relationship with the class and the foreign language?
3. I have implemented some self-regulation strategies such as time management, help-seeking, planning steps and materials, etc, for the students to start learning vocabulary in an effective way. Have the students used any of them in other classes? What is the role of them that you have identified?
4. From what you have observed, how is the students' behavior towards the English class? Is that behavior the same for other classes or different? why?
5. Do you consider that the students behavior has changed during the pedagogical interventions?
6. I have used the constructivist approach, do you consider that this has helped them in their learning process?

Annex 6: Informed Consent format

 UNIVERSIDAD PEDAGÓGICA NACIONAL CENTRO DE INVESTIGACIONES CIUP	FORMATO			
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN			
Código: FOR026INV	Fecha de Aprobación: 28-06-2019	Versión: 02	Página 1 de 3	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Estrategias de regulación socio afectiva para contribuir al aprendizaje y comunicación de vocabulario en inglés de estudiantes de primer grado.
Resumen de la investigación	El proyecto de investigación comprende la observación de clases de inglés y la aplicación de instrumentos de recolección de datos como encuestas, cuestionarios y actividades diagnósticas; para eventualmente realizar intervenciones pedagógicas que permitan aplicar de manera efectiva elementos de regulación socio afectiva al proceso de aprendizaje de inglés de los estudiantes de grado primero del colegio Gonzalo Arango.
Descriptores claves del proyecto de investigación	regulación socioafectiva, vocabulario en inglés, comunicación
Descripción de los posibles beneficios de participar en el estudio	La participación en esta investigación contribuirá al proceso de aprendizaje de inglés de su hijo/a, específicamente en la comprensión y comunicación de vocabulario en inglés por medio de elementos de regulación socio afectivos.
Mencione la forma en que se socializarán los resultados de la investigación	Los resultados obtenidos de esta investigación se publicarán en el año 2024 en el repositorio institucional de la UPN link: http://repositorio.pedagogica.edu.co/
Explícite la forma en que mantendrá la reserva de la información	La información obtenida por medio de cuestionarios, entrevistas, actividades diagnósticas etc. será de uso y conocimiento solamente por parte de la investigadora con el fin único de aportar a la presente investigación. NO se tomarán fotos, vídeos, ni otro tipo de formato que comprometa la identidad de los estudiantes o los padres de familia.

Documento Oficial. Universidad Pedagógica Nacional.

 UNIVERSIDAD PEDAGÓGICA NACIONAL CENTRO DE INVESTIGACIONES CIUP	FORMATO			
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN			
Código: FOR026INV	Fecha de Aprobación: 28-06-2019	Versión: 02	Página 2 de 3	

	Para referirse a la participación y desempeño de los estudiantes la investigadora usará sustantivos comunes distintivos, por ejemplo estudiante 1, participante edad 7 años.
Datos generales del investigador principal	Nombre(s) y Apellido(s) : _____
	N° de Identificación. _____ Teléfono _____
	Correo electrónico _____
	Dirección. _____

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo : _____
Identificado con Cédula de Ciudadanía _____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, vídeo o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

Documento Oficial. Universidad Pedagógica Nacional.

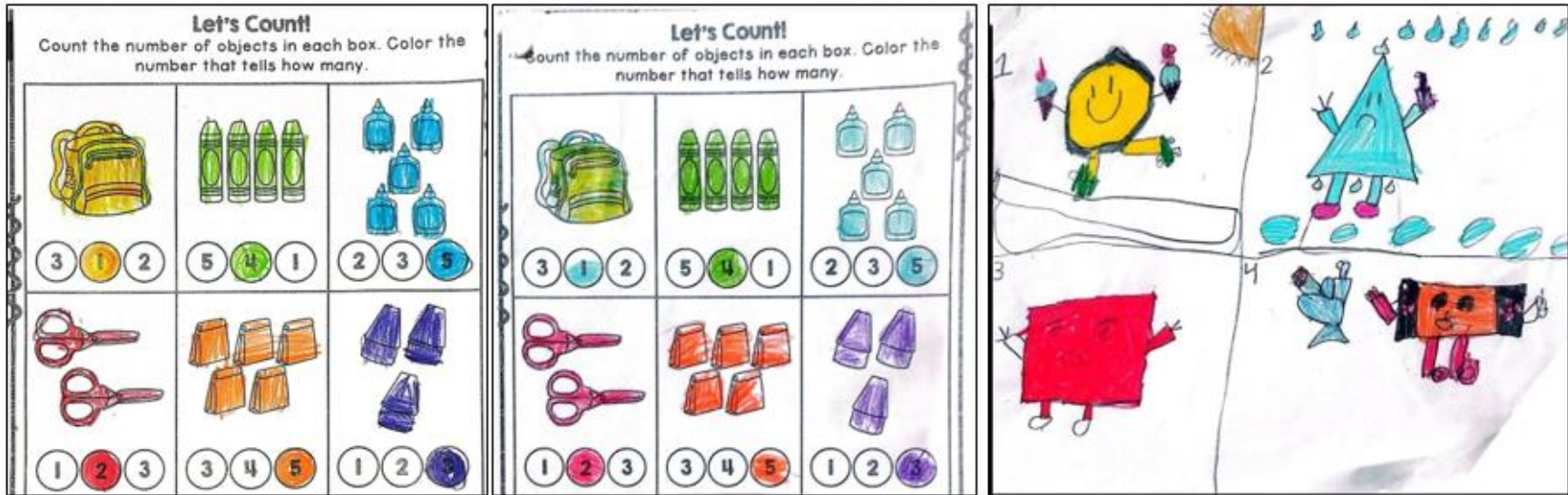
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	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN			
Código: FOR026INV	Fecha de Aprobación: 28-06-2019	Versión: 02	Página 3 de 3	

Firma, _____ Firma del participante (si aplica), _____

Nombre: _____
Identificación: _____
Fecha: _____
Con domicilio en la ciudad de: _____
Dirección: _____
Teléfono y N° de celular: _____
Correo electrónico: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Annex 7: Artifacts and surveys



(Artifacts cycle 2. Students #11-#16. October 19th, 2023)

(Artifact cycle 2. Students #22. October 26th, 2023)



(Artifact cycle 2. Student #27. October 26th, 2023)

¿Cómo trabajaste hoy en la clase de inglés?				
Colorea la casilla que representa tu respuesta. En la parte de abajo dibuja o escribe cómo te sentiste durante la clase.				
Pregunta	Opciones de respuesta			
	1	2	3	4
A. ¿Aprendí palabras en inglés?	Si (Smiley)	Solo algunas (Neutral)	No (Sad)	No (Sad)
B. ¿Escuché y entendí las palabras que decía la profe?	Si (Smiley)	Solo algunas (Sad)	No (Sad)	No (Sad)
C. ¿Usé la ayuda de mis compañeros?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
D. ¿Pedí ayuda a la profe cuando lo necesitaba?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
E. ¿Ayudé a mis compañeros?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
F. ¿Preparé el material que necesitaba?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
G. ¿El reloj me ayudó en la clase?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)

(Surveys cycle 3, Student #14- #21. April 8th, 2024)

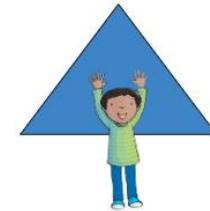
¿Cómo trabajaste hoy en la clase de inglés?				
Colorea la casilla que representa tu respuesta. En la parte de abajo dibuja o escribe cómo te sentiste durante la clase.				
Pregunta	Opciones de respuesta			
	1	2	3	4
A. ¿Aprendí palabras en inglés?	Si (Smiley)	Solo algunas (Neutral)	No (Sad)	No (Sad)
B. ¿Escuché y entendí las palabras que decía la profe?	Si (Smiley)	Solo algunas (Neutral)	No (Sad)	No (Sad)
C. ¿Usé la ayuda de mis compañeros?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
D. ¿Pedí ayuda a la profe cuando lo necesitaba?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
E. ¿Ayudé a mis compañeros?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
F. ¿Preparé el material que necesitaba?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)
G. ¿El reloj me ayudó en la clase?	Si (Smiley)	Algunas veces (Neutral)	No (Sad)	No (Sad)

Annex 8: Lesson Plan sample

Lesson Plan (1 hour)	
Cycle 2 Session 2 October 5th	
Practitioner: Andrea Ramirez	Grade: 1st
Topics: <ul style="list-style-type: none"> • numbers from 5-10 • colors: yellow, blue, red, green • basic emotions: happy, sad, angry, scared. 	Self regulation strategies/ objectives: <ul style="list-style-type: none"> → To set learning and task goals that motivates students to engage in class. → To identify distractions and try to isolate from them. → To plan the steps and materials needed to complete an activity. → To manage the time given for the completion of activities with the help of a visible timer. → To recognize in the teacher and classmates a support for overcoming difficulties in class. → To check their classwork before turning it in. → To reflect on their learning through questions or self-assessment rubrics.
Objectives <ul style="list-style-type: none"> • To recognize the colors when listening to them. • To identify the class vocabulary used in instructions. • To recognize the numbers from 5-10 when listening to them. • To identify the name of their emotions. 	
<u>Warm up (5 min.)</u> <ul style="list-style-type: none"> • The students will have a limited time to pack their belongings and be ready for the class. The students will recognize the greeting and they will wave to greet the teacher. • The students will answer how they feel by pointing to images of the emotions from the movie inside out. (Conveying step) 	
<u>Controlled activities</u> <p>(15min)</p> <ul style="list-style-type: none"> • The students will look at some images pasted on the board next to some color papers. They are intended to listen to the color and do the action. The students will select which image corresponds to the emotion they listen to. (Checking step) <p>(15min)</p> <ul style="list-style-type: none"> • The students will be asked how they feel at that moment. They will see some images of basic emotions and will select the one that represents their emotion. • The students will plan and get ready the materials needed to write and draw. • The students will be given some circles of different colors. They will have limited time to draw the emotion related to each color and they are going to create a story explaining what usually makes them feel like that at school. <p>(20min)</p> <ul style="list-style-type: none"> • The students will show their work to their classmates. They will reunite the circles in groups and they will be asked how many circles of each color there are per group. Then, students will listen to vocabulary related to colors, emotions or numbers and they will play "show me, show me" to practice the meanings of the words. (Consolidating step) <p>The students will paste their circles of emotions on a wall of the classroom.</p>	
<u>Wrap up: (5 min.)</u> <ul style="list-style-type: none"> • Students are intended to pack their school supplies and to follow movements related to farewells (bye, see you later, let's pack). • The students will wave bye to their emotions pasted on the wall. 	

Materials and resources

- printed images of colors and movements.



- Pieces of color paper: (yellow, blue, red, green)