

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES**

**INTEGRATING GOAL SETTING INTO VOCABULARY
LEARNING ACTIVITIES TO SUPPORT SELF-
REGULATED LEARNING AMONG GRADE 7 STUDENTS
IN ENGLISH AS A FOREIGN LANGUAGE LESSONS
MA thesis**

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ABSTRACT

The motivation for this paper arises from the importance of supporting and guiding students to become more independent in their studies. One of the strategies is implementing self-regulated learning (SRL). SRL skills help students to become effective learners who can take charge of their own learning processes. Therefore, understanding and promoting SRL is essential for enhancing students' academic success and contribute to their overall development.

The aim of this thesis is to explore how goal setting and study planning may influence students' performance in vocabulary tests. The aim of the thesis is to answer two research questions:

1. How can the students of grade 7 be supported in applying goal setting in their vocabulary development?
2. How does consistent vocabulary study correlate with the results in vocabulary assessments over time?

The present master's thesis consists of an introduction, two main chapters, a conclusion, a list of references, and seven appendices.

Chapter 1 provides a literature review discussing the meaning and importance of SRL. It also introduces various SRL models, explores SRL application in foreign language classrooms, and examines the role of teachers in supporting SRL. Additionally, it discusses the significance of goal setting as the first step in SRL and provides an overview of vocabulary acquisition in EFL classroom.

Chapter 2 offers an overview of a study conducted among 7th grade students in a city school located in the north of Estonia. The study aimed to understand how goal setting in vocabulary learning could improve students' performance.

The master's thesis concludes with a discussion summarising the key findings and conclusions of the study, followed by a list of references. All the questionnaires administered and vocabulary tests employed in the research are included in the appendices.

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INTRODUCTION

Lifelong learning and individualised learning paths are essential components of education today. They are widely discussed and are important for personal and professional development in our society. Embracing continuous learning and using personalised approaches to education allow individuals to adapt, thrive, and achieve their goals in a world that is constantly changing. One of the ways to practise it is self-regulated learning (SRL). SRL refers to the active participation of learners in their own learning process, involving metacognitive, motivational, and behavioural strategies (Dignath & Büttner 2008).

The aim of this thesis is to explore how goal setting and study planning can influence students' performance in vocabulary tests. The importance of setting goals and study planning can be seen in different aspects. First of all, setting specific goals provides students with a clear direction and purpose for their studying and helps them prioritise tasks and plan their study time more effectively. Also, research has shown that setting challenging yet attainable goals can enhance students' intrinsic motivation (Locke & Latham 2006). This means that students become actively engaged in their learning and are driven by their interest in achieving these goals. Goal setting and study planning are essential components of SRL, which involves students taking control of their learning processes. Through goal setting, students learn to monitor their progress, adjust their study strategies as needed, and take responsibility for their academic outcomes (Zimmerman 2002). These components in SRL are valuable not only for academic success but also for lifelong learning and personal development. Moreover, it considers students' perspectives and their contentment with their test outcomes. Through monitoring their results, students could potentially form more realistic expectations regarding their performance. Consistent with this objective, the following research questions were formulated:

1. How can the students of grade 7 be supported in applying goal setting in their vocabulary development?
2. How does consistent vocabulary study correlate with the results in vocabulary assessments over time?

The thesis comprises two chapters, the first chapter providing a literature review on SRL. This chapter begins by exploring various models of SRL and then proceeds to describe its significance and the role of different stages of SRL. It also examines the role of teachers in applying SRL within their classrooms, particularly in foreign language contexts. Moreover, it highlights the crucial role of goal setting within the SRL framework, emphasising its fundamental contribution to achieving optimal learning outcomes. Given that vocabulary knowledge serves as the foundation for language skills, this chapter also provides an overview of strategies for acquiring new words.

The second part of the thesis entails an empirical investigation involving thirteen seventh-grade students. These students were introduced to the significance of goal setting in vocabulary acquisition. Vocabulary learning was selected for its measurability and comprehensibility to students. The research spanned seven weeks, during which students completed four questionnaires, participated in an initial diagnostic vocabulary test, and underwent five vocabulary tests. Following this period, a final diagnostic vocabulary test was administered to gauge the retention of learned words. Additionally, interviews were conducted with five students as a part of the study. The results of the questionnaires, vocabulary tests and interviews are analysed and discussed. All the questionnaires and tests can be found in the appendix section.

1 LITERATURE REVIEW

This chapter offers an introduction to self-regulated learning (SRL), providing an overview of its fundamental concepts and basic models. Through examining the concept and importance of SRL, the chapter aims to improve comprehension of how students can effectively regulate their learning processes and develop successful learning strategies.

1.1 The Meaning and Importance of Self-Regulated Learning

Nilson (2013: 11-13) states that deep, lasting learning of any subject matter requires self-regulation which refers to the ability of individuals to manage and control their own thoughts, behaviours, and emotions in order to achieve their goals (Zimmerman, 2000). Nilson (2013: 11-13) also adds that SRL is about one's relationship with oneself and one's ability to exert the efforts, self-control, and critical self-assessment necessary to achieve the best possible results – and about overcoming risk aversion, failure, distractions, and laziness in pursuit of real achievement. Starting from early education it is important to give students tools to develop their understanding and skills to self-regulate and monitor one's development. The importance of SRL grows by the age of the learner. In secondary school the amount of independent work is higher and to achieve the goals students have to have the skillset to achieve their study goals independently. Students need to take a proactive approach to their own education (Schunk & Zimmerman et al 2008:53). Nussbaumer (2015) adds that SRL summarises all the variables that influence learning, including but not limited to planning and setting goals, monitoring one's progress, employing effective learning strategies, managing time efficiently, seeking help when needed, and reflecting on one's learning experiences. Moreover, SRL competencies are essential for lifelong learning and adapting to the ever-changing demands of our society. Their cultivation requires the right balance between freedom and guidance during the learning processes.

School is the primary setting in which academic self-regulatory skills are developed and maintained, and the use of these skills is intimately connected both with success in school and with the positive self-beliefs that accompany that success. The importance of these self-regulatory skills is that students can use them across tasks, activities, and situations. Effective self-regulatory practices can result in stronger self-efficacy which is concerned with individuals' beliefs in their capability to exercise control over challenging demands and their own functioning (Schwarzer & Luszczynska 2023: 207) and achievement in various academic areas. Consequently, they are at the heart of improving self-beliefs and school success (Schunk & Zimmerman et al 2008:119). Teachers need to be aware of the way they influence students' capacity to cope in their later education, bearing in mind giving support and strategies to enhance independent learning.

Schunk and Zimmerman (2008) highlight that SRL refers both to what learners are doing (i.e., that they are learning rather than doing something else) and how they are learning (e.g., deep vs. superficial information processing; degree of elaboration; learning details or only main ideas; using study aids or not; being highly concentrated and mindful or not). Self-regulating students are – among many others things – able to manage their use of time and to control the amount of time they spend on their study. To become self-regulating learners, they should develop autonomous motivation. When students are autonomously motivated, they are more likely to persist in their learning even when faced with challenges or setbacks because their motivation is based on personal interest or satisfaction derived from the learning process itself.

Implementing SRL can be quite challenging due to various factors and potential obstacles. One difficulty is ensuring that students have the necessary skills and mindset for effective self-regulation. Not all learners naturally possess strong self-regulatory abilities, and developing these skills requires intentional guidance and support (Nilson, 2013: 11-13).

Also, external factors such as classroom dynamics, peer pressures, and individual learning differences can also pose threats to successful SRL implementation. Therefore, effective application of SRL requires careful planning and continuous support.

1.2 Models of Self-Regulated Learning

SRL, an inclusive framework based on information processing, involves aspects of metacognition, motivation, task conditions, goal setting, volition control, behaviour adaptation, and emotion reaction (Pandero 2017). Learners evaluate the learning contents then adopt strategies, exercise personal control, then monitor and reflect on their own learning behaviour to solve the problem and achieve their goal (Chen 2017). This section provides an overview of some of the most well-known SRL models.

Zimmerman was one of the first SRL authors and he has developed three SRL models, the second one is known as Zimmerman model or Cyclical phase model. The model is divided into three phases: forethought, performance or volitional control and self-regulation (Figure 1) (Panadero 2017: 5). This emphasises different aspects of self-regulatory aspects which happen during self-regulated learning. As can be seen from the figure all the components are connected and influence each other.

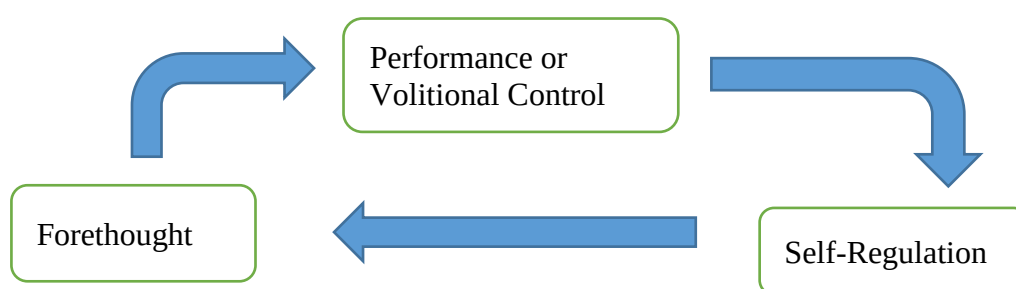


Figure 1: Zimmerman model or Cyclical Phase model

The Cyclical Phase model shows in most detail how these attributes generate self-regulation. The first phase is forethought and planning; the individual plans his or her course of action, and various motivational beliefs, values, and goals are activated. When individuals

are positively motivated for an activity, they are more likely to plan carefully for it and actually engage in it. Next is performance in the learning situations; this phase also involves monitoring of both performance and motivation and attempts to control these things. For instance, by monitoring their performance students can decide when they may need to change the strategies they are using. During the performance phase, students can control their motivation in a variety of ways; for example, they can change their goals for certain learning outcomes or can value or devalue the outcome depending on how well they are doing and how important the outcome remains for them. The third phase is reflections on performance, which occur after the learning activities are completed. During reflection, the student attempts to understand why different outcomes occurred, manage his or her emotions with respect to the achievement outcomes, adjust his or her goals, and otherwise engage in self-evaluation and reflection about the learning situation just experienced (Schunk & Zimmerman 2008: 279). Activities done in this model are listed in Table 1.

Forethought Phase	Performance Phase	Self-Regulation Phase
Task Analysis Goal setting Strategic planning Self-Motivational Beliefs Self-efficacy Outcome expectation Task interest/value Goal orientation	Self-control Task strategies Self-instructions Imagery Time management Environmental structuring Help-seeking Interest incentives Self-consequences Self-Observation Metacognitive monitoring Self-recording	Self-Judgment Self-evaluation Causal attribution Self-Reaction Self-satisfaction/affect Adaptive/defensive

Table 1: Zimmerman's SRL model (Schunk & Zimmerman 2008: 279).

The Cyclical Phase model, developed by Zimmerman, as described above has three distinct phases of SRL, while another model which is based on Zimmerman model is called Winne and Hadwin's SRL model. This model also outlines the basic phases, but it suggests four of them: defining the task, setting goals and plans, engagement, and large-scale adaptation (Schunk, Zimmerman & Hadwin 2011).

Both models emphasise the importance of goal setting, strategic planning, and self-monitoring in the learning process. In the forethought phases in both models students analyse tasks, set goals, and devise strategies, additionally, both models highlight the significance of self-motivational beliefs in shaping learning strategies and maintaining motivation throughout the performance phase. However, there are also some differences between the two models. While Zimmerman's model focuses on three phases, Winne and Hadwin's model includes an additional phase, engagement. Engagement in this model means learners active involvement in task completion. Moreover, Winne and Hadwin's model emphasises the use of criteria and standards to set goals, monitor progress, and evaluate outcomes, with a particular focus on learners constantly monitoring their activities against these standards.

Fruhmann's SRL process model describes four learning phases (Figure 2). These learner-centred phases include: defining or revising the learner profile, finding and selecting learning resources, working on the selected resources, and reflecting on strategies, achievements, and the usefulness of studying (Nussbaumer et al 2015). SRL process model is based on activities (e.g. plan, learn, and reflect from the self-regulated learning approach). This model is activity-based and follows the same principles of the self-regulated learning approach as models described above.

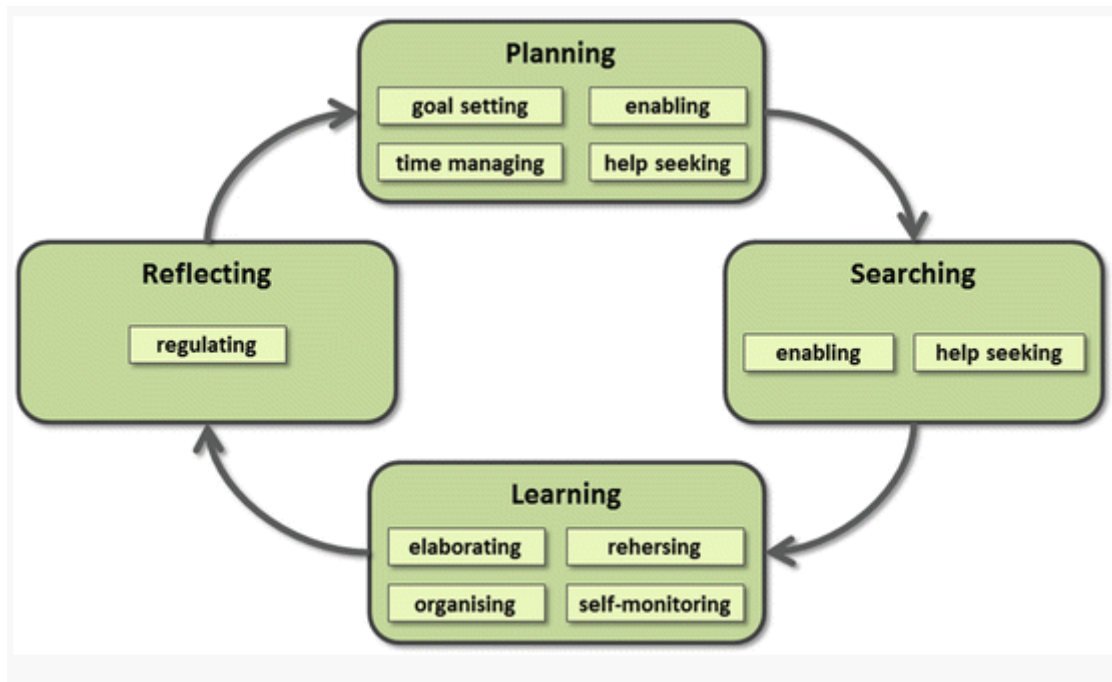


Figure 2. Fruhmann's SRL process model and related strategies (Nussbaumer et al 2015)

Hall and Goetz (2013) discuss Boekaerts' three-layered model (Figure 3) of SRL. According to this model, the core aspect is the ability to use and control cognitive processes directly linked to learning outcomes. They suggest that learners need to acquire foundational cognitive strategies to develop effective self-regulated learning skills. The middle layer of the model involves regulating the learning process, including activities like planning, monitoring progress, and identifying problems during learning. Monitoring helps learners continuously assess and adjust their strategies. The third layer addresses self-regulation in terms of overall learning motivation, focusing on goal setting, understanding goal importance, and making decisions about resource allocation for learning. Hall and Goetz highlight the importance of teaching diverse cognitive strategies to support effective self-regulation, which is crucial for successful learning and problem-solving.

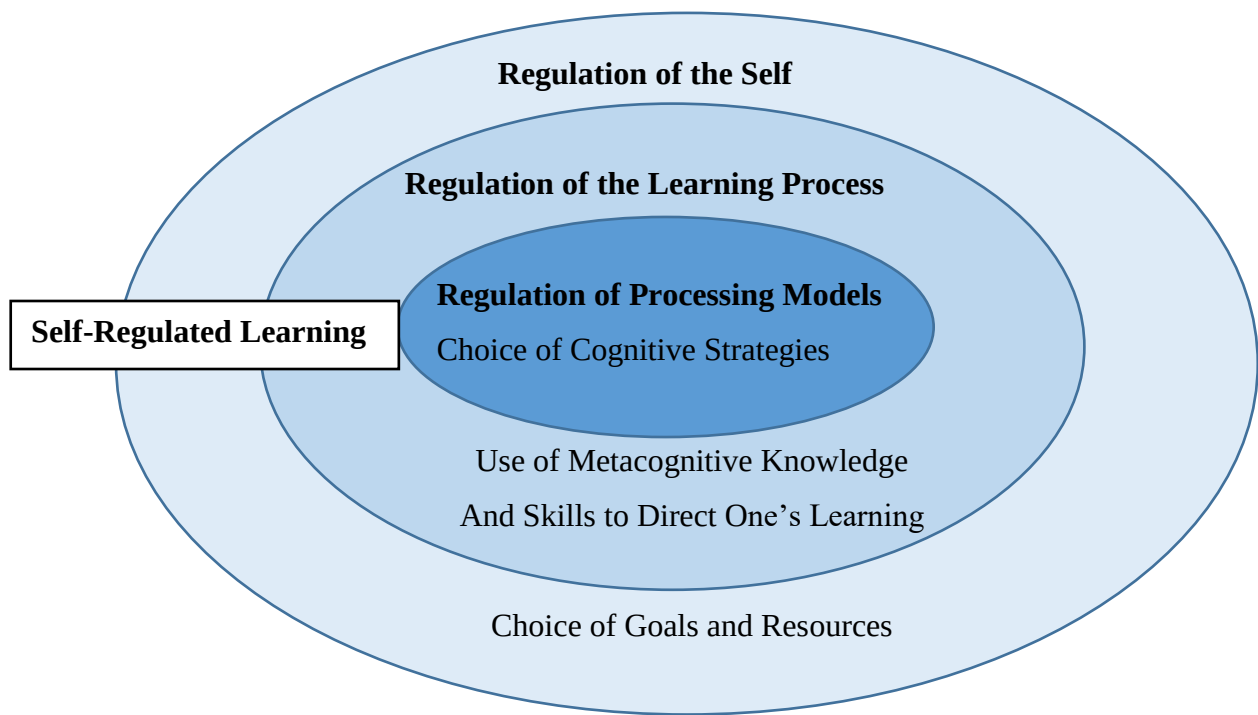


Figure 3. Boekaerts' three-layered model of self-regulated learning. (Hall & Goetz et al 2013: 133).

In conclusion, SRL can be defined as active process by which learners become aware of their own learning and feel responsible for it, setting goals and monitoring their achievements, controlling their cognitive, motivational and emotional behaviour, evaluating their outcomes and devising strategies to improve them, paying attention to the contextual features of the learning environment in order to take advantages of their affordances (Dettori & Persico et al 2011: 146). Also, the emphasis is on the student being an active participant in their own learning, with task-specific learning and goal setting playing essential roles in SRL (Dent & Koenka 2015).

Black and Allen (2017) depict self-regulation as a repetitive cycle. At the beginning of a task, students set goals and plan strategies. The forethought phase involves identifying self-efficacy, setting outcome expectations, and determining interest levels. During the

performance phase, students engage in studying, imagining outcomes, focusing attention, applying learning strategies, selecting study environments, and seeking help as needed. The performance phase also includes self-recording effort and self-monitoring progress. Once the task is completed, the self-reflection phase begins. The self-reflection phase involves evaluating one's performance and attributing outcomes.

The SRL models discussed above, despite their differences, collectively emphasise the importance of comprehending the learning process and the interconnected nature of cognitive, metacognitive, and motivational processes. In this thesis, the SRL model relied upon primarily is Zimmerman's Cyclical Phase model, supplemented by insights from Winne and Hadwin's SRL model. Zimmerman's model, with its emphasis on forethought, performance, and self-regulation phases, provides a comprehensive framework for understanding self-regulated learning processes. Additionally, Winne and Hadwin's model contributes valuable perspectives, particularly with its inclusion of an engagement phase, highlighting the active involvement of learners in task completion. Through the integration of these models, the thesis aims to examine how they influence student achievement and academic success.

SRL models discussed in this chapter offer important benefits and potential challenges for classroom use. The strengths of these models include their structured approach to guiding students through the learning process, fostering self-awareness, and encouraging active participation in tasks. However, implementing and evaluating certain phases, such as sustaining student engagement or addressing individual learning needs effectively, may pose difficulties. Overall, integrating SRL models into classroom practice requires careful consideration of their benefits in promoting self-regulation, alongside potential challenges in practical application and adaptability to diverse educational environments.

1.3 Teachers' Role in Implementing SRL

Implementing SRL in classroom teachers need to ensure that students are actively engaged and involved in their own learning process. The study of the relations among teacher characteristics, contextual factors, and the recognition of SRL (Lombaerts et al 2010) showed that on a teacher level, three variables appeared to affect SRL practices. teacher satisfaction with personal SRL insights, teachers' beliefs about the instructions of SRL, and teachers' personal experiences with independent learning in their classroom practice. These findings show that teacher's beliefs about using SRL and their personal experiences with independent learning play important roles in the effective implementation of SRL in classroom.

Hall and Goetz (2013: 155) highlight four strategies for teaching and fostering the development of self-regulated learning in students. Firstly, they emphasise the importance of goal setting, where teachers assist students to set challenging yet realistic goals. Secondly, they stress the significance of monitoring, encouraging students to observe and record their own behaviour. Thirdly, they promote planning by teaching students strategies to self-direct and organise their learning tasks effectively. Lastly, they advocate for evaluation, encouraging students to assess and reflect on their own achievements.

Paris and Paris (2001) emphasise that SRL can be taught in several ways: with explicit instruction, directed reflection, metacognitive discussions, and participation in practices with experts; indirectly by modelling and by activities that entail reflective analyses of learning; and by assessing, charting, and discussing evidence of personal growth.

In her study, Mezei (2008) illustrates how teachers define a self-regulated learner and self-regulated learning more broadly. According to this characterisation, learning begins with student initiation and ongoing engagement in task completion. Self-regulated learners demonstrate autonomy by employing effective learning strategies and possess the capacity

to reflect on their academic activities. Furthermore, these learners typically exhibit enthusiasm for learning, set intrinsic and personal objectives, maintain realistic assessments of their knowledge, and display genuine passion for acquiring knowledge, alongside qualities such as self-assurance, diligence, and perseverance.

Hall and Goetz (2013), Paris and Paris (2001), and Mezei (2008) provide both theoretical insights and practical approaches for fostering SRL in classrooms. Hall and Goetz focus on practical approach where teacher's role in guiding students through the stages of SRL. Paris and Paris highlight the specific techniques for teaching SRL, while Mezei concentrates on understanding the characteristics and behaviours of self-regulated learners.

Teachers have a significant impact on their students and play a crucial role in facilitating each student's potential and personal growth. Pajares and Valiante (2002) state that students require effective instruction, ample opportunities for practice, and appropriate, constructive feedback. However, research often indicates a decline in students' perceptions of academic self-efficacy as they progress through school. This decline has been attributed to factors such as increased competition, norm-referenced grading, less teacher attention to individual student progress, and the stress associated with school transitions. Self-efficacy, defined as personal beliefs concerning one's capability to learn or perform skills at designated levels is a key factor in self-regulatory mechanisms governing individuals' motivation and action (Chularut & DeBacker 2004).

Teachers hold an important role in cultivating students' SRL abilities, offering guidance through instruction and feedback. Their characteristics, beliefs, and experiences significantly influence SRL practices in the classroom. Teachers can foster SRL by employing strategies such as goal setting and monitoring. In SRL-focused classrooms, teachers engage students in complex tasks, providing support to enhance learning outcomes and foster autonomy, thus promoting lifelong learning skills.

Paris and Paris (2001) state students of all ages can benefit from SRL, especially through analyses and discussions of learning strategies. They provide practical suggestions for teachers on how to empower children to take charge of their own learning. Paris and Paris (2001) assert that children's comprehension of SRL is enhanced through three main avenues: indirectly through experience, directly through instruction, and elicited through practice. Incorporating these strategies into classroom practices can support students' self-regulated learning and promote their academic development.

1.4 Self-Regulated Learning in Foreign Language Classroom

Effective self-regulation involves being aware of environmental signals and adjusting one's behaviours accordingly. According to Collett (2014) self-regulated learning refers to this process within academic settings when learners actively manage their learning and it is recognised as a key capability that significantly influences learning outcomes, either positively or negatively. Learning a language requires a significant and continuous time commitment due to the dynamic nature of language itself, making it crucial to maintain strong motivation and persistence throughout the process. Language learners require adequate practice inside and outside the classroom through active participation in curricular and extracurricular activities. In order to become self-regulated and autonomous, as well as learn how to make their own learning decisions, learners need assistance in planning, goal-setting, effort management, comprehension, monitoring, evaluation, and persistence throughout the learning process (Seker 2016).

Oxford (2013) outlines six primary categories of strategies for learning a second language. These include memory strategies, which involve representing learned items in various forms to aid in learning and retrieval. Cognitive strategies involve direct manipulation of language material through reasoning, analysis, and synthesis. Compensation strategies are used to cope with learning difficulties, while metacognitive strategies involve

evaluating the learning process itself. Affective strategies help learners deal with emotional barriers, while social strategies facilitate communication and collaboration with others during learning. These strategies collectively contribute to effective language learning by addressing different aspects of the learning process and learners' needs.

In summary, second language learning strategies and SRL models work together to assist learners in managing their learning process, promoting independence, and successfully achieving their language learning goals. Learners take control of their own learning and develop a deeper understanding of the language.

Seker (2016) found that while teachers view successful language learners as those who can study independently, regularly, and consciously, they primarily emphasise traditional methods like class attendance and note-taking rather than SRL strategies. Although many teachers are familiar with SRL, they seldom integrate it into classroom instruction due to constraints such as limited time and the need to follow syllabus requirements. This suggests that while teachers recognise the value of SRL, they face challenges in implementing it effectively within the classroom setting.

Self-regulation enhancing instructions should be expressed in terms of learning as a sequential process. Focusing on only one component of the process would result in limited success in teaching. Instructions that attempt to enhance self-efficacy and self-regulation can be effective in raising learners' self-efficacy, and research on language learning strategies and strategy instruction in the field of applied linguistics has accumulated a body of findings that could be applied practically to teaching (Mizumoto 2013).

According to McDonough (2001) in foreign language learning, cognitive strategies include clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. Metacognitive strategies are characterized by planning, monitoring, and evaluating one's learning activities, setting priorities, self-

managing, using advance preparation and advance organizers, directing one's attention, using selective attention, and delaying production. Behaviours such as seeking communication (verbal and nonverbal) with target language speakers are considered social strategies. Affective strategies include approaching the task with a positive frame of mind and coping with emotional and motivational problems.

Promoting and sustaining self-regulated learning requires continuous efforts on maintaining students' self-efficacy – confidence in learning, increasing students' awareness of task value – making the subjects interesting, engaging, and important, and adopting a mastery goal orientation – more than just attaining good grades. In self-regulated learning, students essentially operate at a top level of self-awareness and self-concept, which activates their self-monitoring and motivational processes encompassing the use of volitional, cognitive, and regulatory strategies thereby creating confident self-aware learners; nevertheless, the difficulty lies on the process level to achieve the level of being able to self-monitor learning and teaching self-regulated learning strategies does not automatically create self-regulation for all learners (McMahon & Oliver, 2001).

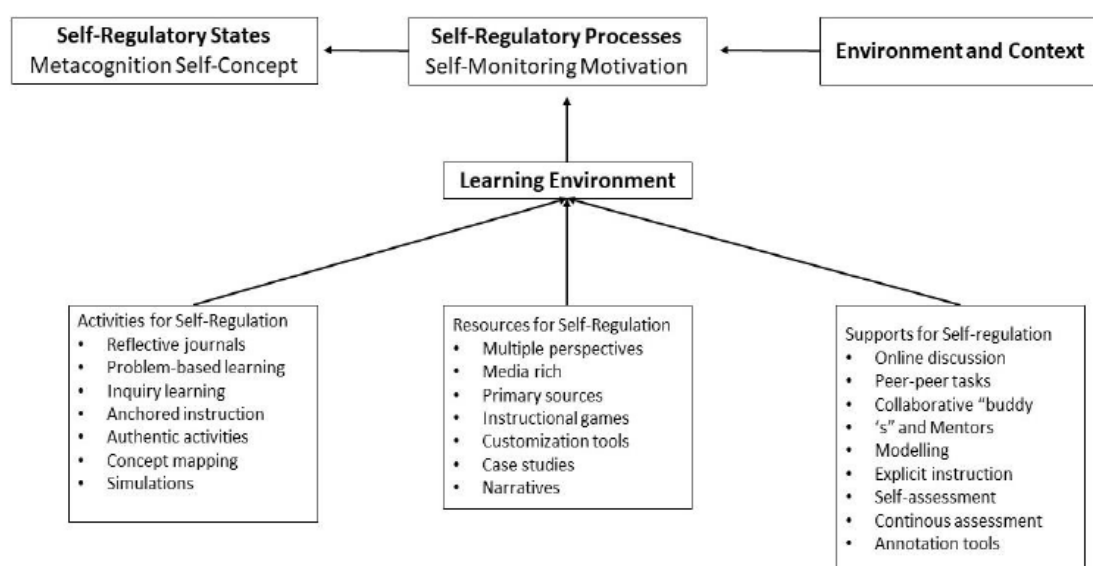


Figure 4: Self-regulatory process (McMahon & Oliver, 2001)

As described in Figure 4, the implementation of diverse activities, resources, and supports is required to promote self-regulated learning among students. These requirements implicate that teachers play a key role in forming students' self-regulated learning, as also suggested by previous studies. When student-teacher interactions were studied, student-centred learning and strategy instruction appeared to be positively and significantly related to self-regulated learning, indicating that students likely self-regulate if student-centered learning is promoted and self-regulated learning strategies are taught (Waluyo 2018).

SRL expands the understanding of learning by considering not only the outcomes, such as grades or test scores, but also the proactive processes involved, such as goal setting and strategy implementation. Schunk and Zimmerman (2008) state that the first step in self-regulated learning is wanting to learn something, also the focus is on individuals' acquisition of academically relevant knowledge and skills. Furthermore, students need to know how to evaluate the results of their actions and to plan alternative pathways to success. This means that self-regulation operates in large part through one's internal standards and is influenced by feedback. Teachers can help students by helping them to set goals, giving them different tasks and monitoring their studies to support their motivation. Emphasis should be on developing students' good work habits and keeping records of their studies. Study of foreign language anxiety and SRL strategies (Martirosian & Hartoonian 2015) showed that teachers should familiarise the students with SRLs and accentuate their positive effects on language skills and notify that by employing SRLs they can not only enhance their learning but also reduce their level of language anxiety.

Overall, SRL is an engaging process wherein learners develop a sense of accountability for their own learning. This involves establishing goals, monitoring progress, regulating cognitive, motivational, and emotional behaviours, evaluating outcomes, and devising strategies for improvement. Additionally, learners are attentive to the contextual

aspects of the learning environment to make the most of its opportunities (Dettori & Persico et al 2011: 146).

1.5 Techniques and Strategies that Support Self-Regulated Learning

Understanding individual differences in language learning relies heavily on students' engagement with the process. Effective engagement involves various factors including behaviour, emotions, cognition, and agency, all of which interact with each other. Active participation in classroom tasks is essential for cultivating positive emotions and thoughts among students (Oga-Baldwin, 2019).

One key aspect of employing formative assessment to support self-regulated learning is providing students with opportunities to decide on their learning goals. There are identified various formative assessment strategies and activities that promote self-regulation among students. Clark's (2012) study shows that formative assessment engaged students in the learning process through clarifying and sharing learning goals, providing feedback and activating themselves as a resource for learning. These studies support the utility of formative assessment in developing students' capacity to monitor and regulate their learning (Xiao&Yang 2019).

In the field of language acquisition, four categories of SRL strategies were reported to be helpful in improving student English writing skills: (a) self-evaluation; (b) organising and transforming; (c) seeking information; and (d) seeking social assistance (Ching, 2002). As for seeking social assistance, Mackey, Kanganas, and Oliver (2006) explained that students were more likely to perform better when they received positive feedback. The impact of positive and constructive feedback on the students' achievement and performance in the classroom help students develop higher levels of self-efficacy beliefs. Providing students with appropriate feedback of their performance can help the students to develop self-regulatory learning skills (Kim et al 2015).

Supporting SRL in the right way is a crucial factor. On the one hand, it means providing enough freedom for the learner, in order to stimulate motivation. However, on the other hand, too much freedom may be overwhelming and an appropriate guidance or even adaptation is usually needed to make the learning process effective and efficient. The concept of guidance and freedom is important because it has been recognised that highly motivated learners attain a better learning performance if they have more control over their learning and are more autonomous (Nussbaumer et al 2014). However, some learners show difficulties in carrying out concrete meta-cognitive activities, such as planning, goal setting, monitoring, evaluating, and as a result often perform less successfully than would be anticipated (Bannert 2006), such learners need guidance when learning. Furthermore, less motivated learners can also attain an improved learning performance if they receive more guidance. Keeping these reported findings in mind, the individual support for learners should be tailored to suitable degrees of guidance and freedom. In this respect, the learner should be offered an optimal and balanced level of control and autonomy for their own learning process. For the use of SRL activities, a learner has to be motivated as these activities require additional time and effort.

Another important factor for SRL is collaboration. Collaborative learning according to McConnell (2000) comprises individually performed activities and extra activities that are generated by interaction among peers. These collaborative activities trigger additional cognitive mechanisms, which may appear more frequently in collaborative learning situations than in individual learning. Students working in cooperative learning situations compared to individualistic or competitive learning situations have a higher performance at the mastery and retention of material, are more often using focusing, elaboration, and meta-cognition strategies, and develop ideas or solutions which are not gained if they work on their own (McConnell 2000: 20-21).

Learners who are able to understand the SRL process and the related learning activities and who are able to perform them on their own can navigate freely through their learning processes. However, this requires the availability of a high degree of SRL capabilities (availability of the respective SRL competences) (Panadero & Jonsson, 2013). Balancing freedom and guidance tailored to individual learner needs is essential for promoting successful self-regulated learning.

1.6 Importance of Goal Setting in Self-Regulated Learning

SRL stands as a key factor in empowering students to take charge of their academic journey. Central to SRL is goal setting as it is the framework to help students to become more independent learners. When teachers assist students in setting and achieving their goals effectively, this supports lifelong learning and prepares students to succeed in various academic areas.

Lee and Bong (2019) emphasise that successful performance outcomes are contingent upon individuals' commitment to their goals and their belief in their ability to achieve them. Strong self-efficacy, which is an individual's confidence in their ability to accomplish tasks, plays a crucial role in promoting goal commitment and facilitates the pursuit of challenging goals. In academic settings, students who have high self-efficacy are more likely to set specific and challenging grade goals, leading to better academic achievement. Research has shown that setting specific goals can enhance self-efficacy and improve performance, as demonstrated in classroom experiments where students given specific goals outperformed those provided with comparative information alone. Additionally, students who were assigned difficult yet attainable goals exhibited stronger self-efficacy compared to those given easier goals.

Black and Allen (2017) have identified two main categories of student goal orientations: mastery (learning orientation) and performance (achievement orientation).

Mastery orientation focuses on competence, understanding, and successful task completion, while performance orientation emphasizes outperforming others or obtaining extrinsic rewards. Students who are self-regulated learners tend to approach long-term goals by breaking them into smaller, more achievable goals (Gemerroh & Day Hess 2013: 15). Therefore, students who adopt a mastery orientation and practice self-regulated learning techniques are likely to prioritise understanding, competence, and successful task completion over simply outperforming others or seeking extrinsic rewards. They are more inclined to focus on their personal growth and learning progress rather than comparing themselves to others or pursuing external validation.

Williams (2015) state that the goal setting theory highlights three crucial aspects of goals: specificity, perceived difficulty, and commitment, indicating that individuals are more likely to commit to achievable goals expressed in clear terms. Teachers play a vital role in motivating learners by assigning tasks appropriate to their proficiency level, providing clarity about task objectives, and encouraging learners to set their own goals in language learning. Another significant distinction in goal orientation is between mastery and performance goals, which can influence individuals' approaches and motivations in achieving their objectives (Williams et al 2015:174).

1.7 Vocabulary Acquisition in EFL Classroom

In the context of language learning, vocabulary acquisition plays an essential part and is known to shape different skills such as listening, writing, reading, and speaking. Based on the study conducted by Kiliç (2019), vocabulary knowledge has a direct and significant impact on reading comprehension, listening comprehension, writing quality, and speaking proficiency. This relationship extends to aspects of vocabulary richness and vocabulary size as measures of how much language students know and show a positive correlation between vocabulary competence and reading skill. Drawing on evidence from other sources, Stæhr

(2008) argues that vocabulary size plays an important role in language proficiency overall, but it is particularly in relation to reading that this dependence is most clearly manifested.

Knowing the importance of vocabulary acquisition in teaching English as a foreign language, teachers should apply different techniques to help English as a Foreign Language (EFL) learners. Siyanova-Chanturia and Webb (2016) support the individual approach to teaching vocabulary with respect to learners' goals and needs. Determining learners' vocabulary size, highlight the most frequent words used in language tasks, and assess learners' current knowledge of vocabulary are critical steps for developing personalised vocabulary learning programs. Customisation of content according to the goals and proficiency levels of the students will allow teachers to make their vocabulary acquisition activities more successful.

Technology has changed approaches to vocabulary learning by offering creative resources and outlets for improving learning outcomes. According to Kumar and Akbar (2024), computer-assisted annotations and mobile game-based applications (for example [vocabulary.com](https://www.vocabulary.com), [lingq.com](https://www.lingq.com), [quizlet.com](https://www.quizlet.com) and mobile apps like Duolingo, Memrise, Quizlet, etc) have significantly contributed to the vocabulary learning and reading comprehension of EFL students. Technology has made learning more interactive, which promotes active learning and allows the users to remember the meanings of the words even after they have finished learning.

Folse (2004) highlights the importance of straightforward lists of words to study in supporting vocabulary learning, emphasising the role of teachers to make learning new words more relevant to students' educational goals. However, while example sentences and contextualised exercises are beneficial, the focus should remain on the targeted vocabulary items and the implementation of variety oral and written practice activities to reinforce learning.

Studies, such as the one conducted by Rahmatika et al. (2017), shed light on EFL learners' vocabulary learning strategies and preferences. The use of memorisation and repetition, were marked as the most popular, along with contextual guessing while reading. Moreover, it emphasises the need to foster intrinsic motivation and autonomy in vocabulary acquisition. This suggests that teachers should not only focus on teaching effective learning strategies but also create an environment that encourages learners to develop an interest in vocabulary learning and enables them to have autonomy over their learning process.

In addition to classroom instruction and teacher-led activities, students can enhance their linguistic progress by taking ownership of their vocabulary development. This proactive engagement can be achieved through a variety of strategic approaches that extend learning beyond traditional educational settings. Engaging with diverse materials like graded readers, books, and newspapers exposes learners to new vocabulary in meaningful contexts, facilitating comprehension and retention of words used in different situations (Nation, 2016:149-156). Furthermore, maintaining a personal vocabulary journal allows students to record and review new words with definitions, usage examples, and associated phrases, aiding vocabulary acquisition (Folse, 2004: 56-57). Using flashcards as a visual teaching aid can stimulate thinking and association between images and vocabulary, leveraging the right brain's ability to remember pictures and words, which is especially effective for early vocabulary learning (Wahyuni & Yulaida, 2014). Additionally, web-based resources can boost students' language learning confidence by providing diverse and authentic materials that deepen understanding and promote active engagement and autonomy in learning (Atmanegara, Agustina & Tiara, 2013). Furthermore, English films offer exposure to extensive vocabulary, syntax, and other language skills, empowering students to enhance their English proficiency (Br Simamora & Oktaviani 2020). Also, they provide an engaging and interesting learning experience that helps maintain students' interest in learning English.

In conclusion, teachers play a significant role in developing students' word knowledge and language skills in English as a foreign language. Understanding students' learning needs and interests helps establish a supportive framework for English language learning. Teachers facilitate language acquisition and vocabulary development through personalised word learning plans, integration of emerging technologies, and implementation of effective teaching practices. Encouraging self-directed vocabulary acquisition complements formal EFL instruction, empowering students to independently expand their vocabulary. Embracing a multifaceted approach that includes reading, maintaining vocabulary journals, using mnemonic techniques, using digital resources, and engaging in authentic communication enables learners to cultivate a broad vocabulary knowledge essential for language proficiency.

2 EMPIRICAL ANALYSIS

Setting goals is one of the first steps to start practicing self-regulated learning. Marc Bloom (2013: 46-47) has stated that through setting goals students become more conscious of their own strengths and weaknesses and their approach to learning becomes more reflective. The first phase of the SRL is setting goals (Pandero 2017) and therefore the aim of this thesis is to investigate the potential impact of setting goals and study planning on students' performance in vocabulary tests to help them become self-regulated learners with the help of goal-setting. In alignment with this aim, the following research questions were formulated:

1. How can the students of grade 7 be supported in applying goal setting in their vocabulary development?
2. How does consistent vocabulary study correlate with the results in vocabulary assessments over time?

2.1 Participants and Setting

The research spanned from 8th January to 23rd February 2024 and involved thirteen 7th-grade students from a gymnasium in North Estonia, with an enrolment of approximately 900 students. All the information presented in this thesis is anonymous; therefore, all participant results and feedback are presented under codes. The choice of conducting the survey among seventh graders is based on the understanding that building Self-Regulated Learning (SRL) skills early in students' academic journeys sets a strong foundation for future learning success. Therefore, introducing goal-setting strategies and study planning techniques will help students take ownership of their learning.

The topic of this period was “Travelling” and the texts used in class, as well as the vocabulary list, were based on the “On Screen” B2 textbook. The use of B2 level coursebook and vocabulary is due to the peculiarity of the school where the research was conducted.

2.2 Method of The Study

The aim of this thesis was to encourage students to set goals for their vocabulary learning and to plan their study time. Although, all students shared the same goal of learning 15 new words per week, they were given the autonomy to determine their own approach and preferred techniques for achieving this goal.

The study period commenced with an introductory lesson that introduced the key aspects of setting goals and vocabulary acquisition in language learning. The concept of language learning goals was discussed, and key elements on setting and achieving goals were analysed. The importance of learning language, especially words, was discussed in pairs and groups. Additionally, students drew a mind map to highlight the key points of language learning. The discussions focused on the importance of vocabulary learning, common challenges that students may encounter, and strategies to facilitate the learning process. Students were introduced to the concept of setting goals for vocabulary acquisition, where they learned to break down main goals into manageable sub-goals on a weekly basis. The Forgetting Curve (Gleitman et al 2011:318) was introduced to highlight the significance of regular vocabulary revision in retaining learned words. Throughout the study period, students learned how to track their progress using line charts, enabling the monitoring of their vocabulary learning journey over time. Also, the students were given different tasks (like worksheets, classroom discussions, online games) to practice vocabulary during lessons.

The outline of activities conducted during the study period included:

- 1) Questionnaire on attitudes towards learning English and learning strategies.
- 2) Administration of an initial diagnostic vocabulary test.
- 3) Questionnaire focusing on vocabulary learning.

- 4) Implementation of five vocabulary tests (Vocabulary tests 1 – 5) throughout the study.
- 5) A follow-up questionnaire on vocabulary learning after the study period.
- 6) Repeated completion of the initial vocabulary test.
- 7) Carrying out interviews with participants.

All questionnaires were completed online using Google Forms. The layout in the Appendix differs from the original, however, the textual content remains unchanged. Vocabulary tests were paper based.

The study began with an introductory lesson during which students completed a general questionnaire (Appendix 1) regarding their attitudes towards learning English. Additionally, the importance and techniques of studying English were discussed, with a focus on introducing the concept of the forgetting curve to illustrate how new words are learned over time. Before starting the study sessions, students were asked to take an initial diagnostic vocabulary test to assess their existing knowledge of the words to be covered during the study period (Appendix 2). This list of words was revisited at the conclusion of the term (Repeated competition of initial vocabulary test). Furthermore, students' attitudes towards learning vocabulary (Appendix 3) were assessed, also a similar questionnaire (Appendix 5) was administered at the end of the learning period. The study concluded with interviews (Appendix 6) conducted with five students.

During the research period, students completed five different vocabulary tests (Appendix 6). In the first test, students were tasked with translating 15 words. In the second test, students were given the original 15 words from the first test and an additional 15 new words to translate into English. They were also asked how they studied for the vocabulary tests, including whether they had prepared for them, how they had prepared, and if they planned to study differently in the future. The third test consisted of 45 words, where students

had to solve a crossword puzzle and translate the words into English. The fourth test comprised 60 words and involved various tasks, including matching words to their explanations, completing sentences with missing words from a list, forming sentences with given words, and completing a crossword. Lastly, the fifth test covered the remaining 15 words. The vocabulary tests were designed differently to assess students' knowledge of words in various situations and usages. The final test, consisting of only 15 words, was administered at the end of the term to support students' confidence and motivation. At the end of the study period, students were asked to revisit the word list from the pre-study test and complete the same vocabulary test once more. This showed the differences in understanding of the words before and after the study period. Additionally, interviews were conducted with five students from the class. The students selected for the interviews had varying levels of success in their vocabulary tests. They were asked about their study techniques and whether the approach to learn new vocabulary this way was suitable and beneficial for them.

2.3 Results

This section is divided into five parts. Firstly, it provides an overview of students' general attitudes and beliefs towards learning English. It also examines how students feel about learning vocabulary. Following this, students completed an initial diagnostic vocabulary test with the vocabulary covered in the term. The following sections analyse the results of all five vocabulary tests, along with the final vocabulary test, and analysis of students' feedback from the questionnaire and interviews.

2.3.1 Students' Attitudes and Techniques Used in Studying English

According to O'Keefe, Lee, and Chen (2021), students' beliefs in their capabilities significantly influence their success in studying any subject. A questionnaire (see Appendix

1) containing seven questions was administered to ascertain students' attitudes towards studying English. The primary objective of the first question was to understand students' attitudes towards different aspects of English language learning, including various skills, academic outcomes, and the practice of setting goals. Among the 13 surveyed students, 10 exhibit mostly confidence in their English reading, speaking, and listening abilities. Additionally, 8 students find learning new English words mostly easy. In terms of writing, 6 students feel mostly confident, while 6 others feel sometimes confident. Regarding grammar, 7 students find it mostly easy, while 5 find it sometimes easy. Notably, only 2 students responded "Mostly" to setting goals in learning English, whereas the majority, 11 students, indicated "Never" or "Almost never".

In response to the question about the skill they aim to improve most in English, students primarily chose speaking (9 students). The strategies that would help them improve this skill include regular practice (mentioned by 9 students), using language learning apps (mentioned by 8 students), and setting specific goals (mentioned by 6 students). They also had an option to add their own ideas. Three additional options were presented: speaking more in English, speaking in English with parents, and practicing English with their dog. The identified obstacles include the lack of time (9 students), fear of making mistakes (6 students), and a lack of motivation or interest (6 students). Students propose that teachers can help overcome these obstacles by providing feedback, organizing interactive classroom activities, and offering additional resources for self-study. Furthermore, students recognise the significance of setting specific goals as shown in Figure 6. Goal setting helps students establish clear directions for their studies, maintain focus, and learn how to break down tasks

into manageable steps, often with guidance from teachers.

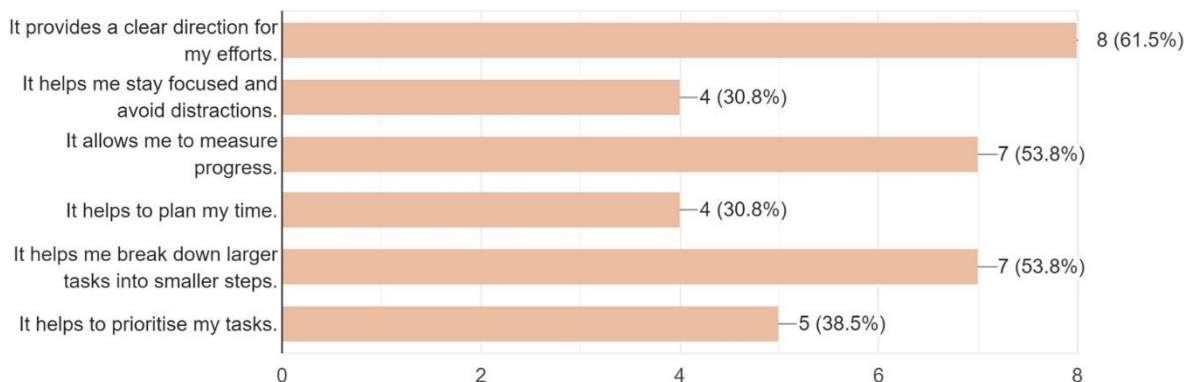


Figure 6. Goal Setting

Students' attitudes towards learning new vocabulary vary among respondents. Out of the surveyed students, the majority (9 students) prefer to learn new words mostly or sometimes. However, a smaller group (3 students) consistently prioritise vocabulary learning. Similarly, opinions on the ease of learning new words vary, with the majority (7 students) indicating that it sometimes presents challenges. Confidence in knowing how to learn words also varies; almost half of the students (6 students) express occasional uncertainty. Nonetheless, there is a consensus among respondents regarding the importance of learning new words, with the majority (8 students) considering it mostly or always important.

In conclusion, students' levels of confidence vary across different language skills. Nevertheless, they universally understand the importance of setting goals to improve their English proficiency. Students also acknowledge the significance of vocabulary acquisition in language learning.

2.3.2 Learning Vocabulary

Vocabulary serves as the foundation for all other language skills, making it an important aspect of language acquisition. Understanding how students learn and what kind of techniques they use helps in planning lessons and supporting students in their learning.

The responses (see Appendix 4) collected before the study period from the vocabulary study questionnaire (see Appendix 3) indicate that most students primarily use Quizlet as their main tool for learning vocabulary. Quizlet Flashcards (9 students) emerge as the most used tool, indicating a preference for interactive and visual learning tools. Following closely behind is Quizlet Learn (7 students) and Quizlet test is used by 6 students. 4 students use the traditional technique of writing words out, while 3 students study words with family and friends. This suggests that students are open to use a variety of techniques to study vocabulary, with a preference for digital tools. Students prefer digital tools due to their accessibility, enabling learning at any time. Moreover, these tools offer interactive features and gaming elements that enhance engagement. Additionally, students receive immediate feedback on their results.

Students' responses regarding when they start studying for vocabulary tests vary. The majority of students (11 students) begin their studies a few days in advance. However, a smaller group (4 students) starts preparing a week before the test. A significant number of students (7 students) engage in last-minute cramming, indicating potential issues with time management skills. Surprisingly, one student did not study for the vocabulary tests. Since students could choose multiple answers reflecting their study habits, this variation suggests that students prepare for tests differently, possibly depending on the type of test they are anticipating.

When examining the frequency of word revision, 7 students review the words before the test. Additionally, 3 students revise daily, while 4 students do so once a week, and another 4 students revise twice a week. Interestingly, 2 students stated that they do not revise words at all. These findings reveal different levels of involvement in vocabulary learning and emphasise the necessity for improving long-term study strategies.

The majority of students (9 students) reported that they are sometimes happy with their previous vocabulary test results. Additionally, 2 students stated that they are generally happy with their results. However, 1 student expressed that they are rarely satisfied, and 1 student was dissatisfied with their results. Students who are rarely satisfied or dissatisfied with their test results may require additional support or differentiated assessments.

Overall, the diversity in study techniques, timing, and outcomes reflects the complexity of language learning. It highlights the necessity for the teacher to adopt personalised teaching approaches that support individual learning styles and preferences, thereby fostering a more effective learning environment.

In conclusion, the vocabulary study questionnaire reveals diverse approaches to learning and preparing for tests among students. Quizlet emerges as the most popular vocabulary learning tool, while traditional techniques also remain important. Most students begin studying for tests a few days before. The frequency of word revision varies, and satisfaction with test results differs, and shows the need for improving vocabulary learning techniques.

2.3.3 Vocabulary Quizzes During The Study Period

Before proceeding with the term's topic "Travelling", an introductory lesson was conducted to discuss the importance of goal-setting and vocabulary learning. It was communicated to the students that they were required to learn 75 words over the term. The class collectively decided to divide the word list into smaller sets, with each week focusing on 15 words. All the students had the same list of words as the pre-test assessed their understanding of the word meanings rather than their ability to write the words in English. Additionally, strategies for learning the words were discussed, allowing students to make their own decisions regarding their study techniques.

Prior the active learning period, students were asked to complete the initial diagnostic vocabulary test (Appendix 2), which included the vocabulary list for upcoming term. Students were asked to translate the words from English into Estonian. Figure 5 shows that, on average, students knew approximately 27 words out of 75 before the study period, which shows a moderate level of understanding. This test provided an overview of students' vocabulary knowledge and helped in planning activities for the study period. Also, comparing pre-test results with post-test outcomes would be beneficial to measure the effectiveness of teaching and learning. Although two students demonstrated an excellent level of understanding, it is important to note that they followed the same pattern as the whole class, because the spelling was not tested.

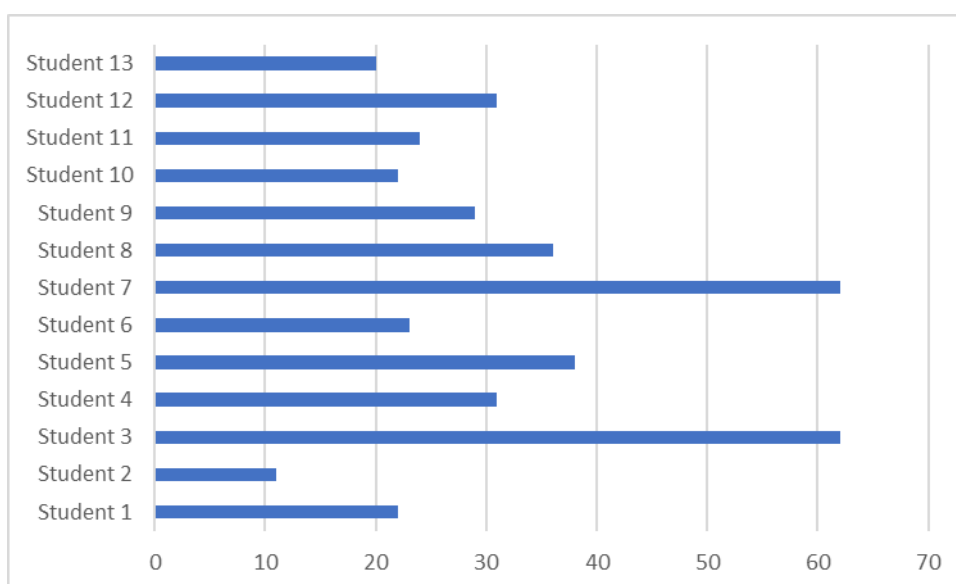


Figure 5. Students' knowledge of the vocabulary before the learning process.

Students were provided with a list of words to study and given an access to Quizlet list. They were told that the first vocabulary test would be graded, but the grade itself would be optional. Each correct answer would receive one point, while any unfamiliar words or spelling errors would result in a score of zero. Following the test, students were asked two

questions: whether they had studied the words and what changes they would make in their approach for the next time.

The average score on the first vocabulary test was 12 out of the maximum of 15 points. 4 students achieved the highest score, while 2 students scored the lowest with only four points. According to the feedback 8 students expressed dissatisfaction with their results. Responses regarding what they would do differently next time varied, but generally included comments like: to study more diligently, take the test more seriously, write out the words, and focus to avoid spelling mistakes.

The second test followed a similar format to the first, comprising 15 words from the previous week's study and 15 new words. Grading remained consistent with the first vocabulary test. Additionally, feedback questions were included to understand students' preparation techniques and their intent to adjust their study techniques. The average score for the test was 22 points out of 30 points, with the highest score being 30 points and the lowest 6 points. Four students admitted that they did not study for the test. Among these four students, three scored below 40%, while one student achieved a score of 67%. Most of the students reported using Quizlet for studying. Interestingly, one student selected all the listed options, indicating a varied approach. Encouragingly, two students highlighted the practice of writing words out. Proposed changes for future study techniques included dividing learning into weekly sessions, increasing the frequency of revision, and writing out new words.

The third vocabulary test had 45 words. Unlike previous tests, this assessment presented varied tasks and all the words were distributed between different tasks: matching explanations to terms, completing gapped sentences with appropriate words from a provided list, constructing sentences using given words, and solving a crossword puzzle. This change was made to assess how students can apply the learned vocabulary in various contexts

because understanding a word involves knowing how to use it in different situations. Students were informed that the test would be graded and the maximum points that student could receive was 45. Similar to previous tests the grading criteria remained consistent: one point was awarded for each correct word, while incorrect answers or spelling errors resulted in zero points. Figure 7 presents a summary of the results in percentage format.

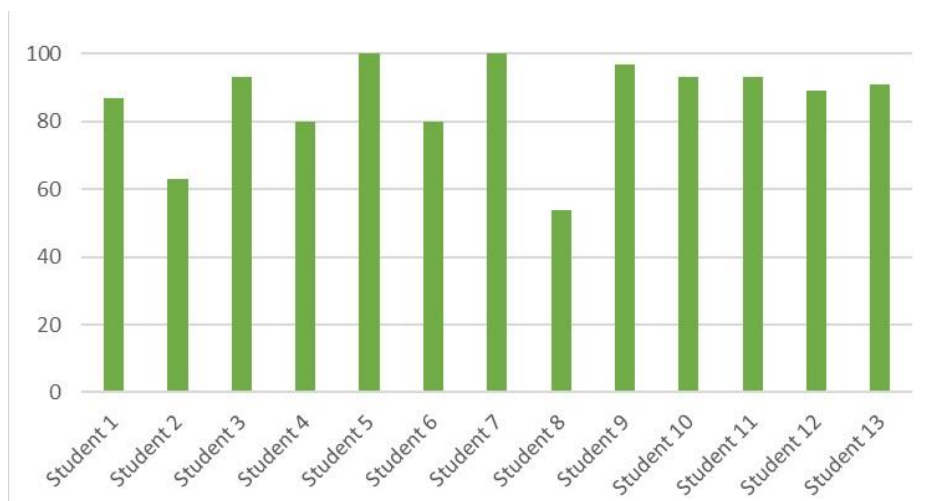


Figure 7. Students' results.

The average result achieved in this assessment was 89%, demonstrating a commendable level of preparation among the majority of students. Notably, all students showed improvement compared to their performance in previous assessments. This upward trend suggests that students' efforts and their achieved scores, reflecting a deeper engagement with the material covered in the test. However, it is worth noting that for certain tasks, a vocabulary bank was provided, which may have contributed to students' performance. This support could have influenced the outcomes to some extent.

The fourth test comprised 60 words and featured two tasks: basic translation and a crossword puzzle. Students could earn a maximum of 60 points. Consistent with past practices, the test was graded and corrected following established principles.

The average score of 87 % shows that most of the students had acquired the vocabulary. However, one of the students did not achieve the level to pass the test and had to do the test again. The differences between the test 3 and 4 cannot only be explained by the lack of preparation but may also arise from the challenges posed by certain tasks, such as sentence formation and using a given word in a sentence. A comparative analysis is illustrated in Figure 8.

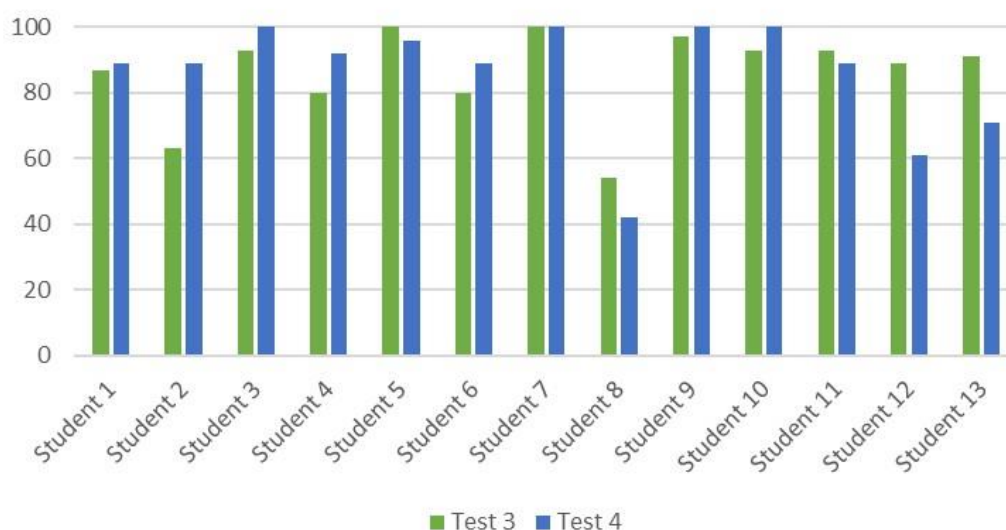


Figure 8. Test 3 and test 4 results in comparison.

The final vocabulary test, which included the last set of 15 words to study out 75, was a graded task. This number of words was selected to enhance students' confidence and motivation. Conducted as a basic translation assessment from Estonian to English, the average score obtained by students was 13 points out of the maximum 15. The average score indicates that students were prepared for the test and the goal for them was achievable.

If we examine the performance of students across the five vocabulary tests collectively, as illustrated in Figure 9, it becomes evident that each student displays a unique pattern of performance. Some students consistently achieve high scores throughout the tests, including Student 1, Student 3, Student 5, Student 7, and Student 10, while others demonstrate fluctuations or inconsistencies in their performance.

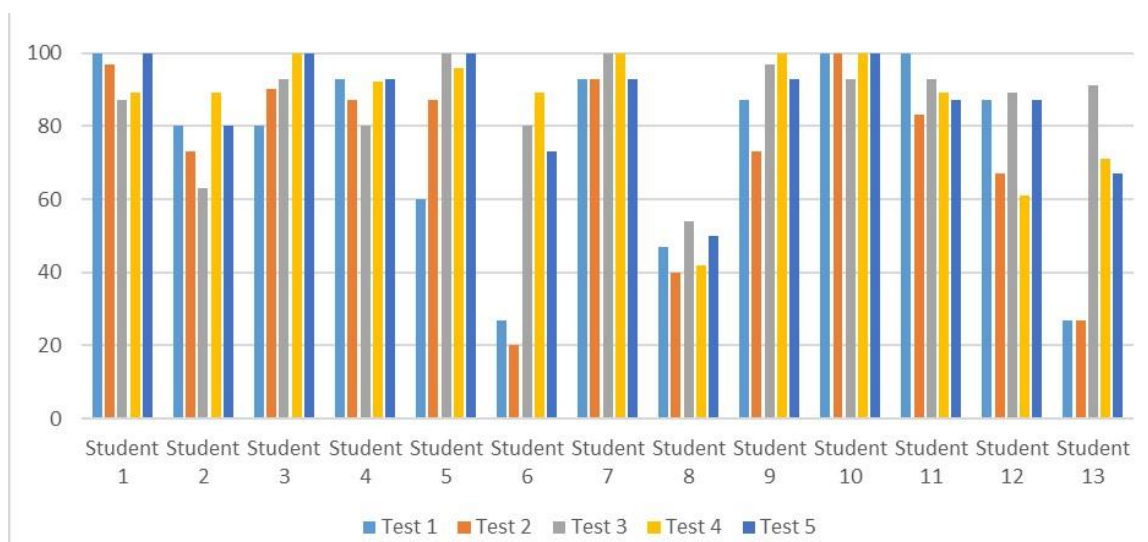


Figure 9. The vocabulary tests 1 to 5.

Furthermore, many students demonstrated improvement from earlier to later tests. For example, Student 1, Student 3, Student 4, Student 5, Student 7, and Student 9 exhibit improvement from Test 1 to Test 5. However, Student 6 and Student 13 display significant variability in their scores across the tests. Examining their responses regarding vocabulary revision frequency, it showed that before the study period, they revised words just before the test. After the study period Student 6 marked the increase of revision frequency to several times a week and Student 13 marked to revise them more often. This change in revision habits could be one of the contributing factors to the improvements observed in their test results. might be one of the reasons of the changings in the test results.

Additionally, certain students maintain relatively consistent performance across the tests. For instance, Student 2 and Student 8 consistently achieve lower scores, while Student 11 and Student 12 maintain relatively stable scores throughout the tests. However, the chart reveals students who consistently struggle or experience declining performance across the tests. These students may benefit from additional support and a more personalised approach by the teacher to address underlying difficulties and enhance their academic outcomes.

At the end of the study period, students were provided with the same list of words they had been studying over the seven-week period, consisting of 75 words. The test was administered one week after the last vocabulary test, with no additional time allotted for revision. Four students have succeeded in translating all the 75 words from English into Estonian, while the remaining students also demonstrated improvement in their results compared to pre-test. Figure 12 shows the results before and after the study period.

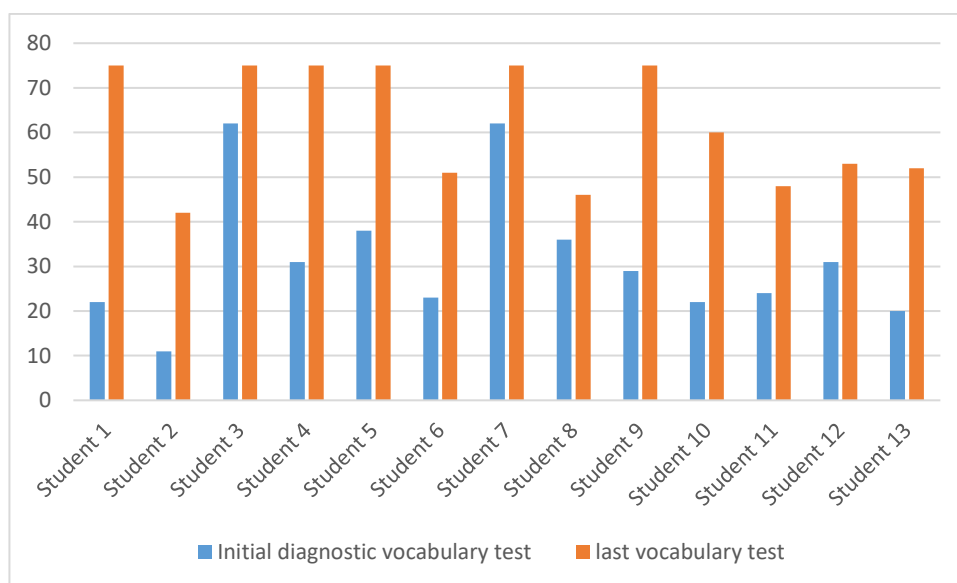


Figure 12. The number of words students knew before and after the study period.

Vocabulary tests administered during the study period varied, despite the consistent aim of introducing 15 new words for study each week. The rationale behind this approach was to present the words in different contexts, thereby assessing students' understanding of the words beyond mere memorisation for a single test.

2.3.4 Students' Feedback After the Vocabulary Tests

At the end of the term, one week after the last vocabulary test, a questionnaire (see Appendix 6) was administered to collect feedback on students' learning experiences. The questionnaire consisted of 11 questions, and all 13 students completed it. The first two

questions were open questions, where students had to write their answers themselves, they could use English or Estonian in which they were more comfortable.

The question asked whether students had changed their approach to studying words and, if so, what changes they had made and why. Seven students responded that they had not changed their study methods because their current approach was effective for them. Four students mentioned specific techniques they use, such as using flashcards and learn on Quizlet or practicing until they understand the words clearly. Two students acknowledged that they should start studying earlier but have not yet made any changes. Overall, while some students have adjusted their study methods, others feel their current approach is sufficient and have not seen the need for change.

Students generally found that dividing the words into smaller sets was helpful for their learning process. They appreciated that it reduced the number of words they had to learn at once, making it easier to remember them. Many students mentioned that this approach reduced stress and made it easier to remember the words. Overall, the students found that dividing the words into smaller sets was beneficial and contributed to their learning success.

The majority of students (9 students) indicated that they were able to achieve the goal of studying 15 words every week. Only three students stated that they did not study 15 words every single week but mostly met the goal. One student acknowledged that the study habits varied from week to week.

The study investigated students' study habits for vocabulary tests before and after the research period, as depicted in Figure 10. Students were able to select multiple options indicating when they begin their studies. The table shows a slight decrease in the number of students who begin studying a few days before the test or the night before the test after the research period. This suggests that students may be becoming more aware that to achieve

their study goals, they should start studying earlier. There is no change in the number of students who start studying a week before the test or who do not study for the vocabulary tests.

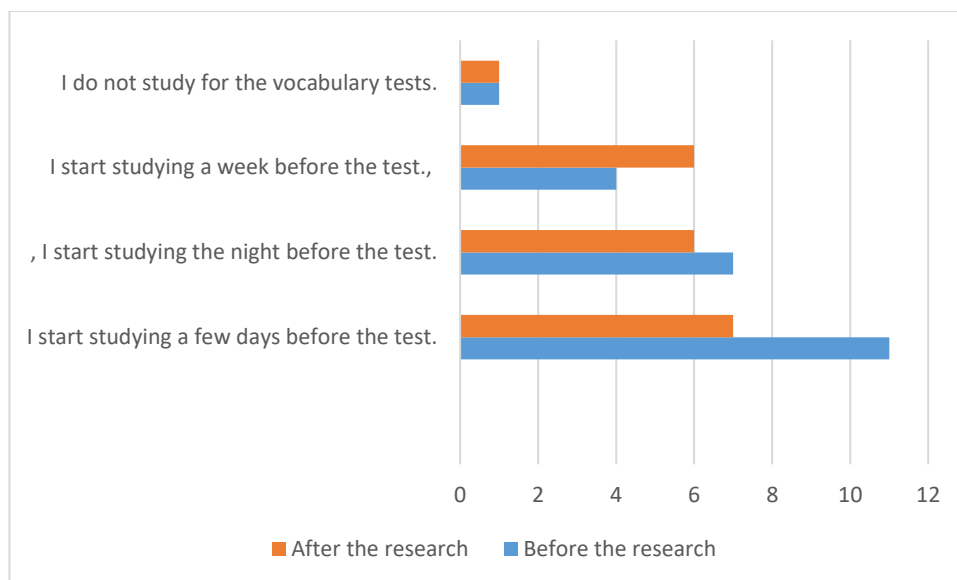


Figure 10. Comparison of studying words.

The responses to the question regarding students' study habits for vocabulary tests show different approaches. Three students admitted to relying on last-minute cramming, studying all the words only the night before the test. However, 7 students reported a more consistent approach, regularly studying the words and then revising them closer to the test date. This shows that students are willing to put effort into their studies to achieve good results in tests. Additionally, two students mentioned studying the words regularly without specifically focusing on the vocabulary tests, suggesting a broader approach to vocabulary acquisition. One student noted a change in the study habits by beginning to study more diligently a few days before the test to be better prepared for the test.

Regarding the frequency of the revision process, there were notable changes among the students. Five students reported revising words several times a week, a habit not mentioned in the questionnaire on learning vocabulary (students 1, 2, 3, 6 and 11.) Student

7's responses indicate that they only revise the words just before the test in both cases. Considering this student achieved good results in the pre-test and post-study period test, it suggests that the level taught in this group might be below their language proficiency level. This is an aspect that the teacher should take into consideration and provide the student with additional material. Students 8, 12, and 13 showed slight changes, but all of them continue to rely on last-minute revision. Student 4, who initially marked revising words once a week, increased the frequency to daily, resulting in excellent performance in vocabulary tests. The research period may have influenced students' awareness of their study habits, leading to changes in their revision frequency.

The techniques or aids students used for studying did not undergo significant changes in general, as evident from Figure 11. The primary tool for studying words continues to be the online platform Quizlet, known for its diverse features. However, when examining the progress of two separate students, Student 1 and Student 4, both of whom mentioned using Quizlet in the pre-study test, it is noted that during the study period they began to write out the words as well. Students had the opportunity to provide their own responses to this question. For instance, one student (Student 1) mentioned using a notebook for vocabulary practice.

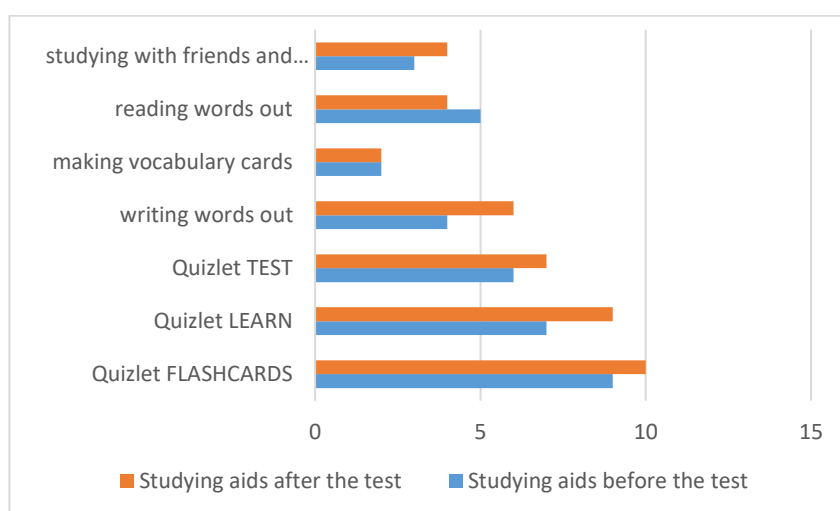


Figure 11. Techniques learning vocabulary

Following the study period, satisfaction with vocabulary test results increased among students. 7 students expressed contentment with their outcomes, while 6 indicated occasional satisfaction. In contrast, before the study period, only three students reported satisfaction with their results. This trend suggests that setting and working towards goals increases students' confidence levels.

The answers to the question about how recent test results relate to students' learning efforts show different points of view. Two students expressed dissatisfaction, feeling that their results did not accurately represent their effort. Four students acknowledged that while some tests did reflect their effort, there was variability across different assessments. Seven students expressed confidence that their results indeed reflected the effort they put into learning. Although the students were aware of the types of tasks that would be on the tests and practiced them in the class, but the different test types could also have influenced the test results.

When asked whether they studied for the tests that were not graded, the majority of students (9) indicated that they did, while only 4 students mentioned studying sometimes. This shows that the students took learning vocabulary seriously and committed time to studying.

2.3.5 Feedback from The Five Interviews

A semi-structured interview (see Appendix 7) was conducted with five students individually, each interview lasting three to five minutes. The purpose of these interviews was to understand the students' experiences and feelings during the research period. The selected students included Student 3, Student 6, Student 7, Student 8, and Student 11. These students were chosen due to their different results in the vocabulary tests and willingness to participate in an interview (Table 2).

	Student 3	Student 6	Student 7	Student 8	Student 11
The average test score in percentages	93	59	96	42	97
Initial diagnostic vocabulary test results in percentages	83	31	83	15	29
Final vocabulary test results in percentages	100	68	100	61	80

Table 2. Students' test results.

When asked about their study techniques for the vocabulary tests, students emphasised their use of the online platform Quizlet, particularly its flashcards and learn features. Student 3 mentioned creating flashcards, while Student 11 preferred writing out the words. All students found learning 15 words per week to be a manageable task.

Furthermore, students emphasised the effectiveness of reviewing previous sets of words alongside learning new ones, which significantly contributed to acquiring the vocabulary. Students found that learning vocabulary this way to be beneficial for them. Also, studying words in sets of 15 was considered achievable and effective, resulting in better grades and decreased stress levels.

Despite not achieving top results, students 6 and 8 maintained positive attitudes and viewed the task as achievable. Overall, the interviewed students found this approach significantly more effective in improving their comprehension and recognition of vocabulary.

2.3.6 Discussion

Various models provide frameworks to understand and implement effective strategies for teaching and fostering SRL in students, as outlined in the literature review. This thesis adopts strategies proposed by Hall and Goetz (2013) for teaching and promoting the use of SRL in the classroom. These strategies align with Zimmerman's Cyclical Phase model of SRL implementation in the classroom, as described by Panadero (2017).

Zimmerman's model offers a structured approach that supports students in developing essential SRL skills, integrating goal setting, monitoring, planning, and evaluation within its phases. While this thesis primarily focuses on goal setting to highlight the importance of students setting clear, achievable goals for themselves, it also involves elements of monitoring, planning, and evaluation. Additionally, the lessons included discussions on learning strategies which supports Paris and Paris (2001) statement that teachers have an important role in discussing and analysing different learning strategies with students.

As discussed in the literature review, Ziegler and Moeller (2012) state that believing in one's abilities forms a solid foundation for success in one's studies. The majority of students exhibited confidence in their English language skills; however, some students expressed varying levels of confidence in setting goals for learning. One possible reason for this might be that these students have not been introduced to the concept of setting goals, and therefore, have not considered it in that way.

The focus of this research is to explore the impact of goal setting and study planning on students' performance in vocabulary tests. Setting specific goals provides structure to vocabulary learning, as evidenced by the approach of learning 15 words weekly. This contributed to students' ability to focus and progress systematically. Moreover, when students are consistently engaged with the words over time they can remember them better during assessments.

Vocabulary tests conducted during the study period varied in format, ranging from basic translation to more complex tasks like sentence completion and formation. These different tests were designed to evaluate students' vocabulary comprehension and application skills. The results from the vocabulary tests demonstrated an overall trend of improvement. Post-test feedback and class discussion on study habits suggest that students

adapted their study techniques, which likely had an effect on their test results. However, some students struggled to achieve satisfactory results or exhibited variability, highlighting the importance of personalised support to address individual learning needs.

Feedback from student interviews indicated that students had positive attitudes towards the way vocabulary learning and assessment was organised during that period. They also expressed confidence in the achievability of the tasks. This optimistic mindset contributes to supportive and positive learning environment. Chularut and DeBacker (2004) state that personal beliefs are the key factors in self-regulatory mechanisms for implementing SRL in classroom.

Teachers can employ various strategies to support students' vocabulary learning, beginning with how to effectively learn words and which resources to use, for example online tools. Hall and Goetz (2013: 155) emphasise the importance of teachers' assistance on setting goals. Additionally, teachers should provide guidance to students and monitor their progress throughout the study period. Setting vocabulary learning goals serves as the first step in implementing SRL and teaches valuable skills like time management. Teachers should emphasise the importance of starting vocabulary revision well in advance of tests and encourage regular review and practice to build confidence. The introduction of different study techniques, including flashcards, online tools, writing exercises, and collaborative learning, can encourage and support vocabulary acquisition. Based on this research, it is important to highlight the importance of regularly reviewing words from the vocabulary list and determining the optimal frequency for doing so, as this aspect showed minimal change. Regular revision of vocabulary strengthens word knowledge and is beneficial for success across different language skills.

Fostering SRL in foreign language education supports students in developing their individual study paths while recognising their interests and motivation. Teachers can

encourage students to monitor their progress and help them adjust their study techniques. Additionally, this focused and continuous approach of studying showed improvements in assessments for most students. Overall, the findings suggest that setting goals can enhance students' SRL skills and improve their performance in vocabulary tests.

While the research faces limitations such as a small sample size and a brief duration of the study period, as well as variations in vocabulary tests, all students shared the common goal of learning 15 words per week. All students had the same list of words this time, although some students demonstrated excellent knowledge of the words based on the initial diagnostic vocabulary test. However, the spelling of the words was not assessed, and thereby the same word list was used for the entire group. In the future, it would be beneficial to individualise the learning process by providing each student with a personalised list made to accompany their specific learning needs. Additionally, students can be encouraged to set their own learning goals and create their own word lists based on their preferences or needs. However, the research offers valuable insights into students' learning strategies and their commitment to goals, the findings cannot be universally applicable to all EFL students. Nevertheless, the study could serve as a useful resource for teachers interested in implementing SRL practices in their classrooms.

CONCLUSION

SRL is defined as a process where students are actively involved in the whole learning process by setting goals, monitoring and evaluating their progress, regulating their cognition and motivating themselves. SRL provides students with necessary skills and techniques to control their own learning process, resulting in academic achievement and personal growth.

The aim of this thesis is to explore how goal setting and study planning can influence students' performance in vocabulary tests. The aim of the thesis is to answer two research questions:

1. How can the students of grade 7 be supported in applying goal setting in their vocabulary development?
2. How does consistent vocabulary study correlate with the results in vocabulary assessments over time?

The literature review introduces the importance of SRL and discusses various SRL models, such as Zimmerman's Cyclical Phase model and Winne and Hadwin's SRL model. These models emphasise learners' active participation in the learning processes. Also, it explores how SRL is used in classroom contexts, focusing on the important role teachers play in supporting self-regulated learners. Furthermore, it examines specific contexts such as using SRL in foreign language classrooms to enhance vocabulary acquisition. Overall, the literature review explains the concept of SRL, emphasises the role of teachers in guiding students becoming more independent in language learning settings and gives a short overview of vocabulary acquisition in EFL classroom.

The study was conducted among thirteen 7th-grade students at a school in northern Estonia. Students were surveyed regarding their beliefs about learning English and their vocabulary acquisition skills. Additionally, an initial diagnostic test was administered to

assess students' prior knowledge. Under the guidance of the teacher, students set a goal to learn 15 new words each week, planning and modifying their study process on their own and were tested on these words weekly. At the end of the study period, students were retested using the same assessment given before the study began. Also, students completed a questionnaire about their vocabulary study habits after the study period was finished. Five students were interviewed to understand their perspectives on the study period.

Reviewing all the vocabulary assessments revealed different performance trends among students, some consistently excelled, while others showed varying levels of achievement. It is important to highlight both progress and stability, along with the obstacles faced by individual students, emphasising the need for personalised support to enhance academic outcomes. Furthermore, it was found that two students would benefit from extra or differentiated activities, considering their proficiency level is above the class average. In terms of the frequency of word revision, significant variations were observed among the students, the major change was among five students who increased the frequency of their word revisions.

According to this thesis teachers can support students in setting clear and achievable goals for vocabulary learning, such as learning a certain number of words per week. Additionally, supporting the adoption of consistent study habits, such as regular revision, can lead to improvements in students' assessment scores. Moreover supporting students in their vocabulary development also involves introduction of different study techniques.

While this thesis recognises its limitations due to a small sample size, which restricts its generalisability to all students, it nonetheless provides valuable insights into factors to consider when implementing goal setting practices in a classroom setting. Additionally, the empirical study focused only on one aspect of SRL, specifically goal setting, considering it as the foundational element within the framework.

Overall, the thesis contributes to our understanding of how goal setting and study planning can influence students' performance in vocabulary tests and contribute to the development of self-regulated learning skills. Further research should explore strategies for effectively incorporating all components of SRL into language learning classrooms.

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APPENDIX 1

Questionnaire 1

Dear student,

Please fill out this questionnaire regarding your thoughts on learning English. Please use the provided code for your answers. Your responses will be analysed solely based on the codes provided, and your names will remain anonymous. If you have any questions, please don't hesitate to ask.

Thank you!

Best wishes,

Erika

1. Write your code. (For example, STUDENT 20)

2. Tick the option that best fits you. Tick ONLY ONE answer per statement.

	Never	Almost Never	Sometimes	Mostly	Always
I feel confident when writing in English.					
I feel confident when reading texts in English.					
I feel confident when speaking English.					
I feel confident when listening English.					
I find learning grammar easy.					
I have set goals in learning English.					
I feel learning new words in English is easy.					
My results in English lessons are above 90%					
I have set learning goals in English.					

3. What skill would you like to improve in English the most? Choose one.

Writing

Reading

Speaking

Listening

4. What can you do to improve it? Tick as many as you wish.
Practice regularly.

Use language learning apps.

Set specific goals.

Other:

5. What are the obstacles you may encounter? Tick as many as you wish.
Lack of time.

Fear of making mistakes.

Lack of motivation or interest.

Other:

6. How can your teacher help you? Tick as many as you wish.
Provide feedback.

Offer additional resources for self-study.

Organise interactive classroom activities.

Schedule one-on-one tutoring sessions.

Other:

7. How setting a specific goal will help you to succeed? Tick as many as you wish.
It provides a clear direction for my efforts.

It helps me stay focused and avoid distractions.

It allows me to measure progress.

It helps to plan my time.

It helps me break down larger tasks into smaller steps.

It helps to prioritise my tasks.

Other:

APPENDIX 2

Initial Diagnostic Vocabulary Test. / Final Diagnostic Vocabulary Test

Translate these words into Estonian.

Name:

adventurous		ferry	
amazing		find out	
appalling		flight	
arise		freezing cold	
attractive		friendly	
buffet car		gaze	
cabin		glimpse	
carriage		gorge	
clear		invent	
come across		is located	
come down with		journey	
come into		look	
come round		luggage	
come up with		magnificence	
compartment		magnificent	
confusing		major	
consciousness		marvel	
consequently		named	
crowded		natural wonders	
cruise		notice	
dare		peaceful	
deserted		plunge into	
discover		polluted	
eager		port	
entire		raise	

exciting		rise	
exhausting		scorching hot	
exploration		secluded	
fascinating		sightseeing	
spectacular			
spread			
stumble upon			
thrilling			
tiring			
tourist attraction			
trip			
unbelievable			
undoubtedly			
unique experience			
vast			
venture			
vibrant			
voyage			
watch			
well-known			
without doubt			
wonder			

APPENDIX 3

Questionnaire 2. LEARNING VOCABULARY

Dear student,

This questionnaire focuses on the acquisition of new English vocabulary. Please note that all information will be analysed anonymously, and your names will not be associated with the data. When giving answers, please use the code given to you. If you have any questions, please ask.

Thank you for dedicating your time to participate.

Best wishes,

Your teacher Erika

1. Write your code. (For example STUDENT 20) _____

2. How do you usually study words? Tick all that apply to you.

I use Quizlet LEARN

I use Quizlet FLASHCARDS

I use Quizlet TEST

I write words out.

I make vocabulary cards.

I read words several times.

I study with my family / friends.

Other:

3. When do you start studying for the vocabulary tests? Tick all that apply to you.

I start studying week before the test.

I start studying few days before the test.

I start studying night before the test.

I do not study for the vocabulary tests.

Other:

4. How often do you revise words? Tick all that apply to you.

Daily

Once a week

Twice a week

Rarely

Before the test

Never

Other

5. If you think about your previous vocabulary tests, are you happy with your results?

Yes, I am.

Sometimes.

Rarely.

No, I am not.

Other:

APPENDIX 4

Questionnaire 2. LEARNING VOCABULARY

RESULTS

How do you usually study words? Tick all that apply to you.

I use Quizlet LEARN	7
I use Quizlet FLASHCARDS	9
I use Quizlet TEST	6
I write words out.	4
I make vocabulary cards.	2
I read words several times.	5
I study with my family / friends.	3

When do you start studying for the vocabulary tests? Tick all that apply to you.

I start studying week before the test.	4
I start studying few days before the test.	11
I start studying night before the test.	7
I do not study for the vocabulary tests.	1

How often do you revise words? Tick all that apply to you.

Daily	3
Once a week	4
Twice a week	4
Rarely	2
Before the test	7
Never	2

If you think about your previous vocabulary tests, are you happy with your results?

Yes, I am.	2
Sometimes.	9
Rarely.	1
No, I am not.	1

APPENDIX 5

Vocabulary Tests 1 to 5

Vocabulary Test 1

Name:

reis, teekond _____

merereis _____

väljasõit, ekskursioon _____

vaatamisväärsustega tutvumine _____

kihav, energiast pulbitsev _____

suurem, tähtsam _____

võluv, lummas _____

sõbralik _____

jääkülm _____

üksildane, eraldatud _____

rahulik _____

mahajäetud, hüljatud _____

selge, puhas _____

rahvarohke _____

kõrvetavalt kuum _____

Answer these questions:

1 Did you studied for this vocabulary test?

2 What would you change for next time in your study techniques?

Vocabulary Test 2

Name: _____

1 Translate these words into English.

kurnav, väsitav	
rahvarohke	
julgema, söendama	
kõrvetavalt kuum	
selge, puhas	
reis, teekond	
sukelduma	
ainulaadne kogemus	
sõbralik	
merereis	
väljasõit, ekskursioon	
väsitav	
vaatamisväärsustega tutvumine	
kihav, energiast pulbitsev	
suurem, tähtsam	
võluv, lummap	
jääkül	
turismiattraksioon	
üksildane, eraldatud	
riskantne ettevõtmine	
rahulik	
mahajäetud, hüljatud	
reostatud	
seikluslik	
põnev	
hämmastav	
nimetatud	
looduslikud maailmaimed	
uurimine, uurimisreis	
tohtu suur	

2 Circle the option which is true about you.**Did you study the words? Yes / No**

For studying I:
 used Quizlet
 wrote words down
 made flashcards
 learned with a friend/family member.

3. Are you going to do something different next time?

Vocabulary Test (3)

Year 7 (1)

Name: _____

1. Write the correct word. Points:3/

voyage / journey / trip

1 It is a general term for a short excursion, typically for a specific purpose such as leisure, business, or education. It is often used for relatively brief travels.

2 It is a more formal term for a long travel, especially by sea or in space. It implies a significant and often adventurous expedition. _____

3 The act of travelling from one place to another, often involving a considerable distance or duration. _____

2. Use the correct word from the list. Points: 16/

consequently	is located	natural wonders	stumbled upon
fascinating	major	plunge into	tourist attraction
freezing cold	marvel	scorching hot	unique experience
gaze	named	sightseeing	vibrant

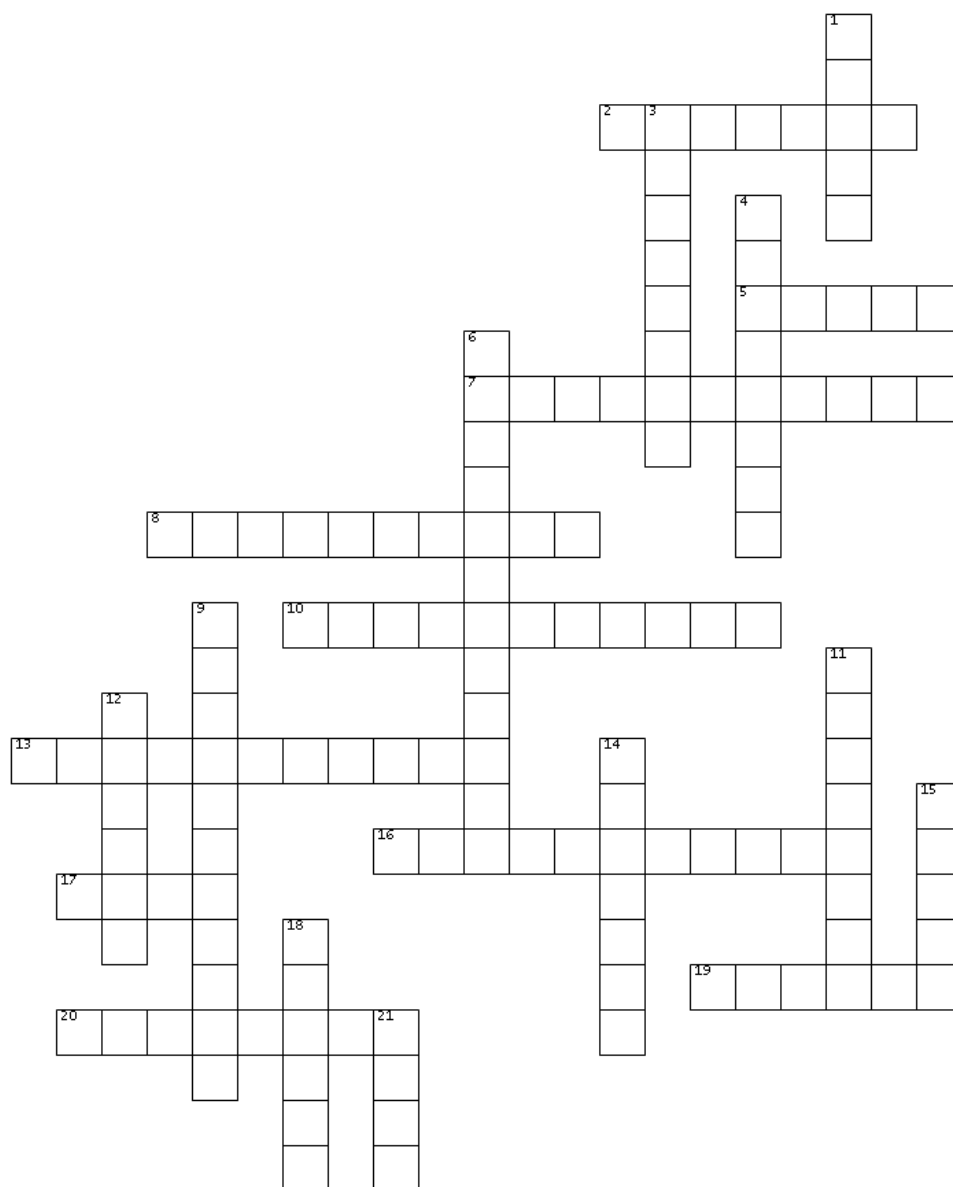
- 1) Last summer, we spent the day _____ in the historic city centre.
- 2) The market was _____ with colourful stalls, music, and lively conversations.
- 3) Paris is a _____ tourist destination, attracting millions of visitors each year.
- 4) The museum's exhibits were _____, offering a glimpse into ancient civilizations.
- 5) During winter, the temperatures in the mountainous region can be _____.
- 6) In the desert, it can get _____ during the day, making sunscreen essential.
- 7) While exploring the narrow streets, we _____ a charming little café.
- 8) Visitors often _____ in awe at the breathtaking view from the mountain summit.
- 9) The famous castle _____ on top of the hill overlooking the city.
- 10) Brave souls can _____ the refreshing waters of the waterfall's pool.
- 11) Taking a hot air balloon ride offers a _____ of the landscape from above.
- 12) The ancient ruins have become a popular _____ in recent years.
- 13) The historic bridge is _____ after the city's founding father.
- 14) The national park is known for its _____, including waterfalls and canyons.
- 15) The heavy rain flooded the streets, and _____, some roads were closed.
- 16) Visitors _____ at the intricate architecture of the centuries-old cathedral.

3. Form sentences with the given word. Your sentence should have at least 6 words. Points: 5/

friendly	
crowded	
unbelievable	

peaceful	
tiring	

4. Solve the crossword. Points:21/



ACROSS

- 2. riskantne ettevõtmine
- 5. selge, puhas
- 7. seikluslik
- 8. kurnav, väsitav
- 10. suurepärase
- 13. uurimine, uurimisreis
- 16. imetlusväärne, silmapaistev
- 17. tohutu suur
- 19. imestus, ime; imestama
- 20. reostatud

DOWN

- 1. kuristik
- 3. põnev
- 4. üksildane, eraldatud
- 6. suursugusus
- 9. kahtlemata
- 11. mahajäetud, hüljatud
- 12. levima
- 14. hämmastav
- 15. innukas, agar
- 18. terve, kogu
- 21. julgema, söendam

Vocabulary Test (3)

Year 7 (2)

Name: _____

1. Write the correct word. Points:3/

voyage / journey / trip

- 1 It is travelling by sea or in space, often associated with adventure. _____
- 2 It is a short excursion, usually for a specific purpose or leisure, and it can involve various modes of transportation. _____
- 3 It is the act of travelling from one place to another, often taking a considerable amount of time. _____

2. Use the correct word from the list. Points: 16/

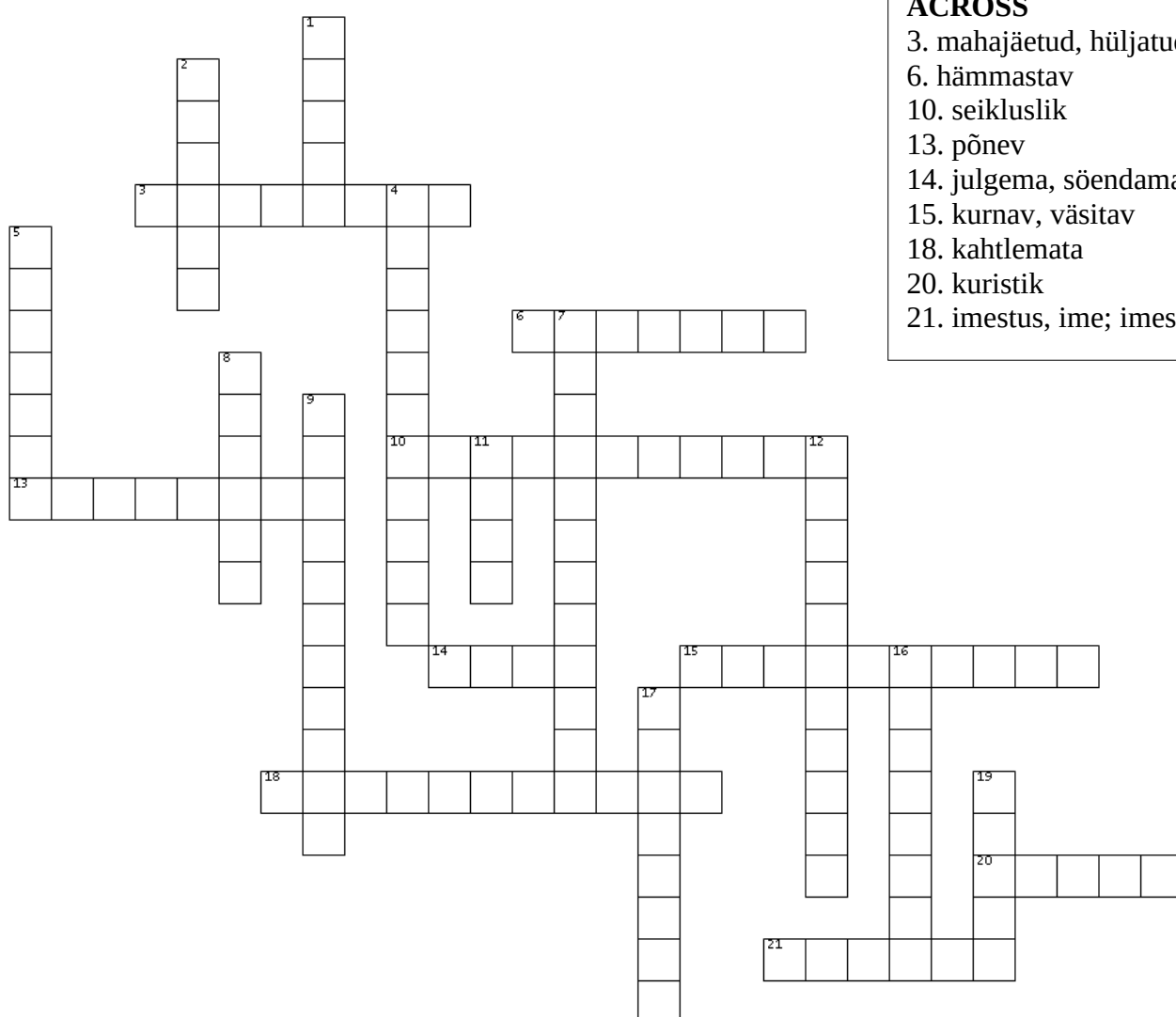
consequently	is located	natural wonders	stumbled upon
fascinating	major	plunge into	tourist attraction
freezing cold	marvel	scorching hot	unique experience
gaze	named	sightseeing	vibrant

- 1) Attending a traditional cultural festival provides a _____ of local customs and traditions.
- 2) Example: On a hot summer day, locals often _____ the cool, refreshing waters of the nearby lake.
- 3) In the tropical rainforest, the weather can be _____, prompting the need for lightweight clothing.
- 4) New York City is a _____ cultural hub, boasting world-renowned museums, theatres, and galleries.
- 5) Next spring, we plan to spend the weekend _____ in the coastal town's historic district.
- 6) The charming street is _____ after a famous poet who once lived there.
- 7) The documentary about marine life was _____, revealing the mysterious behaviours of deep-sea creatures.
- 8) The festival was _____ with street performers, lively parades, and a multitude of colourful decorations.
- 9) The futuristic skyscraper has become a must-visit _____ in the bustling city.
- 10) The national reserve is famous for its _____, such as geysers and hot springs.
- 11) The quaint cottage _____ on the outskirts of town, surrounded by lush greenery.
- 12) The unexpected delay at the airport _____ led to a change in our travel plans.
- 13) Tourists often _____ in wonder at the spectacular sunset over the vast desert landscape.
- 14) Travelers often _____ at the vastness of the ancient canyon, appreciating its geological wonders.
- 15) Up in the northern mountains, it can get _____, especially during the winter months.
- 16) While hiking through the dense forest, we _____ a hidden waterfall with crystal-clear water.

3. Form sentences with the given word. Your sentence should have at least 6 words. Points: 5/

friendly	
crowded	
unbelievable	
peaceful	
tiring	

4. Solve the crossword. Points:21/



ACROSS

- 3. mahajäetud, hüljatud
- 6. hämmastav
- 10. seikluslik
- 13. põnev
- 14. julgema, söendama
- 15. kurnav, väsitav
- 18. kahtlemata
- 20. kuristik
- 21. imestus, ime; imestama

DOWN

- 1. selge, puhas
- 2. levima
- 4. uurimine, uurimisreis
- 5. riskantne ettevõtmine
- 7. suursugusus
- 8. terve, kogu
- 9. suurepärane

imetlusväärne, silmapaistev

16. üksildane, eraldatud

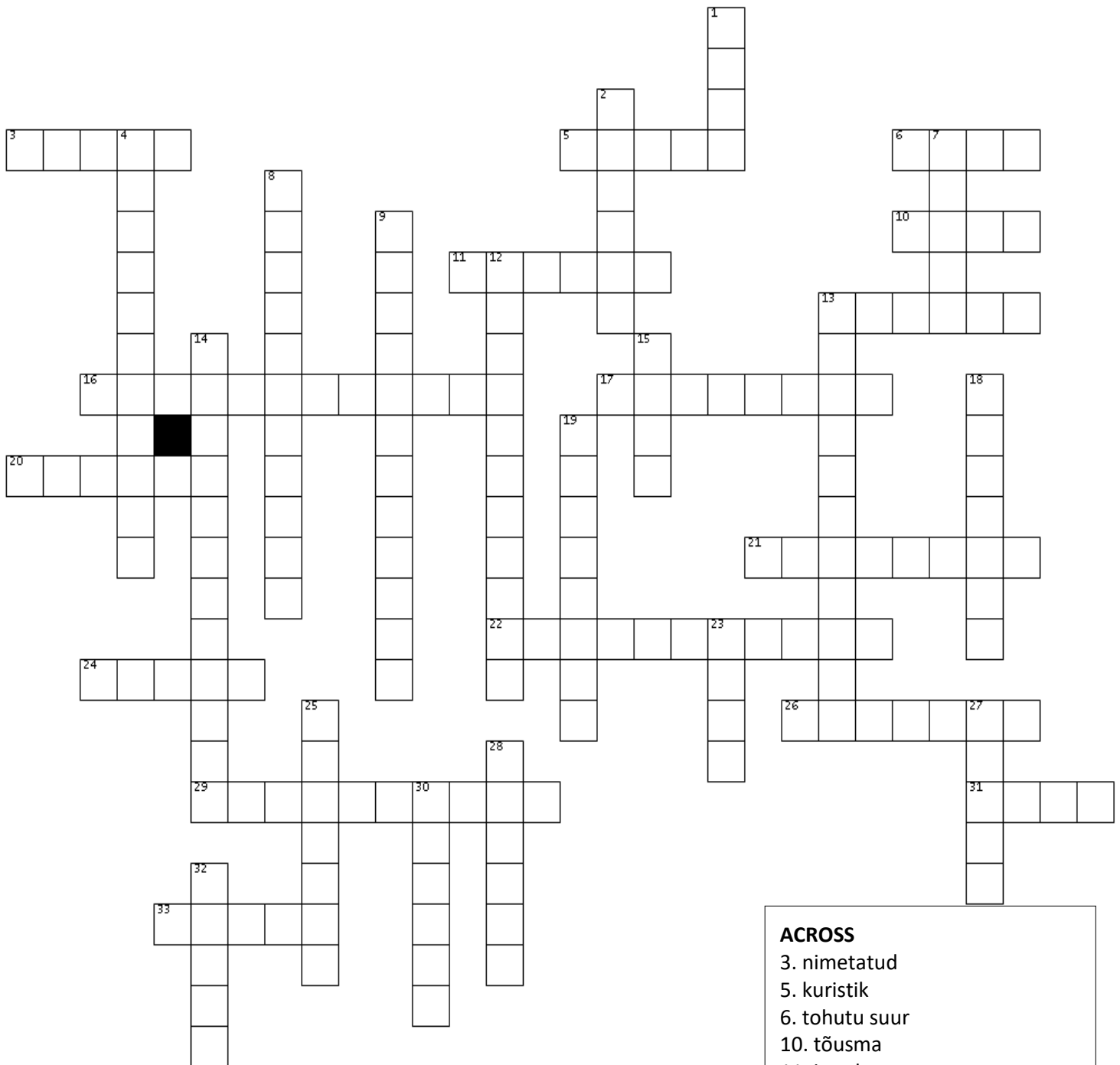
17. reostatud

19. innukas, agar

Vocabulary Test (4)

Year 7

Name:

1. Solve the crossword.**DOWN**

1. julgema, soendama
2. imestus, ime; imestama
4. uurimine, uurimisreis
7. tõusma, kerkima
8. suurepärase
9. järelikult, sellest tulenevalt
12. seikluslik
13. imetlusväärne, silmapaistev
14. uskumatu
15. vaatama
18. reis, teekond
19. sõbralik

23. väljasõit, ekskursioon
25. hämmastav
27. innukas, agar
28. terve, kogu
30. väsitav
32. vaatama

ACROSS

3. nimetatud
5. kuristik
6. tohutu suur
10. tõusma
11. imetlema
13. levima
16. suursugusus
17. reostatud
20. kruiis
21. põnev
22. kahtlemata
24. selge, puhas
26. rahvarohke
29. kurnav, väsitav
31. üksisilmi (imetlusega)
vaatama
33. kajut

2. Translate these words into English

tõstma		pilguheit; põgusalt nägema	
avastama		vaatamisväärsustega tutvumine	
leiutama		kihav, energiast pulbitsev	
välja uurima		suurem, tähtsam	
praam		üksildane, eraldatud	
vagun, tõld		mahajäetud, hüljatud	
võluv, lummas		ainulaadne kogemus	
rahulik		turismiattraksioon	
merereis		jääkülm	
kõrvetavalt kuum		looduslikud maailmaimed	
riskantne ettevõtmine		juhuslikult avastama, millegi otsa komistama	
lennureis		märkama	
sukelduma		asub	

Vocabulary Test 5**Name:** _____**Write in English.**

teadvus, teadlikkus _____

restoranvagin _____

päranduseks saama _____

teadvusele tulema, läbi astuma _____

põnev _____

tuntud _____

kohutav _____

pagas _____

sadam _____

segadusse ajav _____

juhuslikult kohtama _____

millegagi välja tulema _____

haigestuma millessegi _____

veetlev _____

kupee _____

APPENDIX 6

Questionnaire 3. Reflexion on the study period.

Dear Student,

Thank you for your great work this term. Please fill out the questionnaire and reflect on your studies this term. Please use the provided code. All your answers will be analysed anonymously.

Thank you for your cooperation.

Best wishes,

Your teacher Erika

1. Write your code (For example STUDENT 20) _____
2. Have you changed the way you study words? If yes, what changes have you made and why? If not, why have you decided not to change anything?
3. The words were divided into smaller sets. Was this helpful? If yes, how did it help?
4. The aim was to study 15 words a week. Did you achieve this goal? Choose one.

Yes, I studied even more than 15 words every week.

Yes, I studied 15 words every week.

Not every week, but mostly.

Sometimes.

No, I didn't study the words.

Other

5. How often did you revise words?

Daily

Several times a week

Twice a week

Once a week

Rarely

Before the test

Never

6. When did you start studying for the vocabulary tests? Tick all that apply to you

I started studying a week before the test.

I started studying a few days before the test.

I started studying the night before the test.

I did not study for the vocabulary tests.

Other

7. Did you study specifically for the vocabulary tests or did you just follow your regular system of studying new words?

I just studied the words regularly, I did not study specifically for the vocabulary tests.

I studied the words regularly and just revised them the night before the test.

I started studying more intensively a few days before the test.

I studied all the words only the night before the test.

I did not study the words at all.

8. How do you usually study words? Tick all that apply to you.

I used Quizlet LEARN

I used Quizlet FLASHCARDS

I used Quizlet TEST

I wrote words out.

I made vocabulary cards.

I read words several times.

I studied with my family / friends.

Other:

9. If you think of the vocabulary tests you have taken recently, are you happy with your results?

Yes, I am

Sometimes

Rarely

No, I'm not.

Other

10. Do you feel your recent test results reflect the effort you put in learning?

Yes, my results reflect my effort.

The results of some tests reflect my effort.

No, my results do not reflect my effort: I worked a lot, but the results are not good enough.

No, my results do not reflect my effort: I worked little, but the results are very good.

11. Some tests were graded, while for others the grade was optional. Did you still follow the aim to study 15 words a week?

Yes, I did.

No, I didn't.

Other

APPENDIX 7

Interview Question

1. Kuidas sel korral sõnu õppisid?
2. Kuidas sulle tundus sõnade 15 kaupa õppimine?
3. Kuna sõnade loetelu kasvas 15 kaupa, siis kuidas toimetasid?
4. Sellel korral me keskendusime sõnade õppimisele. Mida sellest kogemusest arvad?
Kas see kuidagi erines sellest, kuidas varem õppisid? Kuidas see sulle meeldis? Kas see tundus kasulik?

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Erika Paadimeister

Integrating Goal Setting into Vocabulary Learning Activities to Support Self-Regulated Learning Among Grade 7 Students in English as A Foreign Language Lessons

Ennastjuhtiva õppija toetamine läbi eesmärkide seadmise sõnavara õppimisel 7. klassi inglise keele võõrkeelena tundides

magistritöö

2024

Lehekülgede arv:82

Antud magistritöös uuritakse, kuidas eesmärkide seadmine ja õpiprotsessi kavandamine võivad mõjutada õpilaste sooritust sõnavara testides ning seeläbi aidata kaasa ennastjuhtiva õppija arengule.

Magistritöö koosneb sissejuhatusest, kahest peatükist, kokkuvõttest, kirjanduse loetelust ja kuuest lisast. Esimene peatükk pakub ülevaate kirjandusest, kus selgitatakse ennastjuhtiva õppimise tähendust ja olulisust. Samuti tutvustatakse erinevaid enesejuhitavuse mudeleid ning räägitakse eesmärkide seadmisest kui ühest esimesest sammust enesejuhitavuse mudeli rakendamisel. Antakse ülevaade õpetaja rollist ennastjuhtiva õpilase toetamisel ning uuritakse enesejuhitavuse rakendamist võõrkeele tundides ning õpetaja rolli selle toetamisel. Lisaks arutletakse sõnavara omandamise ning nende strateegiade üle, mis võiksid kaasa aidata sõnavara paremale omandamisele.

Teine peatükk pakub ülevaadet uuringust, mis viidi läbi 7. klassi õpilaste seas ühes Põhja-Eesti linnakoolis. Uuringu eesmärk oli mõista, kuidas eesmärkide seadmine sõnavara õppimisel võiks parandada õpilaste sooritust sõnade töös ning mõista eesmärkide seadmise olulisust, mis aitaks kaasa ennastjuhtiva õppija kujunemisele. Õpilastele anti ülevaade eesmärkide seadmise olulisusest ning arutati iseseisvalt sõnavara õppimise erinevate võtete üle. Enne uurimuse algust paluti õpilastel täita küsimustik selle kohta, kuidas nad inglise keele õppimisse suhtuvad ja kuidas sõnu õpivad. Samuti paluti õpilastel täita eeltest, et näha kui paljude sõnade tähendust nad juba teavad. Õpilased võtsid ühise eesmärgina õppida selgeks iga nädal 15 sõna, selleks, et näha kas eesmärk sai saavutatud või mitte, sooritasid õpilased iga nädal sõnade töö. Uurimusperiood lõppes küsimustikuga sõnade õppimise kohta ning viie õpilaste intervjuueerimisega.

Sõnavara tööde hindamisel selgus, et eesmärk iga nädal 15 sõna õppimise eesmärgi saavutamine kõigil ei õnnestunud, kuid samas tegid mõned õpilased suuri edusamme perioodi jooksul, nende sõnade tööde tulemused paranesid. Samuti muutus osadel õpilastel

sõnade töödeks õppimise ja kordamise viis, võeti kasutusele sõnade vihik, kirjutati sõnu välja ning koostati endale sõnakaarte.

Töö lõppeb kokkuvõttega, kus on seletatud töö tähtsamad järeldused ning sellele järgneb kasutatud kirjandus loetelu ja lisad. Lisade seas on nii läbiviidud küsitlused kui kasutatud sõnade tööd.

Märksõnad:

inglise keel, inglise keele õpetamine, enesejuhitavuse mudelid, eesmärkide seadmine, sõnavara õppimine, õppimistehnikad

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Erika Paadimeister
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