



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

THE OPTIMAL DESIGN AND USE OF LEARNING
OBJECTS IN THE SELF ACCESS CENTER OF
FACULTAD DE LENGUAS THROUGH THE USAGE OF
SPECIFIC ELEMENTS FOR THE PRACTICE
OF ENGLISH IN A1 LEVEL

Para obtener el título de
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presentada por:
MIRIAM SOLIS SOLANO

Director de Tesis:
MTRA. ANA LAURA MARTINEZ ROMERO



Puebla, Pue.

Marzo 2016

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This thesis has been read by the Thesis Committee of

Miriam Solis Solano

And it is considered worthy approval in partial fulfillment of the requirements for the
degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis Director

Mtra. Ana Laura Martinez Romero

Committee Member

Committee Member

Mtra. Ma. Teresa Fatima Encias Prudencio

Lic. Rafael Márquez Flores

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to my advisor Mtra. Ana Laura Martinez Romero for her continuous support of my thesis, her immense knowledge and without doubts for her patience during this project and her constant motivation.

Besides my advisor, I would like to thank the rest of my thesis committee Mtra. Ma. Del Rayo De la Fuente Ortega, whose steadfast support of this project was greatly needed and deeply appreciated. I would like to thank Lic. Rafael Marquez Flores, for his encouragement and dedication.

My sincere thanks also goes to the community of Facultad de Lenguas BUAP because without their help this research could not be possible.

DEDICATIONS

I dedicate my thesis to my family, a special feeling of gratitude to my loving parents Esperanza and Alejandro who have been my best cheerleaders, many thanks to my brother Alejandro and my sister Jazmin because they have never left of my side and are very special in my life.

I am very grateful with my grandmother, she was a wonderful woman, her love kept me working in this thesis, I know she is helping me and she is looking after me from heaven, her memory lives in me, thanks for her infinite knowledge.

I also dedicate this thesis to my friends; a special dedication to my friend Tommy who has supported me throughout the process. I would like to thank all the people who is part of my life I will always appreciate all they have done....

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

No doubt English has become a universal language due to the fact that each day English is applied in different areas of knowledge, science and culture. In fact, most specialized books are written in English, the preferred international language on internet is English and most music, movies, and TV shows use English language as a default. "Undoubtedly, English is a language that can influence the personality of an individual due to its broad scope."(Rathore, 2013). Schools and language institutions have begun offering new ways to acquire and practice a foreign language. These, with the purpose of pursuing excellence and quality, have tried to reuse the old learning resources and adapted new materials through the use of Information and Communication Technology (ICT).

Acquiring and practicing a foreign language involves two important concepts that need to be used together in order to be successful. The first concept is learning and the second is teaching. *Learning* is based on one's experiences, in other words, "Learning is a mental process and it deepens on how to stimulate new ideas to integrate into old knowledge" (Da Silva Gomez, 2005). The second concept *teaching*, is used in the academic life to refer to the act of instructing a person, in this case instructing students. The foreign language learning-teaching process has used countless methods such as "Grammar translation that puts emphasis in teaching grammar rules and practice it without translation in the mother language" (Deinzer, 2007). In the same

way, “the direct method suggested that a foreign language should be taught without translation or the use of the learners’ native language.” (Richard and Roger,2005).

In the following way, formal education that in the past gave a long and firm capacity to acquire a foreign language by the use of books and printed material, now is the base to improve the foreign language level (based on common European framework, 2014) through the use of technology and construction of the knowledge.

The incorporation of Information and Communication Technology (ICT) to the academic life has allowed thinking in a working model seeking the optimization of a valuable capital in the use of teaching resources, as a result, the paradigm is called Learning Object (LO) (Calzada,2010).

Learning Object as a term is attributed to Hodgins (2000, cited by Calzada in 2010), who made an association metaphor between the LEGO blocks and blocks of standardized learning to be reused in educational process. One of the most recognized authors who criticized the Lego metaphor of Hodgins is Wiley (2000, cited by Calzada in 2010) who defined learning objects as “any digital resource that is reusable to support learning”.

Learning Objects as a new term in the education world has had different visions and in spite of the term being widely discussed and studied, the education world has not reached a general agreement on their precise definition; however, there is general agreement about the features that learning object should have (Kay & Knaack, 2008).

The Learning Technology Standards Committee (LTSC) defined in 2002, the learning object as “any digital entity (metadata) or non-digital, which can be used, reused or referenced during technology supported learning”.

It has been observed that the Self-Access is a space where students may practice a Foreign language by making use of Learning Objects; this project proposes the optimization of specific components incorporated in Learning Objects at the self-access center (SAC) from Facultad de Lenguas of Benemérita Universidad Autónoma de Puebla (BUAP) to practice English in A1 level.

1.2 Purpose of the Study

The purpose of this paper is twofold. In the first place, it is important to identify the basic components of Learning Objects created at the self-access center (SAC) from Facultad de Lenguas of Benemérita Universidad Autónoma de Puebla (BUAP). Second, to propose alternative components to optimize learning objects in order to better the evaluation and feedback option processes included at learning objects.

1.3 Research Questions and Hypothesis

This paper sets out to answer the following questions.

1. Are the learning objects created at SAC enough to practice a foreign language at a basic level?
2. What are the functions of the learning objects?
3. What are the students' necessities that learning objects have to take into account?
4. What are some characteristics and components that a learning object needs to have?

5. Are the evaluation and the assessment the most important parts to take into account in the structural components of learning objects?
6. What are the positive consequences of incorporating learning objects in the SAC?
7. What are the implications of this research for the SAC?
8. Does the diversity of learning objects at SAC have influence the practice of a foreign language at a basic level?
9. Does the design colors of a learning object affect in the practice of a foreign language?
10. Does the content of a learning object affect in the practice of a foreign language?

1.4 Significance of the study

For the community of the Facultad de Lenguas and Self Access Center, this paper attempts to identify the main components of Learning objects. Meanwhile, the paper will also provide important information enriching future Learning Objects at Self Access Center. At the same time the instrument designed will be significant for researchers and students in order to improve their knowledge about the topic.

1.5 Definition of the terms

Information and Communication Technology (ICT): devices facilitators and articulators of many of the tasks you need to perform a professional XXI century. By using hardware and software. (Romani, 2008)

Learning resources: is intentionally chosen to distinguish the artifacts to be studied from traditional textbooks. They can refer either to any resource used by teachers and students for the purpose of learning, or to only resources particularly designed to be used in learning settings. (OCDE,2007)

Digital resource: any digital resource that is actually used by teachers and learners for the purpose of learning. (OCDE,2007)

Digital entity/ metadata: have been defined as data about data (IEEE, 2004).

Self-Access Center: refers to the area in which specially designed, adapted or processed materials can be used by learners in such a way that they can direct and assess their own learning with or without help (Herrera, 2010)

Platform: is used to encompass a range of technologies including virtual learning environments and gives a facility in the administration, and distribution of courses through of internet. (Rodriguez, 2009)

Common European framework of Reference for Languages (CEFR): It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (Council of Europe, 2014)

Software: The computerized instructions that operate a computer, manipulate the data and execute particular functions or tasks. (Roper, 1999)

Blended Learning: as a combination of online learning and face-to-face instruction. (Picciano, 2009 cited by Onguko, 2014)

Virtual Learning Environment (VLE): an informatic application design to facilitate the pedagogic communication between the participants into the learning process. it will base on the web and the classes can be in person or at distance. (Warger, 2014).

CHAPTER II: LITERATURE REVIEW

This chapter represents the literature review that provides theoretical support about the aspects involved in the learning and the practice of a foreign language through the use of technology. It introduces the framework for the case study that comprises the main focus of the research described in this thesis.

2.1 Information and Communication Technology (ICT)

Everyday people around the world engage in the usage of Information and Communication Technology or alternatively Information and Communications Technology (ICT). ICT is defined as the combination of informatics technology with other related technologies and more specifically communication technology (UNESCO, 2002).

Toomey (2001 cited by Lloyd in 2005), defines ICT as “those technologies that are used for accessing, gathering and manipulating and presenting or communicating information”. In other words, it includes any communication device or application encompassing smartphones devices, radio, television, game console, laptop or desktop, digital photography, computer network hardware and software, and so on. It also includes various services and applications associated with them, as videoconferencing such as skype and distance learning like e-learning, b-learning, and web 2.0.

Suarez (2010) mentioned, that the application of ICTs in all sectors of society and the global economy has generated a series of new terms, such as e-business, e-

commerce, e-government: electronic government, e-inclusion: access to ICTs, e-skills; skill for the use of ICTs, e-learning: distance training and so on.

2.1.1 ICT in the academic life

In 1970s the concept of information technology and communication (ICT) was added in the world of the pedagogical transformation, that arises during this period as an attempt to recognize the importance of technological resource (television, radio, and others), to facilitate the pedagogic process; but now this concept is being enriched by the convergence of electronics, telecommunications, computing and mobile technology giving way to what today is known by the name of “New technologies”.(Unesco,2005).

The efficient appropriation and management of ICTs and the role in teaching and learning in the new era, have to integrate an approach which contribute to the orientation of educational policies, institutional organization and material resources.

To Kaye (1984, cited by Sanchez, 1997), the growing impact of ICT is due largely to its versatility, because it can take on the characteristics of any other means, in addition to the capacity of representation and allowance of free time to the teachers so they can spend time on other academic activities. However, introducing the use of computers in schools does not refer only to the use of a new instrument or an innovative device based in entertainment.

In fact, the inclusion of ICT in schools depends on the approach to specific situations in which their use is necessary and productive for students and teachers.

2.1.2 Computer-Mediated Communication

Computer-mediated communication is a dynamic and powerful platform of human interaction that incorporates many different features into the same medium. It mainly, combines the online environments that are established in text based, many-to-many, and time and place independent communications. Many-to-many communication refers to the fact that any participant in a discussion can communicate to all the other participants in a discussion at the same time. This combined with the time and place independent attribute of computer communication makes it an unparalleled opportunity for grassroots global interaction (Warschauer, 1999).

De La Fuente (2003) mentioned that Computer-mediated communication is a medium in which there is an exchange of information between people by making use of computer networks, the information can be used through: text, video, audio and images. Information can be exchanged in a synchronized or real time format, which means the information, is being communicated simultaneously. Another way to utilize Computer-mediated communication is through asynchronous communication, which means that the communication can be out of phase. Another way to say this is that people can send and receive messages at any time like the electronic mail.

In the following way, Computer-mediated communication is a way to interact with others through distance, that makes the lives of people easy because they can send messages in different hours of the day and interact using different online environments and platforms.

2.1.3 Web 2.0

Lytras (2009) states that Web 2.0 has as a target_read-write interface where value is given from the large volume of users. At the same time these users generate metadata, information, and their designs to enable a much richer environment and the value is generated by them.

According to Valcarcel (s.d.), schools are offering and implementing new ways in which students can interact with the Web 2.0 tools to engage them in computer-based educational activities.

For Darwish (2011), Web 2.0 tools are becoming a new way for communication and interaction. Also, collaboration is easier, as well as sharing information and create a web content by a group of people. Web 2.0 technologies encourage more active environments and platforms in which there is a participatory role for users, such as in wikis, blogs, social networking, and many more. Also, schools are adopting Web 2.0 tools so that students can enhance the professional experience and encourage personnel skills. For him Web 2.0 is the future of education and this method is revolutionizing the way educators teach and students learn, it is likely that it will change the teaching and learning process in many countries.

Web 2.0 technologies such a Facebook, Twitter and others, help us to connect and reconnect with people around the world. Many teachers are using these web applications as tools for professional improvement. At the same time, these tools help the students in their abilities with the technology and it is a good option in the teaching-learning process.

2.1.3.1 Blogs

The term Blogs (or weblogs) was coined by Jorn Barger in 1997(Cited by Lu and Serrat, 2009), who described it as a process of writing in the network. Blogs are web sites, regularly updated, where there are compiled chronologically texts or articles from one or more authors. Also, blogs are conformed by newsposts that usually have text and hypertexts (Castaño & Palazio, 2005).

2.1.3.2 Wikis

It is a collaborative website which can be edited by multiple users, which can create, edit and delete or modify the contents of a web page, the wikis are effective tools for collaborative writing (Castaño & Palazio, 2006).

2.1.3.3 Webquest

The idea of WebQuest was developed in 1995 at San Diego State University. Since then it has become one of the major techniques in use and integration of Internet in the school. According to its developers, Bernie Dodge and Tom March, a WebQuest is an activity oriented research in which most of the information that should be used is on the Web (Unal, Z. & Leung, C, 2010).

Barbosa (2010) has stated that the WebQuest is a model that aims to monetize students' time, focus on the use of information rather than on its quest and strengthen the intellectual processes at the levels of analysis, synthesis and evaluation. Its structure is constructivist and therefore it forces students to transform the information and understand it; at the same time it offers a model ideal for those teachers that seek

the way of integrate Internet in the classroom. In a way, rather than lose hours in search of information, students adapt, interpret and exploit the specific information that the teacher assigns them.

Also March (2003) explains that the best WebQuests contribute to the real world and the learning can be reflecting on their students' own metacognitive processes. That is to encourage students to see richer thematic relationships to develop a task by the use of internet and the World Wide Web.

Through this mode student just be focused in a specific task and they just need to pay attention in what the teacher is asking them. This saves a lot of time and the students have to read the information on the web to create an own perspective and knowledge about a specific topic.

As follows, the students just pay attention on specific tasks asked by the teacher. When the indications are given to perform tasks it saves time and proper use of the technological tools of the web is made. Therefore, students only have to read and process the information to create a meaningful learning.

2.1.4 Virtual learning environment (VLE)

Virtual learning environment (VLE) is a group of learning and teaching tools designed to enhance a student's learning experience by the use of computers and the Internet in the learning process (Gros, 2004 cited by Quiroz & Romero, 2013). VLEs are also known as Course Management Systems (CMS) and Learning Management Systems (LMS), among other names. According to Rouse (2011), VLE includes the

curriculum mapping and student tracking by electronic communication which includes online support for both the teacher and the student by the use of email and online group discussions as in a chat.

Knutsson (2011) says that with the use of virtual learning environments, the students come into contact with digital tools such as social media at home as well as in their educational context. Also, Virtual learning environments (VLEs) are in use by many educational institutions. In a way, VLE is a system for delivering learning materials to students via the web and learning goes beyond to the physical boundaries of the campus.

Of course, there are numbers of commercial VLE hardwares available as WebCT, Lotus Learning Space, Blackboard COME and Universities' own bespoke systems. All of these works are different but perform the same function and can deliver the same learning materials. And they can be divided in three categories (Oxford University Press,2015):

- **off-the-shelf**, such as Blackboard or WebCT
- **open source** is often free to use and adapt but support is charged for, such as Moodle
- **bespoke** was developed by institutions for their own individual needs.

In conclusion, virtual learning environments facilitate the way institutions transfer knowledge to their students making the teaching-learning process easier for both sides. Through the online support, teachers can send tasks that students can perform in their

houses, and the teacher can be a guide at the same time he/she can help by writing directions on the chat and the virtual education will be successful.

2.1.5 E-learning

Nowadays, the world is talking about e-learning and distance of the third generation. Thanks to the Internet, the training concept is free from the idea of simultaneous presence in the same place for teachers and students. Distance education originates from the widespread use of computers in the teaching environment, which allows the diffusion of teaching materials in an electronic format rather than a paper format.

Selvaggi (2007) mentions that by using e-learning, the process of communication becomes faster in the relations between students-students as well as between teachers and students. In other words, the training process to learn a foreign language has experienced a real revolution due to the ability to have interactions among all participants.

Sangra, Vlachopoulos, and Cabrera (2012) said that e-learning can also be considered as a natural evolution of distance learning, which always has made use of the latest technology tools for the structure of education. Sangra defines e-learning as a platform using ICT based learning. In this sense, González (2007) affirms that e-learning makes use of pedagogical interactions between students and content, students and other students, and students and their teachers by making use of ICT applications.

E-learning is the use of technology to deliver learning and training programs and to facilitate the distance education, which means that learners do not need to attend to the school because the platforms offer an environment of virtual interaction between students and other students and students and their teachers.

2.1.6 Blended learning

Blended learning indicates a number of possibilities by combining Internet and digital media with innovative classrooms that should include the physical co-presence of students and teachers. As it has been noted in higher education and corporate settings, blended learning has become in a buzzword, nevertheless there is still a certain ambiguity about what is meant when the term is used (Friesen, 2012). The most accurate and the simplest definition describes it “as that mode of learning that combines face-to-face instruction with online technology and virtual teaching” (Coaten, 2003).

It is noteworthy that blended learning does not come from e-learning but it comes from the traditional teaching and the problem of high costs to develop material. Thus, blended learning gives the possibility of benefiting from abundant material available on the network, to share in open mode; In other words, blended learning does not consist in placing materials on the Internet but of taking advantage of materials that already exist on the Internet (Bartolomé, 2004).

Blended learning can be achieved through the use of physical and virtual resources. Making use of materials based on the technology and physical classes to bring about an effective learning.

2.2 Foreign language vs Second language

Nowadays, learning a different language than our native language is almost compulsory. Foreign language refers to a language spoken in a different country than that in which you live (native language). In other words, it refers to a language that is induced by teaching rather than naturally acquired (Knapp & Seidlhofer, 2009). English as a Second language "is a specialized approach to language instruction designed for those who have a primary language other than English and who are limited in English proficiency" (Carrasquillo, 1994).

The distinction between them is established generally under the learning situation, that is, if this is learned in a country where the language is not official or native, then it is considered foreign language. Conversely, if the language is learned in a country where it coexists as an official or another native, it is actually considered a second language for their usability in learning context. (Pato & Fantechi, 2011)

2.2.1 Factors to learn a Foreign Language.

Some people learn languages very quickly, others spend a long time trying to learn a language without very much progress (Alsayed, 2013). For that reason, people need to know about the best ways to learn a foreign language. Naiman (1995) and other researchers identified several principal concepts of language learning to be successful in the foreign language learning.

2.2.1.1 Learner External Factors.

Some of the external factors that influence the foreign language learning and its acquisition are those that characterize the particular language learning situation.

Input: Gass & Selinker in 2013 define input as the language that learner can find available and its exposure.

Output: Rod Ellis in 1994 Cited by Pedraza,2015) defined output as the language produced by the learner.

Teacher instruction: Teachers play an important role in the students' English language development. She/he is responsible for providing appropriate and effective learning experiences to the students in classrooms. (Shoebottom, 2015)

Access to native speakers: It is important to interact with native speakers both within and outside of the classroom, because they are linguistic models and can provide appropriate feedback and it can be an opportunity to develop oral and aural aspects of language acquisition. (Shoebottom, 2015)

2.2.1.2 Learner's Internal factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation. Also, they are cognitive processes that make possible the acquisition of language (Mena, T. 2013).

Multiple intelligences: Gardner in 2006, recognizes that each person is different and everybody has a different way to think and learn. Gardner, proposes the existence of eight different intelligences, giving a different way of teaching and learning, creating a

feasible and a comprehensive way, hoping that the student learns in an integrative and creative mode. His work represents the individualization and diversity of each person. (CAA BUAP, 2015).

The eight multiple intelligences that Gardner (1993) proposes are: musical intelligence: that is the ability to produce and appreciate rhythm, pitch and timber. Bodily-kinesthetic intelligence: that is the ability to control one's body movements and to handle objects skillfully. Logical-Mathematical intelligence is supported as well by empirical criteria at the same time is the capacity to discern logical and numerical patterns. Linguistic intelligence: is the capacity to learn words and languages and people are sensitive to the phonological features of language. Spatial intelligence: is the ability to manipulate and create mental images in order to solve problems. Interpersonal intelligence: "allows one to understand and work with others." Intrapersonal that "allows one to understand and work with oneself". Finally, the naturalist intelligence is the ability to recognize and categorize plants, animals and other objects in nature.

Learning styles: Rod Ellis in 1994 (cited by Pedraza, 2015) defined learning styles as the ways in which individuals orientate to problem-solving. Each person has specific characteristics that are related with their own learning style. The learning styles are: Visual, Auditory and tactile. Visual learners like to learn through written language and other visual representations of information, they learn by reading books, newspapers, watching TV, and so on. Auditory learners learn best by listening, for example classes and discussions are the best activities for them. Finally, tactile learners learn by doing

physical activity. At the same time, learning styles are valuable and neutral, so that means that any style is better than another. (CAA, 2015)

Learning strategies: Cohen (cited in Gass & Selinker 2001; Pedraza, 2015) says that learning strategies are those which are consciously selected by the learners and which may result in action taken to enhance the learning of a foreign language. In the same way, Maftoon & Seyyedrezaei in 2012 mentioned, that learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal.

Motivation: Howard Gardner (cited by Zenotz, 2012), defines motivation in learning foreign languages, as the point by which a person strives to learn a language by the desire to do it and the satisfaction experienced by doing so.

2.2.1.3 Personality Factors

Personality factors have an impact on the learners' varying degrees of success. Personality as a term, defined by Leary in 2005, is "the system of enduring, inner characteristics of individuals that contribute to consistency in their thoughts, feelings and behavior." (Cited by Mohideen, 2015)

Age: Foreign language learning is influenced by the age of the learner. (Shoebottom, 2015). Navarrete in 2009 points out that the age can affect the pace of learning; adults learn faster than children, owing to higher cognitive abilities that they possess, but for the children it is easier to acquire best levels of correction in the pronunciation. In terms of vocabulary and grammar, teenagers show higher performance.

Affective filter: As Garibaldi (2013) suggests in his work "The Effect of Age and Motivation", he says that the affective filter can be translated as the manner in which language is acquired more easily if certain emotion factors are met, such as being mentally stable and not angry, anxious or bored. In other words, the positive attitude it is so important in learning a foreign language.

Anxiety: This seriously conditions the learning objects, and any achievement that the student can get in the classroom, since it directly affects their academic performance and determines the success or possible failure of this in the learning process. (Mena, T. 2013)

Native language: Sometimes this is a condition for the student to learn a language much easier; for example, students/learners who are learning a foreign language, which is from the same language family as their first language, have a better chance to learn it quickly. (Shoebottom, 2015)

2.3 The Self-Access Center (SAC)

A self-access center is a physical entity where learners can find learning resources such as dictionaries, supplementary exercises, multimedia learning activities, among other things. Self-access centers can be perceived in various forms, are commonly designed within an institution and can be subsections of libraries, and language or computer laboratories (Benson 2001, cited by Chung in 2013)

According to Chung (2013), the self-access center is a place where learners can help themselves learn a foreign language. As Sturtridge pointed out in 1992 the materials being incorporated into the SAC need to cover the own students' necessities.

The self-access centres are also generally defined in relation to the development of learner autonomy, in fact, learners are able to interact and freely utilize the learning resources more than they are normally able to in the traditional role.

As Rodden indicated in 2002, the self-access centers include as much or as little as an Institution or School can finance, time for development, and interest to keep it going over time. Logically, a self-access center needs clear mapping and physical signs in the center, and clear instructions about how to use the resources.

2.3.1 Individualization, Self-access and learner training

Individualization began in the 1970s and was nourished by the Threshold proposals on the council of Europe (Richterich and Chancerel, 1980 cited by McDonough & Shaw,2000). Similarly, individualization was closely associated with autonomy; Brookes and Grundy (1988 cited by Benson, 2011) suggested that individualization and autonomy were linked to each other through the idea of learner-centeredness.

Likewise, with the notion of permanent education and education for life, schools created new methods to practice a foreign language with the use of the technology through individualized programs to improve an effective mode of learning and practice in which the learners will improve their main skills. First, McDonough & Shaw (1993) said that autonomy is only permanent if it results in an efficient and satisfying mode of learning for each particular individual. However, for them individualization is also the specific response to the belief that direct teaching in the classroom does not always results in learning taking place.

In the second place, Brookes and Grundy (1988) suggested that it does not matter if learners work with or without the help of a teacher. Furthermore, Dickson mentioned in 1989 that learners had to develop their independent and they had to be able to think for themselves. Accordingly, the self-access center (SAC) is placed where the learners can find access materials divided into different levels according to the topic and student's proficiency level. At the same time the electronic cataloguing of resources has made it easier for users to find materials of interest.

2.3.2 Self-Access Center at the Facultad de Lenguas BUAP

Self-Access Center from the Facultad de Lenguas (CAA), serves as a practice center and offers the chance to practice a language beyond the classroom. Besides, the CAA seeks that learning be significant and as a result it integrates innovative ways to practice and learn a foreign language.

This center is directly related to the new educational trends, which supports users to develop greater independence in their studies. Its facilities, provide adequate spaces and has educational and innovative resources, that it supports the process of the teaching and learning of foreign languages in an autonomous and effective way.

For this reason, CAA has educational and technological resources to develop and strengthen cultural and cognitive skills promoting learner autonomy. (CAA Centro de Auto Acceso BUAP, s.d.).

The Self-Access Center from the Facultad de lenguas (SAC) is based on the incorporation of Learning Objects which are founded in promoting learner autonomy.

With this kind of digital material, learners can practice a foreign language by making use of digital tools.

2.4 Learning Objects

The term learning object refers to digital resources that support education and for its nature can be reused constantly. The term learning object was introduced in 1992 by Wayne Hodgins (cited by Calzada in 2010). Likewise, there are a myriad of definitions and there have been many authors that have defined the concept, which involves the use of other names, such as: reusable objects of learning, capsule of knowledge, among others.

David Willey, in 2001 proposes the following definition: "any digital resource that can be used as a support for learning" (cited by Francis and Murphy, 2008). Polsani (2003 cited by Calzada in 2010) defines learning object as a unit of educational content independent and autonomous, ready to be reused in multiple instructional contexts. Likewise, the most valuable feature within a learning object, is achieved by looking for the independence of other objects without losing sight the design of its resources and it must always be accompanied by the metadata, since this allows them to be portable between applications and diverse contexts (Centro de Auto Acceso, 2012).

In particular, Heins and Himes (2002) conceive of learning objects as content units around a target containing practical learning, simulations, collaborative interactions, assessment and educational resources (cited by Calzada 2010). Similarly, L'Allier in 1997 (cited by Harriman, 2004) defined Learning object as "the smallest

independent structural experience that contains an objective, a learning activity and an assessment."

Another important point is to notice that learning objects should include a scale to measure the level of language that the student possesses, in order to provide greater flexibility according to his/her needs.

As it has been noted, schools are using Learning objects as a way in which the students can develop and practice their own skills into a Foreign language, as well as Wiley (2000) mentioned the learning objects are digital resources that support the learning and help the student to practice a foreign language. At the same time, learning objects represent a step forward towards the systematization of the development of educational materials that support the teaching and learning process.

2.4.1 Framework

As it was mentioned before, Learning Objects have to include a scale to measure the learner's competence in a foreign language, for that reason, this section provides a brief description of the content by specific communication skills at a basic level of language (level A1), according to the specifications of The Common European Framework of Reference for Languages (CEFR).

The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe and provides information about the basis for a language across Europe, it gives a description of what learners have to learn and do in order to use a language for communication and what skill they have to develop. Also, it covers cultural aspects and context of a foreign language. At the same

time, the Framework defines levels of proficiency and it takes into account the real needs of the learners besides there are six levels: A1, A2, B1, B2, C1, C2. The Framework includes the description of the four skills to develop in the learners, these skills are: speaking, listening, writing, reading. (Council of Europe, 2014)

2.4.1.1 LEVEL A1

According to the Common European Framework of Reference for Languages (Council of Europe, 2014), learners in the Level A1 (English) can understand and use familiar everyday expressions and very basic phrases, at the same time, they can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has, it means that they can ask and answer simple questions in areas of immediate need or on very familiar topics. Moreover, they can understand short, simple messages on postcards. As well, they can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

2.4.2 Instructional design and structural components of Learning objects.

Horton (2000 cited by Calzada (2010) described a generic model of instructional design for the development of courses and materials for learning objects, composed by four main activities.

1.- Analyze: Determine the learning necessities by identify the type of learner to specify the level of knowledge and skill that learner needs to develop.

2.-Design: Specify the learning objectives and plan concrete experiences that allow to achieve those objectives.

3. Build: Select the specific technologies and create learning experiences.

4.-Evaluate: The effectiveness of educational experiences created to contrast the results with the objectives.

According to Harriman (2004) the learning object included three structural components:

1.-Objective: A statement describing the intended criterion-based result of an instructional activity.

2.-Learning Activity: An element of the instruction that teaches something and point out an objective.

3.-Assessment/evaluation: An element that determines if an objective has been met.

2.4.2.1 E-Portfolios

Previously mentioned in the last part of Instructional design and structural components of Learning objects, one of the most important elements is the integration of the evaluation, which has to include the reflection of the learners' achievements and difficulties in the acquisition and practice of a foreign language.

Nowadays, there are evaluations tools to be use in a Learning Objects such as E-Portfolios. E-Portfolios are learning and assessment tools, also are a digitized collection of artifacts, including resources, and accomplishment that represent an

individual group, community, organization or institution in which learners can support their advisement.

At the same time, E-portfolios serves as an administrative tool to manage and organize work created with different applications and control who can see or discuss the work. E-portfolios encourage personal reflection and often involve the exchange of ideas and feedback. (Lorenzo and Ittelson edited by Oblinger, 2005).

It is important to point out that E-Portfolios are divided into three types, such as Students e-portfolios, Teaching e-portfolios and Institutional e-portfolios. All of these kinds of portfolios have the next functions: Evaluate a course, monitor and evaluate performance, document knowledge, skills, abilities, and learning also track development within a program.

Finally, E-Portfolios is a new mode to have a continuous evaluation that facilitate the acquisition and practicing a foreign language, due to, all of the facilities that E-portfolios brings to the students and teachers.

2.4.3 Characteristics of Learning Objects

In order to delve into the learning objects topic will be discussed step by step the components and their characteristics. The Learning Objects should also have the following characteristics.

2.4.3.1 Reusability

They must permit LOs to be used in different manners, as basic modules, to work different contents in different contexts (Gazzoni 2006, cited by Rodrigues 2009). Also,

they can be accessed and used by an unlimited number of users simultaneously. (Calzada, 2010).

At the same time, they provide a framework that take as a base the past experiences to create new mechanisms for exchanging and producing the knowledge. Finally, they must have a technology, structure and the components needed to be included in various applications. (Bentarmi & Berri, 2004)

2.4.3.2 Portability

Gazzoni in 2006 (cited by Rodrigues 2009) affirm that portability is the capacity of an object to be executed at different work platforms.

2.4.3.3 Modularity

Gazzoni in (2006, cited by Rodrigues 2009) says that modularity refers to the LO form, which should be independent modules, and not sequential, so that they can be used together with other resources and in different contexts. An LO is part of a complete course, which can contain other learning objects or be contained in one or more objects or in one or more courses.

2.4.3.4 Metadata

It is descriptive information about an object or resource (Rehak & Mason 2003, cited by Centro de Auto-Acceso Buap 2012).

As Smith mentioned in 2004 metadata "is like a wrapper that specifies details such as the general subject area and educational levels for example:the copyright and

use terms, the author and his or her affiliations, technical compatibility details, cataloging information, and so on."

The most common meta-data standards are: Learning Object Metadata (LOM) of the IEEE and the Sharable Content Object Reference (Gazzoni 2006, cited by Rodrigues 2009).

2.4.3.5 Interactivity

Gazzoni (2006, cited by Rodrigues 2009) mentioned that Interactivity is one of the most important characteristics, as it refers to the interaction of the student with the object. To Rehak & Mason (2003, cited by Centro de Auto-Acceso BUAP 2012) The interaction can be active or not, according to the concept of the object; at the same time they can operate across different hardware and software platforms.

2.4.3.6 Self-Containance

To Metros (2002) learning objects usually follow one goal and are self-contained. Moreover, the content is accommodating into the instructional units in a heterogeneous way by using learning sources (text, presentation, audio or video) or a combination of any of these media (Bentarmi & Jawad, 2004).

2.4.3.7 Using references

Referencing is so important in a Learning Object because it gives credit to the authors of any sources use. The creators of a learning object have to reference the electronic material that they used, also, they need to reference their own materials such as photos, videos, music. According to the Harvard Referencing Quick Guide (2013),

people have to reference their work “to avoid plagiarism, that could be seen as a form of academic theft.”

2.4.4 Attributes

The Learning Objects should also have the following attributes.

2.4.4.1 Flexibility

Gazzoni in 2006 (cited by Rodrigues 2009) mentioned that learning Objects are built in modules that have a beginning, middle and end, however, are flexible and can be reused without maintenance, at the same time can offer access to knowledge through multiple modes of learning.

.2.4.4.2 Facility for updating

As all data, relative to the object, are located in the same Data Bank, the updating performed via corrections and improvements is simple; Customization: as all objects are independent, they can be used in distinct courses (Gazzoni 2006, cited by Rodrigues 2009).

2.4.4.3 Interoperability

The Healthcare Information and Management System Society (HIMSS) in 2013 defined Interoperability as the ability of different information technology systems and software applications to communicate, exchange data, and use the information that has been exchanged.

Learning Objects interactivity is one of the most important aspects in the learning process and allows learners to interact with most LOs (Bentarmi & Jawad, 2004).

2.4.4.4 Indexing and search

Gazzoni in 2006 (cited by Rodrigues 2009) mentioned that Indexing and search is formed by the standardization of learning objects and has as a target to facilitate the search for a determinate object in any bank of objects and know if is available.

2.5 Evaluation

According to Williams (cited by Kay, 2007), evaluation “is essential for every aspect of designing learning objects, including identifying learners and their needs, conceptualizing a design, developing prototypes, implementing and delivering instruction, and improving the evaluation itself”.

The educational world looks for the demonstration of how and what students are learning and with the use of technology tools, one of the most important elements to consider is the evaluation, which should pay attention to the results for students and the learning process. Conditioned by a behaviorist approach, the evaluation had only focused on the result; however, today it is more appropriate to develop evaluation systems focused on processes. For this reason, constructive theories seem more appropriate allowing it to design training programs in which the learner may be capable of interpreting real life situations. (Guardia & Sagra,2005)

2.5.1 Contemporary learning theories to evaluate online learning material

Nowadays, Information and communications technology plays a big role in practice and acquire a foreign language. However, Schramm (1977 cited by Ally, 2004) suggested that "learning is influenced more by the content and instructional strategy in the learning materials than by the type of technology used to deliver instruction." The next section familiarizes digital material in this case Learning Objects with three relevant learning theories: behavioral, cognitive, and constructivist that evaluate online learning material.

2.5.1.1 Behaviorism

General behaviorists only care about what can be seen, thus the individual is considered a reactive subject, not active one, this means the creative capacity of the individual is not taken into consideration. In particular the human mind is considered as a 'black box' (Calzada, 2010), and the behaviors that can be observed and measured can take into account as indicators of learning.

Ally (2014), states that the behaviorist theory has the following implications for learning online:

1. Learners should be told about learning objectives of the online lesson, so that they can set goals and know if they have reached them.
2. Learners must be tested: to check the learner's achievement level, they need to present an Online testing or other forms to see their results and provide them an appropriate feedback.

3. Learning materials must be sequenced appropriately to promote learning.
4. Finally, by providing a feedback they can monitor how they are doing and take corrective action if required.

2.5.1.2 Cognitive theory

The Cognitive theory Learning is conceived as an internal process that depends on several elements such as the effort put into the learning process, prior Knowledge and processing capabilities of the students. (Calzada,2010)

For Ally (2014), the Cognitive theory has the following implications for learning online:

1. On-line activities have to employ strategies that help the perception and catch the attention of the Learners.
2. Strategies “should be used to allow learners to retrieve existing information from long-term memory to help make sense of the new information.”
3. Online learning materials should include activities for the different learning styles, so that learners can select appropriate activities based on their preferred style.
7. Information should be presented in different modes to accommodate individual differences in processing and to facilitate transfer to long-term memory.
8. Learners should be motivated to learn. “It does not matter how effective the online materials are, if learners are not motivated, they will not learn.”

9. Learners have to be encouraged in order they use their metacognitive skills to help in the learning process.

10. Online material should present Simulations of the real situations, using real-life cases.

2.5.1.3 Constructivist theory

Constructivism is a theory that equates learning with creating meaning from experience (Bednar 1991 cited by Peggy & Newby 2013). The constructivist view is to show students how to construct knowledge.

For Ally (2014), the Constructivist theory has the following implications for learning online:

1. Learning should be an active process.

2. Learners should construct their own knowledge rather than accepting that given by the instructor. This gives them the opportunity to contextualize and personalize the information themselves.

3. Learners will also be able to use the strengths of other learners, and to learn from others.

4. Learners should be given control of the learning process. There should be a form of guided discovery where learners are allowed to make decision on learning goals, but with some guidance from the instructor.

5. Learners should be given time and opportunity to reflect. When learning online, students need the time to reflect and internalize the information.

6. Learning should be made meaningful for learners. The learning materials should include examples that relate to students, so that they can make sense of the information. Assignments and projects should allow learners to choose meaningful activities to help them apply and personalize the information.

7. Learning should be interactive to promote higher-level learning and social presence, and to help develop personal meaning.

2.4.5.2 Theoretical Approaches to evaluate Learning Objects

Theorist and researchers have opted to evaluate learning objects in a summative and formal way. Chawla, Gupta and Singla in 2012 point out that “the summative approach has been to determine whether participants valued the use of learning objects and whether their learning performance was altered”. For them, “the formative approach works during the development phase of learning objects where feedback is solicited from small groups at regular intervals”.

Some models take into account these approaches to evaluate learning objects such as LORI, MERLOT, LOEM, HEOMAR some others take into account the pedagogical perspective and metrics as options to evaluate learning objects.

The designers of Learning Object Review Instruments (LORI), Nesbit and Belfer, in 2004 they designed this evaluation tool which includes nine items. Each item is evaluated into a scale of five levels, at the same time LORI provides a common review

format that facilitate the comparison among objects. The reviewers can also rate and comment with respect to the next items: content quality, learning goal alignment, feedback and adaptation, motivation, presentation design, interaction usability, accessibility, reusability, and standards. The specific purpose of LORI is to support evaluation of multimedia learning objects.

Another evaluation model came from Multimedia Education Resource for Learning and Online Teaching (MERLOT) and its evaluation model puts emphasis on the quality of the content potential effectiveness as a teaching – learning tool, and ease of use. Harrigan, Howard and Rose in 2003 tested MERLOT with the help of 197 students however the results were descriptive and did not distinguish impact of the components (cited by Chawla, Gupta and Singla, 2012).

Kay & Knaack (2007) in their paper “Evaluating the learning in learning objects” explored a learning-based approach for evaluating learning objects using a large secondary school population. The principal goal of this instrument was to show the impact of learning objects in the classroom. Later, in 2009, they proposed The Learning Object Evaluation Metric (LOEM) that was a multi component model for assessing Learning Objects. To summarize the model was focused on features of the interactivity, design, engagement, usability, and content.

The evaluation model called HEODAR was designed in 2009 by Munoz & Conde (cited by Chawla, Gupta and Singla, 2012)., the model was tested in the University of Salamanca framework. However, the results have not tested yet. The model automatically evaluates the Learning Objects and produces a set of information that

can be used to improve those Learning Objects. At the same time HEODAR verifies the performance achieved by the students.

Also the Learning Objects were evaluated from a pedagogical perspective, this model was proposed by Eguigure & Zapata in 2011 (cited by Chawla, Gupta and Singla, 2012), the model was called MECOA and are six indicators that are evaluated by four factors at the same time. The six indicators are: content, performance, competition, self-management, meaning and creativity to evaluate the quality of Learning Objects from a pedagogical perspective and are evaluated by teachers, students, experts and pedagogists.

In 2012, Chawla, Gupta and Singla developed a LOQES ,that was a model for evaluation of learning Objects by the help of Metrics. Authors such as George and Sihrintzis (2011) explain that Metrics are used from the field of information extraction. The main objective of this model is to automatically assesses the quality of learning object by employing various metrics.

CHAPTER III: METHODOLOGY

This chapter provides information on the research methods of this project, as well as the subjects, the samples used, and the procedures. The survey research methods have been chosen in order to determine if learning objects used in SAC help students in the practice and the learning process of a foreign language and determine what could be change to have a better learning experience.

3.1 Subjects

The study was carried out in the Facultad de Lenguas. The students had been chosen according to the characteristics for this research, all of these participants were students from basic level and all of them were regular SAC users. Sixty-one students answered the instrument, forty-six of them were women and fourteen men. The profile of the subjects was from seventeen to thirty-six years old. The participants were students of the same 2015 class, subject and timetable.

3.2 Instrument

The survey employed in this research was a list of statements; the statements were formulated to answer the research questions. These were formulated in a logical order. The survey was created in Spanish because all the participants are taking Target language I (English language proficiency level) (Gottlieb,2006). Also, the survey was made in the student's' native language because it is easier to use the native language of students so that they feel more comfortable.

The survey has been design based on the "Likert scale", because this scale can measure attitudes and opinions and respondents can indicate how much they agree with a particular statement (Colleen,2005). The scale was composing of five points of

scale ranging from “Strongly Disagree” on one end to “Strongly Agree” on the other with “Neither Agree nor Disagree” in the middle. The points that were needed were: learner’s age, gender and the Numbers of attendance to the CAA .

There was a total of forty-nine questions divided into five sections, the first section was called learning English and was related to the factors that help students to learn a foreign language. The second part of the survey was called “used of technology tools” and was related to the application of the technologies in the academic life to learn and practice English.

The last three sections of the survey were made in order to talk about the characteristics of the Self access center at the Facultad de Lenguas and look at the characteristics of Learning Objects and their evaluation, investigating the real application of the Learning Objects in the student's academic life at school, to see if the material helps students to develop his own skills in the learning process of a foreign language, and if the material used in CAA gives a correct evaluation.

3.3 Procedure

The survey was done on two different days, first on October 15th, 2014 and the second on October 19th, 2015 with two different groups of Facultad de Lenguas; the survey was done in an estimated time of 10 minutes, in which students answered the survey. The survey was applied to a certain number of students in each group. Then, the surveys were collected. To analyze and get graphics data it was necessary to create a database in excel. This chapter has showed the methodological that was used in this research, beginning with the subjects, explaining the instrument design and the procedure.

Finally, this chapter searched to obtain the learners opinion about Learning Objects, to know which elements could be change to have a better learning experience, and to recognize the factors that are involved in the learning process.

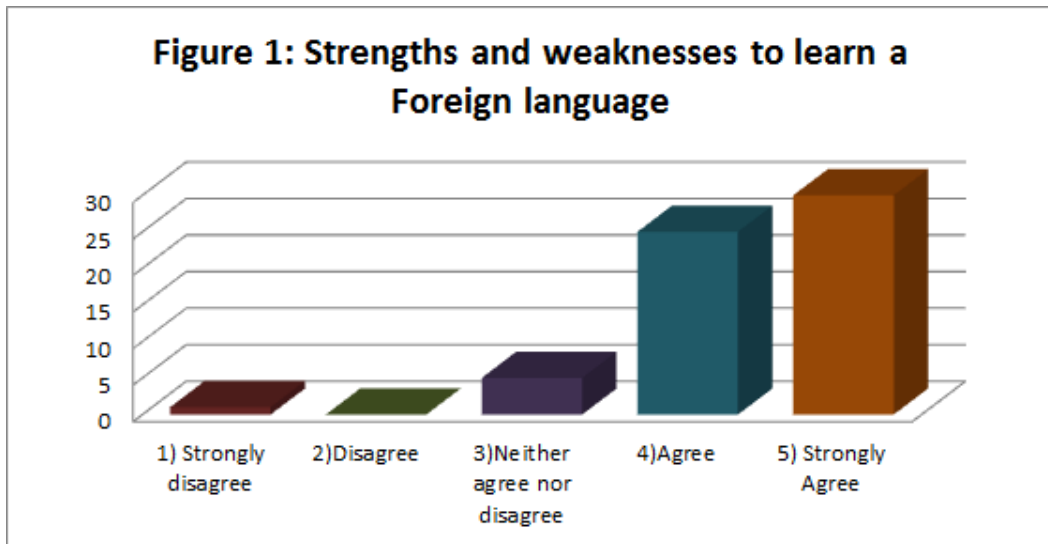
CHAPTER IV: FINDINGS

Once the instrument was applied to the subjects; It was presented the interpretation, discussion and detailed description of the results in order to complement, relate and contrast the theory that was written on the first chapters of this research. In addition, the data was collected and then processed in response to the research questions proposed in chapter one of this investigation.

In particular, the findings' discussion will take place in the following way: In the first place the results will show a general view of the selection of each student, then to see visual evidence of the information, the result will be presented by using charts. The results of each graphic will be analyzed using the information provided in chapter number two and with the help of the theory the contrast and the analysis of the results can be possible.

4.1 Strengths and weaknesses to learn a Foreign language

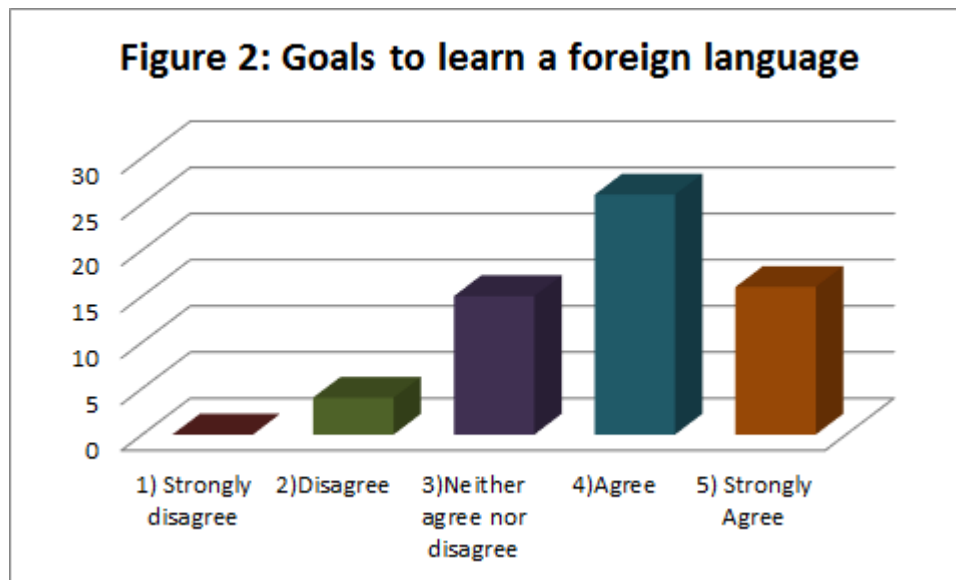
Gardner in 2006, recognized that each person is different and everybody has a different way of thinking and learning; that is why the learners were asked about whether they identify their strengths and weaknesses when they are learning a foreign language and see if it is true that this helps them to improve and become better with the language. According to the survey administered, it was shown that just 1 learner said that he/she strongly disagreed with this statement. 3 learners selected the option neither agree nor disagree. 25 learners considered that identifying their strengths and weaknesses helps them to learn a foreign language and 30 learners strongly agreed with this.



From these results, it can be said that it is important to establish strengths and weaknesses when students are learning a foreign language because this helps with the mode in which each student learns, due to this establishment it is possible to show the individualization and diversity of each person.

4.2 The importance of setting Goals to learn a foreign language

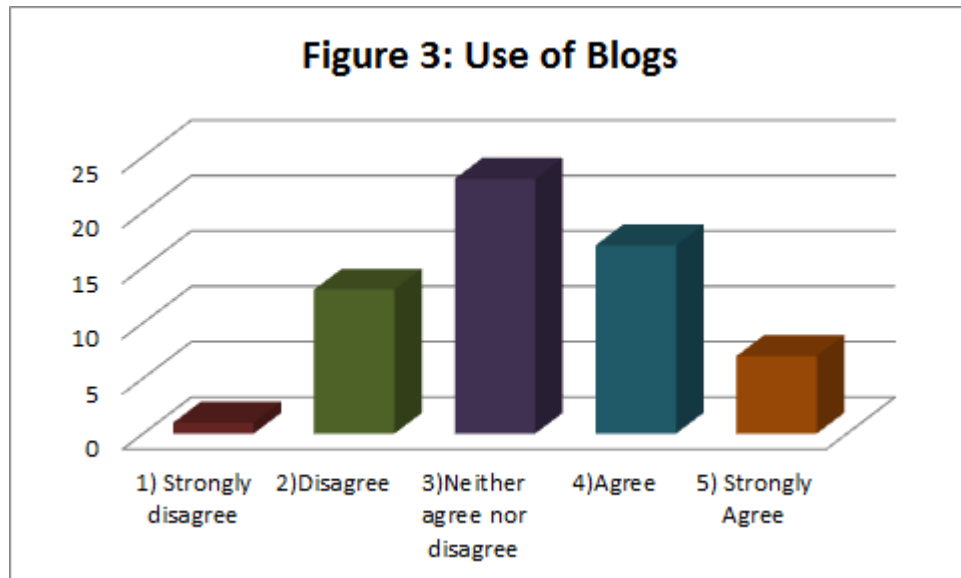
When a person is learning a foreign language he/she should make a list of goals about the reasons why he/she is learning the foreign language; this can be defined as motivation, Howard Gardner (cited by Zenotz, 2012) defines motivation in learning foreign languages, as the point by which a person strives to learn a language by the desire to do it. Figure 2 shows that 26 of the learners agree with the statement “I always set goals for why I want to learn a language”, 16 pupils strongly agreed, 15 students neither agreed nor disagreed, and 4 learners disagreed with this statement.



As it can be seen, the interpretation of this figure shows that students are aware about the importance of making goals to learn a foreign language, because it helps them in the process of learning it.

4.3 Use of Blogs

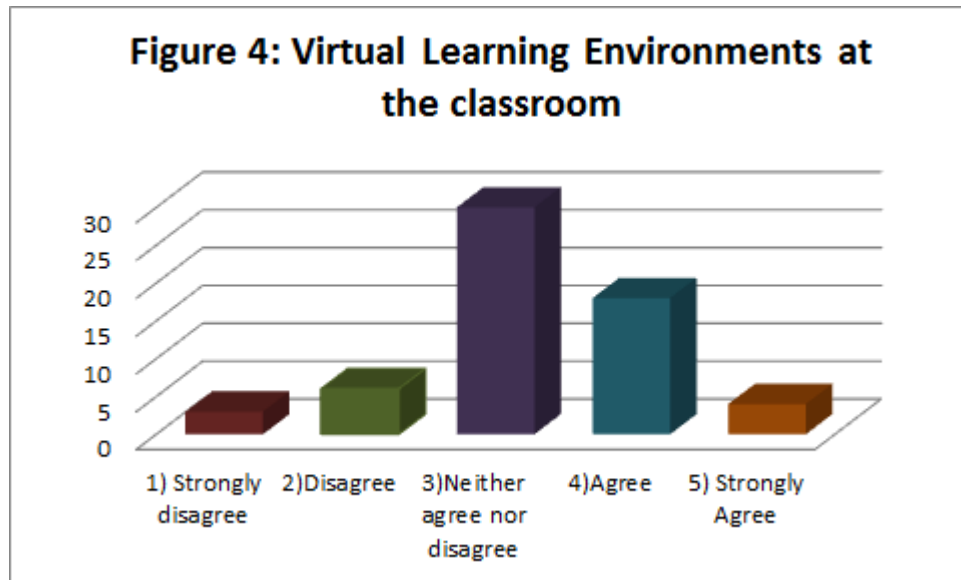
Nowadays, the education world has been looking for new ways of teaching through the use of new technologies, such as web pages that are updated regularly with new material which are usually published by one person, expressing thoughts or opinions; these kind of materials are called blogs and are websites, where texts or articles are compiled chronologically from one or more authors (Castaño & Palazio, 2005). The statement used to learn about the importance of the blogs in the learners academic lives was “I always visit blogs”; according to the results 23 learners said that they neither agreed nor disagreed with this statement, 17 learners agreed with the statement, 7 selected the option strongly agreed, 13 disagreed and just 1 learner chose the option strongly disagree.



From the data it can be seen that blogs are not important to the learners' academic lives and they are not influenced by this type of material, that means that they use blogs in some necessary cases.

4.4 Virtual Learning Environments at the classroom

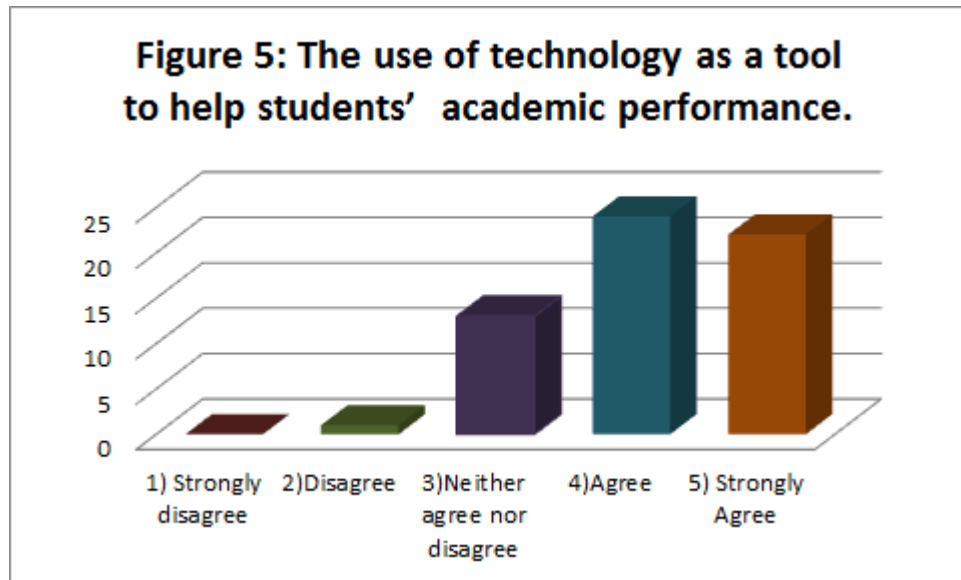
In this case the results are shown to be related to the previous figure and it is about the use of technological tools which try to simulate the conditions of learning in a classroom; Knutsson in 2011, mentioned that with the use of virtual learning environments, the students come into contact with digital tools such as social media at home as well as in their educational context. 5 learners mentioned that they use virtual learning environments, however, 18 students think that they only slightly use virtual environments, 6 learners did not use technological tools that simulate the learning conditions of a classroom, just one learner said that he/she never uses the virtual learning environments.



The use of technological tools which try to simulate the conditions of learning in a classroom, helps students to interact synchronized or real time format, in which student and teachers can interact, presenting the learning process in an easier way.

4.5 The use of technology as a tool to help students' academic performance

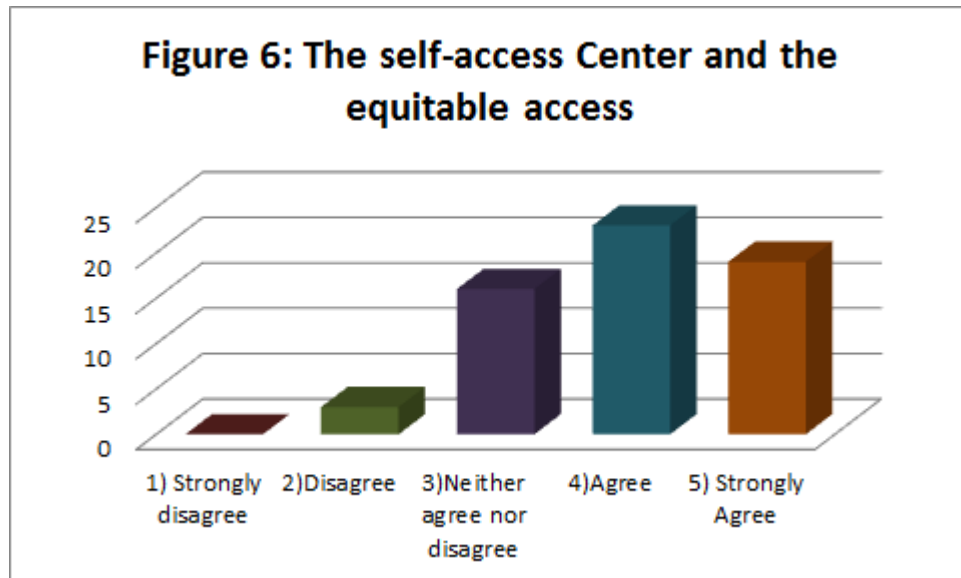
In the 1970s the concept of information technology and communication (ICT) was added in the world of the pedagogical transformation, to facilitate the pedagogic process and help students in the academic life. The results from the survey show that 22 learners consider that they strongly agree about the use of technology and its various tools help them in their academic performance, 24 learners agree with this statement, 13 pupils chose the option neither agree nor disagree and just one student selected the option disagree.



In sum, It can be shown that the use of technology provides learners a good way to do the different tasks that teachers ask them to do and makes their lives much easier.

4.6 The self-access Center and the equitable access

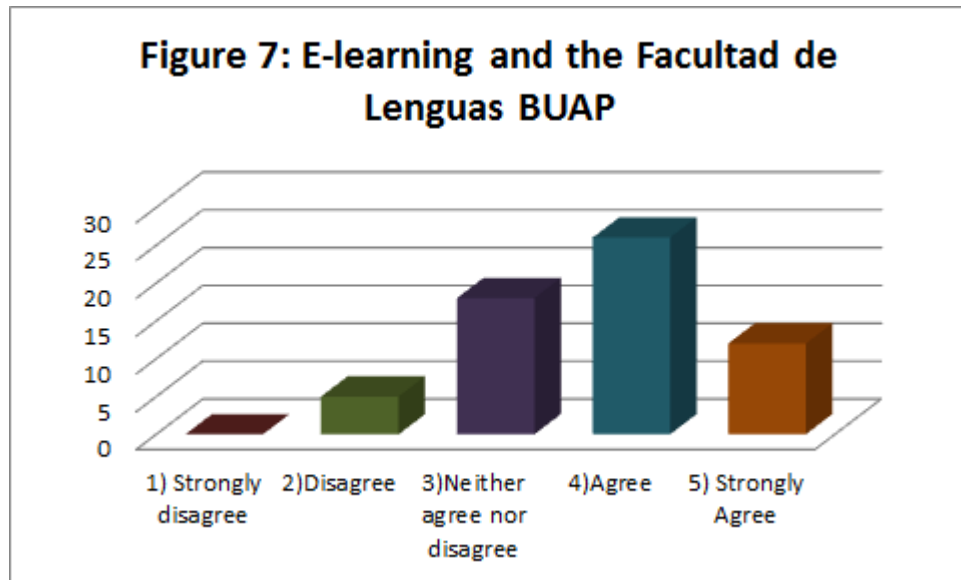
The Self-Access Center from the Facultad de Lenguas (CAA in Spanish), serves as a practice center and offers the chance to practice a language beyond the classroom, in which students can improve their learning processes ensuring equitable access regardless of their economic situation. According to the survey 23 students expressed that they agree with the statement “The self-access Center improves my process of learning within my institution and ensuring equitable access regardless of my economic situation”, 19 learners strongly agreed with the statement; 16 selected the option neither agree nor disagree and just 3 disagree.



From this research it can be inferred that a great number of students think that they can practice into the CAA with any economic restriction; also the CAA seeks that learning can be significant and as a result it integrates innovative ways the students can practice and learn a foreign language.

4.7 E-learning and the the Facultad de Lenguas BUAP

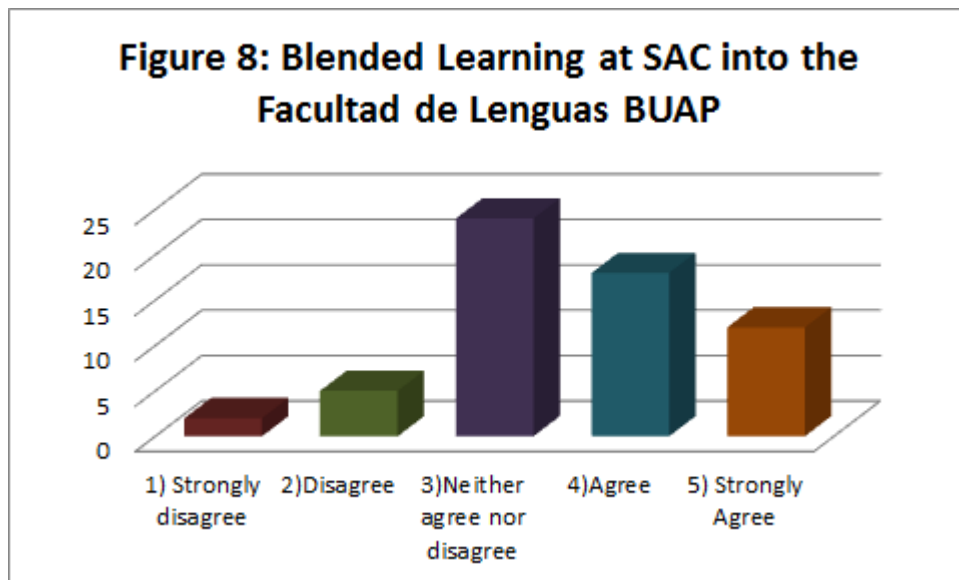
E-learning is the use of technology to deliver learning and training programs and to facilitate distance learning. González in 2007 affirms that e-learning makes use of pedagogical interactions between students and content, students and other students, and students and their teachers by making use of ICT applications. According to the learners' opinion, the Facultad de Lenguas BUAP has the necessary tools to meet the students' necessities by using E-learning, 26 said that they agree with this statement, 12 selected the option strongly agree, 18 considered that they neither agree nor disagree, and just 5 students disagreed with the statement.



This figure shows that the Facultad de Lenguas BUAP is able to cover the students' necessities through the implementation of the e-learning methodology.

4.8 Blended Learning at SAC into the Facultad de Lenguas BUAP

It is so important to mention that some factors play a big role in practicing and learning a foreign language as in the case of Blended learning that is the combination of Internet and digital media with innovative classrooms that include the physical co-presence of students and teachers. The statement written to know about this, was "The Self-Access Center at the Facultad de Lenguas BUAP incorporates all the features of Blended-Learning". According to the results the highest number of the students (24) neither agree nor disagree with the statement, 18 pupils selected the option agree, 12 said that they strongly agreed with the statement; 5 students chose the option disagree and just 2 of 61 learners said that they strongly disagreed with the statement.

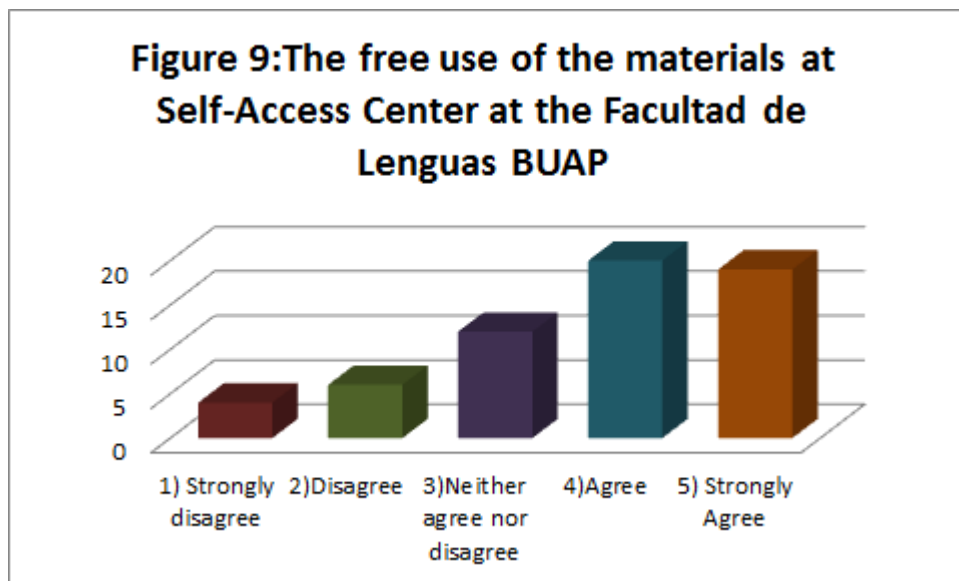


It is possible to see that according to the results of the survey that learners surveyed are in the middle and neither agree nor disagree with the use of the Blended-learning at Self-Access Center at the Facultad de Lenguas BUAP. However, it is important to mention that Coaten in 2003 defined Blended-Learning as a mode of learning that combines face-to-face instruction with online technology and virtual teaching (Coaten, 2003).

4.9 The free use of the materials at Self-Access Center at the Facultad de Lenguas BUAP

The statement used in this part was “I have the opportunity to use materials freely in the Self-Access Center at the Facultad de Lenguas BUAP”. The self-access centers are also generally defined in relation to the development of learner’s autonomy, in fact learners are able to interact and freely utilize the learning resources more than they are normally able to in the traditional role. As the results show 19 students strongly

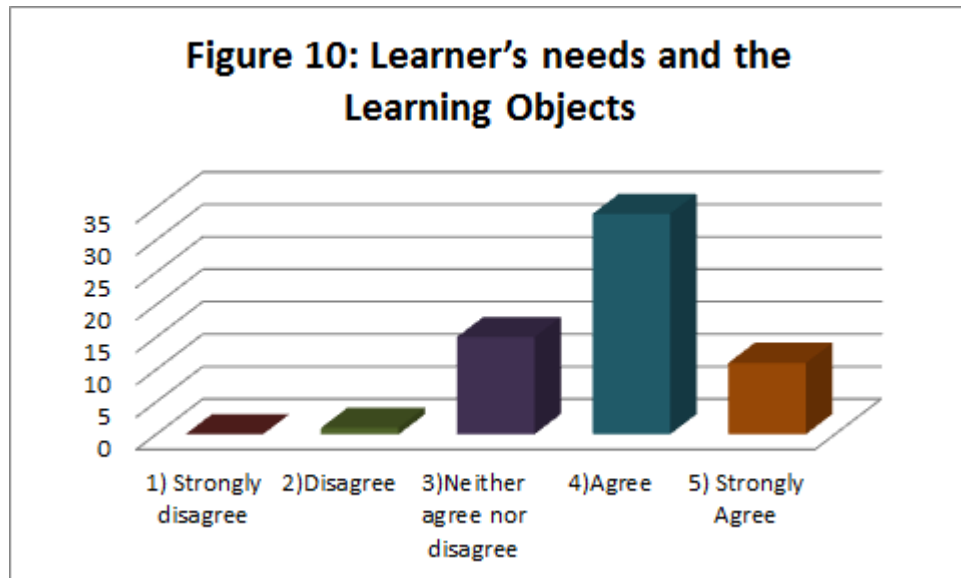
agreed with the statement, 20 pupils selected the option agree, 12 learners neither agreed nor disagreed with the statement, and just 4 students strongly disagreed.



According to the results it can be said that the self-access center (SAC) is placed where the learners can find access to materials divided into different levels according to the topic and the student's proficiency level.

4.10 Learner's needs and the Learning Objects

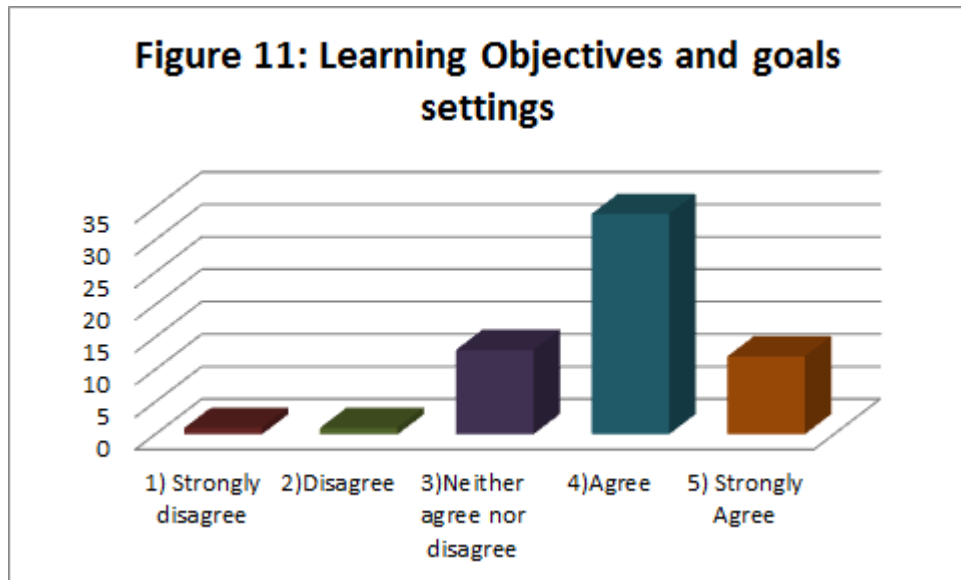
To have a good practice in a Foreign language the learning Objects have to determine the learning necessities by identifying the type of learner by specifying the level of knowledge and skill that the learner needs to develop. The statement to learn about this situation was "The Learning Objects with I practice, have to be focus in the students' necessities". According to the results from the survey, 34 subjects thought that they agreed with this statement, 11 students strongly agreed, 15 neither agreed nor disagreed with the statement, and just 1 student disagreed with the statement.



The results evidence the students' expectations about to take into account their necessities. It can be noted that it is so important to understand the students' needs in order to create efficient material to practice a foreign language.

4.11 Learning Objectives and goals settings

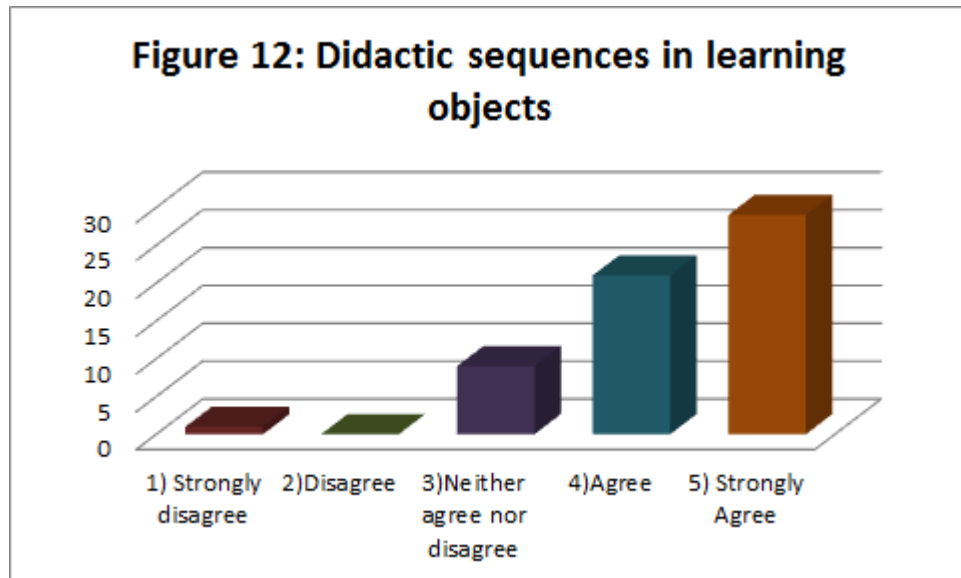
Learning objects have to specify the learning objectives; an objective in a learning Object is a statement that describes the intended criterion-based result of an instructional activity (Harriman, 2004). 12 learners strongly agreed with the statement "Learning Objects have to specify the objectives of learning", 34 of 61 learners mentioned that they agreed with the statement, 13 students said that they neither agree or no disagree, 1 student chose the option disagree.



In Self-Access Center from the Facultad de Lenguas (CAA) users think that objectives in a Learning Objects are so important, in sum, it can be seen that the learning objects are needed in order to make concrete experiences that allow oneself to achieve those objectives.

4.12 Didactic sequences in learning objects

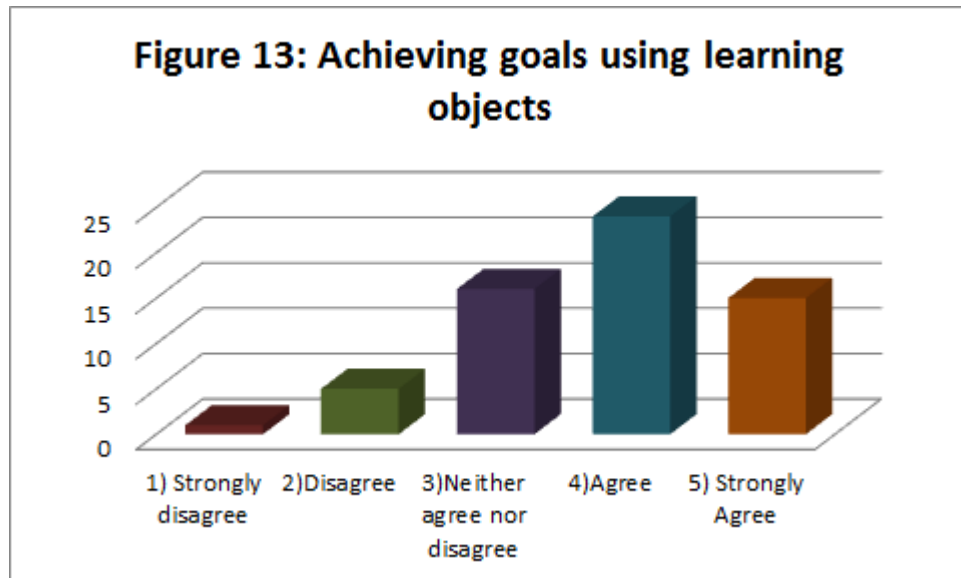
The learning objects created by teachers into the CAA consist of 3 parts: pre-activity, activity, and post-activity. The statement used in this part was “The Learning objects with which you practice, have a sequence between activity, pre-activity and post-activity”. Only 1 student of 61 strongly disagreed, 9 pupils neither agreed nor disagreed, 21 learners agreed and 29 students strongly disagreed with the statement.



It can be shown that in the level A1 learning objects has a good sequence. This is important because learners can improve their foreign language abilities and can interact with technology in an efficient way.

4.13 Achieving goals using learning objects

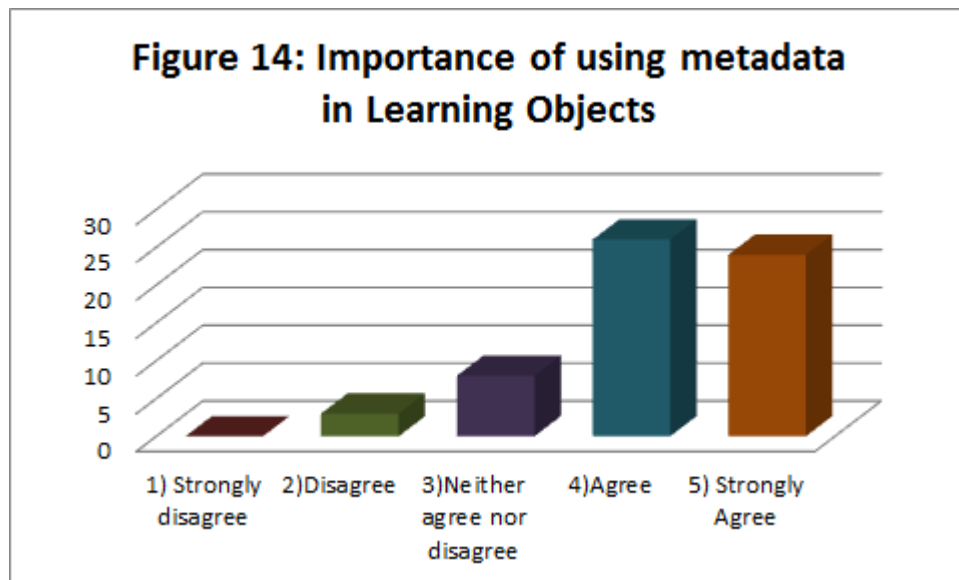
The respondents were asked about whether they can find an element that determines if an objective has been met when they practice with learning objects (Harriman, 2004); in this research students expressed their opinions about this. In figure 13 can be seen that the majority of the students agreed with the statement. 15 learners strongly agreed, 16 students neither agreed nor disagreed, 5 disagreed and only 1 student strongly disagreed.



From the results drawn from this research, it can be said that one of the most important elements is the integration of the evaluation, and has to include the reflection of the learners' achievements and difficulties in the acquisition and practice of a foreign language.

4.14 Importance of using metadata in Learning Objects

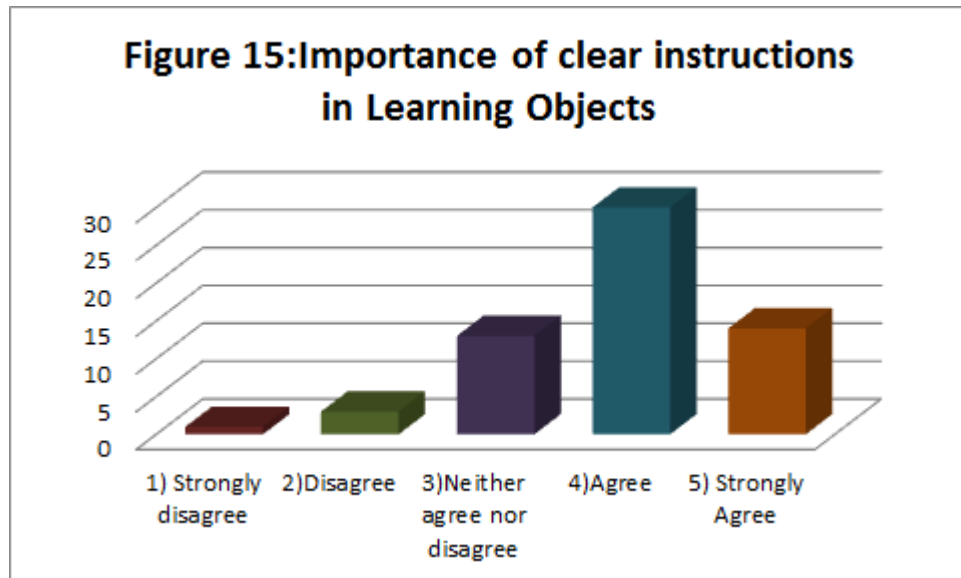
The statement that was used in order to learn if the metadata used in the CAA is good, was the simple statement "The learning objects used into the CAA are easily categorized." 24 students strongly agreed with the statement, 26 agreed, 8 pupils neither agreed nor disagreed and just 3 students disagreed with the statement.



The CAA (2012) from the facultad de lenguas said that the most valuable feature within a learning object is achieved by looking for the independence of other objects without losing sight the design of its resources and it must always be accompanied by the metadata. Since this allows them to be portable between applications and diverse contexts. According to the survey this feature is met in the CAA from the Facultad de lenguas BUAP.

4.15 Importance of clear instructions in Learning Objects

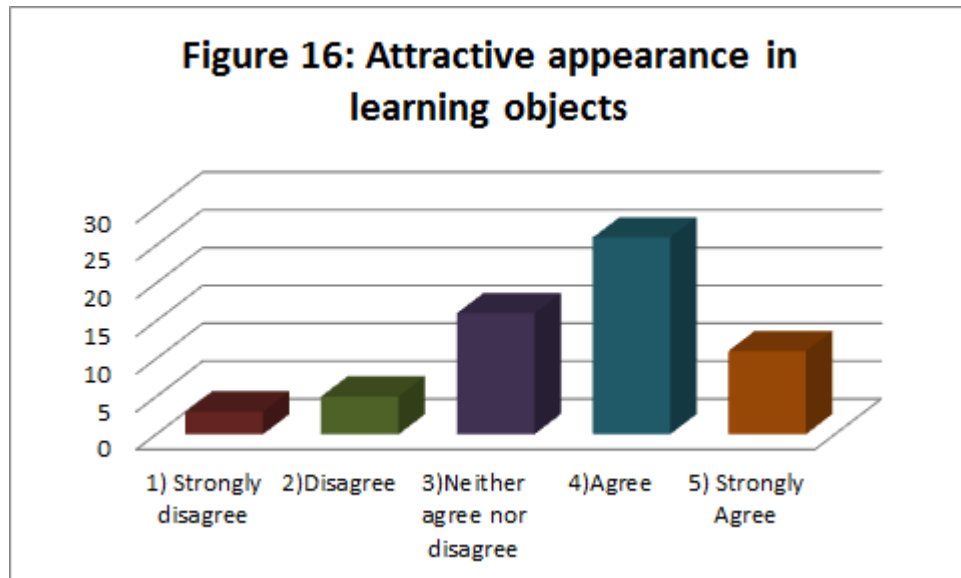
Giving the correct instructions in learning objects is indispensable because they explain how to do an activity and they are some of the most important factors to determine if students can do something. The statement used in this part was, “The Learning Objects which I practice has clear instructions”. 30 students agreed with the statement, 14 pupils strongly agreed, 13 students choose the option neither agree nor disagree, 3 students selected the option disagree, and just 1 student strongly disagreed with the statement.



Learners consider that the instructions included in the Learning Objects gives clear and detailed information about how the activity should be done.

4.16 Attractive appearance in learning objects

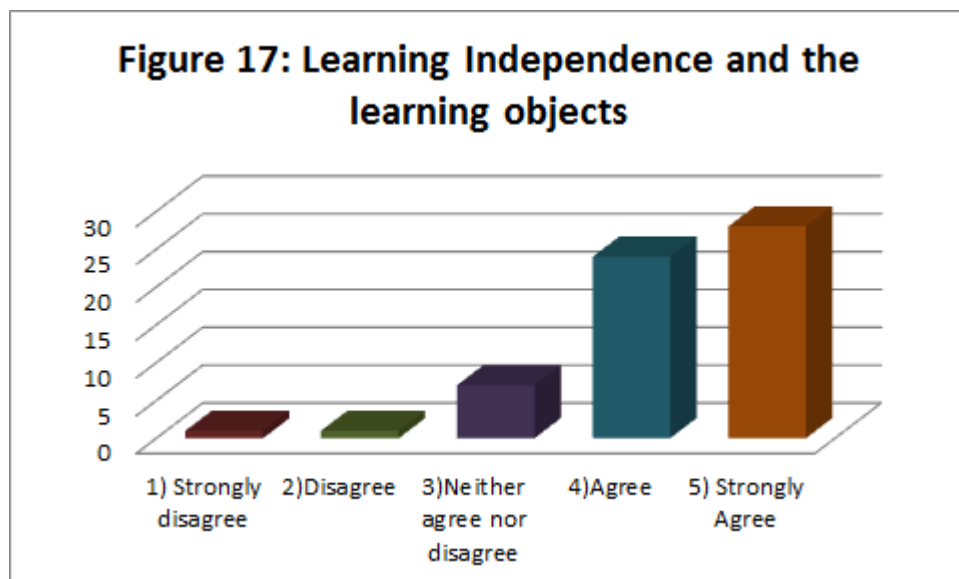
Learning material should be attractive for learners, according to the survey administered 26 students said that learning material which they practice every day with, has an attractive visual aspect, and this makes the practice more pleasant. Unfortunately, 8 students of 61 said that learning objects which they practice with are unpleasant.



From the results drawn in this research, it can be said that learning objects have an enjoyable visual aspect, making their used and practice comfortable.

4.17 Learning Independence and the learning objects

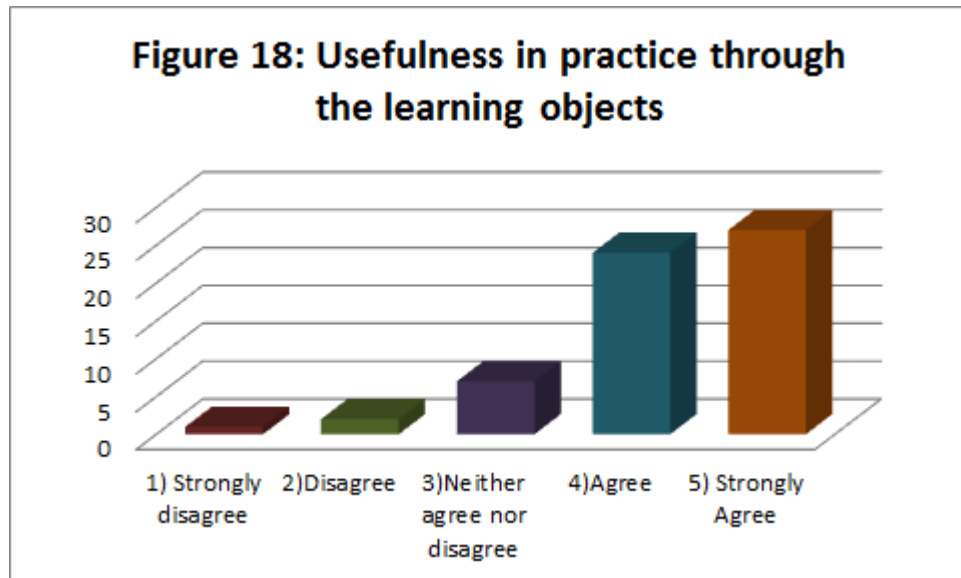
In a previous chapter it was said that Learning Objects are found in promoting learner autonomy. That is why learners were asked if the Learning Objects used at CAA helped them to be more independent. According to the students' perception it was shown that 28 of them said that they strongly disagreed with this statement. 24 learners agreed, 7 students neither agreed nor disagreed and 1 student selected the option disagree, finally 1 student strongly disagreed with this statement.



When somebody is learning and practicing a foreign Language through LO it's so important to develop autonomy to practice and learn in an effective way. Dickson mentioned in 1989 that learners had to develop their independence and they had to be able to think for themselves.

4.18 Usefulness in practice through the learning objects

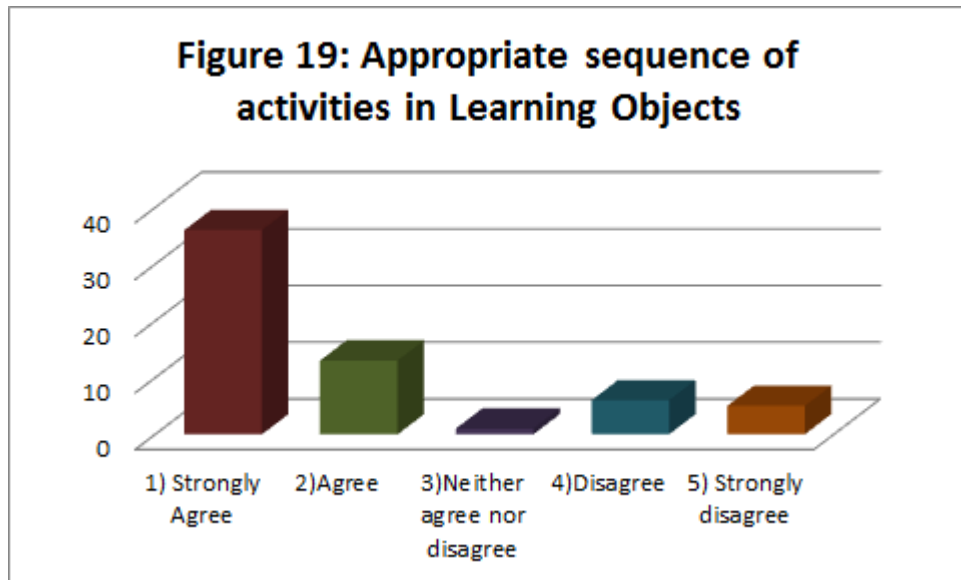
As it was mentioned before in chapter two, Learning Objects have to include a scale to measure the learner's competence in a foreign language. The purpose of this investigation is to see if learning objects at CAA are sufficiently useful to practice a foreign language at basic level (A1). According to the survey, 27 students strongly agreed with this statement, 24 learners agreed, 7 subjects neither agreed nor disagreed, two students disagreed and just one students strongly disagreed with this statement.



This figure shows that according to the learners' opinion Learning Objects used at CAA are enough to practice in a basic level because students found activities in which the information used into the Learning Object are presented according to their foreign language level.

4.19 Appropriate sequence of activities in Learning Objects

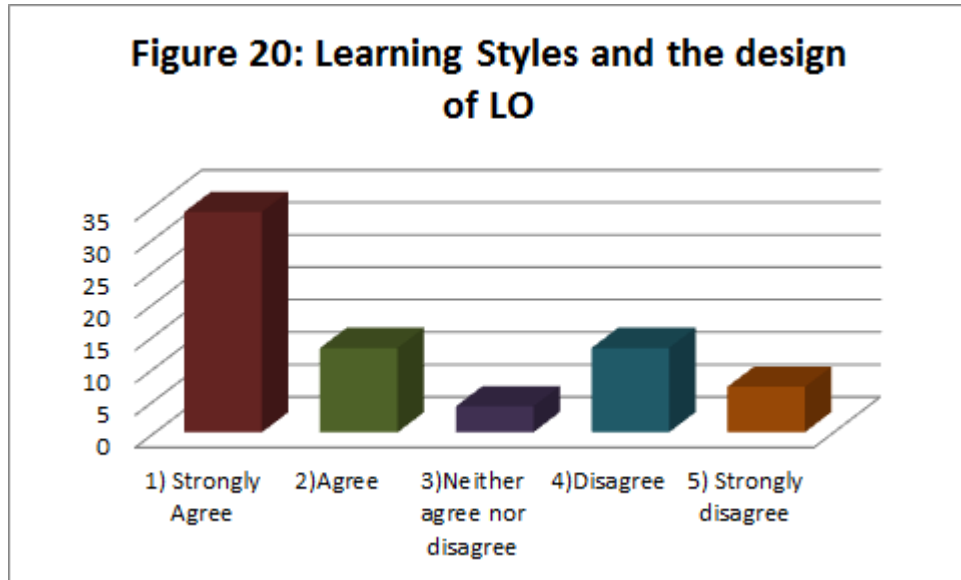
To practice and make a good use of Learning objects have to include a serie of activities which create a link between them. According to the behaviorist theory learning objects have to be appropriately sequenced to promote learning. In this part it can be said that the majority of the students agreed with 36 agreeing and just 5 students strongly disagreeing.



In this research it was found that learning material needed to pay attention in the sequence of the activities due to learners need a good guide in order to conclude the learning activity in a successful way.

4.20 Learning Styles and the design of LO

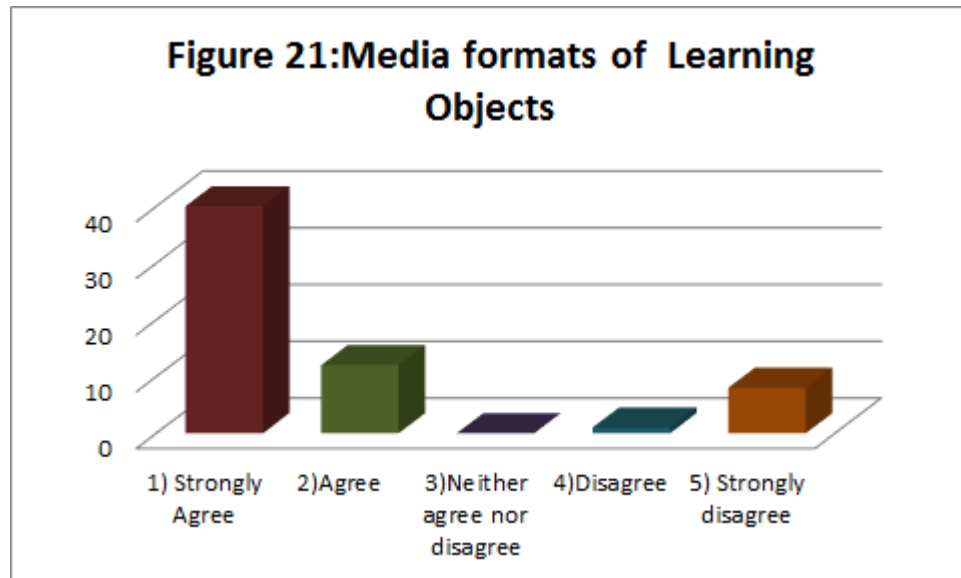
Each person has specific characteristics that are related to their own learning style; when people are learning a foreign language they need to know their strengths and weaknesses and be able to check what kind of materials they learn in a much easier way. The majority of the students (34) said that learning objects should include options for each different learning style, 13 learners agreed with this, 4 neither agreed nor disagreed, just 3 of them disagree and 7 learners strongly agreed with the statement. The graphical evidence of this can be found in figure 20.



Rod Ellis in 1994 (cited by Pedraza, 2015) defined learning styles as the ways in which individuals orient in order to problem-solve. Learning styles are also absolutely necessary in order to be successful in the learning and practice of a foreign language and it is needed to take into account this.

4.21 Media formats of Learning Objects

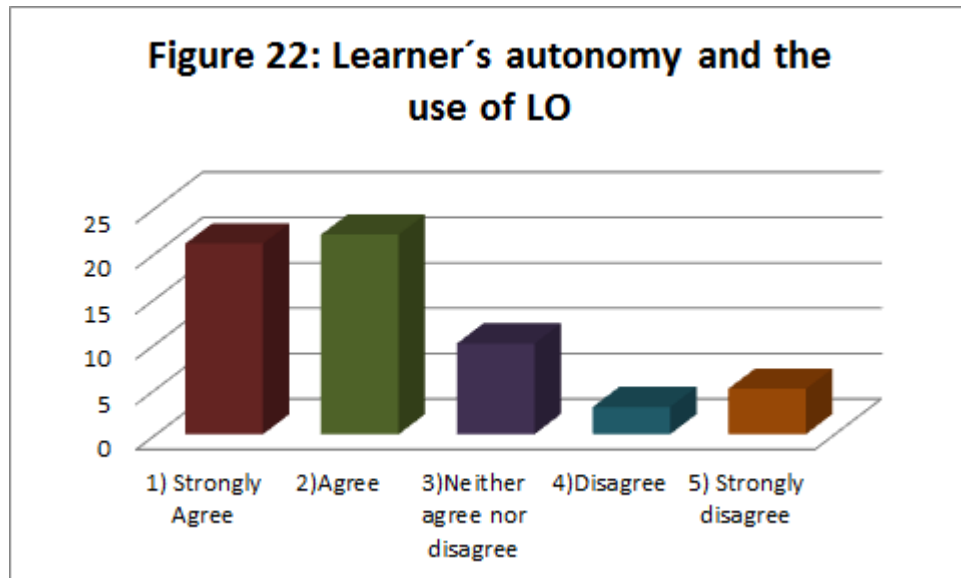
Statement number 21 was related to the learning styles and the material that learning objects have to include so students can practice and become better with the language. According to the survey administered, 40 students said that the activities into the learning objects should present the information in different ways. The results are shown in the figure below.



Undoubtedly as students' mention, learning objects have to include different modes of presenting information into the learning objects, to catch their attention Rod Ellis in 1994 classified three types of learning styles: visual, auditory and tactile and they explain that each person should have an option of the three while learning.

4.22 Learner's autonomy and the use of LO

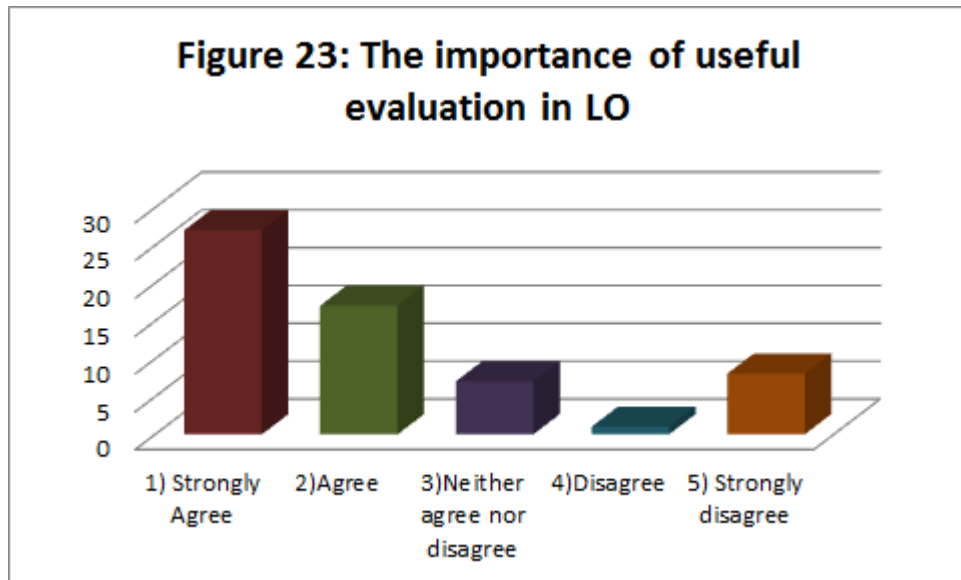
Learning and practicing a Foreign language depends on the student's own criteria. At the same time, they should control their own learning process. Willey (2000) mentioned that learning objects are digital resources that support learning and help the students to learn a foreign language. 21 students selected the option strongly agree, 22 agreed, 10 pupils selected the option neither agree nor disagree, just 3 students disagreed with this statement; finally, 5 students chose the option strongly disagree. (see figure 22)



It can be said according to the results that learners agree about developing their own way to learn a foreign language, however it is important to mention that this process should be a form of guided discovery where learners are allowed to make decision on learning goals, with some guidance from the instructor or teacher.

4.23 The importance of useful evaluation in LO

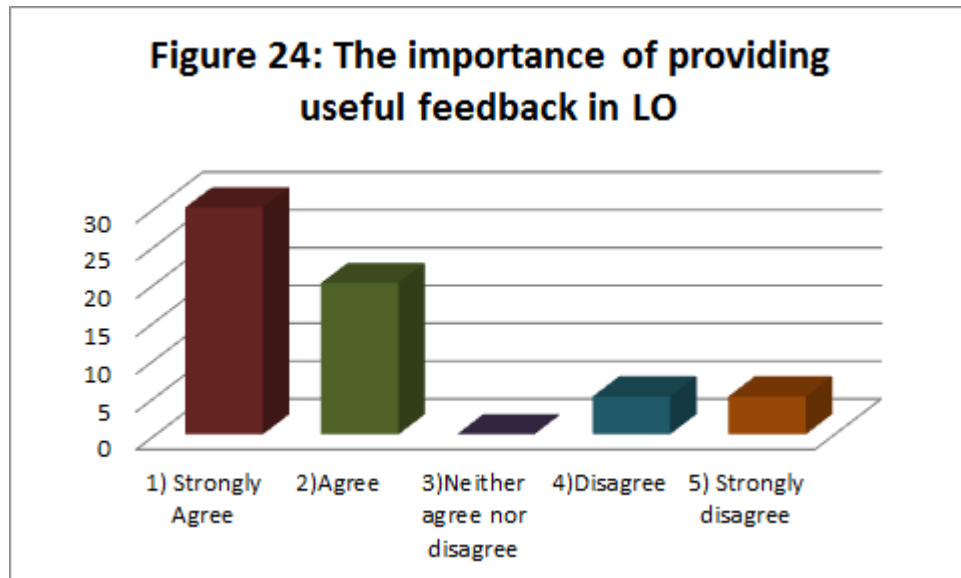
To check the learner's achievement level, learning objectives used at CAA have an option that measures learners score at the end of each activity, as can be seen most of the students think that this is good, 27 strongly agreed with the evaluation option used into the learning objects.



It can be said that this evaluation option could be a chance for another tool that provides a feedback with which the student's performance and giving a correct evaluation of that can be monitored.

4.24 The importance of providing useful feedback in LO

The learning objects used into the CAA give a score of what the students need to do during the practice, however it is important to point out that they need a real evaluation during their practice at CAA. The statement used in this part was: "Learning objects need to provide a feedback". According to the results it was shown that 30 learners thought that this is very important.



Looking at figure 24 it can be inferred that the evaluation into the practice of a learning object is an essential requirement. In fact, the integration of the evaluation, has to include the reflection of the learners' achievements and difficulties in the acquisition and practice of a foreign language and all of this can be measured with the incorporation of E-Portfolios (Lorenzo and Ittelson edited by Oblinger, 2005).

CHAPTER IV: FINDINGS

This chapter summarizes the main conclusion of the study and their main highlights are presented. At the same time, the implications of the study, and some directions for future researchers are also provided.

5.1 Conclusions

As it was mentioned before in the previous chapters, the main purpose underlying this research is to know about the evaluation process into the learning objects. Regarding this issue, it was found that some factors influencing the practice of Learning Objects, such as the learners' motivation, learning style of each students; fortunately, they are influencing in a lower degree.

It was found that learning objects should underline the students' necessities and in this case Learning objects should be adapted to these; also with this kind of material, learners can develop their own way to learn and practice a Foreign language. It is important to mention that to be successful into learning a foreign language depends on the aptitude and the desire of each person.

Moreover, it was proved that the evaluation option given by the Learning objects is functional, however, Learning objects has to include the reflection of the students' achievements and difficulties in the acquisition and practice of a foreign language, for that reason it is important to include a tool which evaluate the student progress, having a record of what he/she is doing.

5.2 Limitations of the study

Although the research has reached its aims, there were some unavoidable limitations. First, because of the time limit, this research was conducted on a small size of population who were attending a specific class in their first semester at Facultad de Lenguas. Therefore, to generalize the results for large groups, the study should have involved more participants at different classes of the Facultad de Lenguas.

5.3 Directions for further research

Based on the findings and conclusion presented, the following recommendations are suggested:

- It is important to continue this study by taking into account the main characteristics of Learning objects.
- It would be possible to go deeper with the kind of activities that Learning Objects have to include for learners and be more focus in the way they practice a foreign language.
- Also, future researchers should take into account the students opinion from different classes and levels.
- Future researchers could include more detailed and better quality data about evaluation tools into the Learning objects created at SAC.

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APPENDIX I

El presente cuestionario tiene como objetivo recabar información importante acerca de la implementación, práctica y propuesta de mejora de los objetos de aprendizaje en el nivel A1 dentro de las salas del Centro de Autoacceso.

De antemano, agradecemos tu participación.

Nivel: _____ Edad: _____ Sexo: _____

No de asistencias a la fecha: _____

Selecciona con una "x". En donde 1) Totalmente en desacuerdo 2) En desacuerdo 3) Ni de acuerdo ni en desacuerdo 4) De acuerdo 5) Totalmente de acuerdo

Aprendiendo Inglés	1	2	3	4	5
Leer libros, ver TV, y escuchar grabaciones en el idioma inglés me ayuda a mejorar en el idioma.					
Escribir ensayos cortos y hacer ejercicios gramaticales, me ayuda a mejorar en el idioma.					
Hablar con personas nativas del inglés, me ayuda a mejorar en el idioma.					
Identificar mis debilidades y fortalezas para aprender un idioma (inglés), me ayuda a mejorar en el idioma.					
Siempre establezco objetivos por los cuales quiero aprender un idioma.					
Siento satisfacción al cumplir todos mis objetivos.					
Creo que la edad es muy importante para aprender un idioma, es decir, la niñez es la mejor etapa para aprender inglés.					

Uso de las herramientas tecnológicas.	1	2	3	4	5
Al realizar mis tareas siempre utilizo herramientas tecnológicas tales como: internet, computadora, ipad etc.					
Utilizo aplicaciones web que dan soporte a discusiones u opiniones en línea. (foros en línea)					
Visito páginas en Internet que se actualizan periódicamente con material nuevo, que usualmente es publicado por una persona, expresando pensamientos u opiniones. (blogs)					
Visito páginas web cuyos contenidos pueden ser editados por múltiples usuarios a través de cualquier navegador en donde los usuarios pueden agregar, modificar o eliminar información. (wikis)					

Las herramientas tecnológicas tales como facebook , Twitter ayudan a interactuar con gente alrededor del mundo.					
Utilizo herramientas tecnológicas a distancia que intentan simular las mismas condiciones de aprendizaje que se registran en un aula.					
El uso de la tecnología y sus diferentes herramientas ayudan a mi desempeño académico.					

El centro de autoacceso y sus salas	1	2	3	4	5
El centro de autoacceso y sus salas son muy importantes para practicar un idioma extranjero					
En las salas de autoacceso puedes encontrar materiales adecuados para practicar una lengua extranjera.(inglés)					
El centro de autoacceso y sus salas, mejorarán mi proceso de aprendizaje dentro de mi institución y garantiza el acceso equitativo sin importar mi situación económica y geográfica.					
Teniendo en cuenta que, El e-learning es el uso de la tecnología para ofrecer programas de aprendizaje y formación y facilitar la educación a distancia. Dirías que la facultad de Lenguas tiene las herramientas necesarias para cubrir las necesidades de los alumnos.					
Teniendo en cuenta que el Blended Learning es el aprendizaje que combina la instrucción cara a cara con la tecnología en línea y docencia virtual. Dirías que los centros de Autoacceso de la facultad de lenguas, cumplen con este enunciado.					
En las salas de autoacceso tengo la oportunidad de utilizar materiales libremente.					
En las diferentes salas del centro de autoacceso puedo desarrollar tareas de una manera independiente.					

Un Objeto de aprendizaje (OA) es cualquier recurso digital que pueda ser utilizado para apoyar el aprendizaje (Willey,2001), generalmente estos objetos de aprendizaje son herramientas que nos ayudan a practicar un idioma y los podemos encontrar en las salas de Autoacceso y son representados como páginas de internet, las cuales constan de una actividad,pre actividad y una post actividad.

Los objetos de aprendizaje con los que practicas:	1	2	3	4	5
Se adaptan a tus necesidades de aprendizaje					
Especifican los objetos de aprendizaje qué tienes que lograr al final de la práctica.					
Tienen una secuencia entre actividad, pre-actividad y post-actividad					
Tienen un elemento que determina si tu objetivo se ha cumplido					
Pueden ser utilizados por diversas personas al mismo tiempo.					

Están fácilmente catalogados.					
Pueden ser utilizados fuera de las salas de Autoacceso de la facultad de lenguas.					
Están catalogados de acuerdo a: nombre, tema y propósitos para practicar en una lengua extranjera.					
Su finalidad es la de solo cumplir con el objetivo de aprendizaje durante toda la práctica.					
Dan información detallada de las personas que crearon dicho Objeto de aprendizaje.					
Tienen instrucciones claras y precisas.					
Los objetos de aprendizaje tienen un aspecto físico atractivo. Lo cual hace que mi práctica sea más amena y agradable.					
Ayudan a que tu aprendizaje sea más independiente, es decir que puedes realizar las actividades sin la ayuda del profesor					
Los objetos de aprendizaje de la salas de autoacceso, son suficientemente útiles para practicar una lengua extranjera en el nivel A1					
Ayudan a que mis experiencias de aprendizaje sean más significativas cuando se llevan a cabo con este tipo de material.					

Evaluación

Selecciona con una "x". En donde 1)Totalmente de acuerdo 2)De acuerdo 3)Ni de acuerdo ni en desacuerdo 4)En desacuerdo 5)Totalmente en desacuerdo

Para practicar y hacer mejor uso de los objetos de aprendizaje:	1	2	3	4	5
Los alumnos deben ser informados acerca de los objetivos de la lección de aprendizaje en línea.					
Los materiales de aprendizaje deben tener una secuencia apropiada para promover el aprendizaje.					
Los Objetos de aprendizaje deben proporcionar una retroalimentación.					
Los Objetos de aprendizaje deben incluir actividades para los diferentes estilos de aprendizaje.					
La información dentro de un objeto de aprendizaje debe presentarse en diferentes modalidades. (videos, audios, lecturas)					
Los alumnos deben estar motivados para aprender.					
Los Objetos de aprendizaje deben presentar simulaciones o temas reales.					
Los alumnos deben construir su propio conocimiento.Es decir que deben buscar materiales fuera del salón de clases.					
Los estudiantes deben tener el control del proceso de aprendizaje.					

Los estudiantes deben tener tiempo y oportunidad para reflexionar.					
El aprendizaje debe hacerse significativo para los alumnos.					
El aprendizaje debe ser interactivo.					
Considero que la opción de evaluación que dan los Objetos de aprendizaje al terminar cada actividad son importantes para mi avance en una lengua extranjera.					

OBSERVACIONES:

MUCHAS GRACIAS POR TU COLABORACIÓN