Fostering Learner Autonomy Through Vocabulary Strategy Training

Maria Pilar Agustín-Llach and Andrés Canga Alonso

Abstract This paper presents the results of a study that investigated the effects of contextualized training in vocabulary strategy use offered to a group of 97 first-year undergraduate B1 EFL learners to foster their autonomy in SLA. We wanted to explore the learners' vocabulary strategy use as well as to foster their autonomy in language learning by means of strategy training. Results show that students' use of vocabulary strategies prior to training was scarce and occasional. Looking up words in the dictionary and rote learning to commit words to memory were the most frequent strategies used at this stage. The use of vocabulary strategies increased for every particular strategy after the training. However, the ranking of preferred strategies does not change. It can be assumed that the training resulted in awareness-raising with respect to strategic behaviors, learner empowerment, as well as some improvement in learner autonomy in vocabulary learning. Longer and more sustained training may lead to better results in the development of strategy use.

1   Introduction

Nowadays the command of several foreign languages has special relevance in the European context to the extent that the European Commission through the Council of Europe has recommended that all European citizens should master at least two foreign languages. For this reason, the Council of Europe (2001) advocates a communicative approach to language teaching that has among its objectives the promotion of learner autonomy and lifelong learning. Thus, we agree with Holec (1981) that it is necessary to help a student to "take charge of one's own learning" (p. 3) by making him or her aware of the learning progress (Benson, 2001; Benson & Toogood, 2002;

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Benson & Voller, 1997; Cotterall & Craabe, 1999; Little, 1991, 1999, 2007; Sinclair, McGrath, & Lamb, 2000). Since vocabulary knowledge is an essential requirement for communicative language use, and vocabulary acquisition constitutes an incremental and never-ending process, we believe that vocabulary strategy instruction may greatly contribute to developing learner autonomy (Cohen, 1999; Dickinson, 1992; García Magaldi, 2010; Griva, Kamaroudis, & Geladari, 2009; Jiménez Catalán, 2003; Jones, 2005; Marques, 1999; Nunan, Lai, & Keobke, 1999; Oxford, 1990, 1996, 2011). Consequently, the goal of this paper is to present the findings of study that aimed to determine whether promoting vocabulary strategy use contributes to fostering learner autonomy. We will start with a brief discussion of the relationship between autonomy and strategy use, highlighting the role of vocabulary strategies in the development of learner independence. Then, we will present the study conducted with the purpose of promoting autonomy through strategy training. Finally, we will offer some conclusions and implications of the study.

2 Theoretical Framework

We will divide this section into three subsections we consider relevant for the contextualization of the present paper. First, we review the concept of learner autonomy and its implications for EFL instruction. The second subsection focuses on learner training, specifically on strategy training aimed at fostering learner autonomy. The last part of this theoretical framework concentrates on vocabulary learning strategies (VLSs).

2.1 Learner Autonomy

In recent decades, the concept of learner autonomy has been discussed very often. In the 1980s Holec (1981) defined learner autonomy as "the ability to take charge of one's own learning" (p. 3). Since then, many scholars working in the field of language teaching and learning have tried to provide a broader definition of the term. Thus, Benson (1997) defined the concept as "a construct of attitudes and abilities which allow learners to take more responsibility for their own learning" (p. 19). This idea of personal constructs was before that applied by Little (1991) to autonomous learning following the psychological theory of personal constructs (Kelly, 1955). Kelly believed that each individual has an insatiable need to find answers to many questions being asked throughout their lives, which leads to the creation of one's own world view. Constructs are the answers to all questions that we ask, and we try to make sense with reference to the experiences that occur throughout our lives. They constitute a system since they are closely related and bipolar, and they interact with each other. Additionally, they are usually associated

with learners' culture or society and are subject to a continuous process of change. Therefore, teachers should help students see the importance of cognitive and emotional aspects involved in each of the tasks assigned to them in order to facilitate their development as autonomous learners.

The development of autonomy in language learning is heavily influenced by Vygotsky's (1978) constructivism. This scholar argues that the knowledge and experience of the learner develops through social interaction in the zone of proximal development. According to this view, greater prominence should be given to students so they can take responsibility for their own learning. Little, Ridley and Ushioda (2002, pp. 15–22) proposed three fundamental pedagogical principles to favor this student-centered approach. They are as follows:

1. *Learner empowerment/involvement* by transferring part of the responsibility for teaching-learning to pupils by giving them different options and support.
2. *Learner reflection* to make students think about what they are learning and why it is necessary for them.
3. *Appropriate target language use* by using the foreign language for genuine communicative purposes.

Little (2007) also understands an autonomous classroom as a place where interpersonal linkages between its members should be established (the social interactive view of learning) to achieve the kind of learning that combines individual cognitive development with social and interactive development. On the basis of this social-interactive pattern, interaction between learners can be the most effective way to stimulate their cognitive growth. This learning model also involves socialization, acculturation and negotiation. To achieve these ends, it is necessary for learners to meet the standards of living in the society they belong to so that they can actively contribute to the multiple processes taking place in it. If learners are actively involved in their education, they will be able to define the reasons that compel them to learn in a particular way, set learning goals in their educational process as well as choose the means to be used to achieve the purposes originally intended. This is a continuous process that requires negotiation between teachers and students.

Little (1999, 2007) claims that appropriate target language use in communicative exchanges is a requirement for these pedagogical principles to be effective since, similarly to children's L1 acquisition, foreign language learners need to use the target language appropriately in order to communicate with peers in the same way that children do with their parents. For this reason, foreign language proficiency will be developed to the extent that learners have the opportunity to use the target language in communicative interactions. Appropriate target language use should be guided by three principles that are indispensable for learner autonomy and are intimately linked. First, learners must be able to reflect on their learning process to develop their own learning plan; second, they have to assume commitments to carry out the tasks; and, third, they need to evaluate these tasks individually and in groups. However, to ensure that these methodological guidelines can be

implemented, learners should be made aware of them and be trained so that they can apply these principles in practice. Hence, the next section will be devoted to issues in strategy training with reference to EFL vocabulary instruction.

2.2   Strategy Training

Strategy training implies that learners should consider the factors that affect their learning and discover the learning strategies that suit them best. Training of this kind focuses their attention on the process of learning so that the emphasis is on *how* to learn rather than on *what* to learn. Learner training aims at "providing learners with the alternatives from which they can make informed choices about *what, how, why, when* and *where* they learn" (Ellis & Sinclair, 1989, p. 2).

One of the main trends in learner training is to present learners with different cognitive strategies that serve to support them in their reflection on language, and, at the same time, help them control their learning process (Benson 2001; Cohen, 1999; Dam, 1995; García Magaldi, 2010; Griva et al., 2009; Oxford, 1990, 1996, 2001, 2011; Sinclair, 2000). Specialists stress the importance of providing learners with techniques and mechanisms that allow them to be aware of their educational progress and therefore help them gradually acquire greater autonomy and independence. Oxford (2001) refers to learning strategies as those "operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (p. 166). Although different classifications exist, four different types of learning strategies can be distinguished, that is cognitive, metacognitive, affective and social strategies. Cognitive strategies involve the identification, retention, storage or retrieval of words, phrases, and other elements of the target language. Metacognitive strategies deal with pre-assessment and preplanning, online planning and evaluation, and post-evaluation of language learning and language use activities and events. Affective strategies serve to regulate emotions, motivation and attitudes, whereas social strategies include the actions learners choose to take in order to interact with other learners and with native speakers (Cohen, 1999).

However, as a preliminary step, it is necessary for students to engage explicitly in their learning; this is called learner empowerment or involvement. Learners should take an active part in the design of the working plan to be carried out, and they should analyze it effectively once it is accepted for completion. Thus, negotiation is the basis of teacher-student interaction in the autonomous language classroom. To facilitate negotiation and planning, Dam (1995) proposes the use of questionnaires to make students reflect on their learning process. As will be mentioned in the section describing the study, we implemented questionnaires to test students' awareness of their use of vocabulary strategies.

We agree with Oxford and Leaver (1996) that the aim of the application of learning strategies is "to help students become more self-directed, autonomous and

effective learners through the improved use of language learning strategies"
(p. 227). For this reason, it is necessary to teach learning strategies for students to
become better and more autonomous learners at five fundamental levels (Oxford &
Leaver, 1996, p. 227):

> (1) identifying and improving strategies that are currently used by the individual;
> (2) identifying strategies that the individual might not be using but that might be helpful for
> the task at hand, and then teaching those strategies; (3) helping students learn to transfer
> strategies across language tasks and even across subject fields; (4) aiding students in
> evaluating the success of their use of particular strategies with specific tasks; and (5) as-
> sisting subjects in gaining learning style flexibility by teaching them strategies that are
> instinctively used by students with other learning styles.

Therefore, effective use of learning strategies in the classroom, necessitates
active learning strategy instruction, ensuring growth on the part of each student.
Strategy training involves instruction helping students get to know more about
themselves so that they can try out, test, and become experts in using strategies that
help them the most in the acquisition and use of different elements of the target
language system. It is for this reason that studies have examined the use and
training of strategies of oral production and comprehension (Martín Leralta, 2009;
Pawlak, 2012), grammar learning strategies (Pawlak, 2012), as well as vocabulary
learning strategies (Jiménez Catalán, 2003). In this particular research project, we
are interested in further exploration of vocabulary strategy use and training.

2.3 Vocabulary Learning Strategies

Vocabulary learning strategies are a subcategory of language learning strategies and
constitute actions and thoughts that foreign language learners engage into find out
the meaning of new words, retain them in long-term memory, recall them when
needed in comprehension, and use them in language production (see García
Magaldi, 2010; Griva et al., 2009; Jiménez Catalán, 2003; Khalid Al Shawwa,
2010; Ruutmets, 2005). Several studies have demonstrated that vocabulary strategy
instruction helps students learn and store more vocabulary (e.g., Bornay, 2011;
Mizumoto & Takeuchi, 2009; Ostovar-Namaghi & Rajaee, 2013; Sozler, 2012).
However, to the best of our knowledge, there is paucity of research concerning the
relationship between VLSs and learner autonomy.

At this juncture, it seems necessary to review the existing taxonomies of VLSs.
Schmitt (1997) adapts Cohen's (1999) and Oxford's (1996) taxonomies of strate-
gies for vocabulary learning dividing VLSs according to two main phases: dis-
covering new word meanings and consolidating new word forms and meanings.
During these two phases, apart from applying cognitive, metacognitive and
socio-affective strategies, learners also use memory to recall word meaning, relying
on decoding as well as connections with their background knowledge (Griva et al.,
2009). Table 1 presents the classification of VLSs (Griva et al., 2009; Oxford &
Leaver, 1996; Schmitt, 1997) which was employed for the purpose of the present

study. As can be seen, the focus is on cognitive, metacognitive and memory strategies since that can be considered the most relevant for vocabulary recall and retention.

3   The Study

3.1   Research Questions

Despite the fact that the literature stresses the importance of learning strategies in fostering autonomous learning, including the learning of vocabulary, there is a paucity of studies which would aim to establish a link between vocabulary strategy training and the development of autonomy in respect to learning lexis. For this reason, our study set out to answer the following research questions (RQs):

1. Are students aware of the strategies they use to learn new vocabulary?
2. Can students develop an awareness of the strategies they can use to enrich their vocabulary?
3. Are students able to identify, apply, and acquire new strategies to be more reflective autonomous learners?

3.2   Participants

A total 97 EFL learners participated in the study. The learners were young adults (over 18 years of age) attending an EFL course in the second semester of their first year at university. 25 were enrolled in the primary education degree, 25 in English studies, 25 in Spanish studies, and 22 in studies in geography and history. Learners

Table 1   A classification of vocabulary learning strategies

Cognitive strategies	Metacognitive strategies	Memory strategies
Write the new words with their meanings on cards Make a mental picture or image of the new words Build sentences with the new words Say the words aloud while writing them, or spell written words to improve spelling	Group words according to grammatical category (nouns, verbs, adjectives, adverbs) Group words according to topic, meaning, spelling or pronunciation Use a monolingual dictionary to obtain the meanings, syntactical or usage information of the new words Use a bilingual dictionary to obtain the meanings, syntactical or usage information of the new words	Use rhymes to remember new words Use mnemonic rules Learn words by heart and repeat them

represented the B1 proficiency level (Council of Europe, 2001). The four teachers participating in the study were also requested to complete a questionnaire in order to obtain basis information about them. Two held a Ph.D. in English applied linguistics, one had a doctoral degree in English literature, and one had a bachelor degree in English studies. All of them were members of the teaching staff at department where the experience took place.

3.3 Instruments

A questionnaire was administered to students at the beginning of the study to find out about the VLSs they employed (see Appendix A). It was worded in Spanish, the participants' L1, and it was intended to provide information about the strategies the learners used to learn new words (Palacios Martinez, 2006). Eleven strategies listed in Table 1 were included and the participants were encouraged as well to mention any other ways in which they learnt new words. In the case of each strategy, they had to indicate their choices on a four-point Likert scale as follows: 1 = *I never use this strategy*, 2 = *I sometimes use this strategy*, 3 = *I frequently use this strategy*, and 4 = *I always use this strategy*. The same questionnaire was administered eight weeks later at the end of the semester. However, eight new questions were added concerning the usefulness of the strategy training and asking students to evaluate the experience with respect to their use of VLSs as well as the development of autonomy (see Appendix B).

3.4 Procedures and Analysis

The study spanned the period of eight weeks, which was the duration of a whole semester. The strategy training started at the beginning of the summer term of 2010. The teacher-researchers met on several occasions to select the vocabulary strategies to be introduced in the course of the study. As VLSs need to be taught in the L2 classroom since learners who receive training of this kind perform better on vocabulary tests than learners who are not provided with such instruction (Mizumoto & Takeuchi, 2009; Ostovar-Namaghi & Rajaee, 2013; Oxford, 2011; Oxford & Scarcella, 1994; Sozler, 2012), it was decided that the relevant strategies should be incorporated into natural flow of the classroom activities. Thus, each teacher devoted the first fifteen minutes of one session every week to the introduction of VLSs. This consisted of three steps: (1) the strategies were explained explicitly, (2) they were exemplified and illustrated, and (3) they were practiced using vocabulary items introduced in a particular class. Thus, strategy training was not isolated from the content of the course but was integrated within the vocabulary activities from the course materials. This procedure is also in line with the recommendations in the literature about the steps to be followed in the development of

learner autonomy (Benson 1997; Dickinson, 1992; Ellis & Sinclair, 1989; Little, 2007; Little, Ridley, & Ushioda, 2002). Self-responsibility, opportunities for learning, reflection about one's own learning process and communicative language use were principles follows in the course of the training undertaken for the purpose of the study.

4   Results

As for RQ 1 (Are students aware of the strategies they already use to learn new vocabulary?), the analysis showed that the students' use of vocabulary strategies prior to the training was scant and occasional. As shown in Table 2, which lists the 11 VLSs investigated and includes the means reflecting their popularity before and after the training, looking up words in the dictionary and rote learning to commit words to memory were the strategies used the most frequently at this stage. The least frequently applied strategy was using rhymes to associate the new word with a known vocabulary item. Using monolingual dictionaries was not a popular strategy, either. Apart from the strategies included in the questionnaire, the learners mentioned talking to native speakers, watching films in English, listening to music in English, creating bilingual lists, or looking for synonyms of new words. The same questionnaire was completed after the 2-month training to determine the effects of the training. The analysis showed that the use of vocabulary strategies increased for every particular strategy except for monolingual dictionary use, which did not seem to have benefitted from the training experience (see Table 2). However, the order of

Table 2 The means for the use of specific VLSs before and after the training

Strategy	Before	After
Group words according to grammatical category (nouns, verbs, adjectives, adverbs)	2.27	2.30
Use rhymes to remember new words	1.45	1.58
Make a mental picture or image of the new words	2.34	2.67
Use mnemonic rules	2.15	2.30
Build sentences with the new words	2.27	2.58
Write the new words with their meanings on cards	1.84	1.88
Say the words aloud while writing them, or spell written words to improve spelling	2.59	2.66
Learn words by heart and repeat them	2.77	2.96
Group words according to topic, meaning, spelling or pronunciation	2.30	2.58
Use a monolingual dictionary to obtain the meanings, syntactical or usage information of the new words	1.96	1.96
Use a bilingual dictionary to obtain the meanings, syntactical or usage information of the new words	2.90	3.08

preferred strategies had not been affected by the intervention, with dictionary look-up and rote learning still topping the list.

Apart from being asked to indicate the frequency of use of the vocabulary strategy listed, the students were also requested to assess the usefulness of the strategy training (RQ 2). 78.70 % of the learners expressed the view that the training was useful for them because it had helped them learn new vocabulary, they had become familiar with new ways of studying vocabulary, they had been able to improve the ways in which they learnt lexis, they had had the opportunity to learn the meaning of the new words in context, they had become aware of the strategies being used, and they had had the opportunity to learn vocabulary in a more enjoyable and interesting way. Such responses indicate that the learners were more autonomous as well, because they had been able to learn new vocabulary using a wide range of vocabulary learning strategies.

The students were also asked to mention the strategy that they found the most useful. As illustrated in Table 3, which lists the most helpful VLSs together with the percentage of participants who indicated them, there was considerable variation in this respect and some of the learners decided to list several strategic devices. Such remarkable differences in the choices made by the participants can perhaps be attributed to a great diversity in their learning styles preferences, although this issue was not investigated in the present study. In effect, it seems reasonable to assume that learners should be provided with a wide range of VLSs so that each of them can choose those that best fit their individual profile.

As regards the application of previously known vocabulary strategies and those that were introduced in the course of the training (RQ 3), participants' responses by and large confirmed the results for RQ 1 since, following the intervention, they basically used the same strategies as before, but with greater frequency. The strategies that were incorporated thanks to the training the students had received are listed in Table 4. Creating sentences with new words, learning words by heart and repeating them, and grouping words according to topic, meaning, spelling or pronunciation were the VLSs most frequently learned.

Table 3 The most helpful strategies and percentages of learners who selected them

Strategy	%
Build sentences with the new words	31.00
Group words according to grammatical category (nouns, verbs, adjectives, adverbs)	19.00
Learn words by heart and repeat them	19.00
Group words according to topic, meaning, spelling or pronunciation	14.28
Use a monolingual/bilingual dictionary to obtain the meanings, syntactical or usage information of the new words	9.52
Make word lists	9.52
Use mnemonic rules	7.14
Use rhymes to remember new words	7.14
Make a mental picture or image of the new words	7.14
Group words according to their sounds or spelling	4.76

Table 4 Strategies learnt through training and percentages of learners who learned them

Strategy	%
Build sentences with the new words	14.28
Learn words by heart and repeat them	14.28
Group words according to topic, meaning, spelling or pronunciation	14.28
Group words according to their sounds or spelling	9.52
Make a mental picture or image of the new words	9.52
Use mnemonic rules	4.76
Make word lists	4.76
Use rhymes to remember new words	2.38

As for the students' reflection on the quality of the intervention, only 13 suggested that improvements should be made to the training program. Ten of those advised paying more attention the use of vocabulary in speaking. One student called for the inclusion of more reading activities, one suggested more frequent use of the targeted words by the teacher, and one pointed to the necessity of extending the duration of the training. The last observation is in line with the observation made by the teachers that more time should be dedicated to oral and written practice of the new lexical items.

In general, except for five negative answers, the learners agreed that the training program had been well implemented and integrated into the course. This contention concurs with our believe that vocabulary strategy training cannot be an isolated activity but has to be an integral part of everyday instruction. This belief is linked with the fact that among the difficulties learners face when acquiring a foreign language, vocabulary is one of the most important. However, when asked about these problems, the learners had considerable difficulty in identifying them. Some alluded to pronunciation and the confusion caused by the similarity of some words, especially phrasal verbs, whereas some mentioned problems with guessing what a word means in context. The latter comment is very interesting because it is consistent with research findings indicating the difficulties involved in guessing meaning from context (cf. Laufer, 2005). These problems are in all likelihood related to the fact that effective use of this VLS requires familiarity with 95–98 % of the words in a given text (cf. Nation, 2006). There is also the possibility of a wrong guess, a misinterpretation or non-availability of clues, the existence of misleading, partial clues, or suppressed clues, and simply lack of an attempt to guess (Laufer, 2005).

Despite the difficulties faced, the learners were aware that some tasks can help them improve their vocabulary, with their suggestions and the percentages of participants making them included in Table 5. Very striking is the high percentage of learners who recognized the need to learn harder and practice more in order to acquire vocabulary. It can thus be assumed that the learners are conscious of the processes of vocabulary acquisition and acknowledge that VLSs can act as useful devices in facilitating this process. In addition, 25 learners opted for more active

Table 5 Tasks for improvement of vocabulary and percentages of learners listing them

Strategy	%
Daily practice using the new vocabulary	57.14
Using the dictionary (meaning, pronunciation, syntactic information)	12.00
Getting more exposure (films or songs)	12.00
Reading	12.00
Activating known vocabulary in writing and speaking	4.76
Using mnemonics	2.38

participation in class and greater involvement in strategy training, and one suggested that more strategies should be introduced and practiced.

5 Discussion

Careful examination of the strategies mentioned by learners allows extracting some common features of such VLSs. Basically, these strategies are cognitively very simple and require little mental effort for their implementation. In this sense, they are economical since they require little effort and can still produce relatively good outcomes. Considering this, it is not surprising that the learners include these VLSs among strategies that they applied spontaneously. This result is to some extent predictable, since the training made explicit the strategies that learners may have known implicitly but were unable to use in an active way. Following this reasoning, it should not come as a surprise that monolingual dictionary use did not become more frequent as a result of the training because it is a cognitively and linguistically very complex strategy. It is much more demanding than many other VLSs and thus its application calls for greater proficiency in the target language, greater cognitive ability as well as metalinguistic awareness. This conclusion is especially powerful if we also consider the strategies the learners claimed to be using before the training and which were not included in the questionnaire.

The learners also mentioned an array of other VLSs that they were familiar with and used. The most popular included learning chunks from songs or films, grouping verbs according to their prepositional complements, as well as learning words contextualized within sentences. If we compare these strategies with the ones learners had mentioned before the training took place, we can observe considerable progress with regard to the cognitive and linguistic complexity of the strategies used. This breakthrough provides evidence for the benefits of the training in terms of enhancing learners' target language proficiency and boosting vocabulary strategy use. What is important, the training not only contributed to the emergence of new vocabulary strategies in the learners' strategic repertoires, but also triggered

activation of previously known strategies, which remained unused or were under-used. In fact, the participants seemed to have realized the relevance of VLSs for the second language acquisition process, which may testify to greater autonomy in learning and using the target language.

6   Conclusion

As a general conclusion, we can observe that vocabulary strategy use increased following the training. This increase points to an awareness-raising effect of the intervention with respect to strategic behavior and learner empowerment, and, therefore, also indicates enhancement of the students' autonomy in vocabulary learning (Dam & Legenhausen, 1996; Khalid Al Shawwa, 2010; Little, 2007). It can be assumed that longer, more systematic and more sustained training could have produced even better results with reference to vocabulary strategy use. The intervention undertaken in the present study constitutes the first step towards understanding, awareness, development and skillful use of VLSs. Students also acknowledged the utility of the training for vocabulary acquisition, as well as the development of a certain degree of autonomy in vocabulary learning. In sum, the time devoted to autonomous practice should be greater since this practice proved beneficial. Furthermore, the results revealed that the strategy training was effective, because, as claimed by the learners, it led to the transfer of strategies to other contexts within the English course. It can also be stated that the pedagogic goals of the study were also attained. We wanted to promote learner autonomy and provide the learners with the opportunity to develop awareness of vocabulary strategy use. Additionally, we intended to offer learners an appropriate context in which they could be trained and autonomously use vocabulary strategies in order to improve their English vocabulary. We succeeded on all these counts.

In conclusion, the present study implemented a vocabulary strategy training program that aimed at encouraging learners to learn new words autonomously, to increase their receptive and productive vocabulary in English, and to produce a lexical competence characterized by greater breadth and depth of vocabulary knowledge. In doing so, we complied with the fundamental principles of fostering learner autonomy through strategy training by aiding the students learn new VLSs, refreshing vocabulary strategies they already knew, and getting them to evaluate and better understand the processes involved in learning vocabulary in an additional language.

Appendix A

Nombre:

Apellidos:

Fecha:

Mi manera de aprender

ESTRATEGIAS DE VOCABULARIO

Lo que hago para memorizar palabras nuevas (marca con una cruz la casilla que corresponda)

1. Agrupo las palabras de acuerdo con su categoría gramatical (nombres, verbos, adjetivos).

Nunca	En ocasiones	A menudo	Siempre

2. Utilizo rimas para recordar las palabras nuevas.

Nunca	En ocasiones	A menudo	Siempre

3. Trato de hacer una imagen o fotografía mental de las nuevas palabras.

Nunca	En ocasiones	A menudo	Siempre

4. Utilizo algún tipo de regla nemotécnica.

Nunca	En ocasiones	A menudo	Siempre

5. Trato de construir oraciones con las palabras nuevas.

Nunca	En ocasiones	A menudo	Siempre

6. Escribo las palabras nuevas en tarjetas con el significado.

Nunca	En ocasiones	A menudo	Siempre

7. Pronuncio las palabras en voz alta a la vez que las escribo, o deletreo las palabras escritas para mejorar la ortografía de las palabras.

Nunca	En ocasiones	A menudo	Siempre

8. Intento recordarme a mí mismo las últimas palabras que aprendí.

Nunca	En ocasiones	A menudo	Siempre

9. Agrupo las palabras de acuerdo con el tema, el significado, la ortografía o la pronunciación.

Nunca	En ocasiones	A menudo	Siempre

10. Uso el diccionario monolingüe para extraer información sobre el significado, la sintaxis, o el uso de las palabras.

Nunca	En ocasiones	A menudo	Siempre

11. Uso el diccionario bilingüe para extraer información sobre el significado, la sintaxis, o el uso de las palabras.

Nunca	En ocasiones	A menudo	Siempre

Añade cualquier otra cosa que hagas si no comprendes lo que alguien dice:

………………………………………………………………………….

Nunca	En ocasiones	A menudo	Siempre

Appendix B

Nombre:

Apellidos:

Fecha:

Mi manera de aprender

ESTRATEGIAS DE VOCABULARIO

Lo que hago para memorizar palabras nuevas (marca con una cruz la casilla que corresponda)

1. Agrupo las palabras de acuerdo con su categoría gramatical (nombres, verbos, adjetivos).

Nunca	En ocasiones	A menudo	Siempre

2. Utilizo rimas para recordar las palabras nuevas.

Nunca	En ocasiones	A menudo	Siempre

3. Trato de hacer una imagen o fotografía mental de las nuevas palabras.

Nunca	En ocasiones	A menudo	Siempre

4. Utilizo algún tipo de regla nemotécnica.

Nunca	En ocasiones	A menudo	Siempre

5. Trato de construir oraciones con las palabras nuevas.

Nunca	En ocasiones	A menudo	Siempre

6. Escribo las palabras nuevas en tarjetas con el significado.

Nunca	En ocasiones	A menudo	Siempre

7. Pronuncio las palabras en voz alta a la vez que las escribo, o deletreo las palabras escritas para mejorar la ortografía de las palabras.

Nunca	En ocasiones	A menudo	Siempre

8. Intento recordarme a mí mismo las últimas palabras que aprendí.

Nunca	En ocasiones	A menudo	Siempre

9. Agrupo las palabras de acuerdo con el tema, el significado, la ortografía o la pronunciación.

Nunca	En ocasiones	A menudo	Siempre

10. Uso el diccionario monolingüe para extraer información sobre el significado, la sintaxis, o el uso de las palabras.

Nunca	En ocasiones	A menudo	Siempre

11. Uso el diccionario bilingüe para extraer información sobre el significado, la sintaxis, o el uso de las palabras.

Nunca	En ocasiones	A menudo	Siempre

Añade cualquier otra cosa que hagas si no comprendes lo que alguien dice:
……………………………………………………………………………......

Nunca	En ocasiones	A menudo	Siempre

……………………………………………………………………………

Nunca	En ocasiones	A menudo	Siempre

……………………………………………………………………………...

Nunca	En ocasiones	A menudo	Siempre

Ahora contesta a las siguientes preguntas:

1. ¿te ha sido útil y en qué medida el entrenamiento?
2. si te ha sido, ¿qué estrategias te han resultado más útiles?
3. ¿qué estrategias utilizas ahora que no utilizases antes?
4. ¿qué mejoras introducirías en el programa para sucesivos estudiantes?
5. ¿crees que el programa de estrategias ha estado bien integrado en el curso?
6. ¿con qué dificultades te has encontrado a la hora de aprender vocabulario?
7. ¿que podrías hacer para mejorar el vocabulario?
8. ¿qué otras actividades piensas que podría incorporar el profesor?

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