



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**LANGUAGE CAREER**

**THESIS TITLE:**

**“THE STUDENT-CENTRED LEARNING AS EDUCATIONAL APPROACH FOR  
THE ENGLISH LANGUAGE LEARNING IN OCTAVO SEMESTRE OF THE  
CARRERA DE IDIOMAS AT THE UNIVERSIDAD NACIONAL DE CHIMBORAZO  
IN THE ACADEMIC PERIOD MARCH 2016- AUGUST 2016”.**

Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en  
Ciencias de la Educación, profesor de Inglés”

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Riobamba-Ecuador

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**COMMITTEE MEMEBERS CERTIFICATE**

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Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en Ciencias de la Educación, profesor de Inglés”. It has been approved by the following Committee members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures.

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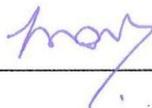
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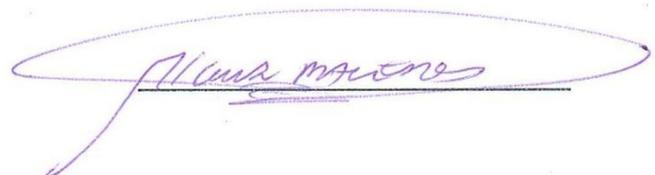
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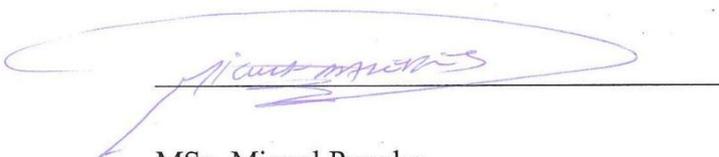
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### INFORMO O CERTIFICO:

Que el presente trabajo: **“THE STUDENT-CENTRED LEARNING AS EDUCATIONAL APPROACH FOR THE ENGLISH LANGUAGE LEARNING IN OCTAVO SEMESTRE OF THE CARRERA DE IDIOMAS AT THE UNIVERSIDAD NACIONAL DE CHIMBORAZO IN THE ACADEMIC PERIOD MARCH 2016- AUGUST 2016”**, de autoría de las señoritas: Diana Carolina Llamuca Auquilla y Myriam Raquel Uvidia Valdiviezo, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple al 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



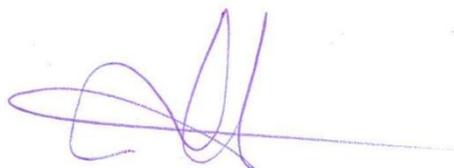
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We, Diana Carolina Llamuca Auquilla and Myriam Raquel Uvidia Valdiviezo, students of the language career, declare we are the only one authors of the research work named: “THE STUDENT-CENTRED LEARNING AS EDUCATIONAL APPROACH FOR THE ENGLISH LANGUAGE LEARNING IN OCTAVO SEMESTRE OF THE CARRERA DE IDIOMAS AT THE UNIVERSIDAD NACIONAL DE CHIMBORAZO IN THE ACADEMIC PERIOD MARCH 2016- AUGUST 2016”, ideas and commentaries specified in this document are responsibility of its authors.

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## **DEDICATORY**

I dedicate the thesis to my lovely parents, Carlos and Carmen, who always have helped me through this process and, who have been my support to finish my career and make my dreams come true.

Thank you for everything.

Diana.

## **DEDICATORY**

I want to dedicate this thesis to God who has been my guide during all my life. A special gratitude to my parents Rafael and Olga who to whom I owe who I am today and have helped me to fulfill a goal more in my professional life and who have been with me in good and bad times. I will always appreciate my sisters Carina, Tania and Andrea for all things lived and the advices given and thank for encouraging me with their words and affection. I would like to express my thankfulness to my dear husband Fernando, who has given me his unconditional support all the time and for his help to overcome the obstacles have presented in my life. To my beloved daughter Jamileth, who has been mi great inspiration since she came into my life, who taught me to fight for life and never give up. To my friend Diana for their moral support and encouragement when I needed her, she was there thanks for all experiences and craziness lived.

Thank you for all.

Myriam

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The development of this Project has been possible through help, collaboration and responsibility of our thesis director, MsC. Miguel Paredes. Also, this project is dedicated to all our educators at the Universidad Nacional de Chimborazo because, they have transmitted us their knowledge to be applied in our personal and professional live.

Diana and Myriam.

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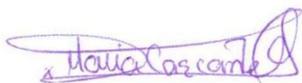
## **RESUMEN**

El Aprendizaje Centrado en el Alumno es un enfoque educativo moderno, que propone un cambio radical de los enfoques tradicionales. En este enfoque, el alumno es considerado como el centro en el proceso de aprendizaje, mientras que el educador provee todas las herramientas necesarias para que los estudiantes tengan un aprendizaje independiente. En este proyecto se investigó el Aprendizaje Centrado en el Alumno, para conocer si los estudiantes de Octavo semestre, de la Carrera de Idiomas, de la Universidad Nacional de Chimborazo en el período académico Marzo 2016 - Agosto 2016, poseen un aprendizaje independiente. El objetivo de este proyecto de investigación es explorar el Aprendizaje Centrado en el Alumno como enfoque educativo para el proceso de aprendizaje del idioma inglés de los estudiantes del Octavo Semestre de la Carrera de Idiomas de la Universidad Nacional de Chimborazo. Se trabajó con una población de 26 estudiantes y 7 educadores. Esta investigación fue de nivel Exploratorio, por lo mismo se utilizó el método cualitativo Etnográfico estudiando directamente a la población, usando instrumentos como: observación, auto-observación y entrevistas, con el objetivo de conocer el enfoque educativo de cada uno de ellos. Se realizó el análisis e interpretación de los resultados, en las cuales se observó y analizó las actividades que los estudiantes realizaron. Finalmente, se determinó que los estudiantes que emplearon actividades Centradas en el Estudiante, tienen un mejor nivel de aprendizaje del idioma Inglés, a diferencia de los que no los aplicaron.

“THE STUDENT-CENTERED LEARNING AS EDUCATIONAL APPROACH FOR THE ENGLISH LANGUAGE LEARNING IN OCTAVO SEMESTRE OF THE CARRERA DE IDIOMAS AT THE UNIVERSIDAD NACIONAL DE CHIMBORAZO IN THE ACADEMIC PERIOD MARCH 2016-AUGUST 2016”.

### SUMMARY

The student-centered learning is a modern educational approach, which proposes a radical change from traditional approaches. In this approach, the student is considered as the center in the learning process, while the teacher provides all necessary tools for students to have independent learning. In this project the Student Centered Learning is investigated to determine whether Eighth semester students of the Carrera de Idiomas, at the Universidad Nacional de Chimborazo in the academic period March 2016 - August 2016, have independent learning. We worked with a population of 26 students and 7 teachers. This research was at an exploratory level, therefore the Ethnographic qualitative method was used to study the population directly, using instruments such as: observation, self-observation and interviews, in order to know the educational approach of each one. Analysis and interpretation of the results was performed, in which we observed and analyzed the activities that students performed. Finally, it was determined that students who used Student Centered activities have a higher level of English, unlike those who did not apply it.



Mgs. Myriam Trujillo B.  
**DELEGADA DEL CENTRO DE IDIOMAS**



## **INTRODUCTION**

The research project work was developed by the necessity to apply a modern educational approach. It was researched the SCL to determine the English language learning level of Octavo Semestre of the Carrera de Idiomas at the Universidad Nacional de Chimborazo in the academic period March 2016- August 2016.

The Student Centred Learning (SCL) as educational approach is important because, it increases the varieties of models and methodologies for an independent learning, improving the academic performance of students.

This research was performed at Universidad Nacional de Chimborazo in Octavo Semestre, in order to explore the Student Centred Learning as educational approach for the English language learning.

Five chapters had been applied, which are detailed below:

**Chapter I:** The research problem, outlining of the problem, formulation of the problem, objectives achieved in the application of an interview, observation and self-observation guide, and justification of the problem, had been handled at the Reference Framework.

**Chapter II.** The research is related to both variables, causes and effects through critical analysis of the problem. Theoretical foundation, definitions of basic terms, and objective operationalization had been handled at the Theoretical Framework.

**Chapter III:** Ethnographic scientific method, documental, and field research design, exploratory level research, techniques and instruments of data collection (interviews, observation, self-observation guide), had been handled at the Methodological Framework,

**Chapter IV:** It is detailed the analysis and description of the observation guides and the interviews applied to the students.

**Chapter V:** It is described the conclusions and recommendations from he description of the interviews and observation guides.

Finally, it is presented the references and some annexes.

## **CHAPTER I**

### **1. REFERENCE FRAMEWORK**

#### **1.1. THE RESEARCH PROBLEM.**

The student-centred learning as educational approach for the English language learning in Octavo Semestre of the Carrera de Idiomas at the Universidad Nacional de Chimborazo in the academic period March 2016- August 2016.

#### **1.2. PROBLEM DEFINITION.**

The Universidad Nacional de Chimborazo (UNACH) is located in the city of Riobamba, Chimborazo Province. There are four modern faculties, one of them is the Facultad de Ciencias de la Educación Humanas y Tecnologías in which there is the Language career. It was created in 1972.

Ecuador has a low English language level and, it is reflected in the statistics made from studies of Latin American countries, the results are worrying, "Ecuador is located in the 35<sup>th</sup> position of 63 countries, as one of the countries with low English level according to the English Proficiency Index (EPI) in 2014". This data was obtained from results of an exam that 750,000 adults took in 2013. (Comercio, 2015). An incorrect educational approach, lack of study habits, traditional methodologies and unsuitable learning techniques are the principal factors on high rates of school failure in the educational institutions of Ecuador

In Chimborazo province, it has been observed students do not have adequate distribution of autonomous learning activities, the most important factor which affects the development of learning is when students waste time on useless information, and when teachers do not give learners a proper guidance of independent learning.

The following research project is to explore the Student Centred Learning as an educational approach to determine the English language learning level of Octavo Semestre of the Carrera

de Idiomas at the Universidad Nacional de Chimborazo in the academic period March 2016-August 2016. Additionally, the project will help teachers and students, to improve their academic performance and gain better knowledge, which help them to be successful English teachers.

Through the use of interviews and observations guides, it was determined in Octavo Semestre at Carrera de Idiomas at UNACH, most students have some difficulties in their independent learning. The problem is caused by the traditional educational approaches applied in the learning process.

### **1.3. FORMULATION OF THE PROBLEM.**

Does the Student-centred learning influence as educational approach for the English language learning in Octavo Semestre of the Carrera de Idiomas at the Universidad Nacional de Chimborazo in the academic period March 2015 - August 2016?

### **1.4. OBJECTIVES.**

#### **1.4.1. GENERAL.**

- To explore the Student Centred learning as educational approach for the English language learning in Octavo Semestre of the Carrera de Idiomas at the Universidad Nacional de Chimborazo in the academic period March 2016- August 2016.

#### **1.4.2. SPECIFIC.**

- To observe the student-centred learning activities done by the students of Octavo Semester as part of their learning process.
- To analyze the student-centred learning activities done by the students as part of their learning process
- To determine the English learning level of students who use Student centred learning activities from others that do not use that.

## **1.5. JUSTIFICATION OF THE PROBLEM**

The project is of great interest, because the use of the Student Centred Learning (SCL) as educational approach increases the varieties of models and methodologies for an independent learning, being a modern educational approach, which improves the independent academic performance.

The correct use of the SCL and English language with different techniques and activities, will help to gain a better learning process, avoiding traditional approaches.

Moreover, this research is exploratory because it has been explored the SCL as an educational approach to determine the English language learning level of Octavo Semestre. Therefore, it will use instruments like observation guide, self-observation guide and interviews for analyze and conclude the project.

According academic education received at Universidad Nacional de Chimborazo, it has allowed to carry out the research project, because different learning process are known.

The research has an optimum rate of feasibility, it had the support of the authorities, teachers, and students of Octavo Semestre. Also the university was willing to collaborate in the all the research process.

The project provides direct benefits to the students of Octavo Semestre of the Carrera de Idiomas at Universidad Nacional de Chimborazo in the academic period October 2015-February 2016. The indirect beneficiaries, are students and everybody at the Universidad Nacional de Chimborazo who have access to the document. General aspects of the project can be applied in teaching.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED.

It was reviewed in the library at Facultad de Ciencias de la Educación, Humanas y Tecnologías at UNACH and, it was verified that there are not similar researches. But there were some workable researches considering words of the second variable founded.

“El modelo del estudiante en mapas cognitivos”, by Alejandro Peña Ayala. It explains how the Student Centred Approach generates and provides significant knowledge to the individual student learning process.

“Diseño y validación de un modelo de evaluación de competencias en la universidad”, by María José García San Pedro. It considers the Student Centred Approach as a distinctive feature in the new educative model, that modifies the development and evaluation of the quality on higher education.

“La motivación como estrategia de aprendizaje en el desarrollo de competencias comunicativas de los estudiantes de I-II nivel de Inglés del Convenio Héroes del Cenepa-Espe de la ciudad de Quito en el año 2012. Diseño de una guía de estrategias motivacionales para el docente.”, by Jorge Edison Pila Chipugsi. It exposes the educative strategies that let the student to show interest to learn English. It also shows the importance to motivate the students, and to know the individual necessities of each student is the principal objective of the teacher.

## **2.2. THEORETICAL FOUNDATION.**

### **2.2.1. STUDENT CENTRED LEARNING (SCL).**

#### **2.2.1.1. DEFINITION OF STUDENT CENTRED LEARNING (SCL).**

It is a modern educational approach; it purposes a radical change from traditional instruction. The traditional instruction only focuses on the knowledge of the teacher, while the students are just passive participants of the learning process. “The SCL reflects the necessity of an educational approach focus on students and learning.” (McCombs & Whisler, 1997, p.9). In the SCL the teacher acts as facilitator of knowledge and information in the learning process, and who makes the students active participants and to exploit their knowledge and abilities.

The term “student centred” was invented by Carl Rogers (Rogers 1965), the ideas about the individual educative formation of the student also contributed to student-centred approach. The SCL is a contemporary approach where the students influence in all the information, contents, and activities. In this model the learner is the center of the learning process and the educator provides all the necessary learning tools to the students to have an independently learning. The term student-centred learning was also associated with the work of Piaget and more recently with Malcolm Knowles (Burnard 1999).

The SCL is based on the constructivism theory of learning, where the students construct and reconstruct the knowledge received by the teacher to learn effectively while they acquire meaningful experiences.

#### **2.2.1.2. PURPOSE OF THE STUDENT CENTRED LEARNING (SCL).**

The purpose of the SCL decreases the use of traditional models of learning. Another goal looks for enlarging the varieties of models and methods of learning, and all the activities to achieve the desired learning outcomes.

### **2.2.1.3. CHARACTERISTICS OF THE STUDENT CENTRED LEARNING (SCL).**

These are some general characteristics of the SCL which are part of the teaching-learning process.

- A deeper and permanent learning that let the students to develop their abilities, skills and critical thinking.
- The didactic process is centred in activities realized by the student and the teacher, each idea should be supported with clear and real information
- It allows to know the individual features of the students.
- The SCL encourages the socialization where there is constant motivation, it helps the student to understand and respect the others, for working in active way
- It is centred in the collaborative working.
- Students have their own perceptions about the topic will be learnt by them.
- It is focused in the effectiveness of the learning for the educational process.
- The learning of the students is first, instead the performance of the teacher.
- In the SCL the students are more creative and give personalized responses.
- The form of assessment in the SCL is formative, the teacher monitors the student learning with continuous feedback.

### **2.2.1.4. IMPORTANCE OF THE CURRICULUM DESIGN IN THE STUDENT CENTRED LEARNING (SCL).**

The curriculum or curricula term is used to describe the objectives, learning methods, and all the process that contributes to make certain the learning and development of a particular group of students. The curriculum design is the proposal of the objectives that the curriculum pretend to obtain. It expresses clearly the contents and process of learning with the purpose of establishes basic norms and the improvement of the same.

The relation between the curriculum design and the SCL is that the students have the opportunity to decide what to study and how to study. But, in higher education exists a conflict in decide how much the students have the opportunity to decide in their own curriculum design. Some authors emphasize the importance on focus on the necessities of the learners at the beginning of the curriculum design. This will let the students to establish their own objectives of learning and the results would depend on the prior knowledge. It encourages the students to develop with more responsibility their own learning goals.

#### **2.2.1.5. ROLES.**

A role is defined as a position or purpose that a person has in a particular situation, association, society, or relationship.

#### **TEACHER'S ROLE.**

The teacher needs to look the better form to be related with the student and assume a lot of functions. To obtain active participants of their own learning the teacher's roles are:

- The teacher orients and clarifies the student learning with experiences and knowledge.
- Explores and investigates real life situations related with the contents to be taught, and presents them to the students in form of problems or projects for the class.
- Creates a classroom atmosphere where the students feel motivated and secure and they can express everything with respect of the rest of the class.
- Uses technological tools and virtual spaces to give the students access to search for independent learning.
- Evaluated the process of learning of the students analyzing their strengths and weaknesses.
- Acts as a leader in the class, motivating the students to work better in all the learning process.

- Creates a community of learning where the students feel part of the group, to help each other.
- Investigates continuously the adequate activities and experiences of learning that can improve the established plan.

### **STUDENT'S ROLE.**

In the SCL process the students participate in as many activities as possible, that make that their role in the education change because they take responsibility of their own learning. Here are some roles that always are present in the SCL approach.

- The student analyzes real and complex situations presented by the teacher.
- They look for extra information outside the classroom on Internet, libraries, articles, texts, etc.
- They work in groups in a collaborative way to give the teacher the best solution for the problems.
- They use the new technologies to learn, to investigate, to expose their new ideas interacting with the teacher and other students.
- The responsibility of the organization of the learning process is shared in all the members of the group.
- They can ask for orientation to the teacher and other experts on the theme.
- They participate in group sessions to reflect about their learning and, give solutions to improve it.

#### **2.2.1.6. STUDENT CENTRED LEARNING IN HIGHER EDUCATION.**

Higher education need to adapt its structures and methods of teaching to the new necessities. It is moving from a paradigm centered on teaching and the transmission of knowledge to one

centered on learning and the development of transferable skills in different contexts over time and space. (UNESCO, 1998)

The SCL in higher education considers that the activities done by the students and the quality of their own learning outcomes are more important than just covers a specific topic. In the Prendergast's (1994) research, there was implemented some student centred learning principles into a higher level class. First they voted about what contents and what type of assessment they will be take. Next they performed all the student centred activities like discussions, reporting, interactive lectures, and practical exercises. Third, the design of learning activities promoted the student interaction. At the final, throughout the course the teacher gives the students well-structured information, that means that the information was integrated, not just give them the information in small pieces, and that make the students get better and clear knowledge. In conclusion this research confirms that the SCL is efficacy in a higher education class because the learners take part of their learning outcomes, they know what to do, and how to do it, because themselves create their own learning purposes.

#### **2.2.1.7. ASSESSMENT AND EVALUATION IN THE STUDENT CENTRED LEARNING.**

An important fact of the SCL is that the assessment and evaluation is not just for assigning grades, the importance focus on promote learning, the course goals need to be clear marked for the students will be prepared to assess their own learning and of their classmates, but in a constructive manner. Some studies like Rust (2002), who studies the student centred assessment practices suggest that self-assessment and peer assessment enhance student learning and reduce the anxiety and the temptation to cheat.

#### **SELF-ASSESSMENT**

Self-assessment occurs when students identify and judge their strengths and weaknesses in their own work; it is not necessary to assign grades but is essential that students be able to identify where and why they committed mistakes and how to solve them. To create an effective self-assessment students need to compare their work to clear mistakes, they will be able to use their own feedback to improve their work.

### **PEER ASSESSMENT.**

It is a process throughout the teacher and students share the work done by all the class against the same assessment criteria. Peer assessment improve the comprehension of the students of their own learning and let students involve actively and autonomously in their learning process. Implementing peer feedback would help students to act as ownerships of the assessment and they will understand better the assessment criteria.

#### **2.2.1.8. FACTORS AND PRINCIPLES OF THE STUDENT CENTRED LEARNING.**

The educational student-centred approach takes into account the uniqueness of each student in the learning process. Considering that each student has their inherited traits, their prospects, previous experience, talents, interests, abilities and needs that is to say their own way of learning and all of these should be known by their teacher.

For this, they will be analyzed and described in the following fourteen psychological and pedagogical principles (divided into four groups of factors) focused on the styles of the student and the learning process proposed by McCombs and Whisler (1997).

The four factors and twelve principles are:

## **COGNITIVE AND METACOGNITIVE FACTORS.**

Brain works every day to establish sensitive and organized visions of the world, as also to form and build the new information with the existing one.

**Principle 1: Nature of the learning process:** It is a natural, pure, spontaneous, effective, active, and voluntary internal process. The learning is more effective when the goal of the process intentionally constructs meaning from information and experience.

**Principle 2: Goals of the learning process:** The successful student, over time and with the help and guidance of instruction, the learners can establish logical, meaningful and coherent ideas of knowledge.

**Principle 3: Construction of knowledge:** The smart student relates the new information with previously acquired knowledge in meaningful ways.

**Principle 4: Strategic thinking:** The successful student produces and uses strategies, skills of thinking and reasoning to achieve the goals of learning difficult.

**Principle 5: Thinking about thinking:** The strategies of higher-order as self-monitoring and awareness of own skills facilitate creative and critical thinking.

**Principle 6: Context of learning:** Learning is influenced by environmental factors such as culture, traditions, beliefs, technology and different teaching practices applied.

## **MOTIVATIONAL AND AFFECTIVE FACTORS.**

The motivation received by student in learning comes naturally, it must be stimulated when the students want to learn something.

**Principle 7: Motivational and emotional influences on learning:** Learning is influenced by many factors such as: self-control, ability, beliefs, study habits, desires, personal perspectives on the success or failure, feelings and emotions, and the reasons for learning.

**Principle 8: Intrinsic motivation to learn:** Creativity, imagination, curiosity of the student, contribute in motivation to learn. Intrinsic motivation is triggered by activities with curiosity and difficulty, it is important for the interest and personal control.

**Principle 9: Effects of motivation on effort:** Obtaining knowledge and complex skills required effort and dedication to achieve meaningful learning. If there is no motivation for students to learn, this desire is limited.

## **DEVELOPMENTAL AND SOCIAL FACTORS**

The abilities and learning skills are developed throughout life. The student learns and acquires knowledge best when what is taught is suitable to the level of development, as long as the student can use what they have learned.

**Principle 10: Developmental influence on learning:** Effective learning acts according to stages of physical, intellectual, emotional and social development. As individuals are developed, different opportunities to know and understand the various barriers in learning are presented.

**Principle 11: Social influences on learning:** Learning is influenced by social relations, cultural, interpersonal and communication that occurs daily with others.

## **INDIVIDUAL DIFFERENCES FACTORS**

People learn and know things in different place and ways. Learning depends greatly on the environment and heritage. From these two aspects people create their own thoughts, ideas, beliefs, understanding and intelligence of the world.

**Principle 12: Individual differences in learning:** Students have different and varied strategies, techniques, methods, approaches, talents and capabilities for learning that are a function of the previously obtained experience.

**Principle 13: Learning and diversity:** Learning is most effective when considering the differences of language, grammar, phonetic, also background of the students and, the cultural and social aspects.

**Principle 14: Standards and assessment:** It is very important to consider the diagnosis, process and outcome of evaluation because they are an indispensable part of the learning process.

#### **2.2.1.9. LEARNING STRATEGIES FOCUSED ON THE TEACHER AND STUDENTS.**

The student must identify that the obstacles or learning problems represents a major change, which is very important for creating incentives. Negative attitudes are probably the barrier that prevents a change in learning. One reason for these negative attitudes may be the fear of failure and not having enough self-confidence.

There is a figure representing the difference between teacher centred learning strategies, and the student centred learning strategies:

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**TABLE 1: TEACHER CENTRED LEARNING STRATEGIES VS THE STUDENT****CENTRED LEARNING STRATEGIES:**

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Strategies	Teacher centred	Student centred
Active	-Activities prescribed by teacher -Whole classroom instruction -Little variation in activities	-Activities determined by students -Small groups -Many different activities -Pace determined by learners
Collaborative	-Individual - Homogenous groups -Everyone for him/herself	-Working in teams -Heterogeneous groups -Supporting each other
Creative	- Reproductive learning -Apply known solutions to problems	-Productive learning -Find new solutions to problems
Integrative	-No link between theory and practice -Discipline based -Individual teachers	-Integrating theory and practice -Relations between subjects -Thematic -Teams of teachers
Evaluative	-Teacher- directed -Summative	-Student-directed -Diagnostic

---

This table represents the principal strategies centred on teacher and students, the chart represents how much the classroom would change when students take control of the activities of the class and the teacher monitor the activities.

Source: Thijs, A., et al. Learning Through the Web

Done by: Diana Llamuca and Myriam Uvidia

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### 2.2.1.10. USE OF TECHNOLOGY IN STUDENT CENTRED LEARNING.

Student-centred learning implies significantly changed roles for students and teachers. In student-centred learning environments, students are more engaged. Teachers need to engage in ongoing assessment to better understand individual students' strengths, technology and student-centered learning needs, and progress and provide students with the resources and guidance to engage them in projects that address their needs and interests, as well as meet curricular requirements. Technology can help students and teachers meet these demands. Here are some examples of how technology is being used to support student-centered learning practices, such as assessment, flexible scheduling and pacing, advising, collaborative learning communities, independent projects, community involvement, and student-centered curricula. (Babette and Moeller and Tim Reitzes, 2011):

- **Allow the student:** The teacher can assign interactive works online, online assesment that can help students to self-assess their learning, that facilitate to know the weaknesses, skills, improve and be responsible for their own learning.
- **Organize activities:** Technologies that support organizing and communicating course materials in learning could include an online curriculum, as the learning management system and e-mail or mobile notification of important deadlines.
- **Know about the technological tools in the classroom to teach:** When a teachers know how to use technology, they are able to create learning experiences, like tasks online, clickers and surveys.
- **Make the student more responsible for building their own learning:** Technologies that can be used to help students take responsibility for their learning can be blogs, wikis, online testing.

- **Periodic evaluation to students:** Evaluation supports learning and is a requirement in the learning process. Teachers can motivate students with fun activities such as quizzes and online games. The incorporation of motivational elements as distinctive and medals online helps keep students encouraged to learn and succeed.

#### **2.2.1.11. STUDENT CENTRED LEARNING AND ITS IMPACT ON STUDENT LEARNING.**

The purpose of the SCL is to promote a greater critical thinking among students in higher education. Logan (1976) conducted a study in a traditionally organized in institutions of higher education, with the participation of 874 students of sociology and found that students at all levels scored poorly on critical thinking, as measured by a test to assess the student's ability to recognize uncritical thinking or unsound.

As a result, many institutions of higher education began to put into practice the student-centered approaches to education, with the aim of obtaining a significant difference, students learn to develop better skills and competencies. Tools and simple activities such as group work and activity-based learning were first used for more flexible learning. The teachers' motivation is very important, students can give ideas or opinions without any fear, also the cognitive level of student participation in the classroom and student interaction helps in developing positive thinking critical and acquiring other skills.

#### **2.2.1.12. BENEFITS ON APPLYING THE STUDENT CENTRED LEARNING APPROACH.**

Benefits of the student-centred model are often cited in literature. Learner motivation and actual learning increase when learners have a stake in their own learning and are treated as co-creators in the learning process (McCombs & Whistler, 1997).

## **BENEFITS FOR THE STUDENTS.**

The use of SCL, creates independent learners and helps to face the weaknesses and needs of each student. Here is a list of some important benefits:

- **Making Students an Integral part of the academic community.** Students can become part of the academic performance, when the teacher acts as a facilitator rather than an instructor, who encourages students to think and analyze critically.
- **An increased Motivation to Learn:** Active learning show a higher retention of information than traditional forms of learning retention.
- **Independence and Responsibility in Learning:** Independence allows students to learn more effectively and get other skills like teamwork, it also helps to have an effective written and verbal communication, and critical thinking.
- **Due Consideration for Student Needs:** In the application of the SCL, it can allow students to study in a flexible manner, through the use of part-time study, distance learning and **e-learning**.

## **BENEFITS FOR THE TEACHERS.**

Teachers can be benefit from SCL as much as the students

- **A more interesting role for the teacher:** Teacher gives students total responsibility of their learning, and a good opportunity to challenge academically in order to enhance learning.

### 2.2.1.13. STUDENT CENTRED LEARNING ACTIVITIES.

**TABLE 2: STUDENT CENTRED LEARNING ACTIVITIES**

<b>Student centred activities</b>	<b>Description</b>
<b>Simulations</b>	By using a whole-class simulation, you are using cooperative learning to engage students and connect to history. It promotes critical thinking, student have to think, act, and make decisions like the role of individuals or groups, they are portraying from history. Simulations can be used to teach a variety of subjects from economics to specific topics like the Vietnam War.
<b>Cooperative Learning</b>	Cooperative learning as opposed to group work, holds students accountable, and therefore interdependent on each other. Cooperative learning takes into account diversity since it incorporates heterogeneous groups and this fosters communication and other social skills.
<b>Debates</b>	Debates with open-ended questions promote critical thinking skills as students acquire knowledge and defend their arguments and inferences based on evidence they have analyzed, synthesized, and evaluated.

<b>Projects</b>	Projects allow thought- demanding tasks to build over time and can better demonstrate a student’s understanding of the material as it allows them to use critical thinking skills in answering complex open-ended questions.
<b>Interactive technologies</b>	Interactive technologies like blogs, wikis, and student-response clickers involve every student to participate in the learning process and use critical thinking skills
<b>Academic Controversies</b>	It is a discussion that enables students to understand different points of view on problem and practice representing a position.
<b>Barnga</b>	It allows to the students learn more about non-verbal communication, teamwork, personal biases, and intercultural awareness/ diversity.
<b>Concept or Mind Map</b>	It is a problem based-learning that develops the critical thinking on students and they learn to identify a main concept and relating concepts about a particular topic in a visual way.
<b>Fishbowl</b>	A discussion where a small group of students discuss an issue, topic or reading with other students observing and eventually joining the discussion.
<b>Jigsaw</b>	A research based on cooperative learning that allows the students to either teach each other new or review content
<b>Listening teams</b>	This activity helps students stay focused and alert during lecture, video or presentation and improve their reflection and understanding.

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<b>One minute paper</b>	It allows the students identify their current knowledge on a particular topic. Most often used as an activity at the beginning or end of a learning experience.
<b>Question creation</b>	This activity develops critical thinking on students and they make a set of questions related to class content or a problem.
<b>Role play</b>	Activity based on critical thinking, consists on the students act out, small or large groups about a topic or content of class.

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The chart presents all the students centred activities proposed by different authors, and the characteristics of each one.

Source: Integrating student-centered learning to promote critical thinking in high school social studies classrooms by Elaine Sayre

Done by: Diana Llamuca and Myriam Uvidia

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#### **2.2.1.14. EDUCATIONAL APPROACH.**

It is an educational model, whereby the learners acquire significant knowledge to let them solve different educational problems. Its importance focusses the attention in educational proposes to solve the necessities and expectations of the learning process.

#### **TRADITIONAL APPROACH**

In the past the educational approach more accepted was the traditional model where the educator was the center point of the learning process where the learner has not active participation in the educational process, that was a cheaper form of education but was a passive learning where there were a limited used of the sense and skills.

#### **MODERN APPROACH.**

Nowadays the educative system looks for new forms that the students learn better and faster, and that they construct their own knowledge and thoughts with active and creative participation in the class, where the teacher is just a facilitator of information and the student redefine that information for their own daily reality. The principal objective of the modern approach is that the learner proposes their own personal concerns and look for responses and solutions. The Student centred learning is the principal representative of this approach.

#### **DIFFERENCES BETWEEN THE TRADITIONAL WITH THE MODERN EDUCATIONAL APPROACH.**

This is a comparative table presenting the differences between the traditional educational approach with the modern educational approach where the model of Student centred learning comes from.

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**TABLE 3: TRADITIONAL VS MODERN EDUCATIONAL APPROACH.**

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<b>Traditional approach</b>	<b>Modern approach</b>
Teacher- centred	Student centred
Passive learner role	Active learner role
Learners do not participate in the curriculum	Learners participate in the curriculum planning.
Teaching confined to the classroom base	Teaching not confined to the classroom base
Little attention paid process	Process is valued
Learning with text books-centred	Learning by doing extra-curricular activities, outside activities, co-curricular activities.
Learning through memorization. Recitation, explanation, examination.	Learning by experimenting real situations, naturally, logically, socially and psychologically.
The educator just focus the learning on the content of textbooks	The educator act as facilitator and mediator.
Use of the didactic method	Use dialogues, active participation and interactive communication.

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This chart represent the differences between the traditional with the modern educational approach

Source: Bennett (1976, p.38)

Done by: Diana Llamuca and Myriam Uvidia.

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## **2.2.2. LEARNING.**

### **2.2.2.1. DEFINITION OF LEARNING.**

It is the acquisition of knowledge, skills and attitudes through the study, experimentation and teaching. The fundamental learning process is the repetition of an observed process, where the students learn the most basic necessities. Weinstein (1970) affirms. "Learning which is meaningful and relevant depends partly on what is taught and partly how it is taught" (p. 21). The human learning is defined as the relative change of the conduct of a person from the result of an experience. Educators involve students in active and collaborative activities, which increases students' responsibility for their own learning and gives them the ability to shape their learning experiences (Brown 2008).

### **2.2.2.2. ENGLISH LANGUAGE LEARNING.**

English language learning as second language has become an important necessity for people who want a different way of communication and for the ones who want to have better employment opportunities. Learning a second language starts with easy concepts and actions to the hard ones, which is typically of the traditional methods of teaching, where the principal objective of the educator is that the learners acquire the second language just given them concepts to memorize because there is not exits the active participations of the learners. In the English language learning is vital to domain the four skills: listening, speaking, reading and writing, and other important aspects as the vocabulary, grammar rules and intonation.

### **2.2.2.3. IMPORTANCE OF ENGLISH LANGUAGE LEARNING.**

Daily, English language is more used in all the knowledge areas and human development, it is the global language used in more than 75 territories around the world. In the history of the human being, any other language has been considered as the predominant. Many people say

that is the language of the actual world because the ones who do not domain that language will have disadvantages in the working world. Other important factor about the English language is that every day more electronics artefacts of any other devices have English instructions to facilitate the foreign trade.

#### **2.2.2.4. LEARNING STRATEGIES IN SECOND LANGUAGE ACQUISITION.**

There are six major categories of learning styles that have been identified by Oxford (1990):

- **Cognitive strategies.** Using a cognitive strategy let students to manipulate language materials directly, by analyzing, note- taking, summarizing, synthesizing, and reorganizing the information, to practice the received information naturally. Cognitive strategies were significantly related to L2 proficiency in studies by Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994), among others.
- **Metacognitive strategies.** When a teacher use the metacognitive strategies, it essential to identify the style preferences of the students to know how to use the classroom space, the materials, the time, and how to evaluate their learning process. The strategies are for managing the learning process not just the results.
- **Memory-related strategies.** The memory-related strategies help to link one activity with another, without a greater understanding, that means the learners understand without a lot of instruction and information. Teacher could use flashcards, sounds, body movements, and other materials to teach a specific topic, the negative impact of that, is that students just memorize vocabulary and structures, but they can not create knowledge, they just retain knowledge.
- **Compensatory strategies.** Compensatory strategies are often used as forms of communicative strategies. However, Oxford (1990, 1999a) contend that compensation

strategies of any kind, even though they might be used for language use, nevertheless aid in language learning as well. Oxford and Ehrman (1995) demonstrated that compensatory strategies are significantly related to L2 proficiency in their study of native-English-speaking learners of foreign languages.

- **Affective strategies.** The affective strategies such as identifying students' mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency (Oxford, 1996). Some students progress better with the other strategies, and the affective are not necessary.
- **Social strategies.** Interacting and working with a native speaker, would help to create a deeper understanding of the target language, the culture, and social norms, to help the learner understand language easily.

#### 2.2.2.5. STUDY TECHNIQUES.

Study techniques help learners to have an efficient management of time, resources, and academic progress.

- **Motivation technique.** Motivation is a fundamental part of the learning process. Lack of motivation is a big obstacle that face teachers and students. If a learner is motivated, he /she can challenge without afraid anything in their learning. Create a motivated atmosphere could be difficult but, with proper instruction, creativity, a well-planned lesson, and correct materials, the learning will be interesting for teacher and students.
- **Time management technique.** Time management is necessary, it is to manage the time properly, simplifying the time of learning and making it easily. The time planning is a dynamic guide, where learners choose their own study time and how to study. It is necessary to know what the activities to develop are and, the period of time that they

will take. It is like to acquire a study habit, studying if it is possible at the same hours, in a pacific place, taking breaks no more than five minutes. Another important factor of this technique, is to assign more time to the difficult topics, and next continue with the easy ones.

- **Reading & note-taking technique.** Reading is the most important part of the study. The reading process consist on recognize the vocabulary, understand the ideas, contrast the author's ideas with the reader's ideas, and to finally evaluate the reading. While the student is reading, he/she need to take notes to simplify the information, making a critical thinking about the learned.
- **Summarizing and note-taking technique.** It is convenient at the moment to take a test make a good summarizing, it will help to comprehend better the learned and facilitate the retention of information. It is also a personal reformulation and coherent of the learned text. At the moment of the class, teacher explain the topic, and students take notes of the most important information for them, to later make a feedback with their own notes and get a better comprehension of the topic. Students create their own concepts with the words that take note in the class.
- **Memorizing technique.** Memory is defined as the human faculty to remember data and ideas until the necessary moment to use that information. Memorize technique is to memorize certain information, to after trying to explain the definitions to someone else. To an effective memorization it is important to associate ideas, first the simplest ideas to the difficult ones. The repetition is a good media of guarantee to do not forget the information.
- **Underline technique.** It is to point the text of relevant information, next to review it rapidly, and finally to synthetize that information. In the first reading it is not proper to

underline the text, it just helps to know the idea of the content. When the reader knows clearly the central idea of the reading, he/she can continue with the underline technique.

- **Scheme technique.** A scheme is a graphic and organize representation of a content of a text but, just using the most important ideas, with few words to understand the idea of the graphic in one review. The scheme represents the basic structure of the content with its principal ideas. Obviously to use the technique is necessary to underline the text first, the ideas need to be ordered, starting with the principal to the secondary ones.

### **2.3. DEFINITION OF BASIC TERMS**

**Constructivism theory.** - It refers to the idea that individuals construct their understanding of the world as a product of their actions on the world. The theory is based on observation and scientific study about how people learn, people construct their own understanding and knowledge of the world around them through real experiences.

**Self-monitoring.** – It refers a learner controls and organize their own learning process. Self-monitoring tries to understand how humans identify their own actions, and how they control that actions to be related in the social world.

**Curricular requirements.** – They are the general educational requirements the curriculum design will cover. They should be completed by the end of the educative period, to complete successfully the pre-stablished curriculum.

**Cognitive level.** – It is the level of the physiological process where a human acquires and understand knowledge, information, beliefs, attitudes, decision making and problem solving. The cognitive level is measured usually with the intelligence quotient (IQ) tests.

**Didactic method.** – It is a pedagogic-scientific discipline, it has the purpose to study the process and elements in the learning-teaching process.

## 2.4. OBJECTIVE OPERATIONALIZATION

OBJECTIVE	ACTIVITIES	RESOURCES
<p>To observe the student-centred learning activities done by the students of Octavo Semester as part of their learning process.</p>	<ul style="list-style-type: none"> <li>• Research in books and online materials.</li> <li>• Reading information related with the Student Centred Learning.</li> <li>• Observation of the periodic learning process of the students.</li> <li>• Designing a general and a self-observation guide based on factors and principles of the Student Centred Approach.</li> <li>• Application the observation guide in the Octavo Semestre.</li> <li>• Collect the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Books</li> <li>• Online materials</li> <li>• Observation guide</li> <li>• Self-observation guide</li> <li>• Students</li> </ul>
<p>To analyze the student-centred learning activities done by the students as part of their learning process</p>	<ul style="list-style-type: none"> <li>• Review the information from the interview.</li> <li>• Interpretation of the obtained information about the Student Centred learning activities develop into the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Students</li> </ul>

<p>To determine the English learning level of students who use Student centred learning activities from others that do not use that.</p>	<ul style="list-style-type: none"> <li>• Review the information from the interview, general observation guide and the self-observation guide.</li> <li>• Writing final conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Books</li> <li>• Online materials</li> <li>• Interview</li> <li>• Observation guide</li> <li>• Self-observation guide</li> <li>• Students</li> </ul>
<p><b>Source:</b> Objective operationalization  <b>Done by:</b> Diana Llamuca and Myriam Uvidia.</p>		

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. SCIENTIFIC METHOD.

The Ethnographic Qualitative method has been used to develop the research, because the method allowed to get real and significant information of the students of Octavo semestre at the Carrera de Idiomas at UNACH. It was collected data from the variables (SCL and English language learning), to elaborate instruments like: observation, self-observation guide to observe students learning process, and interviews to obtain internal perspectives of students. The instruments were applied in the selected population during a period of time, to guarantee the qualitative information. Finally results were analyzed and interpreted to get final conclusions of the problem.

#### 3.2. RESEARCH DESIGN.

In this research project were used, documental, and field research.

**Documental research.** – It was documental because, it was obtained data from printed materials acquired at the place where the problem was developed, thus it was obtained information about the Student Centred Learning activities applied in Octavo Semestre at UNACH.

**Field research.** – It was field because, it was applied in the place where the problem was researched, to obtain the necessary information in direct contact with students of Octavo Semestre at UNACH, through application of observation guides and interviews.

#### 3.3. LEVEL OF RESEARCH.

This research is exploratory. It has been observed a phenomenon, knowing and extending it, to recognize and identify better the research problem.

### **3.4. POPULATION AND SAMPLE.**

#### **3.4.1. POPULATION.**

At Universidad Nacional de Chimborazo, in Octavo Semestre of the Carrera de Idiomas, there are a population of 26 students and 4 teachers, so we will work with a total of 30 people.

#### **3.4.2. SAMPLE.**

As the population is small, a sample will be not applied, in consequence the researches will work with all the involved population in the investigation process.

### **3.5. TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION.**

The techniques and instruments of data collection were designed based on the variables (SCL and English language learning). Instruments had all the corresponding permissions for their application. In the research it was used the following instruments:

**Interview.** - It was applied an interview focused on students of Octavo Semestre at UNACH, to get factual information of how students develop the Student Centred Learning (SCL) activities, as part of their independent English language learning, the structured interview was designed to be applied during classes in Octavo Semestre. It was used information of both variables: SCL and English Language Learning, to develop the seven open-ended questions of the interview, questions were created prior to the interview, and had a limited set of response categories. It was used a record and a camera to recollect data, then, the information obtained was reviewed and analysed.

**Observation guide:** It was designed an observation guide applied on students of Octavo semestre at UNACH, during a period of class, where the problem was observed directly. Observation guide was made in order to obtain the final results of how students develop Student

Centred Learning (SCL) activities, as part of their independent English language learning in Octavo Semestre, at the Universidad Nacional de Chimborazo in the Carrera de Idiomas.

**Self-observation guide:** It was designed a self-observation guide applied on students of Octavo semestre at UNACH, during a period of class, where the problem was observed directly. Self-observation guide was made in order to obtain the final results of how students identified their Student Centred Learning (SCL) activities, as part of their independent English language learning in Octavo Semestre, at the Universidad Nacional de Chimborazo in the Carrera de Idiomas.

### **3.6. TECHNIQUES FOR PROCESS AND ANALYSIS OF DATA.**

The research will be done through observations and interviews, the techniques for process and analysis of data are:

**Review of information:** The information about both variables (SCL and English language learning), was collected during the development of the research.

**Analyze and select of data:** Instruments were designed according information of both variables (SCL and English language learning), and then instruments like: observation guides and interviews were applied during classes of Octavo Semestre at Carrera de Idiomas at the UNACH.

**Determine conclusions and recommendations of the research:** Results obtained from the application of the instruments, helped to demonstrate the objectives and finally to get conclusions and recommendations of the research project.

## **CHAPTER IV**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE**

The research work was developed at the Universidad Nacional de Chimborazo in Carrera de Idiomas in Octavo Semestre, in the academic period from March to August 2016, in order to explore how students develop the Student Centred Learning (SCL), as part of their independent learning.

To start the research, it was collected and read information of both variables (SCL and English Language learning); the principal information sources were: online materials, online thesis and books, printed books, scientific articles among others.

With the collected data, it was designed an observation guide and a self-observation guide. It was applied from May 24<sup>th</sup> to June 7<sup>th</sup>, 6 hours per day in Octavo Semestre. To develop the observation and self-observation guide, it was based on factors and principles of the Student Centred Approach, after the information obtained. It was reviewed and analysed, it helped to describe how students develop the Student Centred Learning (SCL) activities, as part of their independent learning.

##### **4.1.1. OBSERVATION GUIDE. –**

To describe how students develop the Student Centred Learning (SCL) activities, as part of their independent English language learning, observation guide was applied based on fourteen psychological and pedagogical principles (divided into four groups of factors). It was observed from May 24<sup>th</sup> to June 7<sup>th</sup>, 6 hours per day. It was evidence how students developed independent work.

**TABLE 4: GENERAL OBSERVATION GUIDE**

<b>ITEMS</b>	Constructs knowledge from teacher's information and personal experiences .			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	<b>U</b>	<b>S</b>	<b>SE</b>	<b>U</b>	<b>S</b>	<b>SE</b>	<b>U</b>	<b>S</b>	<b>SE</b>	<b>U</b>	<b>S</b>	<b>SE</b>	<b>U</b>	<b>S</b>	<b>SE</b>	<b>U</b>	<b>S</b>	<b>SE</b>
<b>SUBJECT 1</b>	0	3	2	1	4	2	0	1	4	0	5	0	2	3	0	0	0	5
<b>SUBJECT 2</b>	1	3	1	0	4	1	1	4	0	0	3	2	0	4	1	0	5	0
<b>SUBJECT 3</b>	0	1	4	0	0	5	0	4	1	0	0	5	2	3	0	0	0	5
<b>SUBJECT 4</b>	2	3	0	0	4	1	0	4	1	2	3	0	0	4	1	1	4	0
<b>SUBJECT 5</b>	3	2	0	3	2	0	0	3	2	2	3	0	2	3	0	4	0	1
<b>SUBJECT 6</b>	0	4	1	2	3	0	0	1	4	3	2	0	1	3	1	1	4	0
<b>TOTAL</b>	<b>6</b>	<b>16</b>	<b>8</b>	<b>6</b>	<b>17</b>	<b>7</b>	<b>1</b>	<b>17</b>	<b>12</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>7</b>	<b>20</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>11</b>

U= Usually S= Sometimes SE= Seldom

**Source:** Observation guide directed to students of Octavo Semestre at Universidad Nacional de Chimborazo

**Done by:** Diana Llamuca and Myriam Uvidia.

## **GENERAL OBSERVATION GUIDE DESCRIPTION. –**

General observation guide was made in order to obtain final results of how students develop Student Centred Learning (SCL) activities, as part of their independent English language learning in Octavo Semestre, at the Universidad Nacional de Chimborazo in the Carrera de Idiomas.

In item 1 through results, it was proved that students sometimes constructed their knowledge based on information from the teacher and personal experiences. In many cases, learning process was more effective when teacher let students freedom to choose how to develop an activity, and students from time to time used personal experiences to explain an specific topic in activities like role plays, debates, and expositions. On the other hand, the content in some subjects did not allow students more than construct knowledge based on the teacher information or printed information.

In item 2 through results, it was proved that students sometimes used thinking strategies based on experiences to achieve complex learning goals in most of the classes. Students during classes first analyzed the information given by the teacher and then had opportunities to add extra information to give solutions to the post problem. The applied strategy was not practical sometimes.

In item 3 through results, it was proved that students sometimes applied self-monitoring strategy to facilitate creative and critical thinking during classes. Students observed and evaluated their behaviors recognizing their abilities, learning strategies, creativity, and used them to solve complex problems, to facilitate learning and communication between teachers and classmates. Moreover, there was not an effective communication, so complex problems could not be solved.

In item 4 through results, it was proved that students sometimes improved learning process using motivation, interest, dedication and personal control. In some classes students were motivated to use their imagination, abilities and personal perspectives to develop some activities to achieve meaningful learning, on the other hand some students just memorized information to develop the activities, but the acquired knowledge was not so clear.

In item 5 through results, it was evidenced that students sometimes acquired knowledge according to the level, to show what they had learned inside and outside the class. Some students used what they have learned inside the class to face other learning barriers.

Finally, in item 6 through, results it was evidenced that students sometimes applied the diagnostic evaluation, procedures and results as part of the learning process. Some of them just developed activities without any order or process. It could not be explained how the results were gotten.

#### **4.1.2. SELF-OBSERVATION GUIDE. –**

To describe how students develop the Student Centred Learning (SCL) activities, as part of their independent English language learning, self-observation guide was applied based on fourteen psychological and pedagogical principles (divided into five groups of factors). Students observed their class work and identified how learning activities were developed. It was applied during 5 days, 6 hours per day. It was evidence how students consider that they work independently.

**TABLE 5: GENERAL SELF-OBSERVATION GUIDE**

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
<b>SUBJECT 1</b>	0	23	3	1	17	8	1	12	13	1	10	15	0	13	13	1	18	7
<b>SUBJECT 2</b>	0	24	2	0	25	1	0	17	9	0	17	9	0	20	6	0	23	3
<b>SUBJECT 3</b>	0	7	19	0	7	19	1	8	17	0	5	21	0	15	11	0	8	18
<b>SUBJECT 4</b>	10	16	0	6	19	1	5	20	1	8	15	3	6	18	2	1	24	1
<b>SUBJECT 5</b>	4	21	1	7	17	2	4	21	1	3	17	6	2	22	2	2	22	2
<b>SUBJECT 6</b>	0	20	6	0	19	7	2	13	11	0	14	12	1	19	6	0	21	5
<b>TOTAL</b>	<b>14</b>	<b>111</b>	<b>31</b>	<b>14</b>	<b>104</b>	<b>38</b>	<b>13</b>	<b>91</b>	<b>52</b>	<b>12</b>	<b>78</b>	<b>66</b>	<b>9</b>	<b>107</b>	<b>90</b>	<b>1</b>	<b>116</b>	<b>36</b>

U= Usually S= Sometimes SE= Seldom

Source: Observation guide directed to students of Octavo Semestre at Universidad Nacional de Chimborazo

Done by: Diana Llamuca and Myriam Uvidia.

## **GENERAL SELF-OBSERVATION GUIDE DESCRIPTION. -**

General self-observation guide was made in order to obtain the final results of how students identified their Student Centred Learning (SCL) activities, as part of their independent English language learning in Octavo Semestre, at the Universidad Nacional de Chimborazo in the Carrera de Idiomas.

In item 1 through results, it was proved that students sometimes considered knowledge could be constructed based on teacher's instruction and personal experiences. Some students considered classes were focused just in printed materials.

In item 2 through results, it was proved that students sometimes considered the reasoning and thinking strategies could be used to achieve complex learning goals in most classes. Students considered possible solutions to get the right solution.

In item 3 through results, it was proved that students sometimes considered self-monitoring facilitated their creativity and critical thinking. Learning strategies and creativity to solve complex problems, were used to facilitate learning and communication between teachers and classmates.

In item 4 through results, it was proved that students sometimes considered learning process could be improved with motivation, interest, dedication and personal control. Abilities and personal perspectives were used to achieve meaningful learning.

In item 5 through results, it was evidenced that students sometimes considered knowledge should be acquired according to the level. To face other learning barriers, knowledge could be used inside and outside the class.

Finally, in item 6 through results, it was evidenced that students sometimes considered the diagnostic evaluation, procedures and results as part of learning process.

## **4.2. ANALYSIS AND DESCRIPTION OF INTERVIEWS**

To get oral information of how students develop the Student Centred Learning (SCL) activities, as part of their independent English language learning, a structured interview was designed to be applied during classes in Octavo Semestre. It was used information of both variables: SCL and English Language Learning, to develop the seven open-ended questions of the interview, questions were created prior to the interview, and had a limited set of response categories. Then, the information obtained was reviewed and analysed.

### **4.2.1. INTERVIEW**

According to the answers of students of Octavo Semestre, it was followed the same response pattern to get final descriptions of each question.

Some students say that, methodology applied during classes is traditional, being memorization the main objective. Others say motivation, being part of the class, freedom to think, and technology are used.

Most students describe a student-centred classroom as a place to create self-knowledge and freedom to participate, where traditional methods must be avoided.

Some students apply group work, role-play, debate, class-discussion, project, dramatization and games, as student-centred activities to enhance their understanding. Others recommend simulation, work-shop, warm-up and dialogues, as additional student-centred activities to be used in class.

Most students share experiences, give advice, create a good environment in class, and develop speaking activities to encourage classmates to participate.

Lack of confidence, student competition, fear and shyness to participate, are typical obstacles that most students face. To overcome obstacles, some students suggest more attention to their necessities.

To express thoughts and ideas in the classroom discussion, debate, interview, and dialogues are used.

Most students considered being responsible and independent learners, facilitate English Language learning.

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- After the application of observation guides and interviews, it was observed that, when students participated actively in the learning process, and had freedom to choose how to develop the activities, facilitated their learning and communication with teachers and classmates.
- It was concluded through the analysis of the Student-Centred learning activities done by the students as part of their learning process, there were some obstacles that students faced at the moment to apply a Student-Centred Approach like: student competition, fear and shyness to participate in class, also when the teacher did not accept suggestions and did not give confidence to the students
- It was determined that, students who used Student Centred activities like the debate, role play, class discussion, group work, project, dramatization, cooperative learning and game, retain better the information and got a better English learning level than others do not use that.

#### **5.2. RECOMMENDATIONS**

- It is recommended to use the Student-Centred Approach for English language learning, to improve the traditional approaches with new and creative methods.
- It is recommended to create an environment of confidentiality with the students, so they will have more opportunities to participate freely in class, without fear, taking responsibility in the learning process, to decide what to study and how to study.

- It is recommended to apply Student Centred activities, to increase the varieties of models and methodologies for an independent learning, proposing a radical change from traditional instructions.

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## 7. ATTACHMENTS



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
 FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
 CARRERA DE IDIOMAS  
**STUDENTS' OBSERVATION GUIDE**

**OBJETIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

**SUBJECT:** \_\_\_\_\_

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Day 1																		
Day 2																		
Day 3																		
Day 4																		
Day 5																		
<b>TOTAL</b>																		

U= Usually    S= Sometimes    SE= Seldom





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 STUDENTS' OBSERVATION GUIDE

**OBJETIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

**SUBJECT:** 2

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	FREQUENCIES	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE		
Day 1		✓			✓			✓			✓		✓			✓		
Day 2			✓			✓		✓			✓			✓		✓		
Day 3		✓			✓		✓			✓			✓			✓		
Day 4		✓			✓			✓			✓		✓			✓		
Day 5	✓				✓			✓			✓		✓			✓		
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>

U= Usually    S= Sometimes    SE= Seldom



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 CARRERA DE IDIOMAS  
 STUDENTS' OBSERVATION GUIDE

**OBJECTIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

**SUBJECT:** 3

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Day 1		✓				✓		✓				✓	✓					✓
Day 2			✓			✓		✓				✓		✓				✓
Day 3			✓			✓			✓			✓		✓				✓
Day 4			✓			✓		✓				✓	✓					✓
Day 5			✓			✓		✓				✓	✓					✓
<b>TOTAL</b>	0	1	4	0	0	5	0	4	1	0	0	5	2	3	0	0	0	5

U= Usually S= Sometimes S= Seldom



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 CARRERA DE IDIOMAS  
 STUDENTS' OBSERVATION GUIDE

**OBJETIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

**SUBJECT:** 4

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Day 1		✓			✓			✓		✓			✓				✓	
Day 2		✓			✓			✓			✓		✓				✓	
Day 3	✓				✓			✓			✓		✓				✓	
Day 4		✓				✓		✓		✓				✓		✓	✓	
Day 5	✓				✓				✓		✓		✓				✓	
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>

U= Usually    S= Sometimes    SE= Seldom



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 CARRERA DE IDIOMAS  
 STUDENTS' OBSERVATION GUIDE

**OBJECTIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

**SUBJECT:** 5

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Day 1	✓			✓					✓		✓		✓			✓		
Day 2	✓			✓				✓		✓			✓			✓		
Day 3		✓		✓				✓		✓			✓			✓		
Day 4	✓				✓			✓			✓			✓		✓		
Day 5		✓			✓				✓		✓			✓				✓
<b>TOTAL</b>	3	2	0	3	2	0	0	3	2	2	3	0	2	3	0	4	0	1

U= Usually    S= Sometimes    SE= Seldom



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 STUDENTS' OBSERVATION GUIDE

**OBJETIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

**SUBJECT:** 6

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.			
	FREQUENCIES	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE			
Day 1			✓		✓					✓	✓			✓			✓		
Day 2			✓			✓				✓	✓			✓			✓		
Day 3			✓			✓				✓		✓		✓			✓		
Day 4			✓		✓					✓		✓		✓			✓		
Day 5				✓		✓			✓		✓			✓			✓		
<b>TOTAL</b>		0	4	1	2	3	0	0	1	4	3	2	0	1	3	1	1	4	0

U= Usually S= Sometimes SE= Seldom



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

**STUDENTS' GENERAL OBSERVATION GUIDE**

**OBJETIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1																		
Subject 2																		
Subject 3																		
Subject 4																		
Subject 5																		
<b>TOTAL</b>																		

U= Usually    S= Sometimes    SE= Seldom



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 CARRERA DE IDIOMAS  
 GENERAL STUDENTS' OBSERVATION GUIDE

**OBJETIVE:** To observe Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**DATE:** From May 24<sup>th</sup> to June 10<sup>th</sup>

ITEMS	Constructs knowledge from teacher's information and personal experiences.			Uses reasoning and thinking strategies to achieve complex learning goals.			Applies self-monitoring strategy to facilitate creative and critical thinking.			Improves learning process using motivation, interest, dedication and personal control.			Acquires knowledge according to the level, to show what they have learned, inside and outside the class.			Considers diagnostic evaluation, procedures and results as part of the learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1	0	3	2	1	4	0	0	1	4	0	5	0	2	3	0	0	0	5
Subject 2	1	3	1	0	4	1	1	4	0	0	3	2	0	4	1	0	5	0
Subject 3	0	1	4	0	0	5	0	4	1	0	0	5	2	3	0	0	0	5
Subject 4	2	3	0	0	4	1	0	4	1	2	3	0	0	4	1	1	4	0
Subject 5	3	2	0	3	2	0	0	3	2	2	3	0	2	3	0	4	0	1
Subject 6	0	4	1	2	3	0	0	1	4	3	2	0	1	3	1	1	4	0
<b>TOTAL</b>	<b>6</b>	<b>16</b>	<b>8</b>	<b>6</b>	<b>17</b>	<b>7</b>	<b>1</b>	<b>17</b>	<b>12</b>	<b>7</b>	<b>16</b>	<b>7</b>	<b>7</b>	<b>20</b>	<b>3</b>	<b>6</b>	<b>13</b>	<b>11</b>

U= Usually    S= Sometimes    SE= Seldom



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
 FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
 CARRERA DE IDIOMAS

**STUDENTS' SELF-OBSERVATION GUIDE**

**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** \_\_\_\_\_

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1																		
Subject 2																		
Subject 3																		
Subject 4																		
Subject 5																		
Subject 6																		
<b>TOTAL</b>																		

U= Usually    S= Sometimes    SE= Seldom+



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**STUDENT:** 1

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓			✓			✓		✓				✓
Subject 2		✓			✓			✓		✓			✓				✓	
Subject 3			✓			✓			✓			✓			✓			✓
Subject 4	✓				✓		✓			✓			✓				✓	
Subject 5		✓		✓					✓			✓		✓			✓	
Subject 6			✓		✓				✓			✓	✓				✓	
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>

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**STUDENT:** 2

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1			✓		✓				✓			✓		✓			✓	
Subject 2		✓			✓			✓			✓		✓			✓		
Subject 3			✓			✓		✓	✓		✓		✓			✓		✓
Subject 4	✓				✓			✓			✓		✓			✓		✓
Subject 5		✓		✓				✓			✓		✓			✓		✓
Subject 6		✓			✓			✓			✓		✓			✓		✓
<b>TOTAL</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>1</b>

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**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** 3

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓			✓		✓				✓			✓	
Subject 2		✓			✓			✓			✓			✓				✓
Subject 3			✓		✓				✓			✓			✓		✓	
Subject 4		✓		✓				✓			✓			✓			✓	
Subject 5		✓			✓		✓				✓			✓		✓		
Subject 6		✓			✓				✓		✓			✓			✓	
<b>TOTAL</b>	0	5	1	1	5	0	1	3	2	1	4	1	0	5	1	1	4	1

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**STUDENT:** 4

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		X			X				X		X			X			X	
Subject 2		X			X			X				X		X			X	
Subject 3			X			X		X				X			X			X
Subject 4		X		X				X		X			X				X	
Subject 5			X		X			X			X		X			X		
Subject 6		X			X				X		X			X			X	
<b>TOTAL</b>	0	4	2	1	4	1	0	4	2	1	3	2	0	5	1	1	4	1

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**STUDENT:** 5

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.			
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	
Subject 1		✓			✓			✓				✓		✓			✓		
Subject 2		✓			✓				✓			✓			✓			✓	
Subject 3			✓		✓			✓				✓			✓			✓	
Subject 4	✓			✓				✓			✓			✓			✓		
Subject 5		✓			✓			✓			✓			✓			✓		
Subject 6		✓			✓				✓			✓		✓			✓		
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>0</b>	

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**STUDENT:** 6

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓			✓			✓			✓			✓
Subject 2		✓				✓			✓			✓			✓			✓
Subject 3			✓			✓			✓			✓			✓			✓
Subject 4		✓				✓			✓			✓			✓			✓
Subject 5		✓				✓			✓			✓			✓			✓
Subject 6			✓			✓			✓			✓			✓			✓
<b>TOTAL</b>	0	4	2	0	4	2	1	2	3	0	3	3	0	2	4	0	4	2

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**STUDENT:** +

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓			✓		✓				✓			✓
Subject 2		✓			✓			✓				✓			✓		✓	
Subject 3		✓		✓				✓			✓			✓			✓	
Subject 4			✓			✓			✓			✓			✓			✓
Subject 5		✓			✓			✓			✓		✓				✓	
Subject 6		✓				✓			✓		✓				✓		✓	
<b>TOTAL</b>	0	5	1	1	2	3	0	3	3	0	4	2	1	1	4	0	5	1

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**STUDENT:** 8

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓				✓			✓		✓				✓
Subject 2		✓			✓			✓				✓			✓		✓	
Subject 3			✓			✓			✓			✓			✓			✓
Subject 4	✓				✓			✓			✓		✓				✓	
Subject 5		✓			✓			✓			✓			✓			✓	
Subject 6			✓			✓		✓				✓		✓				✓
<b>TOTAL</b>	1	3	2	0	4	2	0	4	2	0	3	3	1	3	2	0	3	3

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**STUDENT:** 9

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓		✓	✓		✓	✓		✓	✓		✓	✓
Subject 2		✓			✓			✓			✓			✓	✓		✓	✓
Subject 3			✓			✓		✓			✓			✓	✓		✓	✓
Subject 4		✓			✓			✓			✓			✓	✓		✓	✓
Subject 5		✓			✓			✓			✓			✓	✓		✓	✓
Subject 6			✓		✓			✓			✓			✓	✓		✓	✓
<b>TOTAL</b>	0	4	2	0	4	2	1	3	2	0	4	2	0	4	2	0	4	2

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**STUDENT:** 10

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		X			X				X			X			X		X	
Subject 2		X				X			X			X		X			X	
Subject 3		X			X			X			X				X			X
Subject 4	X					X		X			X		X				X	
Subject 5		X				X		X			X			X			X	
Subject 6			X			X			X		X			X			X	
<b>TOTAL</b>	1	4	2	0	2	4	0	3	3	0	4	2	1	3	2	0	5	4

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**STUDENT:** H

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		X			X		X				X			X				X
Subject 2		X			X			X				X		X			X	
Subject 3			X			X	X				X				X			X
Subject 4		X			X			X		X				X			X	
Subject 5		X		X				X			X			X			X	
Subject 6		X			X			X				X		X			X	
<b>TOTAL</b>	0	5	1	0	4	1	1	5	0	1	3	2	0	5	1	0	4	2

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**STUDENT:** 12

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓		✓			✓			✓			✓	
Subject 2			✓			✓			✓			✓			✓			✓
Subject 3		✓				✓			✓			✓			✓			✓
Subject 4		✓		✓				✓			✓		✓				✓	
Subject 5		✓			✓		✓			✓		✓		✓			✓	
Subject 6		✓			✓			✓		✓			✓					✓
<b>TOTAL</b>	0	5	1	1	3	2	1	3	2	0	3	3	1	3	2	0	5	1

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**STUDENT:** 13

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1			✓		✓			✓				✓			✓		✓	
Subject 2		✓			✓			✓			✓			✓			✓	
Subject 3			✓			✓			✓			✓		✓				✓
Subject 4	✓				✓			✓		✓				✓			✓	
Subject 5		✓			✓			✓		✓				✓			✓	
Subject 6		✓				✓			✓		✓			✓				✓
<b>TOTAL</b>	1	3	2	1	3	2	0	4	2	2	2	2	1	4	1	0	4	2

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 CARRERA DE IDIOMAS  
**STUDENTS' SELF-OBSERVATION GUIDE**

**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** It \_\_\_\_\_

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓				✓		✓				✓		✓	
Subject 2		✓			✓				✓		✓				✓		✓	
Subject 3			✓			✓			✓			✓			✓			✓
Subject 4		✓			✓		✓				✓			✓			✓	
Subject 5	✓				✓			✓				✓		✓			✓	
Subject 6		✓			✓			✓				✓		✓			✓	
<b>TOTAL</b>	1	4	1	0	5	1	1	2	3	0	3	3	0	3	3	0	5	1

U= Usually S= Sometimes SE= Seldom



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**STUDENT:** 15

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		x		x				x			x			x			x	
Subject 2		x			x			x				x		x			x	
Subject 3			x			x		x				x		x			x	
Subject 4		x			x			x			x			x			x	
Subject 5		x			x			x			x			x			x	
Subject 6			x		x				x			x		x			x	
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>

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**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** 16

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓			✓				✓			✓		✓	
Subject 2		✓			✓				✓			✓		✓			✓	
Subject 3			✓		✓				✓			✓		✓	✓			✓
Subject 4		✓			✓			✓		✓				✓			✓	
Subject 5		✓		✓				✓			✓			✓			✓	
Subject 6		✓			✓				✓			✓		✓				✓
<b>TOTAL</b>	0	5	1	1	5	0	0	3	3	1	1	4	0	4	2	0	4	2

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**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** 17

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓			✓				✓		✓			✓	
Subject 2		✓			✓				✓				✓				✓	
Subject 3			✓			✓			✓					✓				✓
Subject 4	✓			✓				✓			✓			✓				✓
Subject 5		✓			✓			✓			✓			✓				✓
Subject 6		✓				✓		✓				✓		✓				✓
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>

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**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** 18

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.			
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	
Subject 1			✓		✓				✓			✓			✓			✓	
Subject 2		✓			✓				✓			✓		✓				✓	
Subject 3		✓			✓			✓			✓			✓				✓	
Subject 4		✓			✓			✓			✓			✓				✓	
Subject 5	✓			✓				✓			✓			✓				✓	
Subject 6		✓			✓				✓			✓		✓				✓	
<b>TOTAL</b>	1	4	1	1	5	0	0	3	3	0	0	6	0	3	3	0	5	1	

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**STUDENT:** 19

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓			✓		✓				✓		✓	
Subject 2		✓			✓			✓			✓			✓			✓	
Subject 3			✓			✓			✓			✓			✓			✓
Subject 4		✓			✓			✓			✓			✓			✓	
Subject 5		✓			✓			✓			✓			✓			✓	
Subject 6		✓			✓			✓			✓			✓			✓	
<b>TOTAL</b>	0	5	1	0	4	2	0	4	2	0	5	1	0	4	2	0	5	1

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**STUDENT:** 20

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓			✓				✓			✓		✓	
Subject 2		/			✓				✓		✓			/			✓	
Subject 3			✓		✓			/				/			✓			✓
Subject 4	/				/			✓				✓		✓			✓	
Subject 5		/		/				/				/			/		/	
Subject 6			✓		✓		/				✓			✓			/	
<b>TOTAL</b>	1	3	2	1	5	0	1	4	1	0	3	3	0	3	3	0	5	1

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**STUDENT:** 21

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓			✓				✓			✓			✓
Subject 2			✓		✓			✓				✓			✓			✓
Subject 3		✓			✓			✓				✓			✓			✓
Subject 4	✓				✓			✓			✓			✓			✓	
Subject 5		✓		✓				✓			✓				✓		✓	
Subject 6		✓			✓			✓			✓			✓			✓	
<b>TOTAL</b>	1	4	1	1	5	0	0	5	1	0	4	2	0	2	4	0	5	1

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**STUDENT:** 22 \_\_\_\_\_

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		/			/			/			/			/			/	
Subject 2		/			/			/			/			/			/	
Subject 3			/			/			/			/			/			/
Subject 4		/			/			/			/			/			/	
Subject 5		/			/			/			/			/			/	
Subject 6		/			/			/			/			/			/	
<b>TOTAL</b>	0	5	1	0	5	1	1	3	2	0	3	3	0	4	2	0	4	2

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**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** 23

**INSTRUCCION:** According to your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓				✓		✓			✓				✓			✓
Subject 2		✓			✓			✓			✓			✓				✓
Subject 3			✓			✓			✓			✓			✓			✓
Subject 4		✓			✓			✓		✓				✓				✓
Subject 5		✓			✓			✓		✓				✓				✓
Subject 6		✓				✓		✓			✓				✓		✓	
<b>TOTAL</b>	0	5	4	0	3	3	0	5	1	2	3	4	0	3	3	0	5	1

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STUDENT: 24

INSTRUCCION: According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		x				x			x		x			x				x
Subject 2		x			x			x		x			x				x	
Subject 3			x			x			x			x			x		x	
Subject 4		x			x			x			x			x			x	
Subject 5	x				x			x			x			x			x	
Subject 6		x			x			x			x			x			x	
TOTAL	1	4	1	0	4	2	2	2	2	0	5	1	0	5	1	0	5	1

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**STUDENT:** 25

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		x			x				x			x		x				x
Subject 2		x			x			✓				x		✓				x
Subject 3			✓			x			x			x			✓			x
Subject 4	x				x		x				✓			x				x
Subject 5	x				x		x			x				x				x
Subject 6		x			x				x		✓			x				x
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>

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**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**STUDENT:** 26

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1		✓			✓			✓				✓		✓			✓	
Subject 2			✓			✓		✓				✓		✓			✓	
Subject 3			✓			✓			✓			✓		✓			✓	
Subject 4		✓			✓			✓				✓			✓		✓	
Subject 5		✓			✓		✓					✓		✓				✓
Subject 6		✓				✓		✓				✓			✓		✓	
<b>TOTAL</b>	0	4	2	0	3	3	1	4	1	0	0	6	0	4	2	0	5	1

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**STUDENTS' GENERAL SELF- OBSERVATION GUIDE**

**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

**INSTRUCCION:** According your personal learning experience, put a mark (✓) on the frequency you consider better to the following items.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1																		
Subject 2																		
Subject 3																		
Subject 4																		
Subject 5																		
Subject 6																		
<b>TOTAL</b>																		

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**GENERAL STUDENTS' SELF- OBSERVATION GUIDE**

**OBJETIVE:** To apply a self-observation of Student Centred Learning (SCL) activities and its influence on the learning process, at 8<sup>th</sup> semester of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

ITEMS	Knowledge can be constructed in base of the teacher's instruction and your personal experience.			Reasoning and thinking strategies can be used by yours to achieve complex learning goals.			Self-monitoring facilitates your creativity and critical thinking.			Your learning process can be improved if motivation, interest, dedication and personal control is enough.			Knowledge should be acquired according your level, as long as you can use what you have learned inside and outside of class.			Diagnostic evaluation, procedures and results, have been considered an essential part of your learning process.		
	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE	U	S	SE
Subject 1	0	23	3	1	17	8	1	12	13	1	10	15	0	13	13	1	18	7
Subject 2	0	24	2	0	25	1	0	17	9	0	17	9	0	20	6	0	23	3
Subject 3	0	7	19	0	7	19	1	8	17	0	5	21	0	15	11	0	8	18
Subject 4	10	16	0	0	19	1	5	20	1	8	15	3	6	18	2	1	24	1
Subject 5	4	21	1	7	17	2	4	21	1	3	17	6	2	22	2	2	22	2
Subject 6	0	20	6	0	19	7	2	13	11	0	14	12	1	19	6	0	21	5
<b>TOTAL</b>	<b>14</b>	<b>111</b>	<b>31</b>	<b>14</b>	<b>104</b>	<b>38</b>	<b>13</b>	<b>91</b>	<b>52</b>	<b>12</b>	<b>78</b>	<b>66</b>	<b>9</b>	<b>107</b>	<b>90</b>	<b>4</b>	<b>116</b>	<b>36</b>

U= Usually    S= Sometimes    SE= Seldom



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE IDIOMAS

**STUDENTS' INTERVIEW**

**OBJETIVE:** To obtain information of the Student Centred Learning (SCL) activities, and its influence on the learning process, at Octavo Semestre of the Carrera de Idiomas at the Universidad Nacional de Chimborazo.

- 1. Do you consider the methodology applied by your teachers, traditional or modern, why?**

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- 2. How does student-centred classroom differ from a traditional (teacher-centred)?**

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- 3. What student-centred activities do you apply to enhance your understanding? (e.g. small group work, class discussions, projects, debates, role-plays, etc.) Do you recommend another student-centred activities?**

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- 4. How do you encourage the less motivated classmates to participate in the lesson and do their work?**

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**5. What typical obstacles do you face trying to adopt student-centered approach across the curriculum? Do you have suggestions for how you can overcome these obstacles?**

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**6. How can you express your thoughts and ideas to the teacher in the classroom management?**

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**7. Do you consider the Student Centred Approach, facilitate your English language learning, why?**

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## PHOTOS



