



# **UNIVERSIDAD NACIONAL DE CHIMBORAZO**

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

### **CARRERA DE IDIOMAS**

#### **TITTLE OF RESEARCH WORK**

“DIAGNOSIS OF THE ASYMMETRY AUTONOMOUS WORK IN THE LEARNING ENGLISH LANGUAGE WITH THE STUDENTS OF DÉCIMO GRADO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “FERNANDO DAQUILEMA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY – JULY 2016”

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## **GENERAL ASPECTS:**

- **THESIS TITLE**

“Diagnosis of the Asymmetry Autonomous Work in the Learning English Language with the Students of Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo Province, During the Academic Term February – July 2016”

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UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

COMMITTEE MEMBERS CERTIFICATED

THESIS TITLE: “DIAGNOSIS OF THE ASYMMETRY AUTONOMOUS WORK IN THE LEARNING ENGLISH LANGUAGE WITH THE STUDENTS OF DECIMO GRADO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “FERNANDO DAQUILEMA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY – JULY 2016”. . Presented by Janneth Rocio Caba Aucancela, Erika Elizabeth Yamasque Martinez and tutor directed by Ing. Luis Machado.

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

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### CERTIFICO:

Que el presente trabajo **“DIAGNOSIS OF THE ASYMMETRY AUTONOMOUS WORK IN THE LEARNING ENGLISH LANGUAGE WITH THE STUDENTS OF DECIMO GRADO DE EDUCACIÓN GENERAL BÁSICA “A” AT UNIDAD EDUCATIVA “FERNANDO DAQUILEMA” CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM FEBRUARY – JULY 2016”**. De autoría de las señoritas Janneth Rocio Caba Aucancela y Erika Elizabeth Yamasque Martinez ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



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Ing. Luis Machado

## AUTORÍA DE LA INVESTIGACIÓN

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## DEDICATORY

*This project is dedicated to God who gave me the strength and wisdom to finish this thesis. I want to THANK to my dear husband Gonzalo Ortiz, who has encouraged me all the way and whose insentivate me to made sure that I give it all it takes to finish that which I have started. To my parents Jose and Maria, for their endless love, support and encouragement.! I love you all!*

*Janneth Caba*

*I dedicate my investigation project to my parents Jose and Olga because they were my guideless and my support to overcome many obstacles. They are the friends that will never fail on me. I really appreciate them for the things they help me day by day; thanks to their encouragement now I am finishing one of my dreams.*

*Erika Yamasque*



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## **RESUMEN**

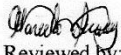
Esta investigación se hizo con los estudiantes de Décimo grado de Educación General Básica, paralelo “A” de la Unidad Educativa “Fernando Daquilema” de la Ciudad de Riobamba. El objetivo de esta investigación es diagnosticar la asimetría del trabajo autónomo en el aprendizaje del idioma inglés, para conocer cuántos estudiantes son autónomos y cuántos no son autónomos. La población de esta investigación fue de 32 estudiantes. La investigación fue de tipo cualitativo a través del método etnográfico lo cual ayudo a describir y analizar ideas, creencias, significados, conocimientos y prácticas en el campo estudiantil.

Para la recolección de datos se aplicó como técnica una encuesta y el instrumento fue el cuestionario, lo cual los datos recogidos fueron para el análisis e interpretación de resultados correspondientes del mismo. Consecuentemente, lo cual el marco teórico fue realizado de información científica y educativa que permite contrastar los diferentes puntos de vista de autores. Finalmente se determinó que la asimetría del trabajo autónomo tiene sus diferencias en el área académica.

## Abstract

This research was done with the students of Tenth Grade of Basic General Education, Room “A” at “Fernando Daquilema” high school Riobamba City. This research was to diagnose the autonomous work asymmetry in the English language learning, to know if some students are autonomous and others are not. The population of this research was 32 students. The research work was qualitative through the ethnographic method, which helps to describe and analyze ideas, beliefs, meanings, knowledge and practices in the students’ field.

For data collection a survey was applied and the instrument was a questionnaire, which the data were collected for the analysis and interpretation for the corresponding results. Consequently, the theoretical framework was developed to provide scientific and educational information that allows to contrasting the different point of views of the authors. Finally, it was determined that the autonomous work asymmetry has differences in the academic area.



Reviewed by: Suarez, Marcela  
Language Center Teacher



## INTRODUCTION

The Unidad Educativa “Fernando Daquilema” is located in Chimborazo province, city of Riobamba, Leopoldo Freire Avenue in front of Mercado Mayorista. It was created in 1976. It has 53 teachers, and 1.394 students of morning and evening class. In each class, there are more than 35-40 students in each class, especially on Décimo Grado de Educación General Básica. Being autonomous is very important to be independent with freedom that it is a productive learning for them and it helps to archive their learning goals creating and maintain a good learning environment.

In which we were noticed that they did not learn in the same way because, some students are autonomous in their academic work, others are not. In view of the fact, some students do not have any interest for studying English; however, they just study to pass the academic year. Therefore, the main problem is why some students are autonomous and others are not. For this reason, we were applied a survey to recognise the principal characteristic that students who work autonomously. At last, this research is important because we had compared the characteristics of autonomous students for insentivate the others students who do not work autonomously.

The objective of this research is to encourage the students to be autonomous and to develop extra activities in order to improve their learning process.

This investigation has been organized in five chapters:

**Chapter I.** - It refers the reference framework at Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” City of Riobamba, Chimborazo Province,

During the Academic Term February-July 2016. Which contains; the problem formulation, questions guidelines, objectives and justification.

**Chapter II.** - It refers to the theoretical framework which it contains background of previous investigation, theoretical foundation and definition of basic terms.

**Chapter III.** – It refers to the methodological framework it compounds by research design, type of research, level of research, population and sample, techniques and tools for collecting information also techniques for processing and interpreting information.

**Chapter IV.** - It formed by human resource, material resource, and technological resource and estimated budget.

**Chapter V.** - Finally, it stated by conclusion, recommendation and bibliography.

## **CHAPTER I**

### **1. REFERENCE FRAMEWORK**

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

**PROBLEM:** Some of the students do not learn autonomously.

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

Some students of Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” are autonomous in their academic work; others are not. The Unidad Educativa “Fernando Daquilema” is located in Chimborazo province, city of Riobamba, in Leopoldo Freire Avenue in front of Mercado Mayorista. It was created in 1.976. Nowadays it has 53 teachers, 1394 students of morning and evening classes, 25 classrooms and one library. However, each class is very small for 35-40 students, which is very uncomfortable for teaching and for the student learning. It has four English teachers. Moreover, there is not enough resource for teaching English; also, the atmosphere of the institution is not favourable because the classroom is too small for the number of students.

Students of Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” sometimes they have been had problems among teachers, students and parents. The teachers, because their parents had not concerned for their children. However, most of the students had not presented the homework and extra activities, which was a problem. Nevertheless, they consider themselves good students, but some students are not because they like to learn with games, but the classroom and the number of the students is not adequate. Most of their learning is visual because they see and catch the main information. Therefore, it

was the way they like to learn, because they do not like reading. In addition, at home they just spend time playing, hanging around with friends or in social network.

Some students of Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” are autonomous in their academic work; others are not, because the institution is not organized for their students to learn English; however, some students do not have any interest for studying English, they just study to pass the academic year. For this reason, most of the students do not learn autonomously but just a few students learn autonomously because they think that the English language is important for their future.

In addition, being autonomous is very important to be independent learners with freedom that it is a productive learning for them. In other hand it helps to archive their learning goals creating and maintain a good learning environment, which its support the learner to be autonomous. But there are also some students that are not autonomous because they do not show interest in learning, some students do not interact in class and do not present the homework sometimes, they feel bored and frustrated because they do not like the English subject. In addition, the principle part of asymmetry shows the level of the student learning in the English class, moreover asymmetry help to detect the different autonomous work, which it does not have, the same result as the others.

For this reason, we are going to diagnostic the students of Decimo Grado “A” by applying a survey. This will help to recognize the characteristics of students who work autonomously and who do not work autonomously.



### **1.3. PROBLEM FORMULATION**

Why do some students work autonomously and others do not in the English Language class of Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo Province, during the academic term February – July 2016?

### **1.4. QUESTIONS GUIDELINES**

1. What are the abilities and attitudes to control students’ own learning?
2. How students regulate their learning?
3. How students become aware of their own cognitive and social-emotional processes?
4. How does the teacher work with autonomous students?
5. How do autonomous students and non-autonomous students perform in the English class?

## **1.5. OBJECTIVES**

### **1.5.1. GENERAL:**

- To explain the asymmetry in the English Language class with the students of Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo province, during the academic term February – July 2016’’

### **1.5.2. SPECIFIC:**

1. To recognize the characteristics of students who work autonomously.
2. To gather information about the teacher’s work with autonomous students.
3. To compare characteristics that autonomous students show with characteristics of students who do not work autonomously.

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

The general project research is important to recognize if the autonomous work activities influences in the English language learning in Décimo Grado “A”, because the Ministerio de Educación wants that all the student of Decimo Grado to obtain level A2. In which it said that, “All students are capable of understanding frequently used phrases in areas in which they are knowledge, such as basic information about them self and their family, shopping, place of interest. In this level, they are also able to communicate and able to express many ideas”. For this, we have started diagnosing the students if they develop autonomous work through the application of surveys, after obtaining the results, we can give a final result of why autonomous work is important.

However, for obtaining a high level of English language it is necessary to develop the autonomous work in an appropriate way; It means that students have to develop extra activities outside and inside the classroom independently because, the five hours a week at Unidad Educativa “Fernando Daquilema” is not enough to achieve a good level of English at the end of the year.

The idea of our project is to encourage the student to be autonomous and to develop extra activities to improve their learning process because nowadays is very useful and necessary to communicate around world and for obtaining a job with a good salary. In addition, this research is helpful for the student because they can solve this problem by learning for themselves at home using different resources that now days we have, also the teacher can stimulate the student to be autonomy by sending them extra homework.

The feasibility of the project research is low cost, also with the unconditional cooperation of the tutor, English teacher of the institution and students of it and finally with the provision of the library resources.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1 BACKGROUND OF PREVIOUS RESEARCH REGARDING THE PROBLEM TO BE INVESTIGATED.

In Universidad Nacional de Chimborazo it is reviewed the library's files it verified that there are similar researches like; *'The Autonomous work in the English language learning'* Chinlli and Paucar (2015) mention that. "Autonomous work is a process where the student self-starting their learning and become aware of the own cognitive and social-emotional process" (p. 9).

*"ICTS, teaching resources for the development of autonomous learning of English language"* Calle L. (2015) said that autonomous learning is the ability to take charge of one's own learning. However, both concepts are similar because the autonomous leaning is having the responsibility for all the decision concerning the aspect of learning. But around the world there are some related studies which will be the theoretical base of this study, like: *"Autonomy and Independence in language learning"* Benson P. and Voller P. (2013) said that the autonomy in the language learning is which the context of learning is the skills of the learners who develop, the capacity or ability that needs to enhanced, also the responsibility that needs to be encouraged for the rights to learn in other hand *"Autonomous language learning in efl-classrooms in Finland"* Rriihimaki, J. (2013) said that deeper understanding of autonomous language learning could benefit the teachers and for instance motivate them too. With the help of autonomous language, learning the varied needs of the learners could be acknowledged and it could help

the students to be motivated and have a good behavior. Moreover, it could equip the learners with skills for genuine lifelong learning, which is important in the world because it is constantly changing and developing.

### **2.1.1 History Background**

The concept of autonomy first entered the field of language teaching through the Council of Europe's Modern Languages Project, established in 1971. One of the outcomes of this project was the establishment of the Centre de Recherché at applications in Langue's (CRAPEL) at the University of Nancy, France, which rapidly became a focal point for research and practice in the field. Yves Châlon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning. After Châlon died, his son was the new figure in the autonomy field. A seminar on self-directed learning and autonomy at the University of Cambridge in December 1976, which included contributions from Philip Riley and Caroline Stanchina of CRAPEL, was also an important foundational event in the field (Harding-Esch, 1977). Holec. H (1981) reported to the Council of Europe is a key early document on autonomy in language learning. The journal *Mélanges Pedagogies*, published at CRAPEL, has also played an important role in the dissemination of research on autonomy from 1970 to the present day. (Benson, 2001, p. 8).

### **2.1.2. Theory Background**

Benson, (2001) says that. “**Autonomy in learning** is about people taking more control over their learning in classrooms and outside them and autonomy in language learning about people taking more control over the purposes for which they learn languages and the ways in which they learnt”(p. 5).

Holec, H. (1981) mentions that. “**Autonomy** can be distinguished from it in various ways. Most people now agree that autonomous learning describe various ways and degrees of learning by yourself, besides autonomy refers the abilities and attitudes or whatever we think a capacity to control your own learning” (p.10)

It is a process where the student self- regulating their learning and become aware of their own personal ability.

## **2.2. THEORETICAL FOUNDATIONS**

### **2.2.1. AUTONOMOUS WORK**

#### **2.2.1.1 What is autonomous work?**

Holec, (1983) defines autonomy work is the capacity to control or oversee her own learning. Also, someone qualifies as an autonomous learner when he Thus, autonomous work is a process where it develops some personals abilities as students are planning work, researcher, work only something else to expand the knowledge.

In our words the autonomous work is a learning mode where the student organizes, elaborates of his work with much responsibility.

#### **2.2.1.2 Importance of autonomous work**

Alan Mclean, (2005) argues that autonomous work will enjoy the new science curriculum because it supports their autonomy and encourages them to become Autonomy is important but, in the end, it is only a stage, albeit an essential one, towards the higher goal of collaboration. Just as we cannot achieve autonomy without first experiencing the security, provide by clear limit setting, so interdependence needs to be founded on a sense of autonomy. Autonomy is acting in your interests while staying affiliated with the values of the organization not just accepting them. It is asserting you while also fitting in. The well-adjusted

teenager keeps while developing an -unlike those for whom adolescence is characterized by detachment, defiance or dependency. In other words, it depends the way of the people learning autonomy in different situation the according of their necessity.

#### **2.2.1.4 Benefits of autonomous work.**

The general purpose of using autonomous work is one person working alone. Other benefits of autonomous work may include responsibility for all decisions concerning the aspects of learning. In addition, autonomous learners are motivated and reflective, learner is useful for their own efficiently and effective autonomous learning.

#### **2.2.1.5 Characteristics of Autonomous work**

Martinez A. (2009, p. 1) suggests eight aspects of learner autonomy, which are:

- **RESPONSIBLE:** it demonstrates commitment and accomplishment with his duties as a learner.
- **AUTO MOTIVATOR:** The motivation starts from each one, not from the teacher or peers.
- **DEVELOP SKILLS AND STRATEGIES:** The basis of autonomous learning is to learn, which we acquire different skills that we can apply in every day.
- **FORMULATE GOALS:** To achieve learning goals.
- **FLEXIBLE:** It allows each one to manage the time and task.
- **COLLABORATIVE:** Interact with others and encourages teamwork.
- **CREATIVE:** Search solution related to the problems learning.



- **SELF-DEPENDENT:** It does not need the teacher supervision because it is responsible of its own his duty.

## **2.2.2. LEARNING ENGLISH**

### **2.2.2.1. What is learning English?**

Learning English-language are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds. The students who want to learn English they can practice a lots of activities to increase the knowledge in the English language. (Hidden, 2014)

### **2.2.2.2. Autonomous work in the learning English**

Autonomous work in the learning English language contributes to the development of independence, responsibility, creative approach to solve professionally oriented problems. Also, learning English for the purpose of communication is especially urgent today. Moreover, the English language is necessary for everyday life. (Omarova, 2014, p. 1)

## **2.3. DEFINITION OF THE BASIC TERM**

**Asymmetry:** Is when the two halves of something do not match, is not the same or are unequal.

**Autonomous word:** it is used to designate the condition of a person has free for organizing and elaborating of his work with much responsibility.

In the everyday world, the word autonomous can refer to a myriad of situations and circumstances ranging from the workplace to the educational, and personal.

**Learning:** Is the way of acquiring knowledge, skills, values and attitudes, made possible by studying, teaching or experience. This process can be understood from different positions, which implies that there are different theories related to his learning.

**Autonomy of a person:** The capacity or condition of developing tasks independently.

**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.

**Activities:** Is a tool that the teacher uses for the student that it engages with the activities what they have learnt; also they can apply the knowledge with an activity of the book or unit.

## CHAPTER III

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1. OUTLINE RESEARCH

##### 3.1.1 QUALITATIVE RESEARCH METHOD

It is **ethnographic** learning because it aims to describe and analyze ideas, beliefs, meanings, knowledge and practices in groups. It also explains what normally students do.

For the development, this research will use a bibliography because it is based systematically for analyzing the document as it allows the acquisition of knowledge. It will find a wide search for information on a specific issue.

#### 3.2. TYPE OF RESEARCH

##### **Qualitative research.**

In this type of research, it is to know the phenomenon studies in the natural environment,

Being the main research the principal instrument for the generation and collecting data. Which it interacts.

#### 3.3. LEVEL OF RESEARCH

##### **Diagnostics**

Diagnosis is obtaining through a process of survey and collects information for a final result of our research.

The research was developed in the Décimo Grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo province, during the academic term June– October 2016.

SPECIFIC OBJECTIVES	HOW THE RESEARCH WILL BE PERFORMED?	SCENERIES WHERE THE DATA WILL BE GATHERED	PEOPLE WHO WILL GIVE THE DATA.	TECHNIQUE AND TOOL GATHERING	MAXIMUN FOR DATA GATHERING
➤ To recognize the characteristics of students who work autonomously	By researching, survey, observation and found information	At the institution of Unidad Educativa “Fernando Daquilema” students of Décimo Grado de Educación General Básica “A”	Students	Survey	Two weeks
➤ To gather information about the teacher’s work with autonomous students	By researching, survey, observation and found information	At Unidad Educativa “Fernando Daquilema” students of Décimo Grado de Educación General Básica “A”	Teacher	Survey	
➤ To compare characteristics that autonomous students show with characteristics of students who do not work autonomously	By researching, survey, observation and found information	At the institution of Unidad Educativa “Fernando Daquilema” students of Décimo Grado de Educación General Básica “A”	Students	Survey	

### 3.4. POPULATION AND SAMPLE

Due to the small population that is not necessary to take a relatively sample. This study will be performed with 32 students and a teacher of Décimo Grado de Educación General Básica class “A”, of the Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo province in the academic year 2016-2017 and a professor of this class.

<b>POPULATION</b>	<b>MAN</b>	<b>WOMAN</b>	<b>TOTAL</b>
STUDENTS	12	20	32
TEACHER		1	1
TOTAL			33

We have chosen this group of student because we have developed the teaching practice, where we have observed different problem that students have, especially they have personal and classmates’ problems because each one has different beliefs and ways of living; for this reason, they considered themselves as good students. However, they always have interested of learning English by listening to music, watching movies and games. Most of them learn by visual and additive learning style.

For increasing their learning, they need technology and the teacher motivation, because they needed to like English rather than been afraid. Cause nowadays the English language is very useful for the future.

### **3.5. TECHNIQUES AND TOOLS FOR INFORMATION COLLECTION**

#### **3.5.1. Techniques**

**Survey:** The aim of these questions is to obtain information of the students of Décimo Grado de Educación General Básica class “A”, of the Unidad Educativa “Fernando Daquilema”

#### **3.5.2. Instruments**

Questionnaire is set of questions that are given to people in order to collect information.

- We have chosen this title because, we notice that all students do not have the same level English, which we want to investigate why is the different characteristics of each student have by applying a survey to collect information for knowing which students are autonomous and which are not in the English language learning.
- For developing this research, we had to ask for permission to the principal of the Institution. We did not have any problem to access because the Head teacher allows us to develop our investigation project.
- Our contact with the students was excellent because we have developed our teaching practice with them, which, our role was to investigate the different characteristics of the students.
- The specific characteristics that we have applied with the survey were different problems that students have in their personal life and academic learning.
- For collecting information of the students, we have applied a survey like a technique resource and like instrument; we have applied a set of questions in a sheet of questionnaire.

- In an English class, we have applied the survey to the students in a period, and then we have collected the sheet information for processing the data for final results.
- This project was concluded identifying the result of the survey by the analysis and interpretation of a final result of our investigation project in one month.

### **3.6. TECHNIQUES FOR PROCESSING AND INTERPRETATING OF INFORMATION.**

The research will be through survey and will be use the following steps:

- Recollect of the information
- Review of information
- Classification of data by instruments used thought Surveys.
- Tabulation of the result of the survey
- Analysis of results
- Interpretation of results.
- Conclusion and Recommendation.



## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1. ANALYSIS AND INTERPRETATION OF RESULTS OF THE STUDENTS

Analysis and interpretation of the survey of the students of Décimo Grado de Educación General Básica Class “A”, of the Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo Province in the Academic year 2016.

#### DATA PROCESSING

##### INTERPRETATION:

According to the 32 surveys applied at Unidad Educativa “Fernando Daquilema” with the students of Décimo “A”, according to the first question; 26 students know what is autonomous work, which is equal to 81%. Four students have been confused about what is autonomous work, which is equal to 13%. Rather than two students do not have any idea about autonomous work, which is equal to 6%.

According to the 32 surveys applied at Unidad Educativa “Fernando Daquilema” with the students of Décimo “A”, according to the question number two, six students spend 30 minutes with their autonomous work, which is equal to 19%. 10 students spend one hour with their autonomous work, which is equal to 32%. Four students spend one hour and half with their autonomous work, which is equal to 12%. Four students spend two hours with their autonomous work, which is equal to 12%. Finally, nine students said that they do not spend time with their autonomous works, which is equal to 25 %.

According to the 32 surveys applied at Unidad Educativa “Fernando Daquilema” with the students of Décimo “A”, according to the third question, four students always organize their independent work, which is equal to 12%. 23 students sometimes organize their independent work, which is equal to 72%. Rather than five students never organize their independent work, which is equal to 16%.

According to the 32 surveys applied at Unidad Educativa “ Fernando Daquilema” with the students of Décimo “A”, according to the fourth question, 30 students are autonomous according to the characteristic, which it said that they are autonomous because they are responsible of their own learning, which is equal to 94%. Rather than two students said no, which it means that they are not responsible with their own learning, which is equal to 6%

The 25 students are autonomous according to the characteristic, which, they said that they motivated by themselves, which is equal to 78%. Rather than seven students said no, which it means that they are not motivated by themselves, which is equal to 22%

The 26 students are autonomous according to the characteristic, which, they said that they used different abilities and strategies in their autonomous work, which is equal to 81%. Rather than 6 students said that they do not used different abilities and strategies, which is equal to 19%

The 30 students are autonomous according to the characteristic, which they said that they formulate goals and they promise to archive, which is equal to 94%. Rather than two students said that they do not formulate goals and they do not promise anything to archive, which is equal to 6%

The 21 students are autonomous according to the characteristic, which they said that they flexible for developing the different work, which is equal to 64%. Rather than 12 students said that they are not flexible for developing the different work, which is equal to 36%

The 24 students are autonomous according to the characteristic, which they said that they creative for their own learning, which is equal to 75%. Rather than eight students said that they are not creative for their own learning, which is equal to 25%

The 29 students are autonomous according to the characteristic, which they said that they are independently with their own learning, which is equal to 91%. Rather than three students said that they are not independently with their own learning, which is equal to 9%

The 25 students are autonomous according to the characteristic, which they said that they take control of their own learning, which is equal to 78%. Rather than seven students said that they do not take control of their own learning, which is equal to 22%

The 23 students are autonomous according to the characteristic, which, they said that they used in a better their free time, which is equal to 72%. Rather than nine students said that they do not used in a better way their free time, which is equal to 28%

## **ANALYSIS**

We have a positive result according to the survey applied to the student of Décimo “A” because they are responsible, own motivator, formulate goals, creative, they have controlled of their own learning. In addition, they developed abilities and strategies for developing the work in free time that is a great benefit for their learning process.

## **4.2.ANALYSIS AND INTERPRETATION OF RESULTS OF THE TEACHER**

Analysis and interpretation of the survey of the Teacher of Décimo Grado de Educación General Básica class “A”, of the Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo province in the academic year 2016.

### **INTERPRETATION:**

According to the survey applied to the teacher of Unidad Educativa “Fernando Daquilema” of Décimo Grado de Educación Básica “A”. The first question she said that the size of the class is not comfortable for the number of the students. The second question she said the only a few students work independently. The third questions she said that the student who work independently they have different ways of learning like: research from internet, they look new words in the dictionary and ask to the teacher. The fourth question the teacher mentioned that students who are autonomous learners are lively and active during the class, but the student who are not autonomous are quiet and they feel nervous because they do not know well the subject. Related to the fifth question she said that the best way to work with autonomous students is that she has encouraged and insentivate the students to work more with the classmates in order to share their knowledge and experience of their own learning. On the sixth question, she mentions that uses different resource for teaching English like: books, chart, flashcards, games, and songs, etc. Finally, on the last questions she said that the atmosphere of the institution is good because nowadays she shares a lot of the time in her job.

### **ANALYSIS:**

According to the survey we have a good result because the student who are autonomous they share their knowledge with the rest of the class and the teacher encourage and insentivate the

students to work more with their classmates and to use different resources and technology for their own learning process.

#### **4.3.. FINAL RESULT**

As a final, result, according to the survey applied in the Unidad Educativa “Fernando Daquilema” with the student of Décimo Grado “A” we obtain many characteristic of students who work autonomous like: they are responsible of their own learning process, they motivate by themselves, they create goals for a better achievement of their learning and they also develop different abilities and strategies and finally they have a good used of their free time.

According to the teacher, she said that the way she works with autonomous students is by encourage and insentivate to work more with the classmates and to share their experience and knowledge acquired by them because they are lively and active during the English class.

The 26 students who are autonomously have the following characteristic: they are responsible, they formulate goals, they are motivated by themselves, they are creative in their learning process, they are independently in their work, they have their own control of their learning and finally they have a great used of time. In another hand, six students are not autonomously at all, because they do nothing for improving their learning.

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

- Corresponding to the analysis data, 26 students are autonomous and six students are not.
- The students who are autonomous, they are responsible, creative, independent, selves motivate, and they have a very good used of their free time in order to increase their knowledge.
- The rest of the student who are not autonomous is because they do not have any interest of learning.

## **5.2. RECOMMENDATION**

- We recommend the students to spend from 1-2 hours a per day to develop autonomous work activities using websites, books. Magazines, music and different resources they have for a meaningful learning of the English Language
- The students must develop autonomous work activities, because it helps them to perform the four-macro skills (listening, speaking, writing, and reading). For a better achievement in their English subject.
- Finally, we recommend the student to be responsible, independently and creative for their own leaning because in the future it will be very useful only for themselves.

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## 1. ATTACHMENTS



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGIAS  
LANGUAGE CAREER

### SURVEY FOR THE TEACHER

1. How is the size of the class?  
*it's uncomfortable because there are a lot students*
2. How many students work independently?  
*A FEW*
3. How do students work independently?  
*RESEARCH AT INTERNET, LOOKING FOR NEW WORDS IN THE DICTIONARY OR ASKING TO THE TEACHER*
4. Which are the main characteristics of autonomous and non- autonomous learners?  
*AUTONOMOUS LEARNERS ARE LIVELY AND ACTIVE DURING THE CLASS BUT NON-AUTOMOUS ARE QUIET AND THEY FEEL NERVOUS BECAUSE THEY DON'T KNOW WELL*
5. How does the teacher work with the autonomous students?  
*ENCOURAGE AND INCENTIVATE TO WORK MORE WITH THE CLASSMATE IN ORDER TO SHARE KNOWLEDGE AND EXPERIENCES*
6. Which resources do you use for teaching English to students?  
*BOOKS, CHARTS, FLASH CARDS, GAMES, SONGS ETC.*
7. How is the General Environment of the institution?  
*I believe is good because nowadays share a lot of time in the Fcb*



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGIAS  
LANGUAGE CAREER

STUDENTS' SURVEY

**Objective:** To diagnosticate the asymmetry of autonomous work in the Learning English Language with the students of Decimo grado de Educación General Básica “A” at Unidad Educativa “Fernando Daquilema” city of Riobamba, Chimborazo province, during the academic term February – July 2016’.

**Instrucciones:**

Con un ( ✓ ) señale la respuesta que usted considera.

1. ¿Para usted que es trabajo Autónomo?

- a. Es la capacidad para hacer cargo de su propio aprendizaje. ✓
- b. Estrategia para el aprendizaje de una lengua
- c. No tengo ninguna idea acerca de este

2. ¿Cuántas horas usted se dedica diariamente en su aprendizaje autónomo

- a. 30 minutos
- b. 1 hora
- c. 1h 30 minutos ✓
- d. 2 horas
- e. Ninguna

3. ¿Cuán a menudo usted realiza el trabajo autónomo?

- a. Siempre ✓
- b. A veces/
- c. Nunca

**4. Marque una (x) donde crea conveniente según la pregunta?**

N°	CARACTERISTICAS/ASPECTOS	SI	NO
1	Usted es Responsable con sus deberes como aprendiz.	x	
2	Es usted Auto motivador de sí mismo.	x	
3	Usted desarrolla Desarrolla habilidades y estrategias adecuadas.	x	
4	Usted Formula metas y se compromete a lograr.	x	
5	Usted es Flexible para la ejecución de las tareas.	x	
6	Usted es Creativo con el aprendizaje.	x	
7	Usted es Auto independiente de su deber.	x	
8	Usted se Ejerce control sobre su propio aprendizaje.	x	
9	Usted Mejor la utilización del tiempo libre.	x	

Riobamba, 29 de agosto de 2016

Ms. Víctor Hugo Lobato

**VICERECTOR ACADEMICO DE LA UNIDAD EDUCATIVA "FERNANDO DAQUILEMA"**

De muestra consideración.-

Nosotras, Janneth Rocío Caba Aucancela con cedula de identidad 060461559-1 y Erika Elizabeth Yamasque Martínez con cedula de identidad 060425044-9 estudiantes de la Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación Humanas y Tecnologías, de la **Carrera De Idiomas** por medio de este documento sirva la presente para solicitar permiso para desarrollar una investigación descriptiva del Proyecto de Investigación como modalidad de grado , en esta institución con el tema de **"DIAGNOSIS OF THE ASYMMETRY AUTONOMOUS WORK IN THE LEARNING ENGLISH LANGUAGE WITH THE STUDENTS OF DECIMO GRADO DE EDUCACIÓN GENERAL BÁSICA "A" AT UNIDAD EDUCATIVA "FERNANDO DAQUILEMA" CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2016.**

En seguridad que mi pedido será atendido, anticipamos nuestros más sinceros agradecimientos.

Atentamente,



Janneth Caba  
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*Aprobado*  
*29-08-2016*  
*[Signature]*





