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THESIS TITLE:

“THE AUTONOMOUS WORK IN THE ENGLISH LANGUAGE LEARNING IN 8TH SEMESTER “B” IN LANGUAGE CAREER AT THE UNIVERSIDAD NACIONAL DE CHIMBORAZO IN ACADEMIC PERIOD FROM MARCH 2015 TO AUGUST 2015”.

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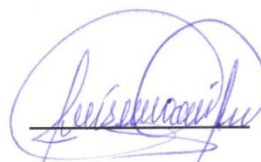
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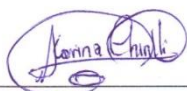
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DEDICATORY

This research is dedicated primarily to God because he has blessed me every day of my life.

To my dear daughter Sofy, who has been the most important to me from the moment she came into my life, and for whom I have gone ahead goal after goal fulfilled.

To my family, especially my mother Rosa, who has always been with me in the happy and sad moments, who has guided me and advised me to become someone important in life.

Karina Elizabeth Chinlli Yumisaca

DEDICATORY

I dedicate this work, first to God Who has blessed me, all the time, has clarified my mind, and has lightened up my life every day.

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RESUMEN

Este trabajo de investigación consiste en describir como los estudiantes del octavo semestre “B” de la Carrera de Idiomas de la Universidad Nacional de Chimborazo desarrollan el trabajo autónomo para el aprendizaje del idioma inglés, por lo que se aplicó una encuesta de once preguntas cerradas, cada una con cuatro ítems relacionadas a los dos variables con el objetivo de recolectar información de que manera desarrollan el trabajo autónomo, también se aplicó una guía de observación en tres meses la cual contenía indicadores de estrategias meta cognitivas, y socio afectivas que ayudaron a comprobar como los estudiantes desarrollan trabajo autónomo. Luego de aplicar la encuesta y la guía de observación, se procedió hacer un análisis e interpretación de los resultados, en la cual se fue describiendo las actividades que realizaron cada estudiante en el proceso de aprendizaje.

SUMMARY

This research project describes how students of eighth semester "B" of the School of Languages at the National University of Chimborazo develop the autonomous assignment for English language learning. A survey of eleven closed questions was applied, each with four items related to the two variables in order to gather information related to how the students proceed with the autonomous assignment. Additionally, an observation guide was carried for three months which contained meta- cognitive and emotional indicator strategies which who help to determine how students carry out the autonomous project. After applying the survey and observation guide, the analysis and interpretation of results was performed, this described the activities performed by every student in the learning process.

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COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

To learn a language effectively, students need to know how to learn and what to learn. Having a repertoire of autonomous work activities can help students become better and more independent.

This research was performed at Universidad Nacional de Chimborazo in 8th, semester “B” in order to identify if the autonomous work activities are done by students as part of their learning process.

The work has five chapters, which are detailed below: the first chapter is Reference Framework which contains; outlining of the problem, Formulation of the problem, the objectives that were achieved in the application of survey and observation guide, and Justification of the problem.

The second chapter is the Theoretical Framework which contains previous research to this one. The research is related to both variables causes and effects through critical analysis of the problem. There is also the Theoretical foundation, which are concepts regarding to both variables of the research. It includes definitions of basic terms of this one and objective operationalization.

The third chapter refers to Methodological framework; it is formed by scientific method which is Inductive and Deductive. Research design, it has, Field Research. Level of research is diagnostic and descriptive study. Techniques and instruments of data collection which are Survey and Observation guide.

The fourth chapter is the analysis and description of observation guide and a survey. The survey and the observation guide help to describe how students develop autonomous work.

In the fifth chapter is the conclusion and recommendation obtained of the results from observation and the description of the survey and observation guide.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. OUTLINING OF THE PROBLEM

The Universidad Nacional de Chimborazo (UNACH) is located in Chimborazo province, city of Riobamba, it has three modern campuses, one of them is the Facultad de Ciencias de la Educación, Humanas y Tecnologías situated on the campus La Dolorosa; Eloy Alfaro avenue and 10 Agosto Street, which has several careers including the Language one; It was created in 1972, it has one hundred fifty-nine students, thirteen teachers, seven classrooms, one lab and one multimedia classroom.

Over the last two decades, autonomous work around the world has taken on a growing importance in the field of philosophy, psychology, politics and education.

Autonomous work in education has been a key theme in the field of foreign language learning for over 30 years, it has happened in the globalized countries because most people have been autonomous to acquire a new language and the use of different techniques and methods to learn, have motivated to be autonomous (Palfreyman, 2003).

Autonomous work in society is considered to be a desirable goal, allowing people to take some control over their lives. Independence in learning is seen as one means of developing the skills to become autonomous person (Bound, 1991).

In the Universidad Nacional de Chimborazo; Language Career, during seven semesters it was evidenced that some professors have used different methods, techniques and strategies that help a little to increase the English learning, few of them have motivated to learn English outside the classroom with extra activities and there have been professors who have not taught in a better way; in the same way it was observed that students are passive when they receive classes, some learners do an effort just to have good scores and

pass the semester, do not find out other contents of their subjects or settle for what the teacher tells, it means the students depend of professors' explanation, generating in students an idea of who are unable by themselves to investigate and acquire knowledge, which leads English level, is not proficient, some of them have been active students because they have participated all of the time, asking and answering questions, giving points of view of different topics of the class.

Therefore, the following research project is to describe the autonomous work in the English language learning in 8th semester "B" in Language Career at the Universidad Nacional de Chimborazo in academic period from March 2015 to August 2015.

1.2. FORMULATION OF THE PROBLEM.

How do students develop the autonomous work in the English language learning in 8th semester “B” in Language Career at the Universidad Nacional de Chimborazo in academic period from March 2015 to August 2015?

1.3. OBJECTIVES

1.3.1. GENERAL

To describe the autonomous work in the English language learning in 8th semester “B” in Language Career at the Universidad Nacional de Chimborazo in academic period from March 2015 to August 2015.

1.3.2. SPECIFIC

- 1.- To observe and identify the autonomous work in the 8th semester “B” as part of their learning process.
- 2.- To analyze the autonomous work activities developed by students of 8th semester “B”.

1.4. JUSTIFICATION OF THE PROBLEM

The need to provide this work is essential, because autonomy lightens the English learning process, as the students create their own opportunities. Moreover, the teacher is not the only source of knowledge that the student can receive, they must be active and go in search of new knowledge.

The main reason of this research is to describe how students develop autonomous work in the English language learning in 8th semester “B” where it started observing and identifying the daily work of students that help to describe the autonomous work through the application of the survey and observation guide.

Students of language career must develop autonomous work activities to improve the English language learning, because the six hours spent at the university per day is not enough to achieve the new language.

The direct beneficiaries are students of Language Career at UNACH, because to be autonomous give many advantages, learners can learn when it is necessary, they are in the mood, having their time freely and analyzing resources successful in improving the English language; indirect beneficiaries are English teachers because they are linked in educational process supporting them academically.

This research work is feasible, because, there is a lot of information, unconditional cooperation of the authorities, professors and students of the Career, especially in the provision of library material, audiovisual resources.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED.

It is reviewed the library's files of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at UNACH. It is verified that there is not similar research; but it has found some workable researches considering words of the first variable such us: Autonomous work. The researches are:

“Aprendizaje auto dirigido y desempeño académico en los estudiantes de primero, segundo, tercer año de la carrera de Administración de la Universidad Peruana de Ciencias Aplicadas (UPC)” by Miryam Narváez Rivero and Amapola Prada Mendoza. This thesis is about some aspects of autonomy and motivation that we need to take in account at the moment to teach English language.

“Características del aprendizaje autónomo de los estudiantes del programa de enfermería de la Universidad de Pamplona en el año 2012” by Angélica Uribe Meneses. This thesis is about the characteristics of autonomous learning and the end of the research the results show that autonomous learning is an effective method to acquire and develop certain personal skills such as job scheduling and independent verification of these, the distribution for further information and identification of the key issue, the organization of time and increased motivation for learning to learn, showing dominance of expansion strategies.

García Ángel and Baque Lourdes with the theme “El trabajo autónomo del estudiante y su incidencia en el proceso de enseñanza-aprendizaje del idioma inglés en los estudiantes de tercero de bachillerato del colegio nacional portoviejo de la ciudad de portoviejo, provincia de manabí, durante el periodo 2012 – 2013” explain that students being autonomous are more independent in the learning process in specific in english language and motivating students to be autonomous the society will be diferent

Juan Iza with the theme “La autonomía en el aprendizaje para potencializar las destrezas en los estudiantes de la carrera de inglés, de la facultad de educación, ciencia y tecnología, de la universidad técnica del norte, durante el año lectivo 2012-2013” talks about autonomy is the ability that all students have to develop and practicing every day students can acquire the four skills and develop the autonomoys work.

2.2. THEORETICAL FOUNDATIONS

2.2.1. AUTONOMOUS WORK

2.2.1.1 WHAT IS AUTONOMOUS WORK

Autonomous work is a process where the student self-regulating their learning and become aware of their own cognitive and social-emotional processes. This awareness is what is called metacognition. The educational effort in this case is geared towards the formation of subjects focused on addressing specific aspects of their own learning, not just to solve a given task, i.e. orient the student to that question, review, plan, monitor and evaluate their own action learning (Martinez, 2004).

Thus, autonomous work is a process where it is acquired and develops some personal abilities for example students are authors about learning, planning work, research something else to expand the knowledge.

2.2.1.2 IMPORTANCE OF AUTONOMY IN LEARNING

To Kamii (2009) in his work *Autonomy as the aim of education* follows:

"The ability to make decisions, should be encouraged from the beginning of childhood, because the more autonomy a child acquires is more likely to become more autonomous. For example, when a three-year-old child comes home with like resting, the adult might ask, "Where would you like to sit and relax?" So that child can take into account the activities of others to say where you will feel better under such circumstances. During the meal, you can ask the child how much you want the mashed potatoes, or want more milk or how. Before going to pay a visit, parents can ask the child if it would be a good idea to bring a book or a toy to not get bored".

So to make decisions is very important in the progress of children or students because they learn from early ages to choose, decide about what they want, this facilitates the student's choice help in their language development.

In daily life you have to choose, in other words, do not impose the decision of another person, but the decision of the same student, because each person has different interests and is entitled to choose otherwise the approach of another person. Anything not agrees to suit the autonomous learner is a simple opinion more.

2.2.1.3 AUTONOMY IN THE ENGLISH LANGUAGE, AS A PARTICULAR WAY OF LEARNING

To (Fraile, 2009) in his book *The Self-Employment Study and Student* says:

"The study and self-employment is a form of learning in which the student is responsible for the organization of work and the acquisition of different skills at their own pace. Implies on the part of the learner takes responsibility and control of staff learning process, and decisions on planning, implementation and evaluation of the learning experience".

To make learning meaningful, useful and helpful for learners is necessary that they take an active part in it; it means the student perceives that the topic is important for their own learning objectives. To stimulate this interest, the student should be stimulated (auto-start) from the outside so that you can discover and evaluate what you know and how can reach the objective proposed.

In the learning process the student should be the author of their own develops though the application of some abilities likes: organization, planning, regulating their knowledge and time.

2.2.1.4 AUTONOMOUS WORK IN STUDENTS OF UNIVERSITIES

From point of view of Pintrich, Groot and Vermunt, the autonomous learning in students of universities, seems to be constituted for three important aspects:

1. Cognitive strategies or intentional processes that allow students to make appropriate decisions in order to improve their study and performance.
2. Meta cognitive strategies or reflection on the learning process.
3. Support strategies relating to self-effort and persistence, and promote conditions that facilitate the study affectively.

According to Colén and Giné, autonomous learning of university students involves the ability to reflect on their own learning, managing their own successes and mistakes, recognition of concepts, tools and approaches you need, and application contextualized knowledge competently. Learn independently, however, does not mean learning alone (this would be self-training), but work under the guidance and control of the teacher, conducting a series of activities planned in order to achieve more and better learning.

Thus, autonomous learning will help students to be independent in the learning process. At present and in the near future be autonomous and strategic will be a must to survive and thrive in a society shaped by numerous, fast and essential changes competition. Therefore, there are no doubt that currently train students for autonomy in their learning is one of the main purposes of formal education whatever the educational level where we place ourselves, in this case university education.

2.2.1.5 COMPONENTS OF AUTONOMY

For each level, (Benson, 2001 :) identifies a number of observable behaviors that were used as indicators of autonomy, briefly presented below.

2.2.1.5.1 Control of the learning

This level comprises behaviors used for ordering, planning, organizing, developing and assessing learning. O'Malley and Chamot (1990), Cyr (1996) and Oxford (1990) (cited by Benson, 2001) allow Benson establish three types of learning strategies to which he identifies a list of behaviors, some observable by the researcher, told by others investigated in the case of this research through reflective writing and surveys.

1. Metacognitive strategies

The student develops operations to manage their learning:

- a) **Planning:** Organize the learning task, determine how to develop, establish objectives.
- b) **Care management:** Maintain interest, avoiding distracting elements.
- c) **Self-management:** Identify the conditions that help them learn and try to be present.
- d) **Self-monitoring:** Verify or correct the development of a task or an act of communication in the course of its realization.
- e) **Self-Assessment:** Self-assess their linguistic progress, their ability to perform tasks, their ability to use strategies.

2. Social Strategies

Actions taken in interaction with others:

- a) **Ask questions:** Ask the teacher, a native or a colleague to clarify or verify a concept.
- b) **Cooperate with others:** Work with peers to solve a problem, share information.
- c) **Empathize:** Develop understanding of foreign culture, awareness of the difference of thoughts and feelings.

3. Affective strategies

Mind to strengthen confidence, motivate yourself to not fear mistakes and risks, through actions such as self-control:

- a) **Reduce anxiety:** Use relaxation techniques, breathing and meditation.
- b) **Auto alive:** Said positive phrases, daring to take risks intelligently, not being afraid to make mistakes.
- c) **Control your emotions:** Pay attention to your body, write a learning journal or diary of activities, and share your feelings with someone.

2.2.1.5.2 Control of the cognitive process

As noted by (Benson, 2001), this is the most difficult component to observe in an investigation, since it refers to the mental operations that apprentices employed in the treatment of linguistic and sociolinguistic data. These strategies operate directly on the information received, which is manipulated to favor learning. About these strategies are widely agreed well represented in the definitions of O'Malley and Chamot, presented here in summary form

1. **Repetition:** Imitate a text fragment modeled.
2. **Grouping:** Sort by material categories, depending on their semantic and syntactic features to facilitate learning and recovery.
3. **Inference:** Using linguistic or extra linguistic information to deduce the meaning of unknown elements context.
4. **Deduction and induction:** Apply the rules learned to understand or produce something.
5. **Elaboration:** Relate new information to prior knowledge; do intra linguistic associations or personal significant associations with new information.
6. **Taking notes:** Write key words or concepts, verbal or numerical form, during a reading or listening.
7. **Translation:** Use the mother tongue to understand the LE, making meaningful comparisons.

2.2.1.5.3 Content control

It is at this level where Benson, (2001) with more emphasis integrates all levels, because, according to him, the determination of the content is an aspect of management control of learning, like other aspects, has its basis in the control of cognition. However, Benson prefers to treat separately, considering that control of content is fundamental to independence.

For him, if learners control the management of their learning, but do not know what they want to learn, learning cannot be truly original, it does not follow their own

motivations and interests. Students must exercise control over the things they want to know, what activities they like to do, the program to follow, the means to achieve their goals. But not enough to do so individually; when it is in a schooled environment, the learner must also respond to a program and guidelines proposed by the institution.

If the student must work in these two senses (individual and institutional), this implies develop their autonomy in both. In this regard (Benson, 2001) distinguishes two types of autonomy: proactive and reactive. The first is individual and leads to defining objectives, selecting methods and evaluate their learning. In the second, the student does not determine its guidance, but once they have been established by the institution or teacher, he organizes its resources autonomously to achieve their goals.

When you have autonomy over content, students not only learn what is in the curriculum; also make decisions about the areas and issues they would like addressed. The autonomous student is not chained to a program, as it would control their desire to discover and acquire knowledge. For this, as expressed Barbot: " It is essential to address explicitly the notion of objectives with the class group and give students the opportunity to choose them and discuss it

The control of the three levels proposed by Benson is a highly related to motivation process, because it has the predisposition towards getting what you want. So says Lamas, who states that " it seems likely that intrinsically motivated student select and perform activities for the interest, curiosity and challenge these will cause " Also consider this author; it is very likely that the motivated student " be more willing to implement a significant mental effort while performing the task, to engage in more rich and elaborate processing and employment strategies deeper learning and effective "

2.2.1.6 LEARNING STRATEGIES TO LEARN A FOREIGN LANGUAGE

Learning strategies are a set of operations, steps, plans, routines used by students to facilitate the collection, storage, retrieval, and use of information by learning a foreign language.

2.2.1.6.1 Cognitive strategies

Those are operations that allow acting directly on the material to be learned. Those are referred to the steps or operations used in solving problems that require a direct analysis, transformation or synthesis of learning materials (Rubin, 1987). They are mental processes that are directly related to the processing of information in order to learn, collect, store, retrieve and use information. Then those are processes through which knowledge is obtained.

1. **Classification / Description:** The learner uses to confirm your understanding of the language.
2. **Prediction / Inductive interference:** Use of both linguistic and conceptual background knowledge is made. The mother tongue infers meanings in the target language. Issues such as who is speaking? Where is conducted the conversation? What is the relationship between the partners?
3. **Deductive reasoning:** This is a solving problems strategy. Students find and use general rules, patterns and organization to build and understand the language. Use analogies, synthesis, and exceptions.
4. **Practice:** Contribute to the storage and retention of a foreign language. The focus is accuracy in the use of language. It is used repeat trial and error, experimentation, and imitation
5. **Memorization:** They also refer to storage and retention but the focus is precisely the process to store and retain information.

6. **Monitoring:** Students review their own learning this carrying out effective and efficient.
7. **Conceptualization:** Refers to put the word or phrase you want to learn in a sequence that makes sense.
8. **Taking notes:** Write the main idea, central point's scheme or a summary of information presented orally or in writing.
9. **Grouping:** Sort learned material or order based on their common attributes.

2.2.1.6.2 Metacognitive strategies

These are knowledge about the processes of cognition or self-administration of learning through planning, monitoring and evaluation. For example, a student learning plan by selecting and prioritizing certain aspects of the language to set their goals.

1. **Advance organizers:** Make an early review of the material to be learned.
2. **Directed attention:** Decide in advance attend a learning task in general and ignore details.
3. **Selective attention:** Decide in advance address specific details that allow us to retain the objective of the task.
4. **Self-Administration:** Detect conditions that help us learn and seek his presence.
5. **Self-assessment:** Check the success of our learning on our own parameters according to our level.

2.2.1.6.3 Socio-affective

This allows the learner exposed to language study and practice.

1. **Cooperation:** Working with one or more colleagues for feedback.

2. **Clarify doubts:** Decide in advance attend a learning task in general and ignore details.

2.2.1.7 THE TEACHER FRONT OF THE LEARNING STRATEGIES

The main difficulty teaching, learning strategies is in the rejection of all innovation because it involves the use of a specific method, in many cases other than those that teachers had been using. For some professionals, this represents an inference with accepted practice, and rejects it.

Another difficulty is the lack of own learning: Teaching these strategies depends largely on the ability of the teacher has to discuss with their students learning. For this, it is necessary that it be able to make conscious its own learning process.

The choice of a learning strategy also depends on the developed training methods for teaching specific content.

We would all agree that no one can teach what you do not know. If the teacher who must teach learning strategies, it is necessary to form strategic teachers. That is, teachers who:

Know your own learning process, strategies that have and those normally used. This implies ask and answer questions like: Am I able to take synthetic notes in a lecture or conference? Know how to expand my professional knowledge?

Learn the contents of their subjects using learning strategies: Do not forget that in the way teachers teach a subject to teach their students, they teach; and teaching methodology directly influences how students study and learn.

Plan, reflectively regulate and evaluate their teaching performance. That is to say, consider questions such as what I intend to achieve the objectives are?, What skills will I need to do my job right?, are adequate procedures' using?, I stand by me the time available?, I achieved at the end of the class, the goals I set?, if I was to teach the class, what things would change?, etc.

2.2.1.8 THE STUDENT FRONT OF THE LEARNING STRATEGIES

The main problem is the resistance of students to be active in their learning, motivated by traditional teaching models and, above all, because they do not appreciate the usefulness of this learning to the test performance; because usually they reward the mechanical or rote learning.

On the other hand, learning strategies involve more time than traditional methods, an environmental provision in terms of furniture, materials and particularly a more independent work and therefore self-regulating process, new task for the student who has willingness to Natural toward master class involving single job of teaching or the traditional teaching.

2.2.1.9 AUTONOMOUS ACTIVITIES FOR ENGLISH LANGUAGE

There are five basic types of linguistic activities for the acquisition of a foreign language. First, you can listen or read the language to understand the meaning; it means process language as a form of input: read a book or listen to a radio program.

Secondly, it can produce oral or written language to express a sense: write an e-mail or write a message on voicemail, i.e. producing language orally or in writing as output.

Third, you can interact with one or more people using language in oral or written form i.e. uses a language for interaction. This type of linguistic interaction combines the reception (understanding) and production in rapid succession during which individuals process language as both input and output.

Fourth, one can participate in various exercises of language that may or may not imply that pay attention to the meaning of language and may or may not involve authentic communication.

Finally, you can use a foreign language in oral or written form to provide explicit instruction on vocabulary and language structure, as when a teacher of a class provides information about some aspect of grammar of the language or student read on how the language in his book.

2.2.1.10 COMMON AUTONOMOUS WORK ACTIVITIES

To acquire a second language students, have to develop some common autonomous work activities:

1.- Listening English music or the everyday language learner

Music is an art that puts sounds together in a way that people like or find interesting. Most music includes people singing with their voices or playing musical instruments.

Listening to music in English is one of the best ways to improve students' skills. It is well known that music can be a very effective tool for learning a foreign language. It

would be in original way version, in lyric, which are good sources of words and phrases to memorize while having fun. Also, it would improve students' pronunciation.

1.1. Why Learn English Through Music?

So what is it about songs that make them such effective English language learning tools? (Garner, 2005).

- a. **It works.** There is considerable scientific evidence that demonstrates how music can help second language learners acquire grammar and vocabulary and improve spelling. Then there is the so-called "Mozart Effect", the concept that listening to classic musical boosts the performance of mental tasks like learning.
- b. **Everyday language and colloquial speech.** Songs and music almost always contain a lot of useful vocabulary, phrases and expressions. And since the intended audience is native speakers, songs and music include up-to-date language and colloquialisms. The language used in songs is casual and actually usable, if you pick the right music.
- c. **Get familiar with the sound of English.** Listening to songs will also allow you to focus on your pronunciation and understanding of the English language's rhythm, tone and beat.
- d. **Get English stuck inside your head.** Many of the words and sound patterns within a song are repetitive and this makes it easier for them to stick in your mind.
- e. You probably already know this. **Music has an uncanny ability of getting stuck in our heads.** Tunes and lyrics will often infiltrate our thoughts and play over and over in our minds. All of which will help you to learn English through songs as you easily memorize vocabulary and phrases. In fact, after a short period of time you will find it almost impossible to forget them.

- f. **Songs are emotional.** Our relationship with music is deep, powerful and hugely rewarding. It is a key that unlocks our emotions, influences our moods and enhances our mental and physical well-being. When something is emotional, then of course it is also easier to remember.
- g. **Music is an easy habit.** One reason people find language learning difficult is they don't have an extra minute in the day to devote to their studies. But when you're learning English through songs, you don't need to set aside too much time because you can take the music with you wherever you go. You can have English songs playing in the car, the kitchen and the shower. And by picking music you like, you can listen to the same material over and over again, without becoming bored.
- h. **Music teaches you English culture.** Music gives your insight into English-speaking culture and how English-speaking people think and feel. Familiarity with popular songs and artists gives you something to talk about with your English-speaking friends.

2 Watching English movies and videos

Video provides interactivity among the learners which allows students to regulate the instruction in response to their own needs or capabilities.

Video changes students from passive observers to active participants. (Bosco).

2.1 Why does video promote learning?

McNulty and Lazarevic, (2012) explains that during the last three decades, a diversity of technologies including Information Technology (IT), audio, and video devices has become an essential part of language learning. The use of video has multiple advantages in comparison to printed materials because audio components enhance contextualization and allow for better control over the medium.

Listening to and watching videos give students the opportunity to hear accurate pronunciation of words and sentences as they are spoken by the native English speakers.

Videos provide students the opportunity of observing the dynamics of communication in environment.

2.2.1.10.3 Websites

A Web site is a related collection of World Wide Web (WWW) files that includes a beginning file called a home page. A company or an individual tells you how to get to their Web site by giving you the address of their home page.

Websites are alternative online studies that help students to develop some activities according the purpose.

Language study is not a one-size-fits-all hobby, and no single style of learning will appeal to all learners. Some prefer lots of visual aids and sleek graphics to hold their interest. Some like the motivation of quizzes, scores, and games so they can track their learning and compete with themselves. Some are drawn to grammar, while others prefer listen-and-repeat exercises (Rouse, 2005).

2.2.1.10.4 Speak with a native speaker

Learning English by practicing with a native speaker who is learning Spanish is one of the most entertaining ways and that through this method each write in the language they are learning and so the other corrects. A language exchange complements other forms of learning such as classroom instruction, language immersion and the use of multimedia technologies, and practicing what you have learned with native

speakers in a safe and supportive environment. Among the advantages of learning through the exchange of languages include:

- a. Learn the real English language (slang, idioms, etc.) As used by ordinary native speakers.
- b. It is used to the way native speakers speak in conversations (informal) real.
- c. Make friends who speak native English.
- d. Learning through language exchange is also inexpensive because it provides tips and conversation lesson plans that allow free exchange of languages on their own

2.2.2 LEARNING

2.2.2.1 WHAT IS LEARNING?

Learning is the process by which knowledge, skills and attitudes to achieve behavioural changes or improvements are integrated. Therefore, learning is an action, which takes knowledge as input and generates new knowledge

Learning is seen as an integral part of life. Sometimes it requires an effort, sometimes even is our goal. This does not mean that only book learning or learning in the classroom, or even e-learning. But always implies that we are, what we do, we try to connect with, and what we aspire to be (Wenger, 2009).

Autonomous-learning is a modern learning theory based on the theory of constructivism. It is also a student-focused learning model which emphasizes the learning environment and cooperative learning. Autonomous learning was first developed by (Holec 1981), which means that students take charge of their own learning by carrying out their own learning plans according to their own needs.

2.2.2.2 ENGLISH LANGUAGE LEARNING

English language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term “L2” is used in this chapter to refer to either a second or a foreign language (Lopez, 2009).

2.2.2.3 AUTONOMOUS WORK ITEMS FOR ENGLISH LANGUAGE ACQUISITION

1. Input

It is the frequency, which various forms of a language are determining factor, including phonics, spelling, vocabulary, morphology and syntax.

To acquire a language is very important to be exposed to the language in oral or written form to achieve a high level of competence is required; consequently, it is understandable that students who try to acquire an L2 in environments that lack extensive exposure to the language, generally, are far from the competence of a native speaker of the language.

The input hypothesis acquisition will take place when the input the learner is exposed to is comprehensible. It means that the input should be a little beyond the current level of the learners' competence, which Krashen denominates $i + 1$. He maintains that the learner will develop accuracy over time as he hears and understand more input (Torres, 2010).

Students are able to infer the meaning and function of new forms practicing always the language and this way will be easy to acquire it also using the linguistic and extra linguistic context help to achieve the development of higher mental abilities.

Then input is necessary to master another language, the input is all the storage of knowledge that the student has in his mind, which is acquired through the acquisition of vocabulary and grammatical structures through reading and listening.

2. Output (Production)

An extensive exposure to the target language is elementary for learning it, but might not be enough. If the input is sufficient, it accelerates production in the process of acquiring English language.

To "comprehensible input" to acquire an L2 is also necessary "comprehensible output". To Swain production plays an important role in L2 learning, because it requires students to process more deeply the language, with more than required by understanding effort (Swain, 2000).

Input can also lead students to discover ways of L2 do not perceive when they hear and read; they may also notice the gap between what they want to say or write and what they can say or write.

3. Interaction

Long & Robinson (2008) explain Interaction is the change of language that occurs between a person who speaks the language as a second language and a native speaker, making it easier and more understandable.

Furthermore, the interaction may help students to focus on English language form as grammatical structure and vocabulary, through questions, "prompts" and "recasts" provided by the native speaker.

4. Exercise

Participation in activities of comprehension, production and interaction involving the use of L2 as a communication tool, can improve students' skills in L2. But for most students, these activities may be insufficient to achieve high levels of competition, including, quite likely advanced knowledge of vocabulary and grammatical accuracy that certain aspects of L2 difficult to acquire without devoting special attention and adequate practical.

There is growing evidence that certain types of exercises that use different types of 'increased input' ("enhanced input") can be effective in helping students acquire difficult aspects of L2.

5. Explicit Instructions

This may facilitate the learning of many aspects of L2, impossible or very difficult to acquire without such instruction.

For example, the meta-analysis conducted by Norris and Ortega (2009) showed substantial and lasting effects of explicit instruction on L2 acquisition, as it involves developing a pragmatic and L2 reading ability.

6. Evaluation

The evaluation has an influence on learning a L2. Its effect on the acquisition of L2 was initially called in English "backwash" and currently "washback".

Washback is usually considered for their effect on the activities of teaching and learning, especially used in high impact tests such as TOEFL. But it can also have an effect when the teacher prepares and administers its own tests or when students use evidence or tools on the Web to autonomously assess their level of proficiency in L2.

2.2.2.4 TYPES OF LEARNING

The following is a list of the most common types of learning cited in the literature of pedagogy:

1 Repetitive or rote learning

It occurs when the student memorizes contents without understanding or relate their prior knowledge, finds no meaning to the content.

2. Receptive Learning

This type of learning the subject only needs to understand the content in order to play, but he sees nothing.

3. Discovery learning

The subject does not receive the contents passively; discover the concepts and their relationships and rearranged to suit your cognitive schema.

4. Meaningful learning:

The learning in which the subject relates prior knowledge with new and equipping of consistency regarding their cognitive structures.

5. Learning maintenance

It is described by Thomas Kuhn whose purpose is the acquisition of criteria, methods and fast rules to address known and recurring situations.

6. Innovative learning

It is one that can withstand change, renewal, restructuring and reformulation of problems. Proposes new values rather than keep old.

7. Learning visual

People using the display system see things like images and to represent things as pictures or graphics helps them remember and learn. The ease of visual person to move from one topic to another promotes creative work in group and social learning environment. Also, this procedure can irritate the visual person perceives things individually. It is given to observe the behavior of another person, called "model".

8. Auditory learning

A hearing person is able to maximize group discussion and social interaction during learning. The debate is an essential part of learning to an auditory learner. Hearing people learn by listening and customer focus, breaks and tone of voice are provided. A hearing person enjoys the silence.

9. Kinesthetic learning

People with kinesthetic representation systems perceive things through the body and experimentation. They are very intuitive and particularly value the environment and participation. Think clearly need movement and activity. Do not attach importance to the order of things. The kinesthetic person is relaxed to talk, move and gesticulate. Speak slowly and know how to use the breaks. As a public, they are impatient because they prefer to take action.

2.2.2.5 STUDY TECHNIQUES

These are strategies and techniques that enable the students to make the most efficient use of the time, resources, and academic potential (Grajales, 2002).

Developing and improving the study techniques can help:

1. To make more efficient use of your study time - get more work done in less time!
2. To make your learning easier, and help retain what you have learned for longer.
3. To feel the work and effort involved is worthwhile; it 'pays dividend.

1 Motivation

Consist to create the need to want to learn something new about any topic or activity also is important for good studying because when students are motivated, they will find it easy to stay focused over a period of time. When learners are not motivated, they will not only find it difficult to stay focused, but you will find it difficult to get started in the first place (Fernandez, 2007).

2 Place of study time

a. Planning

Planning is the key to study skills. A well-organized study plan offers you an overview of your tasks and makes it possible for you to spread your tasks across and prepare early for everything; thus ensuring that you are not overwhelmed by unwritten essays and unread texts at the end of a period. (Gettinger, M., & Nicaise, M., 1997).

b. Place of study.

It is a silent place where students can perform their activities with all the concentration with the appropriate materials.

Features:

- Always the same.
- If you can be with natural light, use the central light in the opposite case and focal at a time to avoid eyestrain, from areas of darkness a brightly lit areas. There should be no personal objects, posters distracting, pictures to view, although they may be in the room but without being seen from the place where they study.
- Should be a nice place where you are comfortable: with a temperature adequate if possible, large to place the study material should be the hand as well as reference books and dictionaries. Above the study table minimum, just enough to work.
- If possible all audiovisual noises avoid: radio, television, distracting images, conversations of others, etc.

3. Attention and concentration

Attention was originally defined by the psychologist, William James, over a hundred years ago, as processing ‘one out of what seem several simultaneously possible objects or trains of thought...It implies withdrawal from somethings in order to deal effectively with others’(James,1890).

Concentration refers to the ability to focus on what is most important in any situation while ignoring distractions (Moran, 1997), there are External and internal factors.

- a. External factors: Location of study, study time, noise or discomfort outside.
Are easier to control
- b. Internal factors: concerns, lack of specificity in the objectives, fatigue, nervousness, etc. More difficult to control, but not impossible.

4. Activate previous knowledge

a. Titles and subtitles.

Make a quick reading of titles and subtitles devoting some time to imagine what contain each of the headings and do you know these topics.

b. Skimming and scanning

Reading is one of the key tools of the study. But they can make different types of readings, each of which serves different objectives. There are two types of speed reading that may serve to ACTIVATE what we already know the theme or get a first idea of what they will try. These readings should not lead more than five to ten minutes at the most, depending on the length of the item, but we need to be very concentrated: (Fernandez, 2007)

- **Skimming**

Speed reading that allows us to understand the gist of the text by a rapid pace in which we only eyes for all pages trying to grasp the basics of text: themes, basic structure, etc.

- **Scanning**

Speed reading that allows the extraction of specific information, i.e., helps us find what we're looking for. To do this we try to detect words that have to do with the topic of interest in the text and to find we stop more attention in those paragraphs

c. . Questions and answers

Learn to ask is as important as learning to respond. Ask questions properly helps to understand the texts and to guide in a good way and keep in mind things and this way acquire a new knowledge.

d. Collection and election of information

- **Underline.**

It is a selection techniques and it is the more traditional and more effective because it facilitates the studio and becomes shorter and effective review (Fernandez, 2007).

There are some conditions for good emphasized:

- Never, should emphasize without having read the entire text; will be impossible to know what is important and what not if you do not.
- Underlined should make sense by itself, no grammatical sense because be missing articles, prepositions, etc. but must be understood.
- First read the whole subject; in the second reading stresses
- The main idea is underlined in red and blue complementary
- Is emphasized as essential: it must make sense in itself
- Do not you study anything without first underscore
- From stressed out: the outline and summary
- No articles, prepositions and conjunctions are highlighted but it strictly necessary. Only that part which is "fuller of stresses meaning ": nouns, adjectives and verbs.
- Use a personal code. One option may be:
 - a. main ideas
 - b. secondary ideas

- **Paraphrase**

Is a selection technique combined and understanding, as underlining, by appropriation of the text with the words get sure that what grasp properly and pay attention to the most important of the text.

e. Synthesis and understanding

- **Scheme**

Those are useful tools to improve students reading and understanding skills in order to acquire the new language and this way practice.

- Scheme is the graphic expression of important ideas in a text
- You have to read the text several times before and master the content
- Elements: Title paragraphs and ideas that explain
- Every idea goes in one line, written and in our own words
- Get used to outline everything that you study

- **Maps.**

Help to improve organization and classification the knowledge, to relate the concepts learn and improve the reading comprehension.

- **Mind Map**

It is a kind of spider with many legs as they arise ideas of each keyword, and so on. The words are associated with images to remember and understand the statement. It is helpful to take notes when you have practice and to activate prior knowledge. It is also useful for active the lecturer at the beginning of the teaching units, since it is easy to write down everything you are remembering the different students on that topic.

- **Concept Map**

It is a good technique for organizing information, more rigid than the mental map also it helps to organize information using key words or concepts take us from one another in a structured scheme by boxes and lines. For making is slow but it has a very high level of understanding, achieved and memorization. (Fernandez, 2007).

How to do a concept map:

- Previously, as in the rest of the maps and diagrams, read and select the key Concepts
- From them organize a tree structure, developing concepts up and down and at the same height the same logical semantic significance.

2.2.2.6 MACRO SKILLS OF ENGLISH LANGUAGE

Into English Language learning, there are four macro skills that it must deal with in order to communicate effectively. Macro skills refer to the primary, key, main, and largest skillset relative to a particular context.

The four macro skills are reading, listening, writing, and speaking. Each skill has its reasons of why it should be knowledgeable on how to communicate using the four-macro skills.

2.2.2.6.1 What is Listening?

It is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

According to Kusumarasdyati, (2005) the process of listening was frequently considered a passive language skill that in English as a Foreign Language (EFL) classes was performed with less emphasis than the active speaking skill. The tag designed for this passive language is considered a misnomer since the listening skill involves an active process in the learners' mind and not only seemingly quiet activities of perceiving oral stimulus .

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

In addition, it is one of the most important skills that all people can have. Perhaps it is the most critical element in language learning, for it is the key for speaking and the basis for the other two, reading and writing. When learning a new language, the best way to do is to engage in a balance of each of these areas, as they are all interconnected.

2.2.2.6 .2 What is speaking?

It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking is the direct and useful form of communicating. This is one of the main macro forms of communication as it is physically interacting with another person through a certain language.

To speak helps us to communicate our thoughts, ideas, suggestions, comments, etc. in the most natural and reliable way without much distortion of information. It requires resources that are naturally available to every living thing by nature. (English Club, 1997)

2.2.2.6.3 What is Reading?

It is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we

read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves) (English Club, 1997).

2.2.2.6.4 What is Writing?

It is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

It is defined as the act or the art of forming letters and characters on paper, wood, stone or to other material, for the purpose of recording the ideas and information in which characters and words express of communicating to others by visible signs.

Writing is also anything written or printed that expressed in characters and letters. Writing is the last thing students could learn in the four-macro skill but it is the most complex skill in communication (English Club, 1997).

2.3 DEFINITIONS OF BASIC TERMS.

Autonomous: Is used to designate the condition of a person has free. The term comes from the Greek word meaning 'auto' self and 'nomos' rule or rule. The final meaning represents those who look after themselves and do not require the aid or assistance of others. In the everyday world, the word autonomous can refer to a myriad of situations and circumstances ranging from the workplace to the educational, personal, psychological or even physical realm. (ABC, 2005)

Learner Autonomy: Is a holistic view to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another (Little, 1991).

Learning: Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, behavior and world views (The Office of Learning and Teaching, 2004).

Acquisition: It is a meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen, 1998)

Autonomy of a person: the capacity or condition of developing tasks independently. For example: 'In my new job I have already given some autonomy'.

Learning strategies: learning strategies are behaviors or thoughts that facilitate learning. These strategies range from simple study skills, such as underlining the main idea, to

complex thought processes such as using analogies to relate prior knowledge with new information (Weinstein, Ridley, Dahl and Weber, 1988-1989).

Techniques: are specific activities that take place when students learn as repeating, underline, outline, ask questions, deduce, induce, etc. They can be used in a mechanic.

Strategies: are considered guides actions to follow. Therefore they are always conscious and intentional goal-directed learning related.

Video: Visual multimedia source that combines a sequence of images to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen.

Listening: It is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us (Kusumarasdyati, 2005).

Speaking: It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips (English Club, 1997).

Reading: It is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters,

punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us (English Club, 1997).

Writing: It is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form (English Club, 1997).

2.4 OBJECTIVE OPERACIONALIZATION

OBJECTIVE	ACTIVITIES	RESOURCES
<p>1. - To observe and identify the autonomous work activities done by students of 8th semester “B” as part of their learning process.</p>	<ul style="list-style-type: none"> • Research in books and online materials. • Reading information related with autonomous work. • Observation the students’ daily work inside the classroom. • Designing an observation guide using the components of autonomy for identifying if the students develop autonomous work. • Application the observation guide in the eight semester “B”. • Collect the information. 	<ul style="list-style-type: none"> • Internet • Books • Online materials • Observation guide • Students
<p>2.- To analyze the autonomous work activities developed by students of 8th semester “B”.</p>	<ul style="list-style-type: none"> • Review the information from the survey. 	<ul style="list-style-type: none"> • Questionnaire • Students

	<ul style="list-style-type: none">• Interpretation the obtained information about autonomous work activities that students develop into the class.• Writing the final conclusions.	
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CHAPTER III

3. METHODOLOGICAL FRAMEWORK.

3.1 SCIENTIFIC METHOD

For the development of this research the Inductive and Deductive method were applied, because with Inductive method the data was collected by using indicators through the real observation and Deductive method is based on theory explanation and theoretical models in order to collect data.

3.1.1. RESEARCH DESIGN

In the research project was used the field research because the information has been obtained from live sources such as: students of the University and dead sources like books, documents and web pages.

3.1.2. LEVEL OF RESEARCH

This research was descriptive: It consisted on describe the important aspects of people. It measure or evaluate different aspects, dimensions or components of a phenomenon to investigate. Through this research it was used the observation as a main element, a survey, and observation guide.

3.2. POPULATION AND SAMPLE

3.2.1 POPULATION

The 8th semester “B” in Language Career at the Universidad Nacional de Chimborazo. There is population of 26 students.

3.2.2. SAMPLE

The area of study that covered up the present work was a small population, therefore; the researchers worked with all involved people in the process.

3.3. TECHNICAL AND INSTRUMENT DATA COLLECTION

In the research it is used the following techniques:

Survey: It was a written format in an interrogative way to obtain information about both variables that are research. It was applied with students of eight semester “B” of Universidad Nacional de Chimborazo to obtain information about indicator of autonomous work. To develop this technique was used a questionnaire format.

Observation: It was a direct way to collect real data which contained some indicators for identifying how students develop autonomous work; this technique was applied with students of eight semester “B” of Universidad Nacional de Chimborazo. To develop this observation was applied an observation guide.

CHAPTER IV

4. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE

This research work was developed at the Universidad Nacional de Chimborazo in Language Career in the 8th semester “B” in academic period from March to August 2015 in order to describe how students develop the autonomous work as part of their learning.

To start this research, it was read and collected a lot of information of both variables (autonomous work and English Language learning); the principal source to find information was the online materials, online thesis and books, library which was very useful that help to develop the project.

After, the information was used to design the observation guide, it was applied since April 13th to July 10th 2015 in the eight semester “B”, the students and the teacher cooperated successful to perform, after this, the information was reviewed and analysed, it helped to describe how students develop autonomous work.

4.1 DESCRIPTION OF HOW STUDENTS DEVELOP AUTONOMOUS WORK

To describe how students, develop autonomous work in the English language learning it was applied an Observation guide with six meta cognitive strategies, it was observed during four months (April, May, June, July), two students per week where it was evidence how students develop the independent work.

The Student one was observed from April 13th to 17th, during the classes the most of time she asked some doubt and relies on others when she did not understand something because she wanted to learn and was sure in her knowledge, but she never added

information when the teachers explained in the same way she never read books to reinforce the knowledge because she conformed with teacher explanation and in her homework he did not add value. She cooperated the most of time with other classmates when she worked in groups because to the end of the activity there was a score.

The student two was observed from April 13th to 17th, the first day she was sad and she did not pay attention to classes it was evidenced that something bad occurred with her so and the end of the day it was because she was sick but in the second day she looked very good, she was not sick, then in grammar classes she started to ask about the topic because she did not understand in a good way the use of Modals verbs. In academic writing the teacher formed groups to work but she did not cooperate with others classmates because she wanted to work alone. She did not like to share her knowledge with others. The rest of the days it was evidenced that her homework the most of the time was eight or nine but in language and culture she had ten. In contrastive Linguistics she never added information when teacher explain because his classes was too tired but in other subjects she added information because the classes was interesting.

The student three was observed from April 20th to 24th, during that week it was observed that she asked some doubt and relied with others when he did not understand something in a good way. When teachers organized in groups to the students the most of the time she cooperates with other adding and sharing information because she liked to present the tasks well done. In her homework the most of the time she had nine or ten because her homework was well done but in Academic Writing her scores were eight, nine or ten. When teachers explained the new topics she added information or positive commentaries. She researched for more information for reinforce her knowledge. When she had a lesson she studied with main maps.

The student four was observed from April 20th to 24th, during that week it was observed that majority of the time she was late in classes. In Academic Writing she did not ask questions for reinforcing her knowledge. She cooperated the most of time with others at

the moment to write or make something. She liked the Sociolinguistic subject in that subject the most of the time she was active asking and answering questions. For doing her homework she needed help because she did not feel sure in her knowledge. She tried to do homework in a better way.

The student five was observed from April 27th to May 01st, during that week it was observed that majority of the time she was punctual in classes. In the expositions she did not explain well because she needed to concentrate, study more and to be sure in her. She conformed to the teacher explanations. She did not expand her knowledge. She did not read extra books for looking new information but she liked to develop online activities for performing their level in English like listening English music.

The student six was observed from April 27th to May 01st, during that week it was observed that she improved their speaking because she spoke very good, her pronunciation was perfect. She liked to participate in class all of the time giving their points of view or adding something. She read books to learn something new. She was assistant to the course she spoke English with her friends and teachers the most of the time.

The student seven was observed from May 4th to 8th, during that week it was observed that she did not add information when teacher explain because she did not pay attention in class. She did not like to cooperate with others because she liked to work alone. When she did not understand something she did not ask for reinforce their knowledge or to be sure with her knowledge. In her homework her scores were from seven to eight because she did not add value or something new. When she spoke in English she felt nervous. She did not like to speak in English all of the time. She preferred to speak in Spanish.

The student eighth was observed from May 4th to 8th, during that week it was observed that he did not participated in class. He conformed to teacher explanation. He did not pay attention in class. He did others activities when the teacher explained. He did not read books for reinforce his knowledge. He is a passive student.

The student nine was observed from May 11th to 15th, during that week it was observed that she had a good pronounciation. Her level of English Language is good. She participated in class all of the time. She cooperated with other students giving points of view or sharing her knowledge. She read books for learning something new. When teacher did not come to classes she preferred to practice her English with her classmates. She is an active student.

The student ten was observed from May 11th to 15th, during that week it was observed that all of time he spent time with his cell phone in classes. He did not ask any questions to the teachers. He did not do homework in a good way. He did not study for lessons. He conformed to teacher explanation so it means that he did not read books for expanding hi knowledge. He practiced the pronounciation in websites in his computer when the teachers did not come.

The student eleven was observed from May 18th to 22th, the first day she came late to the class. She was much tiered because she worked in the mornings. She participated in class asking and answering questions all of the time. The rest of the days when teacher explained a new topic she added information. In her homework the most of the time her scores were nine or ten. She cooperated with her classmates all of the time. She read books for learning sometime new. She is an active student.

The student twelve was observed from May 18th to 22th, during that week it was observed that she presented her homework to the teachers. She presented an exposition. Her exposition was very good. It showed that she prepared and studied very hard, all students

understand the explanation. She elaborated main maps for studying. She tried to speak in English with her classmates and teacher. She practiced outside the classrooms with extra activities.

The student thirteen was observed from May 25th to 29th, during that week it was observed that she participated all of the time. She did not miss classes. She presented her homework on time. Her homework was nine or ten. When teacher worked in groups she cooperated with her classmates by giving point of view or sharing her knowledge. She practiced her pronunciation by listening English music or watching videos by internet.

The student fourteen was observed from May 25th to 29th, the first day she had an exposition about comparative paragraph. She explained very well because all students understood. It showed that she studied very hard. The second day she had an oral presentation about the Third conditional. She did a lot of exercises using third conditional her classmates participated all of the time. She did the class active. The third day when the teacher explained the new topic she added information and gave some new examples. In the rest of the week she participated all of the time. She read a book about methodology. It was too interesting because she showed the necessity to learn more knowledge.

The student fifteen was observed from June 01st to 05th, the first day she presented an exposition of sociolinguistics. She did not present in a good way. The class was tired and sleepy. She was not active; her activities were not good. Her pronunciation was no so good. In the second day she did not present the grammar homework. She did not complete the exercises from the book. In the third day she did not come to class. In the fourth day she spent time with her cell phone. She did not pay attention in class. In the last day she did not come the last hour. She was a passive student.

The student sixteen was observed from June 01st to 05th, the first day she had a lesson she gave the lesson in a good way. She studied very hard. She had a good pronunciation and

her speaking was fluency. In the second day she presented a warm up. It was interesting. The third day she participated all of the time asking and answering questions, giving points of view. The fourth day she worked in groups. She cooperated with her classmates. In the last day she practiced her listening by listening English music. She was an active student.

The student seventeen was observed from June 08th to 12th, the first day he did come to class. The second day he had an exposition about Regional Dialect. His presentation was not good because he was not sure in his knowledge and the rest of the students did not understand. The third day he worked in group. He cooperated with his classmates. The fourth day he did not present his Academic Writing homework. In the last day he asked questions to the teacher because he did not understand about morphemes.

The student eighteen was observed from June 08th to 12th, the first day she did not come to the class. The second day she came to the class very late and for this reason she did not understand the new topic about Standard language. The third day she was very tired. She did not pay attention in class. The fourth day she presented her homework in a good way. In the last day she had a lesson. It showed that she studied very hard.

The student nineteen was observed from June 15th to 19th, during that week it was observed that she did not come to class. But she had good scores because the time that she was in class she participated all of the time. She added information when teacher explained something new. Her homework was very good. Her scores the most of the time was ten. For her test she did not study but she had good scores. She was an amazing person. She cooperated with others giving points of view.

The student twenty was observed from June 15th to 19th, during that week it was observed that she did not come to class. She did not presented homework on time. She did not add

information when teacher explained. She conformed to teacher explanation. She did not read books to reinforce her knowledge. Her expositions were not good because she did not research enough. Her pronunciation is not good and her speaking is not fluency. She did not practiced outside the classroom. She was a passive student.

The student twenty-one was observed from June 22th to 26th, during that week it was observed that she did not come to class regularly. She did not present grammar homework on time. She had an exposition. She did not study in a good way. When teacher explained she did not pay attention. She did another thing. She did not ask doubt when she did not understand. She is a passive student.

The student twenty-two was observed from June 22th to 26th, she did not choose all of the subjects. She spoke in Spanish in classes. She did not practice her pronunciation and speaking. In her expositions she did not explain in a good way. She was nervous at the moment to speak in English. She did not add information when teacher explained. She did not read extra book to reinforce her knowledge. She is a passive student.

The student twenty-three was observed from June 29th to July 03rd, she did not take all of the subjects. She took just two subjects. During that week it was observe that she did not asked any doubt to the teacher about the topic. She conformed with the teacher explanation and for this reason she did not read any book for reinforcing her knowledge neither looking for extra information. She was a passive student during the learning process.

The student twenty-fourth was observed from June 29th to July 03rd, she did not take all of the subjects. She took just two subjects Contrastive Linguistics and Sociolinguistics. During that week it was observe that she did not participate in class. She did not pay attention. She tried to present her homework in a good way but her scores were seven or

eight. She did not cooperate with others classmates at the moment to work in groups. She was a passive student.

The student twenty-five was observed from July 6th to 10th, she did not take all of the subjects. She took just one subjects Assessment and Evaluation. During that week it was observe that she participated in class. She presented all her homework at time. In her exposition she did not presented in a good way because her speaking and pronunciation was not so good. She had to improve her speaking.

The student twenty-six was observed from July 6th to 10th, she did not take all of the subjects. She took just one subjects Assessment and Evaluation. During that week it was observe that she presented all of her homework on time. She studied for her lessons. In her exposition about Bound morpheme, she showed that she did not prepare in a good way because any students understood about the topic. When teacher explained the new topic she did not add information. She conformed to the teacher explanation. She did not research.

SURVEY DESCRIPTION

To describe how students develop autonomous work also there was applied a survey, in this survey was evidence that most of the students have clear idea about what autonomous work is and the rest know little about the independent work, they spent two hours per day to perform autonomous work outside the classrooms.

For developing the autonomous work they use websites, online source and blogs. They develop just listening skills.

TABLE 1: GENERAL OBSERVATION GUIDE

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
STUDENTS																		
1	0	4	1	0	2	3	0	1	3	0	0	5	0	3	2	0	2	3
2	0	5	0	0	1	4	1	4	0	0	3	2	1	1	3	0	5	0
3	0	5	0	1	4	0	3	2	0	0	3	2	0	4	1	2	5	0
4	1	4	0	0	3	2	2	3	0	0	1	4	1	3	1	0	2	3
5	0	3	2	0	2	3	0	3	2	0	1	4	0	1	4	0	1	4
6	1	4	0	0	3	2	0	4	1	2	3	0	0	1	4	0	2	3
7	0	3	2	0	5	0	0	2	3	0	2	3	0	1	4	0	1	4
8	0	1	4	0	5	0	0	0	5	0	0	5	0	1	4	0	0	5
9	0	2	3	0	5	0	0	3	2	0	3	2	0	2	3	0	5	0
10	0	0	5	0	5	0	0	1	4	0	0	5	0	3	2	0	0	5
11	5	0	0	0	5	0	5	0	0	5	0	0	0	1	4	0	5	0
12	1	3	1	0	4	1	3	2	0	0	0	5	0	2	3	1	1	3
13	1	4	0	5	0	0	2	3	0	0	3	2	0	2	3	0	5	0
14	1	2	2	0	2	3	0	3	2	0	2	3	0	3	2	0	3	2
15	0	2	3	0	1	4	0	3	2	0	1	4	0	3	2	0	1	4
16	3	2	0	2	3	0	2	3	0	3	2	0	4	1	0	0	4	1
17	0	3	2	0	2	3	0	1	4	0	2	3	0	1	4	0	2	3
18	0	4	1	1	4	0	0	5	0	0	5	0	1	4	0	0	3	2
19	3	2	0	3	2	0	5	0	0	5	0	0	3	2	0	2	3	0
20	0	3	2	0	4	1	0	3	2	0	3	2	0	1	4	0	1	4
21	0	3	2	0	5	0	1	4	0	2	3	0	0	2	3	0	2	3
22	0	1	4	0	2	3	0	1	4	0	1	4	0	0	4	0	2	3
23	0	0	5	0	0	5	0	1	4	0	0	5	0	3	2	0	1	4

24	0	0	5	0	1	4	0	0	5	0	0	5	0	2	3	0	1	4
25	0	1	4	0	2	3	0	1	4	0	1	4	0	3	2	0	4	1
26	0	1	4	0	1	4	0	1	4	0	1	4	0	2	3	0	0	4
TOTAL	16	62	52	12	73	45	24	54	51	17	40	73	10	53	67	5	61	64

Source: Observation guide directed to students of eight semester "B" at Universidad Nacional de Chimborazo

A= Always S= Sometimes N= Never

GENERAL OBSERVATION GUIDE DESCRIPTION

The general observation guide was made in order to obtain the final results of how students develop autonomous work in the 8th Semester "B" at the Universidad Nacional de Chimborazo in Language Career.

When the students received the class, most of the them was observed that sometimes asked some doubt and relies on others in all subjects, it happens because the teachers motivated the students to work in pair or groups and they had the opportunities to did any question related with the topic to their partners, in other hand there were students who never asked any question to their classmates neither to their trainers it was observed because they were just costume with the teachers' explanation and for them could be better or not it did not care, but there were little students who always liked to did any kind of question to their classmates about the topic, it was clear that they did an effort to reinforce their knowledge when the teachers explanation were not so clear.

The majority of the students observed when they were in class sometimes cooperated with others classmates, there were observed students who never cooperated with their classmate because they were selfish and not so good classmates academically, a few students always cooperated with their partners in a good way without any effort.

The most of students observed into the class, were evidenced that sometimes in all the subjects taught added value to their tasks or homework because they developed just what the teacher sent no more, there were students who never added value to their tasks, they developed just to have the score, more than five students always liked to add value to their homework it was clear that they perform autonomous work into the learning process.

It was observed that the majority of students never added information when teachers explained, it was because the students feel ashamed that they got wrong or the teacher would have said I have the reason no more, half of students sometimes added information when teacher explained it happened just when teachers asked not by themselves and the students thought that teacher explanation is all to learn, that is not the way to learn a new language, there were students who always added information when teacher explained by themselves it was because they research more about the topic for example they use websites, online materials, to reinforce their knowledge and they learnt more than the student who do not liked to participate in class.

When students were in class most of them never elaborated main maps to study or reinforce their knowledge because they were not costume to perform that kind of technique and the teachers did not apply to teach, half of students sometimes elaborated main maps for studying all the subjects, but a few of them always elaborated main maps to reinforce their knowledge it was observed because they wanted to learn more about the topic.

It was observed that the majority of students into the class in all subjects never read books to reinforce their knowledge because firstly the teachers had not motivated all the time to perform that kind of activities and the students are not costume to read any kind of book, some of the students sometimes read books to reinforce their knowledge just when teachers said and for a score, but little students always read books to reinforce the

knowledge because they wanted to learn something new for example vocabulary related with the topic, idioms, slangs, quotes that were useful to improve the new language.

The most of the students cooperated with others classmates the most of the time, but they did not added information when teacher explained.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1. CONCLUSIONS

1. The most of the students cooperated with others classmates the most of the time, but they did not added information when teacher explained.
2. Students develop autonomous work activities through websites for learning the English language.
3. The time spent by students when they develop autonomous work activities is 1-2 hours per day.
4. When students develop autonomous work activities outside the classroom, they just perform listening skill.

5.2. RECOMMENDATIONS

1. It is necessary to recommend to students to spend as minimum four hours per day to develop autonomous work activities using websites.
2. The students should develop autonomous work activities that help them to perform the four-macro skills (listening, speaking, writing, and reading).
3. The students should know the correct way and the process to develop the autonomous work activities for best results.

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6. - ANEXES

6.1 SURVEY



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

STUDENTS` SURVEY ON AUTONOMOUS WORK

Objective: To identify the autonomous work activities in the English Language learning in 8th semester “B” in Language Career at the Universidad Nacional de Chimborazo in academic period from March 2015 to August 2015.

Instruction:

This questionnaire was devised to determine whether you have a tendency towards autonomous learning. Please do not write your name and put –X- where appropriate.

1. -What is for you autonomous work?

- a) It is a strategy for learning a language
- b) It is a tool to perform some personal skills and become good students
- c) It is a process where the student self-regulating their learning and become aware of their own cognitive and social-emotional processes

2.-How often do you develop autonomous activities?

- a) Always
- b) Often
- c) Rarely
- d) Never

3. - Which autonomous activities do you carry out? Put a X

a) Listening English music	j) read news in English
b) watching English videos and movies	k) write paragraphs
c) Use websites	l) write letters
d) speak English with your classmate	m) write journals
e) speak English with a native speaker	n) write essays

f) speak English with your professors	o) write stories
g) read English books	p) write summaries
h) read articles in English	q) Attended the self-study center.
i) Listening news in English	

4.-How many hours per day do you spend developing autonomous activities?

- a) 1-2 hours
- b) 2-4 hours
- c) 4-6 hours
- d) more than 6 hours

5. - How often do you use websites for developing autonomous activities?

- a) Always
- b) Often
- c) Rarely
- d) Never

If the answer is yes please answer the next question if not past the 8 question

6. - What skills do you perform, when you use these websites? Choose and put a x in just one skill.

a) listening
b) speaking
c) reading
d) writing

7. - How long do you spend developing these autonomous activities in the websites?

- a) Less than an one hour per day
- b) 1 -2 hours per day
- c) 2- 3 hours per day
- d) 3- 4 hour per day
- e) More than 4 hours per day
- f) None

8.-What problems do you find to perform these autonomous activities?

- a) lack of time

- b) lack of resources
- c) lack of motivation

Name others _____

9.-How has your teacher helped your self-learning?

- a) By providing websites´ link
- b) By providing Reading materials
- c) By using creativity games
- d) By creating discussion groups
- e) By preparing expositions
- f) By writing about what you like most
- g) By listening to your favorite music

10. - Do you use books from the Library to reinforce your class knowledge?

- a) Always
- b) Often
- c) Rarely
- d) Never

11.-What resources do you use to reinforce the class knowledge?

- a) Blogs
- b) Websites
- c) Slides
- d) None

Name others _____

THANK YOU

Contrastive Linguistic																		
Sociolinguistics																		
Language and Culture																		
Total																		

A= Always **S**= Sometimes **N**= Never

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TOTAL																			

A= Always **S**= Sometimes **N**= Never



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

OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: One (1)

DATE: from 13th to 17th (April)

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		✓			✓				✓			✓		✓				✓
Grammar		✓				✓			✓			✓			✓			✓
Contrastive Linguistic		✓				✓			✓			✓		✓			✓	
Sociolinguistics			✓			✓			✓			✓			✓			✓
Language and Culture		✓			✓			✓				✓		✓			✓	
Total		4	1		2	3		1	3			5		3	2		2	3

A= Always S= Sometimes N= Never



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CARRERA DE IDIOMAS**

OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: two (2)

DATE: From April 13th to 17th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge			
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	
FREQUENCIES																			
SUBJECTS																			
Academic Writing		✓				✓		✓			✓				✓		✓		
Grammar		✓				✓		✓				✓			✓		✓		
Contrastive Linguistic		✓				✓		✓				✓		✓			✓		
Sociolinguistics		✓				✓		✓			✓				✓		✓		
Language and Culture		✓			✓			✓			✓			✓			✓		
Total		5			1	4		1	4		2	2		1	1	3		5	

A= Always S= Sometimes N= Never



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CARRERA DE IDIOMAS

OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: three (3)

DATE: From 20th to 24th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		✓			✓		✓				✓			✓			✓	
Grammar		✓		✓			✓				✓				✓		✓	
Contrastive Linguistic		✓			✓			✓				✓		✓			✓	
Sociolinguistics		✓			✓			✓				✓		✓			✓	
Language and Culture		✓			✓		✓				✓			✓			✓	
Total		5		1	4		3	2			3	2		4	1	2	3	

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Fodr (4)

DATE: From 20th to 24th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		✓			✓		✓					✓	✓				✓	
Grammar	✓					✓		✓				✓			✓		✓	
Contrastive Linguistic		✓				✓		✓				✓		✓				✓
Sociolinguistics		✓			✓			✓				✓		✓				✓
Language and Culture		✓			✓		✓				✓			✓				✓
Total	1	4			3	2	2	3			1	4	1	3	1		2	3

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Five (5)

DATE: From April 27th to May 12th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		✓			✓			✓				✓			✓			✓
Grammar		✓				✓		✓				✓			✓			✓
Contrastive Linguistic		✓				✓		✓				✓			✓			✓
Sociolinguistics			✓			✓			✓			✓			✓			✓
Language and Culture			✓		✓				✓		✓			✓			✓	
Total		3	2		2	3		3	2		1	4		1	4		1	4

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Six (6)

DATE: From April 27th to May 1st

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	✓				✓			✓		✓					✓		✓	
Grammar		✓			✓				✓		✓				✓		✓	
Contrastive Linguistic		✓				✓		✓			✓				✓			✓
Sociolinguistics		✓				✓		✓		✓					✓			✓
Language and Culture		✓			✓			✓			✓			✓				✓
Total	1	4			3	2		4	1	2	3			1	4		2	3

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Seven (+)

DATE: From May 4th to 8th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		✓				✓		✓			✓				✓			✓
Grammar		✓				✓			✓			✓			✓		✓	
Contrastive Linguistic			✓			✓			✓			✓			✓			✓
Sociolinguistics			✓			✓			✓			✓			✓			✓
Language and Culture		✓				✓		✓			✓			✓				✓
Total		3	2			5		2	3		2	3		1	4		1	4

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Eight (8)

DATE: From May 4th to 8th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	FREQUENCIES	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N		
SUBJECTS																		
Academic Writing			✓		✓				✓			✓			✓		✓	
Grammar		✓			✓				✓			✓			✓		✓	
Contrastive Linguistic			✓		✓				✓			✓			✓		✓	
Sociolinguistics			✓		✓				✓			✓			✓		✓	
Language and Culture			✓		✓				✓			✓		✓			✓	
Total		1	4		5				5			5		1	4		5	

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Nine (9)

DATE: From May 11th to 15th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge				
	FREQUENCIES	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	
SUBJECTS																				
Academic Writing			✓			✓			✓			✓				✓		✓		
Grammar				✓		✓			✓			✓			✓		✓			
Contrastive Linguistic				✓		✓				✓		✓			✓		✓			
Sociolinguistics				✓		✓				✓		✓			✓		✓			
Language and Culture			✓			✓			✓			✓			✓		✓			
Total			2	3		5			3	2		3	2		2	3		5		

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Ten (10)

DATE: From May 11th to 15th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing			✓		✓				✓			✓			✓			✓
Grammar			✓		✓				✓			✓			✓			✓
Contrastive Linguistic			✓		✓				✓			✓		✓				✓
Sociolinguistics			✓		✓				✓			✓		✓				✓
Language and Culture			✓		✓			✓				✓		✓				✓
Total			5		5			1	4			5		3	2			5

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: eleven (11)

DATE: From May 18th to 22nd

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	✓				✓		✓			✓					✓		✓	
Grammar	✓				✓		✓			✓					✓		✓	
Contrastive Linguistic	✓				✓		✓			✓					✓		✓	
Sociolinguistics	✓				✓		✓			✓					✓		✓	
Language and Culture	✓				✓		✓			✓				✓			✓	
Total	5				5		5			5				1	4		5	

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twelve (12)

DATE: From May 18th to 22nd

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	✓				✓		✓					✓			✓		✓	
Grammar		✓				✓	✓					✓			✓	✓		
Contrastive Linguistic		✓			✓			✓				✓		✓				✓
Sociolinguistics			✓		✓			✓				✓			✓			✓
Language and Culture		✓			✓		✓					✓		✓				✓
Total	1	3	1		4	1	3	2				5		2	3	1	1	3

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: thirteen (13)

DATE: From May 25th to 29th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	✓			✓			✓				✓				✓		✓	
Grammar		✓		✓			✓					✓			✓		✓	
Contrastive Linguistic		✓		✓				✓			✓		✓				✓	
Sociolinguistics		✓		✓				✓			✓				✓		✓	
Language and Culture		✓		✓				✓			✓			✓			✓	
Total	1	4		5			2	3		3	2		2	3		5		

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: fourteen (14)

DATE: From May 25th to 29th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	✓				✓			✓				✓		✓			✓	
Grammar		✓				✓		✓			✓			✓				✓
Contrastive Linguistic			✓			✓			✓		✓				✓			✓
Sociolinguistics		✓			✓				✓			✓			✓		✓	
Language and Culture	✓					✓		✓				✓		✓			✓	
Total	1	2	2		1	3		3	2		2	3		3	2		3	2

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: fifteen (15)

DATE: From June 1st to 5th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing			/			/		/				/		/				/
Grammar		/				/			/		/			/				/
Contrastive Linguistic			/		/			/				/			/			/
Sociolinguistics		/	/			/		/				/		/			/	
Language and Culture			/		.	/		/			/			/				/
Total		2	3		1	4		3	2		1	4		3	2		1	4

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Sixteen (16)

DATE: From June 1st to 5th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	/				/		/			/			/				/	
Grammar	/			/			/			/				/			/	
Contrastive Linguistic		/			/			/			/		/				/	
Sociolinguistics	/			/			/			/			/					/
Language and Culture		/			/		/			/			/				/	
Total	3	2		2	3		2	3		3	2		4	1			4	1

A= Always S= Sometimes N= Never



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

OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Seventeen (17)

DATE: From June 8th to 12th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		/				/			/			/			/		/	
Grammar		/			/				/			/			/			/
Contrastive Linguistic			/			/			/		/				/			/
Sociolinguistics		/				/		/			/			/				/
Language and Culture			/		/				/			/			/		/	
Total		3	2		2	3		1	4		2	3		1	4		2	3

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: Eighteen (18)

DATE: From June 8th to 12th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		/	/		/			/			/			/			/	
Grammar		/			/			/			/		/				/	
Contrastive Linguistic		/		/				/			/		/					/
Sociolinguistics			/		/			/			/		/					/
Language and Culture		/			/			/			/		/				/	
Total		4	1	1	4			5			5		1	4			3	2

A= Always S= Sometimes N= Never



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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: nineteen (19)

DATE: From June 15th to 19th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing	/			/			/			/				/			/	
Grammar	/				/		/			/			/				/	
Contrastive Linguistic		/			/		/			/			/				/	
Sociolinguistics	/			/			/			/			/			/		
Language and Culture		/		/			/			/			/			/		
Total	3	2		3	2		5			5			3	2		2	3	

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty (20)

DATE: From June 15th to 19th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing		/			/			/	✓		✓				✓			✓
Grammar		/			/			✓			✓				✓			✓
Contrastive Linguistic			/		/	/		✓			/				✓		✓	
Sociolinguistics			/		/			/	✓			✓		✓				✓
Language and Culture		/			/			✓				✓			✓			✓
Total		3	2		4	1		3	2		3	2		1	4		1	4

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty one (21)

DATE: From June 22nd to 26th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N			
FREQUENCIES																		
SUBJECTS																		
Academic Writing		/			/			/			/			/			/	
Grammar		/			/			/			/			/			/	
Contrastive Linguistic			/		/			/			/			/			/	
Sociolinguistics		/			/			/			/			/			/	
Language and Culture			/		/			/			/			/			/	
Total		3	2		5		1	4		2	3			2	3		2	3

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty two (22)

DATE: From June 22nd to 26th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing			/		/				/			/			/			/
Grammar			/		/				/			/			/			/
Contrastive Linguistic			/		/				/			/			/			/
Sociolinguistics			/		/				/			/			/			/
Language and Culture		/			/			/			/			/			/	
Total		1	4		2	3		1	5		1	4			4		2	3

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty three (23)

DATE: From June 29th to July 3rd

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing			/			/			/			/		/				/
Grammar			/			/			/			/		/				/
Contrastive Linguistic			/			/			/			/	/					/
Sociolinguistics			/			/			/			/			/			/
Language and Culture			/			/			/			/		/				/
Total			5			5		1	4			5		3	2		1	4

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty four (24)

DATE: From June 29th to July 3rd

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing			/			/			/		/				/			/
Grammar			/			/			/			/			/			/
Contrastive Linguistic			/		/				/			/		/				/
Sociolinguistics			/			/			/			/			/			/
Language and Culture			/			/			/			/			/			/
Total			5		1	4			5			5		2	3		1	4

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty five (25)

DATE: From July 6th to 10th

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N			
FREQUENCIES																		
SUBJECTS																		
Academic Writing			/			/			/			/			/			/
Grammar			/			/			/			/			/			/
Contrastive Linguistic		/				/			/			/			/		/	
Sociolinguistics			/			/			/			/			/		/	
Language and Culture			/			/			/			/			/			/
Total		1	4		2	3		1	2		1	2		3	2		2	1

A= Always S= Sometimes N= Never



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OBSERVATION GUIDE

OBJETIVE: To observe the autonomous work activities of the students of 8th semester "B" into the classroom.

STUDENT: twenty six (26)

DATE: From July 6th to 10th.

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
SUBJECTS																		
Academic Writing			/			/		/				/			/			/
Grammar		/				/			/			/			/			/
Contrastive Linguistic			/			/			/			/		/				/
Sociolinguistics			/			/			/			/		/				/
Language and Culture			/			/			/		/				/			/
Total		1	4		1	4		1	4		1	4		2	3			5

A= Always S= Sometimes N= Never



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GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 8TH SEMESTER "B"

SUBJECT: Academic Writing

DATE: July 17th 2015

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
STUDENTS																		
1		✓			✓				✓			✓		✓				✓
2		✓				✓		✓				✓			✓		✓	
3		✓		✓			✓				✓		✓				✓	
4		✓			✓		✓				✓	✓				✓		
5		✓			✓			✓				✓			✓			✓
6	✓				✓			✓		✓					✓	✓		
7		✓			✓			✓			✓				✓			✓
8			✓		✓				✓			✓			✓			✓
9		✓			✓			✓			✓				✓		✓	

10			✓		✓				✓			✓			✓			✓
11	✓				✓		✓			✓					✓		✓	
12	✓				✓			✓				✓			✓		✓	
13	✓			✓			✓			✓					✓		✓	
14	✓				✓			✓				✓		✓			✓	
15			✓		✓		✓			✓					✓			✓
16	✓				✓		✓			✓			✓				✓	
17		✓				✓			✓			✓			✓		✓	
18		✓			✓			✓			✓			✓			✓	
19	✓			✓			✓			✓				✓			✓	
20		✓			✓			✓		✓					✓			✓
21		✓			✓			✓		✓				✓			✓	
22			✓		✓				✓			✓			✓			✓
23			✓			✓			✓			✓			✓			✓
24			✓			✓			✓			✓			✓			✓
25			✓		✓				✓			✓		✓			✓	
26			✓			✓		✓				✓			✓			✓
TOTAL	7	14	8	3	17	6	6	11	9	6	6	14	2	7	17		15	11

A= Always S= Sometimes N= Never



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GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 8TH SEMESTER "B"

SUBJECT: Grammar

DATE: July 13th 2015

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N			
FREQUENCIES																		
STUDENTS																		
1		✓				✓		✓			✓				✓		✓	
2		✓				✓			✓			✓			✓			✓
3		✓		✓			✓				✓				✓		✓	
4	✓					✓		✓				✓			✓			✓
5		✓				✓		✓				✓			✓			✓
6		✓			✓				✓		✓				✓			✓
7		✓				✓			✓			✓		✓				✓
8		✓			✓				✓			✓			✓			✓
9			✓		✓			✓				✓			✓		✓	

10			✓		✓				✓			✓			✓			✓
11	✓				✓	-	✓			✓					✓		✓	
12		✓				✓	✓					✓			✓		✓	
13		✓		✓			✓				✓				✓		✓	
14		✓				✓		✓			✓			✓				✓
15		✓				✓			✓		✓			✓				✓
16	✓				✓		✓			✓			✓				✓	
17		✓			✓				✓			✓			✓			✓
18		✓			✓			✓			✓			✓			✓	
19	✓			✓			✓			✓				✓			✓	
20		✓			✓				✓		✓			✓				✓
21		✓			✓			✓		✓				✓			✓	
22			✓			✓			✓			✓		✓			✓	
23			✓			✓			✓			✓		✓			✓	
24			✓			✓			✓			✓		✓			✓	
25			✓			✓			✓			✓		✓			✓	
26		✓				✓			✓			✓		✓			✓	
TOTAL	4	16	6	3	10	13	6	7	13	4	8	14	1	6	19		11	15

A= Always S= Sometimes N= Never



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CARRERA DE IDIOMAS**

GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 8TH SEMESTER "B"

SUBJECT: Contrastive Linguistic
DATE: July 14th, 2015

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
FREQUENCIES																		
STUDENTS																		
1		✓				✓			✓			✓			✓			✓
2		✓				✓		✓				✓		✓			✓	
3		✓			✓			✓				✓		✓			✓	
4		✓				✓		✓				✓		✓				✓
5		✓				✓		✓				✓			✓			✓
6		✓				✓		✓			✓				✓			✓
7			✓		✓				✓			✓			✓			✓
8			✓			✓			✓			✓			✓			✓
9			✓		✓				✓			✓		✓			✓	

10			✓		✓			✓			✓		✓				✓
11	✓				✓		✓			✓			✓		✓		✓
12		✓			✓			✓			✓		✓		✓		✓
13		✓		✓				✓			✓		✓		✓		✓
14		✓		✓				✓			✓		✓		✓		✓
15			✓			✓		✓			✓		✓		✓		✓
16		✓			✓			✓			✓		✓		✓		✓
17			✓			✓		✓			✓		✓		✓		✓
18		✓			✓			✓			✓		✓		✓		✓
19		✓		✓			✓			✓		✓		✓		✓	✓
20			✓		✓			✓			✓		✓		✓		✓
21			✓		✓			✓			✓		✓		✓		✓
22			✓			✓		✓			✓		✓		✓		✓
23			✓			✓		✓			✓		✓		✓		✓
24			✓		✓			✓			✓		✓		✓		✓
25		✓			✓			✓			✓		✓		✓		✓
26			✓			✓		✓			✓		✓		✓		✓
TOTAL	1	13	12	3	12	11	2	13	11	2	6	18	1	13	12	11	15

A= Always S= Sometimes N= Never



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GENERAL OBSERVATION GUIDE APPLIED TO THE STUDENTS OF 8TH SEMESTER "B"

SUBJECT: Sociolinguistics

DATE: July 30th, 2015

ITEMS	Asks some doubt and relies on others			Cooperates with other classmates			Adds value to his or her tasks			Adds information when teacher explains			Elaborates main maps for studying			Reads books to reinforce the knowledge		
	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N
STUDENTS																		
1			✓			✓			✓			✓			✓			✓
2		✓				✓		✓			✓				✓		✓	
3		✓			✓			✓				✓		✓			✓	
4			✓			✓			✓			✓		✓			✓	✓
5			✓			✓			✓			✓			✓			✓
6			✓			✓			✓			✓			✓			✓
7			✓			✓			✓			✓			✓			✓
8			✓		✓				✓			✓			✓			✓
9			✓		✓				✓		✓				✓		✓	

10			✓		✓				✓			✓		✓					✓
11	✓				✓		✓			✓				✓		✓		✓	
12			✓		✓			✓				✓			✓				✓
13		✓		✓			✓			✓				✓			✓		✓
14		✓			✓			✓				✓			✓		✓		✓
15		✓				✓			✓			✓			✓		✓		✓
16	✓			✓			✓			✓				✓					✓
17		✓			✓			✓			✓			✓					✓
18			✓			✓		✓			✓			✓					✓
19	✓			✓			✓			✓			✓				✓		✓
20		✓			✓			✓			✓			✓					✓
21		✓			✓			✓			✓			✓		✓			✓
22			✓			✓		✓			✓			✓					✓
23			✓			✓		✓			✓			✓		✓			✓
24			✓			✓		✓			✓			✓		✓		✓	✓
25			✓			✓		✓			✓			✓		✓		✓	✓
26			✓			✓		✓			✓			✓		✓		✓	✓
TOTAL	3	8	15	3	9	14	5	8	14	3	7	15	2	9	16	2	9	15	

A= Always S= Sometimes N= Never

10			✓		✓			✓			✓		✓					✓
11	✓				✓		✓		✓				✓				✓	
12		✓			✓		✓				✓		✓					✓
13		✓		✓				✓		✓			✓				✓	
14		✓					✓		✓			✓		✓			✓	
15			✓			✓		✓		✓			✓		✓			✓
16		✓			✓		✓		✓			✓					✓	
17			✓		✓			✓		✓			✓		✓			✓
18		✓			✓			✓		✓			✓				✓	
19		✓		✓			✓		✓			✓				✓		
20			✓		✓			✓		✓			✓		✓			✓
21			✓		✓			✓				✓		✓			✓	
22		✓			✓			✓				✓		✓			✓	
23			✓		✓			✓				✓		✓			✓	
24			✓		✓			✓				✓		✓			✓	
25			✓		✓			✓				✓		✓			✓	
26			✓		✓			✓		✓			✓				✓	
TOTAL	1	14	10	2	17	6	9	9	9	3	10	13	3	16	7	8	12	12

A= Always S= Sometimes N= Never

6.3 PHOTOS

Students of eighth semester “B” into the class



