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Facultad de Lenguas

STUDENTS' AND TEACHERS' PERSPECTIVES ON MOODLE ACTIVITIES DESIGN FOR AUTONOMOUS LEARNING AT LAEL-I BUAP

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ABSTRACT

With the development of ICT (Information and Communications Technology), academicians have incorporated the use of different e-resources to assist them to facilitate the process of autonomous Learning development of students in their teaching methodologies. Then, despite the fact that the impact of these e-tools has scarcely been researched, there are programs that have introduced them as part of their educative models, that is the case of the "Open-Bachelor's Degree in English Teaching" (LAEL-I) at BUAP, that incorporated the Moodle platform in order to help students to develop autonomous learning skills. This study aimed to explore the perspectives of Ss and Ts about autonomous learning through the use of Moodle activities as a formative mechanism to determine how it impacts the development of Autonomous Learning in students of the LAEL-I. Thus, the hypothesis held by this study was that the use of Moodle Platform activities has an impact on the autonomous learning development of students. In order to prove the hypothesis, it was used a Quantitative-qualitative sequential mixed method in which quantitative and qualitative data collection techniques were employed to obtain generalizable and explanatory results that permit to embrace as much as possible the reality of the phenomena. Thereafter, it was used an embedded strategy for analyzing data of both approaches, through which it was given more weight to the quantitative results of a survey responded by students. Thus, the results they provided were analyzed statistically taking into consideration the mean and frequency of their responses. On the other hand, qualitative data was used to deepen into the reality of the phenomena, this time from teachers' perspectives via interviews, whose responses were analyzed with a content analysis technique. After that, there was a triangulation step where perspectives of students and teachers were compared. Results showed agreement about different aspects regarding particular dimensions of Ss' autonomy, weaknesses and strengths about the conditions through which Moodle Activities were required and performed. Despite the fact that there were some disagreements between Ts' and Ss' perspectives about the autonomous learning development of Ss with Moodle activities, the hypothesis was confirmed by maintaining more than 80% of the indicators above the mean of responses with a positive tendency to the usefulness of the platform.

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TABLE OF ACRONYMS
F2F: Face to face learning
OL: Online Learning
BL: Blended Learning
LAEL-I: Licenciatura Abierta en la Enseñanza de Lenguas-Inglés
LMS: Learning Management System
MA: Moodle Activities
ALD: Autonomous Learning Develoment

CHAPTER 1

1.1 Introduction

Autonomous learning is the "capacity to take control over one's learning "(Benson, 2001, p.2), and it involves the capacity to mediate one's learning by taking the appropriate decisions for achieving our specific learning objectives. At present, students who develop autonomous learning skills are more capable of succeeding in the actual world since the competencies required for today careers demand the student to be able to become a lifelong learner who can take responsible charge of his/her own professional development. For that reason, some teachers and institutions have looked for ways of fostering autonomy in their courses.

According to Benson (2001), the term "autonomy" first came into the field of language teaching, internationally speaking, with the source of a new project by the Council of Europe's modern languages (1971) at the University of Nancy, France. The project was called CRAPEL, that means, "Centre de Recherches et d'Applications en Langues", its purpose was to "provide adults with opportunities for lifelong learning" (Benson, 2001, p.9). Then with the leadership of Yves Chalon, its founder, it rapidly spread out in the field of language education. Later, when he died in 1972, the leadership of CRAPEL was passed to Henri Holec (Benson, 2001). In the beginning, the project was more related to the implementation of self-directed learning, which differentiates from autonomous learning in that in self-directed learning "the learners themselves determine the objectives, progress and evaluation of learning" (Benson, 2001, p.8) without a social constructivist view of interaction among them because it is more about "control over the learning environment"(Loyens et al., 2008; as cited in Murray, 2014, p. 322). Then, with the aperture of the first self-access language learning Centre at Crappel, its main objective was to provide students with access to a "rich collection of second language materials "(Benson, 2001, p.9) so that they could start to learn by themselves. It was then where constraints regarding the lack of training by instructors, learners and social changes through the years contributed to the development of the autonomous learning concept that we have today.

Consequently, it was not until the last years that this concept would arrive to Mexico with a similar entrance, which was the emergence of the "Programa Sectorial de Educación 2007", which sustains a vision of Mexico for the year 2030 and provides a set of objectives, strategies and actions that will define the path of improvement of different sectors. Regarding

educational reforms, this program established, as an objective, to increase the access to education, specially for the vulnerable and marginalized population through the access to services aimed at them. In addition, they

> "Promote in the classroom the use of virtual spaces to bring teachers and students to the latest technology as well as to develop competencies for their use to support the insertion of students in the knowledge society and expand their capabilities for life, including distance education and training, and the development of a computer culture" (SEP, 2007, p. 40).

Since then, in response to these policies, as Llaven Nucamendi, (2013, par.6) states

> "One way to acknowledge and meet these challenges has been the promotion of autonomy in language learning both within institutions and at a policy level." In this way, "some institutions have initiated programmes to make students more independent and autonomous in their learning." (Llaven Nucamendi, (2013, par.4).

According to Benson, (2001, p.109), ways of promoting autonomy in the classroom include "any practice that encourages and enables learners to take greater control of any aspect of their learning". Currently, these types of practices include the use of different facilitating e-tools derived from the evolution of Computer Assisted Language Learning (CALL), which has taken the place of educational facilitator by increasing the accessibility to education in a variety of manners. Then, speaking about CALL, there are different e-tools that can be used to promote autonomous learning, one of the examples can be E-learning platforms or educative web platforms, which have emerged as facilitating e-tools during the teaching-learning process. They can assist teachers in establishing new learning programs by creating, approving, administrating, storing, distributing and managing virtual formation activities (Clarenc, Castro, López de Lenz, Moreno & Tosco, 2013).

Leading institutions such as the Benemérita Universidad Autónoma de Puebla (BUAP) are taking advantage of all the facilities that this e-tool can provide by integrating an e-learning platform (Moodle) in the b-learning education program "Licenciatura Abierta

en la Enseñanza del Inglés (LAEL-I)". With this action, they recognize the importance of integrating ICT into the~~ir~~ curriculum as a way of facilitating communication and promoting autonomous learning in students. So, in the Degree Profile of the bachelor's degree mentioned above they state:

> Actualmente, las tecnologías de la información y comunicación juegan un papel de gran relevancia en la formación de las nuevas generaciones, es por eso que, a través de este espacio virtual, se busca favorecer en los estudiantes de la LAEL-I un proceso de aprendizaje autónomo e independiente. (LAEL-I, 2018 par.9)

As can be seen, it is suggested that one of the main reasons why this program implements a b-learning platform in its curriculum is to favor students to develop their independence and autonomous learning. In other words, this action is intended to provide learners with opportunities to develop their autonomous learning, which is a significant feature to consider in education these days, as it was stated before. However, up until now, little has been researched about the efficiency of technology implementation in the classroom and even less about its impact in the development of autonomous learning skills on the learner. This lack of research on the subject is because the inclusion of ICT in the curriculum is relatively new. Also, it is due to how quick technology advances. Consequently, "although research studies in online learning has risen significantly in the last years, much is still unknown regarding factors influencing learner achievement in these online learning environments utilizing LMSs "(Cigdem & Ozturk, 2016, p.99), specifically about the way they use it for teaching and learning.

Thus, despite the availability of different programs and resources, their effectiveness is still a matter of discussion and a subject to be researched. In this way, this study will aim to provide data about this field on the inclusion of technology into the curriculum to foster autonomous learning by exploring to what extent the development of autonomous learning skills has been favored through the employment of Moodle platform activities among LAELI students at BUAP.

1.2 Rationale

When researching autonomous learning, it is to be considered that, "it is exhibited in various modes of learning characterized by particular procedures and relationships between learners and teachers." (Benson, 2001, p.110). The combination of different modes of learning with different practices will determine the effectiveness of teachers' or institutions' efforts to foster autonomy (Benson, 2001). Then, in order to evaluate to what extent, the expected results have been reached, different approaches for the research of its effectiveness concerning different practices have been developed during the years. These approaches are in relation to the practices associated with the development of autonomy, and each one emphasizes and evaluates specific objects of study during the research, so these approaches can be: Resource-based, technology-based, learner-based, classroom-based, curriculum-based, and teacher based. From these, the first two observe the independent interaction of the learner with the learning material, which in the first approach involves a general type of material while the second focuses on the use of educational technology.

On the other hand, the remaining approaches involve the evaluation of learner control over the planning, curriculum as well as the role of the teacher and learner, their attitudes, improvements, education and behaviors. Also, according to Benson (2001, p.183), there are three critical areas of research in the field of autonomy that need more research. The first one is concerned with the "nature of autonomy and its parts". The second one concerns "the possibility of fostering autonomy among learners" and the third one with its effectiveness regarding language learning or proficiency. This research will focus on the second area related to the appropriate conditions provided by the employment of Moodle platform activities among LAEL-I students at BUAP for learners to become autonomous.

1.3 State of the Art

In response to the processes initiated to foster autonomy in different modalities of learning by teachers or/ and institutions, recent Studies of the nature and effectiveness of efforts to foster autonomy are, e.g. Lamb, (2008); Orakci & Gelisli, (2007); Haiyan Liu & Wenqian Qi (2017); Nguyen, & Walkinshaw, (2018) and Yuan, & Kim, (2018). In these studies, researchers' main purpose was to try to determine the learner autonomy towards a scale where students productions and proficiency were observed. The second set of studies

reported the perceptions of teacher and students towards autonomous learning regarding teacher-learner based approaches (e.g. Orawiwatnakul, & Wichadee, (2017); British Council: Borg, & Al-Busaidi, (2012); Henri, Morrell, & Scott (2017); Bekleyen, & Selimoğlu, (2016); Doğan, & Mirici, (2017); Suraratdecha, & Tayjasanant, (2018); Wichayathian, & Reinders, (2018) and Henri, Morrell, & Scott, (2018). These various approaches have been used to examine the effects of the implementation of specific practices for fostering autonomy, highlighting the importance of the teacher's role.

The evidence is almost uniformly consistent in indicating that students raise their autonomous learning awareness and ability when they have appropriate teacher's orientation; in the same way, they outstand the importance of teachers' autonomy first and foremost. One remarkable study regarding teachers' autonomy was Kaymakamoglu, (2017, p.1) in which, instead of focusing on foreign language learners, he focused on exploring learner autonomy in teacher candidates in an EFL teacher training program. In this study, the findings showed that the "challenges the participant teachers faced in promoting learner autonomy were changes in teacher role, culture-related issues (see Chirkov, Ryan, Kim, & Kaplan, (2003) and teacher autonomy". In relation to the present research, the participants of this study were also students that are being trained to be EFL teachers. Therefore, perspectives of their teachers will be considered for a better understanding of the researched phenomena.

On a different note, only a relative handful of studies have tried to examine the process using different perspectives and variables for research. In the same way, there are few studies regarding the role of educational technology and autonomous learning (e.g Fotiadou, & Angelaki, (2017); Cabrales, & Díaz, (2017); and Esteban, & Castro, (2018). On its part, Esteban and Castro's study consisted of an action research focused on young people in adult education, who were at risk of exclusion in their learning environments. They studied the effectiveness of "Scratch" educational tool for the promotion of autonomous learning development. They focused on pedagogical strategies and activities for their analysis by adopting a critical approach that allowed them to discover to some extent the potential of the application of this ICT.

On the other hand, Fotiadou, & Angelaki's, (2017) study consisted of exploring the relation of autonomy in student-student and tutor-student interaction in a distance learning modality, they used questionnaires for their aimed research objective. They found that in all

the subscales of autonomy there was a positive correlation with one to the other: sensibility, ability and management, with St-St interaction as well as between self-awareness and St-teacher interaction. Another study by Cabrales, & Díaz, (2017), in which they present the results of different survey researches, with the main aim of providing elements for the development of teachers of diverse subjects from a specific institution to optimize learning in the digital native students. For this study, they used a mixed approach in which the object of the survey was to investigate the technological literacy of students and how their teachers dealt with it. Instead of regarding with autonomy though, it dealt with the literacy of using technology; nevertheless, it addresses self-directness skills, that is why it is being considered in this section.

Another previous study investigating the relationship between technology and autonomous learning is In,ra Boj,re and AstrÓda Skrinda's (2016) in which a holistic fractal model (HFM) of autonomous learning for English acquisition in a blended environment of e-studies in adult non-formal education was created. They based their analysis on philosophy, psychology and education of English acquisition theories. Their primary aim was to find out how autonomous learning influences adult students' system of values and integration in the learning classroom and virtual environment. The findings of the study showed that "traditionally technological and pedagogical facilitation in English acquisition programmes of adult non-formal education is directed to facilitation of the development of language skills" (In,ra Boj,re and AstrÓda Skrinda's, 2016, p.1).

Besides this study, only some others have considered the evaluation of the implementation of technological resources, but not directly related to the development of autonomous learning skills. For instance, Montes and Ochoa (2006) in their study "Apropiación de las Tecnologías de la Información y Comunicación en Cursos Universitarios" about the things that are to be considered when evaluating the impact of educational technology. The most relevant findings of this research were about the use of the ICT for educational purposes in BA courses, highlighting the differences between learning with and from the technology.

In relation to the present study, the aforementioned studies framework the theoretical view that is behind the integration of technology to foster autonomous learning in new educational modalities (b-learning). They provide essential aspects that are to be considered

when evaluating its impact on educational programs that hold specific purposes, which in this case is the fostering of autonomous learning in students.

1.4 Significance of the Study

Despite an increased interest in technological materials from the perspective of resource-based materials and technology-based approaches, nowadays it is surprising that so little empirical research has been conducted on the topic, especially from the perspectives of autonomous learning. Few studies have focused on the phenomena behind the relation between autonomous learning, and blended learning of future English Language Teachers and any has been conducted in a Mexican Context.

In this way, a study which involves the role of autonomous learning to describe to what extent the development of autonomous learning has been favored through the use of educational technology in a blended learning modality in Mexico is essential for several reasons. Firstly, understanding the phenomena behind the use of these technological resources in the classroom can help to evaluate the efficiency of current policies of education, which involve the inclusion of technology into the classroom from different perspectives, (students' and teachers'), who are the principal performers in this modality of education. In the same way, it can also provide feedback to the institution, so that the participants can also be aware of the implication of the use of this educational technology and autonomous learning.

> The promotion of autonomy in learning needs to be understood by all participants in the education process (students, teachers and institution) and if the students are the central performers in this process their understanding of autonomy in learning and their views on this issue may bring us a better understanding for supporting an educational service that promotes learning autonomy (Llaven Nucamendi, 2013, par.4)

Second, it will contribute to the field of ICT and CALL implementation in education as it is to be noted that the self-access centers are directly linked to educational technologies, and, eventually, as Benson (2001, p.10) says, " self-access learning has also tended to become

synonymous with technology-based learning", so it can help to understand the impact of technology integration as only limited space in the extensive literature available has regarded this topic.

Third, this study will contribute to previous work because regarding ~~to~~ autonomous learning and its role among the different practices or " ways of organizing the process of teaching and learning" (Benson, 2001, p.110), in order to foster autonomy in the classroom, the present study contributes to the technology-based approach, which emphasizes Ss' "independent interaction with educational technologies" (Benson, 2001, p.111). In the same way, it merits to be researched because this phenomenon has not been investigated before in this specific context.

Therefore, it cannot be taken for granted that the practices that are implemented in the research always imply the development of autonomous learning to the extent that is expected because of others' contexts results. In fact, researchers on autonomy highlight that "learners who engage in technology-based learning do not necessarily become more autonomous as a result of their efforts. [because] A great deal depends on the nature of the technology, and the use that is made of it" (Benson, 2001, p.10), which changes from one context to another. So, the necessity of assessment in the matter is essential. Then, this study will contribute to the knowledge of autonomy in a blended-learning modality, as well as to the understanding of possible advantages and disadvantages in this b-learning modality.

1.5 Purpose of the Study

The purpose of this study is to describe to what extent the conditions provided by the employment of Moodle platform activities among students of the "Open-Bachelor's Degree in English Teaching" (LAEL-I) at BUAP has helped them to become autonomous. With this research we also try to identify the possible issues, challenges and advantages students face while working with this e-tool.

There has been little research on this topic and never with this sample or group under study. That is why the primary purpose of this study is to explore the construct by employing a two-phase sequential mixed investigation (Creswell & Creswell, 2008) using a case study method in which the participants' and teachers' subjective views are sought for in-depth understanding of the phenomena under investigation.

1.6 General Objective

The general objective of this study is to determine the perspectives of Ss and Ts about autonomous learning through the use of Moodle activities as a formative mechanism to explain how the use of technology impacts the development of Autonomous Learning in students of the LAEL-I.

1.6.1 Specific Objectives

1. To analyze the perspectives of Ss and Ts about autonomous learning through the use of Moodle activities as a training mechanism.
2. To Explain how the use of the e-platform impacts on the development of Autonomous Learning in the students of LAEL-I.
3. To Compare Teachers' and Students' perspectives to determine the points of agreement and discrepancies of their views about autonomous learning in the LAEL-I through the use of the e-platform.

1.7 Research Questions

For this, the following research questions were considered:

1. What are Ss' and Ts' perspectives of Ss' autonomous language learning based on the employment of the e-platform?
2. How does the introduction of an e-learning platform help LAEL-I students to improve their autonomous learning according to teachers and students' perspectives?
3. To what extent do Ss and Ts consider autonomous learning can be developed using an e-platform?

1.8 Thesis Organization

The thesis is organized into five chapters. The current chapter provided a general overview of the role of autonomous learning in the education field and a discussion of the problem that this work addresses. It also explained the significance of the present study as well as the research aims to be conducted. In the next chapter, it will be presented a critical review of

the literature that is relevant to this study. Then, in chapter III, the methodology of this research will be described. Later, in chapter IV, the results of the study are presented and discussed. Finally, in chapter V, a discussion of the implications and recommendations for further research are presented.

1.9 Definition of Key Terms

Autonomy: a human quality which is observed as the capacity for responsible decision-making to self-government (Merriam-Webster. com, 2019).

Autonomous Learning: the capacity "To take charge of one's learning […] (which implies) the responsibility for all the decisions concerning all aspects of this learning […]" (Holec 1981; as cited in Little, & Dam, 1998, p.1) including "setting goals, selecting materials, deciding on activities and strategies, monitoring progress and assessing outcomes" (Murray, 2014, p.321).

Self-regulation: the ability to plan and execute learning activities independently without needing someone else to tell you what to do and when to do it (Means, Bakia and Murphy, 2014, pp.13-14).

Blended Learning: the mixture of "traditional on-site instruction with innovative learning technologies" (Thorne, 2003; as cited in Crawford, & Jenkins, (2018, p.129).

Learning Management System (LMS): "an eLearning software that is installed on a server and allows to manage and organize the teaching-learning process" (Meza, 2012, p.41).

Moodle: a free open source platform (LMS) that "allows sharing course content to support conventional instruction" (Cigdem & Ozturk, 2016, p.99) as well as using the tools it offers to assist learning.

Moodle Activity: the way through which students can actually "produce" something that evidence their learning. Overall, Moodle offers 14 different types of activities in the standard Moodle version, the list of them according to Moodle.org, (2018b, par. 5) are; assignments,

chat, choice, database, feedback, forum, glossary, lesson, external tool, quiz, SCORM, survey, wiki and workshop.

Instructional Design: instructional events that must be followed in every teaching-learning process to be successful (Kruse, 2009).

Perspective: a particular attitude towards or way of regarding something, it's a point of view (Johnmaxwellteam.com, 2019). It is "a particular way of viewing things that depends on one´s experience and personality" (Dictionary.cambridge.org, 2019).

CHAPTER 2: LITERATURE REVIEW

In this chapter, the different theories that sustain this investigation will be discussed. The present chapter is organized into three main sections. The first one is the autonomy section, which addresses the scholarly literature about the independent variables considered in this research; the philosophy of autonomy, its components and theory of development. Blended learning modality of education is the second topic discussed; it describes its advantages and disadvantages according to the reviewed literature to better understand the context of research and the way it influences ~~in~~ the development of autonomous learning. In the third section, the scholarly literature that relates to the theory of learning and the role of the platform as a technological resource for the learning process will be explained.

2.1 Autonomy

Autonomy is a human quality which is observed as the capacity for responsible decision-making. It dignifies human beings by allowing them to choose among different options the one that best suits their own needs. In words of Stammers, (2015), it is "the ground of the dignity of human nature and every rational creature" (p. 158). Thus, autonomy, more than an accessory aspect during the integral development of a human, it has been considered as a basic human need (Little, & Dam, 1998) through which it is possible to arrive at ~~a~~ well-being (Chirkov, Ryan, Kim, & Kaplan, 2003) of members in a society. However, even though autonomy is seen as an individual quality, it is not developed in isolation. It implies a great challenge since making decisions involves values which are developed by means of interacting with others because life, relationships and society are constructed through the exercise of this quality. Thus, it is important to know to what extent decisions are being made by ourselves or by the influence of others.

Heteronomy is a term referred to the system in which a person is governed through external and imposed rules without the involvement of his or her own opinion, values or interests (Chirkov et al. 2003). For this reason, this term is considered to be the antonym of “autonomy “, which has its etymological origin from the words *autos* (self) and *nomos* (rule or law) that means “to rule oneself”. In that sense, autonomy can be defined as "that property of the will which is a law unto itself" since this is the way that one’s own reason obedience to guide one’s own actions is manifested (Scruton, 2001; as cited in Stammers, 2015, p.158).

Thus, the term of autonomy from its first application in the Politics of the Greek city-state, where an autonomous city was that in which citizens "made their own laws, as opposed to being under the control of some conquering power" (Dworkin, 1988, pp. 12-13), to today's application as a moral, political, and social ideal (Dworkin, 1988) for every human being in a particular context, has finally been defined as "an extension of political self-governance by the individual, personal self-rule of the self while remaining free from both controlling interferences by others and personal limitations, such as inadequate understanding, that prevent meaningful choice" (Beauchamp and Childress, 1989; as cited in Stammers, 2015, p. 157) . As can be seen in the previous definition, the elements of freedom, choice and ability are present; these will be key elements for the study of this quality among humans. In the next section, the relation between autonomy and community will be discussed.

2.1.1 Autonomy and Community

So far, we know that autonomy is a need of every human being. However, according to the Self-Determination Theory (SDT), the specific means of expressing and satisfying basic needs, including autonomy can vary considerably by context and culture, (Deci & Ryan, 2000; cited in Chirkov et al., 2003). That is why researchers concerned with this hypothesis have tried to study to what extent these needs differ from country to country (e.g. Chirkov et al., (2003). However, it has been found that despite the possible cultural differences in satisfying basic needs "the issue of autonomy can be similarly understood across diverse cultures,"(Chirkov et al. (2003, p.108) for which the possible differences might be only superficial and not remarkably different. (Deci & Ryan, 2000; cited in Chirkov et al. 2003). On the other hand, despite the different definitions of autonomy, according to the SDT formulation:

> A person is autonomous when his or her behavior is experienced as willingly enacted and when he or she fully endorses the actions in which he or she is engaged and/or the values expressed by them. People are therefore more autonomous when they act in accord with their authentic interests or integrated values and desires. (Deci & Ryan, 1985, 2000; Ryan, 1995; as cited in Chirkov et al. 2003, p.98).

In the same way, an autonomous person is responsible for his or her behavior and the implications that this has for a determined community. In regard to this, Murray (2014, p.334) points out that "Learning is about identity: past, present, future". Then, if we carefully take this into consideration, autonomy concerns the fact of taking decisions for a living. Learners would have to think also in who they want to be in order to take appropriate decisions since "autonomy is essentially a matter of taking responsibility for one's authentic concerns" (Benson, 2013; as cited in Murray, 2014, p.335). For this, self-regulation is necessary, and will eventually have an impact on the construction of society, where the communitarian sense of autonomy is located.

Today's trend of autonomy is inclusive to society by considering that "what is required is a more thoroughgoing recognition of the constitution of minds and selves within social interactivity with others" (Martin and McLellan, 2008; as cited in Murray, 2014, p. 335). As stated before, although the view of autonomy with respect to its recognition as a basic need is not very different in different parts of the world, a difference exists in the way that it is exercised and, consequently, the way that it "looks like" in different parts of the world, and field of practice. The reason for this could be the socio-constructivist way in which cultures are built in values and habits. Twomey, (2015, p.263) states "the ability to exercise autonomy is dependent to some extent on the relationships people have with those around them", which might become relative from culture to culture. Then, despite the fact that overall autonomy might imply the same for every culture, the specification of determining habits will depend on the particular practices of a culture.

In this regard, there is an approach called "cultural relativism" that holds the view that "different cultures engender different goals, motives, and values, and these, in turn, are assumed to be differentially associated with how one pursues and attains well-being and social integration" (Markus, Kitayama, & Heiman, 1996; Triandis & Gelfand, 1998; as cited in Chirkov et al. 2003, p.97). This view has been adopted by different theorists of social sciences and psychology to understand the way communities are built, their habits and beliefs in relation to specific topics under study. In this research, it is necessary to consider this theory because it will allow a better analysis of the particular context of the study, which will have determined characteristics to be considered at the moment of describing the way

autonomy is being exercised. In the next section, some discussion about autonomy and its moral implications in a context will be addressed.

2.1.1.1 Inclusive Autonomy and Moral Implications

It took time to recognize the social feature of autonomy and balance it among its other dimensions. It was not until negative results from the fostering of autonomy in different areas started to appear that the reflection on its social and moral implications increased. An example of this is the fostering of autonomy in healthcare, where autonomy has been reduced to "the exercise of personal choice" (Stammers, 2015 p.157) instead of responsible practice. According to Stammers (2015), when patients' free choices make doctors pass over the Hippocratic oath, they do not care about the moral implications and consequences that go beyond their own selves and that usually breed social problems. One example of this is the topic of "life" because while a doctor has the duty to save it, a patient might have the opposite desire. Consequently, there might have been a type of confrontation between two wills, where the patient's "autonomy" might be privileged, but where no ethical considerations might be considered. In this way, Doctors cannot respond in accordance with the Hippocratic precept because they have to respect the autonomous decision of a person, this draws new limits and builds new ones for the construction of society because it has an impact on the way the order is built in a community from which everyone depends on and is included. So, there is a need for regulation of people's actions, for which, he proposes a more "inclusive communitarian approach" for the exercise of autonomy. So, autonomy cannot be reduced to an individual dimension but extended to a social one.

There is a strong relationship between the field of healthcare and education in that the decisions a person makes will have a strong collective impact on a community. Especially, when speaking about teachers, there is a lot of responsibility in their hands when preparing new teachers who will help other students or teachers shape their professional profile. Furthermore, the autonomous quality regarding "freedom of choice" which implies a condition of "choice among a morally acceptable range of options" (Raz, 1988; cited in Stammers, 2015, p.157), opens the discussion of what is "moral" and the conditions for recognizing its validity within different options and circumstances for taking responsible decisions. With this in mind, the complexity of decision-making increases because, now,

evaluating moral choices provides the opportunity to exercise critical thinking, which simultaneously implies reflection, conviction and the development of an identity. In relation to this, Chirkov et al. (2003, p.98) state "People often experience a lack of autonomy when pressured to do something they do not believe in or to follow social norms with which they do not identify". So, it is important to say that autonomy will also reflect an identity which will have a basis on beliefs, which are built within a community and that need to be carefully identified for the appropriate execution of it.

Relational autonomy is a trend which recognizes the contribution of others to a person's capacity to exercise autonomy, as well as the importance of the social contexts within which relationships occur. It holds that there is no way to be autonomous if excluded from society because "we can only be fully autonomous when we engage on social interaction with others" (Friedman, 2003) all the time, and that we are also subordinated in many moments to an authority which somehow helps us to regulate our actions in a determined context.

In that sense, how autonomous a person might be or become will also depend on the amount of power that he or she has experienced in a determined context (Banks 2005; cited in Twomey, 2015). In fact, the acts of people are usually regulated by a set of beliefs shared by a particular community. These beliefs include moral, religious and cultural aspects that are to be considered in the development of autonomous decisions of a person. That is why, for some scholars such as Rabin (2008; cited in Twomey, 2015, p.255), the reduction of "Individual autonomy" will impact on how "restrictive" a society we want to create will be, so he also associates this particularity to the different "self-destructive behaviors" that the use of freedom in an individualistic approach of autonomy can imply. In other words, how restrictive a society is, depends on the level of power that the state gives to their constituents to exercise their autonomy (Banks 2005; cited in Twomey, 2015).

The limitations in this way, work to avoid self-destructive behaviors that can prejudice the community. So, from a communitarian perspective, it is necessary to consider that the decisions that a person makes will have a substantial positive or negative collective impact in society. For this, McLeod and Sherwin (2000; cited in Twomey, 2015) state 'relational autonomy seeks politically aware solutions that endeavor to change social conditions and not just expand the options offered to agents' (p.265).

In education, which is considered to be “the cradle of society”, it is essential to develop a communitarian sense. In this way, in order to promote an adequate exercise of autonomy, this new and trendy position regarding the exercise of autonomy will be considered because transporting the aforementioned principles to education is essential to consider how “restrictive” a classroom environment is needed to be for the specific learning purposes.

2.1.2 Autonomy in Education

Since the concept of autonomy appeared, it started to have different applications in diverse fields, but it was not until the 80s that started its application in the classroom (Benson, 2011). Similarly to the aforementioned definitions, in the educational field, being autonomous implies the capacity “To take charge of one’s learning […] (which implies) the responsibility for all the decisions concerning all aspects of this learning […]” (Holec 1981; as cited in Little, & Dam, 1998, p.1) including "setting goals, selecting materials, deciding on activities and strategies, monitoring progress and assessing outcomes" (Murray, 2014, p.321).

Nowadays, Benson, (2011) concludes autonomy in language teaching and learning is a “work in progress, to which more and more practitioners are contributing year by year” (p.17). He also states that as a philosophical concept, autonomy in language teaching and learning necessarily would have to be "deconstructed" since new findings in research have revealed weaknesses, gaps and even mistakes about how autonomy has been considered, fostered and applied over the years. In this study, the definition of autonomy will be based on Holec’s and Murray’s previous definitions.

Today, discoveries in different sciences such as psychology, pedagogy and technology have contributed to change the way autonomy is assimilated in society, by helping us to move from an "individualistic" approach of autonomy to a more “inclusive” approach in education. So, at present it is recognized that apart from its "personal sense", autonomy can be considered as "multidimensional" because it "takes many different forms according to the person, the setting, and multiple contextual and micro-contextual factors" (Benson, 201, p.16). Consequently, most of the research in this area nowadays "describe autonomous learning in various settings and assess how educational interventions foster autonomy and improve language learning" (Benson, 2011, p.16). Also, during the evolution

of this concept within the field of education, it has had different trends that have contributed to both, defining better and/or misleading the concept.

In the next sections, a deeper explanation of what is and what is not autonomy, the implications behind its omission in education as well as its components will be presented.

2.1.2.1 Limitations for the Execution and Development of Autonomy in Learning

Basically, according to specialists, what is needed for the execution of autonomy are appropriate mental capacities and independence or freedom from the subject to perform an act (Stammers, 2015) and an adequate morally acceptable range of options from which to choose (Raz, 1988; cited in Stammers, 2015) or, in other words ”an informed consent and a narrow set of choices.” (Twomey, 2015, p.255). In relation to this, Dworkin, (1988, p.18) adds “Liberty, power, control over important aspects of one’s life is not the same as autonomy but are necessary conditions for individuals to develop their aims and interests and to make their values effective in the living of their lives” that is, to exercise their autonomy.

On the other hand, different factors intervene for autonomy to be exercised, this is because the response that a person might have towards the development of his or her autonomy can be different depending on the context and education. Twomey, (2015, p.262) states that "some people are expected to be more enthusiastic about, or more comfortable with exercising their autonomy (by making their own decisions) than others". He suggests that this can be as a result from lack of self-assurance; "failures of a sense of assurance in one’s own capacity to form preferences and make decisions undermine autonomy’ (Natalie Stoljar, 2011; as cited in Twomey, 2015, p.263). In this way, behaving this way can be due to a kind of resistance to change behavior which in a way is entirely normal in human beings, but that would become a problem if it does not disappear with the time.

Another situation to be considered about autonomy's limitations is that, since autonomy is a philosophical non-measurable quality, there will always be a difference between actual and ideal autonomy. That is, the decisions we take for its execution and the actual execution of them might be different in real life. This is due to the fact that different internal and external factors might intervene in this process causing that the way its intrinsic motivators and how they are translated into observable behaviors do not show the expected results (Stammers, 2015).

2.1.2.2 Advantages and Implications of the Lack of Autonomy in Learning

From a psychological perspective, autonomy- in words of (Deci 1995, cited in Little, & Dam, 1998, p. 2) -is a "basic human need", that implies "feeling free and volitional in one's actions" for which its omission results in intrinsic demotivation of the person. In education, it has been discovered that this demotivation is reflected in the student's attitude since it detonates several implications for learning. As a result, it is believed that efficiency and effectiveness of learning will depend on students' motivation (Little, & Dam, 1998, p.2) as well since it has been discovered that autonomous learners use to be motivated and reflective, which benefit their learning. That is why it is assumed that in a way, all learning is likely to succeed to the extent that the learner is autonomous" (Little, & Dam, 1998, p.2). To continue, the stated advantages and implications of the lack of autonomy will be explained.

1. Advantages

One advantage of efficient and effective autonomous learning, according to scholars, is that "autonomous learners can freely apply their knowledge and skills outside the immediate context of learning" (Moeller, 2001, p.1). According to Holec's definition in Little, & Dam, (1998), this provides a solution for some frequent difficulties of novice professionals, who face several challenges in trying to apply their knowledge in their new work because of lack of experience. According to Little, & Dam, (1998, p.2) because autonomous learning entails "reflective involvement in planning, implementing, monitoring and evaluating learning" it also benefits the development of "self-management skills in learning" which effectiveness can be seen in the accomplishment of the objectives of each learner. In this way, it is believed that It helps to fulfil the possible weaknesses of a program by allowing students to develop the competences they need for the real world autonomously.

2. Implications of the lack of autonomy

According to thinkers, one of the factors that works against autonomy is the socio-political structure of society, which is upheld by a capitalist system. In regard to this reality, Domingo, (1997) explains what he thinks has been the consequences of that type of system

on citizens' autonomy. He claims that autonomy in citizens has been kidnapped little by little through the imposition of "ideologies". He says there has been a mean of establishing certain ideological control over professionals through, what he calls, the "proletarianization of work". In relation to this, Derber cited in Domingo, (1997, p.26) makes the distinction of two ideological proletarianization processes through which proletarians can hardly go against and that prejudice their autonomy.

The first one is the "ideological desensitization", which consists on resting importance to the valorative content of work and social purposes of it by replacing it with the belief that the rational use of it via "scientific method" is more important than results. The second response is called "ideological co-opting" in which the valorative content of work is not downgraded, but the enterprise assimilates the worker by modifying his own beliefs or moral background to little by little make them suitable with the enterprises for which the person works. In this way, people start to lose the real sense and moral social value of work, and with it, autonomy.

As a result , according to Domingo, (1997) and other thinkers, this lack of autonomy results in lack of control over one's work which eventually leads to ideological disorientation and loss of an ethical sense that lead professionals to become mechanical, to lose the sense of their efforts, to work without consciousness about what they are working for or why, and to only care for getting the necessary abilities and skills to accomplish the requirements to upgrade themselves to get more benefits, but without passion for what they are doing. In this manner, workers with few autonomy keep moving in a system in which they are subject to others' decisions.

In the educational context, what the proletarianization of work means is the loss of an ethical sense implicit in the teaching work (Domingo, 1997). This results in the same aforementioned attitudes among teachers and students, whose lack of autonomy cause unhappiness and low quality in their performance that eventually become on big issue during the learning process.

2.1.3 Components and Dimensions of Autonomy

In order to exercise autonomy appropriately, it is necessary to understand the different parts from which it is constituted. Some "nuances" attributed to this concept are "liberty (positive

or negative), dignity, integrity, individuality, independence, responsibility and self-knowledge, self-assertion, critical reflection, freedom from obligation, absence of external causation, and knowledge of one's own interests' (Gerald Dworkin cited in Stammers, 2015, p.157). In the same way, the term autonomy has been compared and confused with concepts such as self-directedness, self-regulation, independence, individualism, and separateness (Ryan, 1993 cited in Chirkov et al. (2003). This is due to the fact that autonomy is such a complex concept that to some extent, contains all the previous conceptual qualities. From all the previous concepts, the one to which autonomy has been confused the most is "self-directed learning" (SDL).

However, according to scholars, this more than a "nuance" of autonomy, is the result of it because SDL "entails more student control over the learning environment and provides a crucial role for the learner in initiating a learning task (Loyens et al., 2008 cited in Murray, 2014, p.322). In addition, SDL can be viewed as" a manifestation of learner autonomy in which learners accept responsibility for all the decisions related to their learning, such as those pertaining to setting goals, selecting materials, determining strategies and activities, monitoring and assessing their learning."(Dickinson,1987 cited in Murray, 2014, p.322). For which according to this same author, a self-directed learner, first is supposed to be an autonomous learner.

Moreover, it is important to clarify what are the components of autonomy in order to better understand what autonomy consists on because the misunderstanding of autonomy can lead to wrong positions which can affect its development. For instance, a popular fake concept of an autonomous person is that of a "self- sufficient, independent person, relying on his own resources and intellect" (Dworkin, 1988 cited in Friedman 2003; as cited in Twomey, 2015, p. 256). So, in order to clarify it more, Little, 1991, (as cited in Benson 2011, p.4) specifies what autonomy in learning is, and he provides a definition which go beyond the one mentioned above, he says:

> Essentially autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his

> learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfer what has been learned to wider contexts.

In the previous definition there can be appreciated different dimensions of autonomy that Benson (2011) classifies as "learning management" and "cognitive processes". In this way, according to Benson, (2011) , who has dedicated himself to the study and research about autonomous learning in Language Learning, there are different ways in which learning can be controlled by the learner, and based on Little's definition, he claims that there is the need for one more dimension in order to execute an effective learning management., which he calls "learning content". So, he described this last dimension as "situational" and related to a certain level of "freedom" by teacher and students.

Furthermore, he suggests three categories for describing in a broader way what aspects can be involved in the exercising of learning control during the development of autonomy. He takes into consideration that there are some actions that might be intrinsic and naturally performed by the student without special training, and so they cannot be observed, and teacher intervention is not possible. The categories he proposed are control over learning management, cognitive processing and learning content. Benson (2011) considers there are specific objects of control in each of his proposed dimensions.

For the "cognitive processes", he considers the psychology of learning held during the acquisition and development of the mental capacities that permit the exercise and development of autonomy in language learning. According to Benson, (2011), the two main cognitive processes that compound this dimension are "Directing attention" and "Reflection" because they are the basis for the development of all the autonomous learning skills.

Then, in the "Learning management" dimension, he recognizes the "learning behavior", that is to some extent, the observable behavior of learners that demonstrate they are exercising their autonomy. For Benson, (2011) "control over learning management" also imply behaviors involved in the planning, organization and evaluation of learning. For him, the cognitive and attitudinal factors that underlie this dimension can be better appreciated in the theory of "self-directed learning" as explained earlier.

Finally, regarding to the "Learning content" dimension, Benson considers the control over "learning situations", which will demand specific characteristics such as specified

content, place and roles during the learning events. It is important to say that he also highlights the fact that some of the components of these categories are interconnected, but for its study and understanding, in their explanation, they are being separated. In this way, he claims that from these categories, different characteristics or components of the autonomous learner can be gathered in order to draw a kind of "autonomous learner profile" that can serve as a guide for identifying autonomous learners and/or promoting different actions for autonomous development.

Apart from this classification, other authors have reflected upon autonomous learning components and dimensions arriving to similar classifications and enriching some of them. For instance, Huang & Benson, (2013); as cited in Murray, (2014, p.324) proceed to "break down the two key elements of the definition [of autonomy]: capacity and control" in order to get its dimensions. They agree that the dimensions of autonomy would be three: ability (what students can do in favor of their learning), desire (motivation to do it) and freedom (level of permission for students to do it). Then, Murray, (2014) comments that the corresponding actions concerning to "self-regulation" would be placed in the dimension of "ability" proposed by Huang & Benson, (2013), and add one more dimension, which would be the "social dimension". He deeps into the social dimensions of autonomous learning making a special emphasis on the role of the participants in their environment. He suggests that the three dimensions of the social dimension of autonomy would be compounded by other three dimensions which are: emotional dimension, spatial dimension and political dimension. To continue, a deep description of Huang & Benson's, (2013) and Murray's, (2014) classification of the three dimensions of autonomy in learning (Freedom, ability and desire) will be provided.

2.1.3.1 First Dimension- Freedom

This dimension regards to people interaction concerning social relations of power. As stated before, teachers have the responsibility to help students to shape their professional profile, which in many cases consists on training future professional teachers who will continue with that same duty, as is the case of the context of this research. Also, as reviewed before, some of the myths of autonomy resulted from a lack of awareness of its social dimension because it was assumed that it consisted on anarchism, (a political philosophy against authority) as

well as an extreme “self-centered individualism” (Stammers, 2015), which usually implied isolation and a wrong idea of independence ("the circumstance of not relying on others for support, help or supplies" (Chirkov et al. 2003, p.98). The result of those positions can lead to different social problems, and so the social aspect of autonomy cannot be ignored. In relation to this, Twomey’s, (2015, p. 264) argues that "a view of autonomy that emphasizes independent decision- making and detachment is insufficient, and risks ignoring the importance of relationships.", which currently is being tried to be avoided.

Consequently, Murray, (2014, p.328) suggests a "multifaceted" social dimension of the learner autonomy that comprises three other dimensions that picture a better understanding of the human being in an individual and communitarian or contextual way, these are: 1) an emotional dimension (which involves self-motivation, self-reflection and self-reaction), 2)spatial dimension (place and space), and 3) political dimension.

In the next section, a description of the importance of the social dimension is going to be explained.

2.1.3.3.1 Emotional

According to researchers, autonomy, far of meaning isolation it implies a sane level of dependence on others advice, which allow us to compare our thinking with others without feeling strongly influenced or forced by them to change or take our own decisions, because in the end it implies "feeling free and volitional in one’s actions” (Deci 1995, cited in Little, & Dam, 1998, p. 2). Then, Murray, (2014, p.329) affirms "One of the things that we discovered in our social learning space study is that learners need emotional support and continually seek it from others". So, it is not possible to educate without having human interaction since this interaction takes part of the process. On the other hand, the other emotional component that is included in this sub dimension refers to the satisfaction of human psychological needs, that as stated at the beginning of the chapter, there is natural need for being autonomous, which is biological and is to be satisfied.

2.1.3.3.2 Spatial

Regarding to the second dimension, citing to Carter, Donald and Squires (1993), Murray, (2014, p. 330) confirms that because "place is space to which meaning has been ascribed" (p. ix)., "“how learners imagine a space to be, perceive it, define it, and articulate their understandings transforms a space into a place, determines what they do there, and influences their autonomy” (Murray et al., 2014, p. 81 cited in Murray, 2014, p.330). This dimension is justified through the previous premise. So, the fact that "students value their autonomy" (Murray, 2014, p.331) bring lights to the position that learning environment is important. In relation to this premise, it is also to be considered the different types of contacts or spaces in which a learning community can be involved. In the present study, a blended learning modality in which the use of synchronous and asynchronous communication is integrated in order to build a learning community will be the place of context. Similarly, one current necessity has been, according to Murray, (2014, p.331) the "necessity of moving away from the classroom model of the late eighteenth and early nineteenth centuries toward models better suited to the twenty-first century." To which, Murray, (2014, p.334) concludes

> "we need learning spaces that facilitate activities that promote the development of learner autonomy and self-regulation. These learning spaces will need to be equipped with digital and material resources, while at the same time enabling students to move around and work with each other. The creation of these spaces is going to take political will and imagination."

In this way, it has been believed that BL facilitates this, although the level of effectivity as will be seen later is still not clear. However, what is important to rescue from this perspective is that there is a need to make "learning opportunities possible" (Murray, 2014, p.331), and that the way that this is done, especially in order to develop "learner autonomy has been closely linked to pedagogical practice" (Murray, 2014, p.333) above all, which is an issue of construction of the environment.

2.1.3.3.3 Political

In relation to the last subdimension of freedom (political), it is interesting to find that in this one, it is clearer that autonomy entails a more social dimension in which politics and policies are also necessary to be considered. This is due to the limitations that can be imposed or conceded by external factors, from which the spatial dimension would be directly affected. In this way, it is in this field in which the cultural differences can be appreciated.

In Mexico, by way of example, Castillo Zaragoza, (2014), a researcher who conducted a study exploring the relationship between social class and autonomy in self-access language learning, raises the issue that "autonomy may well be a luxury that poor people cannot afford. For one thing, they do not have the range of material resources available to them that more advantaged learners do" (Murray, 2014, p.331). This reminds me to the study of Domingo, (1997) in which he discusses the role of autonomy in the proletarized society in which opportunities can differ. In this way, according to Murray, (2014, p.335) "Whether or not learners will be able to express and pursue their authentic concerns, given the constraints imposed in institutional learning spaces, raises the issue of freedom." So, probably, speaking about vulnerable students, some actions implemented by the school to raise their autonomy might for some of them been advantage and for others not.

On the other hand, as it has been repeatedly stated, one only learns to be autonomous through the exercise of autonomy, because in a big extent autonomous development is a matter of freedom. So, opportunities need to be given for students to exercise their autonomy. In relation to this, Little (2000) cited in Murray, (2014, p.333) notes, "the language learner-user will become gradually more autonomous only through the practice of autonomy".

2.1.3.2 Second Dimension- Ability

Autonomy and self-regulation are two concepts that have been confused during a long time, this is because in practice they might look like the same due to the fact that "autonomy literally refers to regulation by the self" (Murray, 2014, pp. 335-336: Ryan & Deci (2006 p. 1557). In this way, autonomy and self-regulation share several similarities. In attempting to compare these concepts Murray, (2014) explains that, "both emphasize learner control and metacognition and the development and application of metacognitive skills , both "focus on

the individual learner to include increased recognition of the importance of the social context and interaction in the learning process", and both "concern with goal-setting, monitoring learning, and control"(Murray, 2014, p.320). On the other hand, they differ "over issues pertaining to learner control of the learning context"(Murray, 2014, p.322). Self-regulated learning is mainly concerned with" learners' cognitive processes" (psychological) while autonomy go beyond by concerning more with "the interface of self and social worlds" (Philosophical) Murray, (2014 p. 336). In other words, it is concerned more about the social dimension of the learning process. So, it can be concluded that "the concept of self-regulation is somewhat narrower than the concept of autonomy" (Benson 2011; as cited in Murray, 2014, p. 325). Then this narrow would be because of the social dimension that autonomy implies. In this way, self-regulation will comprise the following characteristics and definition:

> self-regulation—the ability to plan and execute learning activities independently without needing someone else to tell you what to do and when to do it. Self-regulation skills include having an awareness of what you do and do not understand or know how to do and being able to set up and adhere to a schedule that meets completion deadlines. The other important class of learning-to-learn outcomes concerns the use of the new, Internet-based media themselves. As these media have become such a large part of our lives— socially and professionally—the mastery of online learning and communication skills has become a valued outcome in its own right (Means, Bakia and Murphy, 2014, pp.13-14)

Consequently, in this research, following Murray, (2014), Self-regulation will be situated in the dimension of "ability" of the learning control as it is shown in the table above, because it comprehends the cognitive processes involved within autonomous learning development process. In this research it will also comprehend the ability dimension of autonomy.

2.1.3.3 Third Dimension- Desire

Motivation plays an important role in the classification of autonomy since, according to psychologists, the level of autonomy a person has will be determined by his/her different

"motives to act". Self-determination theory (SDT) helps to better understand the importance of motivation in learning because it posits that people's three basic psychological needs include the needs for competence, relatedness, and autonomy. It holds that when these needs are satisfied, people are motivated to initiate "behaviors essential to their psychological growth" (Deci and Ryan 2000; Ryan and Deci 2000; as cited in Yuan and Kim, 2017, p. 27). In this way, this dimension involves the motivation that a person might have for doing something, which can be intrinsic or extrinsic since people in order to execute autonomous acts usually have the need to "feel" a sense of choice (Deci and Ryan 2008; Gagne´ and Deci 2005) and freedom.

In this way, retaking the term of self-regulation, a person can have different motives for regulating an attitude to behave autonomously. In relation to the motives for acting, according to Chirkov et al. (2003), motivators of autonomy can be classified in two types; extrinsic and intrinsic. "Extrinsic motivation" involves four levels of autonomy, parting from the lowest to the highest, we have: "External regulation" in which the person acts for "external rewards" or to "avoid a punishment" (p.9), this is a kind of behaviorist way. Another is called introjected regulation in which "one acts to experience self- or other approval or to avoid feelings of guilt or self-disparagement.". Other more autonomous is defined identified regulations, in this type one recognizes and approves a behavior or value as "having personal significance and importance". The highest level of extrinsic motivation is called integrated regulation "which pertains to behaviors and values with which one has identified that are also well synthesized into everyday life and well-coordinated with one's other identifications." Finally, the other category in which autonomy can be classified according to its motives is intrinsic motivation in which a person " engages in an activity out of interest or enjoyment" which is also considered a "highly autonomous form of regulation" (Chirkov et al. (2003, p.9).

Concerning this aspect of autonomous learning, Little, & Dam, (1998, p.1) state "autonomous learners are motivated learners." This shows the importance of knowing the reasons for doing something. Then from the explained above it can be inferred that the type of motivation one can follows for doing something will also result in a level of autonomy.

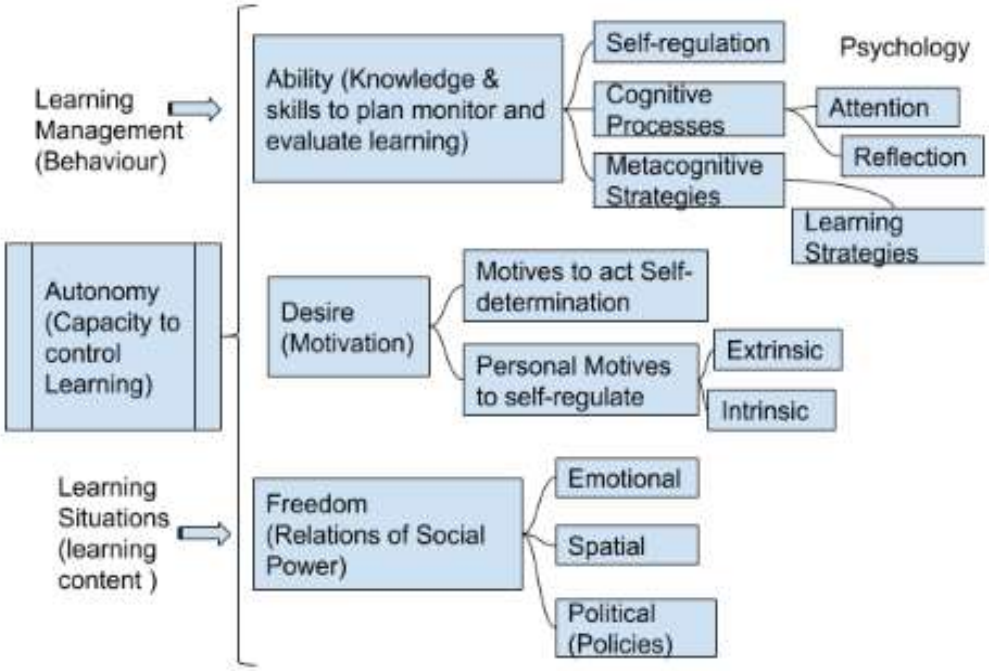
In this research we will not take this dimension deeply into consideration because we are not planning to measure levels of motivation, but it was important to describe which

they are in order to better appreciate the existence of an autonomous attitude since they integrate the second dimension of autonomous learning development which is desire.

2.1.3.4 A Review of The Dimensions of Autonomy

To sum up, since the previous classifications complement one another, in the next figure it can be appreciated the role that each aforementioned classification of autonomy would occupy if presented together in order to better understand the dimensions of autonomy in relation to their components.

Figure 2.1 Dimensions and Components of Autonomy



Source: (Author based on Huang & Benson, (2013); Murray, (2014) and Benson, (2011)

Then, as presented in the last figure, in summary, the dimensions for the capacity to control learning would include ability, desire and freedom (Huang & Benson, 2013), where simultaneously, the "Ability" dimension would be situated in the "learning management" dimension proposed by Benson, (2011). In addition, as it can be appreciated in the table

above, control over "learning management" concerns with the ability that the learner have to monitor and evaluate his/her learning (Huang & Benson, 2013) which correspond to the type of behavior and skills that the student shows and employed to self-regulate (Murray, 2014) his/her learning. So, in this dimension, different cognitive process (learning strategies) are located. In this way, the other dimension "cognitive processes" also proposed by Benson, (2011) would be included in "ability" since they refer to the psychological processes of the learner transmitted into observable behavior.

Then, in the second dimension "desire", which is taken from Huang & Benson, (2013), the role of motivation for self-regulation is located. Within this dimension some aspects of self-determination theory and intrinsic and extrinsic motives for self-regulate oneself are included considering that all these aspects include psychological processes of the learner.

Finally, the "learning situations" dimension proposed by Benson, (2011) would include the dimension of freedom, which at the same time would involve the "social dimension" and its components (emotional, spatial and political) since from the perspective of the author of this work, all these aspects concern to social relationships of power, that is, the level of power that people's roles maintain within an specific context. This reminding that an appropriate amount of power to exercise autonomy (Banks cited in Twomey, 2015, p.265) as well as an appropriate level of freedom to be able to prioritize our own aims and interests according to our own needs are needed.

2.1.4 Qualities of an Autonomous Learner

As stated before, 'autonomy requires a certain kind of self-understanding that one cannot sustain on one's own but must always define partly in conversation with interlocutors or through the shared meanings that underlie certain sorts of cultural practices. Thus, in order to help students to understand the way that (they themselves) education operates within a particular context (Twomey, 2015), they need to be aware of how important their work in a community can be. For this, it is needed a deep knowledge of oneself and different abilities of self-determination and self-regulation that help people to perform the necessary actions to reach a determined objective.

Thus, this objective is not reached in isolation since "becoming an autonomous, self-regulated learner is largely a social process." (Murray, 2014, p. 328) in which society have rules that intent to maintain a harmony (Marilyn Friedman (2003) cited in Twomey, 2015, p. 263). Therefore, it is a challenge to figure out the way a community moves and which each person's role in it. So, the characteristics of an autonomous learner would definitely involve several capacities that permit them to develop this communitarian sense since according to authors such as Deci & Ryan, 1985, 2000 cited in Chirkov et al. (2003, p. 99) , "the issue of autonomy concerns the extent to which one fully accepts, endorses, or stands behind one's actions".

On his part, Murray, (2014) presents a description of the self-regulated learner that could be easily confused to an autonomous learner, he claims, "Students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman's (1989) cited in Murray, G. (2014, p. 321). On the other hand, Benson, (2011) tries to provide description of what learners are capable to do in terms of control over various aspects of their learning, although he clarifies that this control will be determined not only by students' capabilities but also by contextual circumstances of where they learn. However, to have a guide of what an autonomous learner "looks like" he quotes the descriptions of Candy (1991) and Breen and Mann (1997:164-6) to enlighten this.

According to Candy (1991:459-66) as cited in Benson, (2011) autonomous learners have more than 100 competencies, which range from skills, attitudes and personalities, and that she organizes under 13 headings. So, for Candy, autonomous learners are:

- methodical/disciplined
- logical/analytical
- reflective/self-aware
- curious/open/motivated
- flexible
- interdependent/interpersonally competent
- persistent/ responsible
- venturesome/creative

- confident/have a positive self-concept
- independent/self-sufficient
- skilled in seeking/retrieving information
- knowledgeable about/skilled in learning
- able to develop/use evaluation criteria

Similarly, Breen and Mann (1997:164-6) are cited by Benson, (2011) provide a more detailed description of autonomous learners' characteristics, they say autonomous learners

- see their relationship to what is to be learned, how they will learn it and the available resources as one in which they are in charge or in control;
- are in an authentic relationship to the language they are learning, so they have a genuine desire to learn it;
- have a robust sense of self that is unlikely to be undermined by any actual or assumed negative assessments of themselves or their work;
- are able to step back from what they are doing and reflect upon it in order to make decisions about what they need to do and experience;
- are alert to change and able to change in an adaptable, resourceful and opportunistic way;
- have a capacity to learn that is independent of the educational processes in which they are engaged;
- are able to make use of the environment they find themselves in strategically;
- are able to negotiate between the strategic meeting of their own needs and desires of other group members.

From these different "checklists" of autonomous learners' qualities, Benson, (2011) makes the timely comment that, there must be distinguished "what autonomous learners are capable of doing from what the psychological competencies that underlie these capabilities" (p.48). As a conclusion from the qualities that an autonomous learner must have in relation to the three aforementioned dimensions, it can be appreciated that these can be varied and

depend on different circumstances and characteristics of the learner, which can go from aspects of personality, attitudes and skills (Benson, 2011).

Some researchers pursuing the same objective and trying to measure in certain way the capabilities of their learners have suggested to focus on the learning strategies that they possess, since they can be observable, but , as seen in the previous literature, profiling an autonomous learners involve more dimensions that just "cognitive and metacognitive processes" , and that cannot be easily observable neither measure, although depending on the focus of research they can be considered. In the next sections, some information about learning theories and methodologies for raising these qualities on learners will be presented.

2.2. Learning Modalities

Face-to-face learning (F2F) is the "traditional" method used during the educational history**, "**its meaning derives from an understanding of an instructional format that involves a physical classroom and the synchronous physical presence of all participants (i.e., teachers and students)." (Nortvig, Petersen, and Balle, 2018, p. 47). One of the main characteristics of this way of learning is that the teacher is in charge of the planning and design of the curriculum as well as the selection of the content (Drexler, 2010). These characteristics have detonated the discussion about the disadvantages of F2F learning above its benefits. Today, it is said that it has more disadvantages than advantages because it limits the development of self-directed learning, student-centered learning and the opportunities of teachers for adapting the content of the course to "reflect learners' skills" (Al-Huneidi, 2011, p. 58), which has been discovered to be very important during the learning process. Consequently, these disadvantages have been the support for the emergence of new learning modalities over the time. These modalities have been distance education, online learning and blended learning.

For this research it is important to consider the information about these modalities because to some extent they justify the emergence of a new modality that fills in the disadvantages found in the previous ones. Also, it is important for a better understanding of the BL modality. So, to continue the other modalities distance learning and online learning will be explained.

2.2.1 Distance Education

After F2F learning, a second modality of education which is called "Distance education" (DE) appeared. According to scholars, this emerged from the necessity of expanding access to education around places. In this modality, the terms asynchronous and synchronous started to get more popularity in education, (definitions). DE comes from the hypothesis of disappearing completely the problem of distance between teacher and student. It has come from the necessity of adaptation to the cultural, social and technological changes that have offered new ways of learning and working without leaving the place or residence (García, 1999).

An appropriate definition provided by Means, Bakia and Murphy, (2014, p.8) is that DE "encompasses any instruction in which the learner and the instructor are physically separated". Then, deepening into its characteristics, after reviewing different studies of several prestigious authors including the manual of Lorenzo García (García, 2001), Pina, (2004, p. 9) found that almost a half of 18 specialists coincide in at least the following characteristics of DE : 1) Physical separation between teacher and student, 2) Use of technical means, 3) Tutoring of the teacher for supporting and 4) Independent learning.

Then, regarding to some of the advantages that this modality offers in contrast to the F2F modality, it is said that it is more economical, reduces margination and foster professional development because it reduces costs and open access to education for vulnerable students who work or live in far places, allowing them to generate their own incomes as independent professionals (Meza, 2012) . Consequently, one of the main intentions of this modality is to reduce the number of dropouts at schools. In other words, to increase the "percentage of mortality "among students of DE (Pina, 2004, p.9).

According to researchers in the field, in history, DA started with the discovery of writing, then with the apparison of printing and its evolution has been increasing with the advent of correspondence and, eventually, with the technological advances that have improved mail service, synchronous and asynchronous communication (García, 1999). According to García, (1999), the steps that this way of learning has gone through can be divided in three main generations in synchrony to technological advances, these are;1) correspondence (with the use of mail), 2) telecommunication (mail and apparison of media) and 3) telematics (mail, media and computer assisted learning). Then, research about the

impact this trend has had in education suggests that this modality has increased the positive Ss- learning outcomes. In the same way, after the inclusion of new asynchronous technologies in the third generation of this modality, it was found that the results could increase even more.

According to the U.S Department of education, (2009, p. 6), after having analyzed several studies, Zhao et al. (2005) found that "studies of distance-learning applications that combined synchronous and asynchronous communication tended to report more positive effects than did studies of distance learning applications with just one of these interaction types. As a result of these findings, the application of asynchronous communication technology started to get more importance among scholars giving origin to a new modality, which is called "Online learning". In the next section, the particularities of this modality are explained.

2.2.2 Online Learning

As stated before, "online learning" came from the development of distance learning and in its beginning, it was considered to be "learning that takes place partially or entirely over the Internet" (U.S Department of Education, 2009, p.5). However, a more recent definition describes it "as referencing courses that are offered completely online; [..]" (Pellas and Kazanidis, 2015 cited in Nortvig, Petersen, and Balle, 2018, p. 47), for which it should not been confused with Blended Learning as it will be explained later.

Some of the characteristics of this modality are that, as its name says (online), this type of learning is usually launched through "Learning management systems (LMS) or Virtual learning environments (VLE)" (Pellas and Kazanidis, 2015 cited in Nortvig, Petersen, and Balle, 2018, p. 47) and with the orientation of a tutor (Meza, 2012). Based on these characteristics and the methodology that is followed in this modality, Anderson and Elloumi, (2004) give a broader and more complete definition and description of online learning, which is worthy to be mentioned in this study. They say that Online learning is "the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience." As it can be seen,

this last description summarizes the mission, vision, philosophy and procedure that this modality assumes.

At the beginning of this modality, according to Anderson and Elloumi, (2004, p.278), there were two competing models of online learning; the first one, called "the community of learning model, which used…

> 'real-time synchronous or asynchronous communication technologies to create virtual classrooms that are often modeled, both pedagogically and structurally, on the campus classroom. [...] (and) The second model of online learning (which) involves independent learners who work by themselves and at their own pace through the course of instruction.

As it can be seen from the stated above, online learning in its two models, similarly to DE, it mainly intends to break the barriers of communication and fulfill some weaknesses generated in traditional F2F and DE learning. In fact, in an attempt to compare DE with Online Learning, Means, Bakia and Murphy, (2014, p.8)- in their studies treat online learning as" a subset of distance learning rather than a synonym of it.". For which, according to Gebera, (2013), the real aportation of the e-learning as a derivation of DE is that it replaces the estimated time to be spent in the on-site DE program for the web instruction and different electronic resources, which brings the advantage of enhancing the rentability of a capacitation. However, due to the fact that e-learning implies other characteristics such as technological literacy from the population as well as other technological resources, this was not effective in all the situations (Pina, 2004). That is the reason why it needed modifications in relation to its purpose.

In relation to this, The U.S Department of Education, (2009) distinguishes between two purposes for online learning, these are: 1) totally online learning as a substitute of F2F, and 2) Blended learning, which combines components of online and F2F instruction for improving learning. This last purpose results in a new derivation of this modality, which is the one to be considered in the context of this research. In the next section, more about the antecedents and the characteristics of this modality is presented.

2.2.3 Blended Learning Concept

Overall, blended learning around the world is defined by different authors as a combination of the best of two modalities, online learning and F2F learning, (Staker & Horn, 2012 cited in Wang, Quek and Hu, 2017, p.100); (Spring et al. 2017, p. 338) ; Bernard et al. (2014) cited in Nortvig, Petersen, and Balle, 2018, p. 48; Graham, Allen, & Ure, 2005; U.S. Department of Education, 2010a; Watson et al., 2010) cited in Means, Bakia and Murphy, (2014, p.7) and (Pina, 2004, p.11). For which, even though today there is not complete agreement about the precise definition of this term (Bernard et al., 2014; Chigeza and Halbert, 2014 cited in Nortvig, Petersen, and Balle, 2018). It is distinguished from other modalities because of its characteristics. In this way, for an education modality, we call it a "blended learning" when "a F2F session is carried out in the physical classroom and another is delivered online via technologies such as a learning management system "(Wang, Quek and Hu, 2017, p.100).

In this way, the mixture of "traditional on-site instruction with innovative learning technologies (Thorne, 2003) or a course with online and on-campus components (Linder,2015)" can be called a blended learning as reported by Crawford, & Jenkins, (2018, p.129). In another perspective, for Gebera, 2013, p.4) BL "es toda ocasión programada (curso/módulo/asignatura) para mezclar métodos tecno-pedagógicos.". In this definition, he sees BL as an opportunity to incorporate new techno/ pedagogical strategies into the teaching practice. Similarly, García, (2004) cited in (Gebera regards BL as more than the combination of two modalities, but as a harmonious integration of means, resources, approaches, methodologies, activities, strategies and educational techniques. Also, for Picciano (cited in Kenney and Newcombe, N.D) the main characteristic in the design of a blended-course is to take into consideration the learning activities that are intended for which some of the face-to-face time will need to be replaced by online activities. So, depending on the objective of the course, it will have a specific design and pedagogical planning. In this way, as there can be different manners of applying this action, some differences regarding distinct specifications to run blended learning have resulted in different blended learning classifications.

According to Graham as cited in Kenney and Newcombe, (N.D) blends can be divided into three different categories: 1) enabling blends that focus on convenience and accessibility, 2) enhancing blends that augment but do not drastically change the pedagogical

style, and 3) transforming blends that change the instructional delivery to an active learning model. “For this reason, perhaps the major discrepancy about blended learning has been related to the amount of “seat time” and the “proportion of online learning to face-to-face instruction” (Graham, 2013 cited in Spring et al. 2017, p.338). In fact, to begin with, it is the amount of time spent in F2F instruction and online that defines the type of learning modality that we are regarding. For this reason, several studies have concluded that in a pure BL modality, at least 50 percent of total course time should be dedicated to F2F instruction (Nortvig, Petersen, and Balle, 2018, p.48). On the other hand, another type of BL course which has also be called as a “hybrid” or “web-facilitated course” demands “at least 30 percent of the content delivered online and [...] face-to-face meetings for at least 21 percent of the content.” (Means, Bakia and Murphy, (2014, p.7). Finally, Bernard et al. (2014) cited in Umek et al. 2017, p.114) recommend that “the proportion of blended course content delivered online range between 30 and 79 percent.”

Another discrepancy discussed about blended learning has been the “quality of educational experience “(Graham, 2013 cited in Spring et al. 2017, p.338) that is provided by the institution. According to Pina, (2004, p.17), there are two main reasons for incorporating a blended modality into the curriculum; one is economical (for reducing costs, which would be the final objective) and the other is for improving the quality of learning. This last position considers the pedagogical changes involved in the process, going beyond the traditional consideration of blended learning as a resource for combining the best of two modalities, it considers it as an authentic way of applying a higher quality modality.

In this study, similarly to Abbas, (2008, p.102), blended learning will be considered as “a combination of activities and instructions delivered inside the once-a-week classes and the activities and assignments delivered on Moodle” because this specifies the type of hybrid in BL to be considered in this research.

2.2.3.1 Blended Learning Historical and Geographical Antecedents

So, after having explained the main modalities of education behind and before the emergence of blended learning, in these sections some particularities about the way its evolution and emergence around the world are explained.

According to researchers, Central America is considered as one of the geographical places that have given more emphasis to the educative theories, modalities and trends around the world, that is why it is believed it might have been the place in which BL first came into application. Although, there is not specific geographical place in which BL concept first appeared, apparently, it emerged simultaneously in North and Central America and Europe, although it does not mean that it arose with the same view and methodologies. **(**Wikilibros, 2006 cited in Gebera, 2013)

Even though, most of the authors suggest that Blended learning comes from e-learning, as it was stated in the previous section, there is also the belief that it emerges as a consequence of high costs in traditional teaching (Pina, 2004). This is due to the fact that according to (Pina, 2004, p.12) the term "blended learning" comes from the "enterprise world" and has "a strong intentionality of promotion and marketing". With this in mind, it can be inferred that the apparition of Blended learning had more economical reasons than pedagogical ones. In fact, according to (Gebera, 2013, p.3), who based on Aiello y Cilia (2004), it was as of a crisis of "(.com) enterprises", which generated another crisis through the oversupply of Distance Education Postgraduates, what fostered the term of blended learning.

That is why, also, it is said that blended learning emerges from the defeat of e-learning, which is not exactly a defeat, but a disappointment because of the expectative that were created by the teachers and schools that promoted the modality without considering the implications in their roles realistically and accordingly to the changes and demands of the modality (Bartolomé, 2004). Similarly, Al-Huneidi, & Schreurs, (2013, p.582) state that…

> Blended Learning arose to overcome the disadvantages of traditional learning and to obviate the failure of e-learning by providing a combination of various learning strategies or models… [...] is an evolution of e-learning; it provides the best mix of traditional learning and e-learning.

Despite these strong previous declarations, according to researchers, there are other factors that facilitated the emergence of this new modality as the apparition of "virtual campus" after the incorporation of ICT in education, which gave more options for the combination of

different educational components for achieving specific objectives. This converted BL into a modality that facilitates to use a specific model for any educative project (Gebera, 2013). One of the propositions that supports the apparition of a new modality that combines online with F2F learning is posited by Graham (2006) as cited in Umek et al. (2017), Graham states that "blended learning allows for more interactive and reflective knowledge construction." (p.114). Similarly, Means, Bakia and Murphy, (2014, p.5) highlight the view of Arne Duncan (Secretary of Education of US) about the importance of incorporating technology to the traditional classroom to create a new modality, she reports that without the help of technology it would not be possible to "attain international standards in education achievement" as it would be more difficult to appreciate the individual state of learning of each student.

Finally, according to Pina, (2004), the main difference of Blended learning in comparison with other modalities , and what from his view is the "key" of the modality , is the fact that as one can select the more appropriate resources to support any learning action, these resources, their functionalities and possibilities can be studied, but in general, it can be said that its characteristics are identical to other modalities. In relation to this, Gebera, 2013 points out that B- learning is not substantially different from any other modality in the development of objectives and skills as it foresees the integral formation of the subject. Nevertheless, the way it facilitates this integral formation is still a matter of discussion among researchers. In the future, it is expected that, because of its characteristics, Blended Learning will acquire a singular identity, different from any other modality which will distinguish it immediately (Gebera, 2013). Meanwhile, the key elements for better identify it are necessary to be highlighted. In the next section, some specific characteristics of the BL modality that will help to better differentiate it from other modalities, are going to be explained.

2.2.3.2 Fundamentals

Regarding to the main characteristics of BL , Carman, (2002) (as cited in Gebera, 2013) presents five common B- learning elements that propitiate the adjustment of the teaching-learning process to the participants' characteristics with the purpose of maximizing the educative experience by breaking any tempo-spatial barrier, these are: 1) people events, 2) Autonomous learning and auto located, 3) collaboration, 4) supporting materials and 5)evaluation. Some of the techniques and methods that started to be mixed in the Blended

Learning modality were: on-line materials distribution via web pages, discussion forums, and use of e-mail, and on the part of traditional teaching methods: conferences, face to face discussions, seminaries and tutoring (Graham, 2005 cited in Gebera, 2013). Then, as synchronous and asynchronous communication technologies were evolving, so the application of different techniques in this modality.

2.2.3.1 Advantages and Disadvantages

For Azamat Akbarov, Gönen, & Aydoğan, (2018), the main advantage of blended learning is the facility that it provides for delivering teaching materials and feedback to students of new generations of all levels of education. They have described blended learning as "a mixture of traditional and paperless (digital) classroom" (Azamat Akbarov, Gönen, & Aydoğan, (2018, p. 61). It calls my attention the term "paperless" to which they refer as the new classroom because it can be appreciated the significance of the practicality of the digital educational space.

Another advantage highlighted by specialists is the flexibility in "time, space and contents in the construction of knowledge" (Gebera, 2013, p.3) that BL provides to Ss and Ts. Another advantage which has already been mentioned in another part of this LR is the "economical reason". It seems to be much more affordable this type of education for students, teachers, institutions and enterprises than the other modalities. In the same way, Al-Huneidi, & Schreurs (2013, p.582) state that because of its variety of "event-based learning activities" which include "face- to-face classroom, live e-learning, student-centered learning, and self-paced learning", it increases "learning quality, social contents, and learners' interactivity."

Finally, and in regards to the purpose of this study, it has been discovered that BL helps to the development of autonomous learning "Some of the main benefits of BL noted by researchers are increased student autonomy, increased student engagement with the target language, and the development of metacognitive strategies (Blin & Jalkanen, 2014; Scida & Saury, 2013; as cited in Doinn, 2017, p.236). However, even though it is said it benefits this action, there is not explicit information about how it does it.

2.2.4 Autonomy, Education and Technology

The evolution of autonomy in education has occurred in concordance to different historical socio-political events that have permeated the philosophy of education, which simultaneously has found support on different technological advances that raise the hope to a better level of education. This is due to the fact that educational technologies "especially those involving the internet, user-generated Web 2.0 content, and mobility" are designed for independent use, for which they need autonomous skills to be grasped. (Benson & Chik, 2010 cited in Benson, (2011, p.17). Because of this, since BL involves a higher level of independence than the traditional F2F modality as well as the integration of these new technologies, it has been presupposed that it might also favor the development of autonomy. In relation to this hypothesis, but more from the side of technological implementation for the development of autonomous learning, Benson, (2011, p.17) claims that overall, "technologies tend to presuppose autonomy, rather than foster it.", for which the use of these tools in a BL modality, far from fostering autonomous learning might assume that this already exists. In this way, the role of the teacher becomes crucial for the development of the appropriate learning strategies that are demanded in this modality.

Distance education has also demanded to look for more collaborative approaches Benson, (2011) since it has been found that “becoming an autonomous, self-regulated learner is largely a social process" (Murray, 2014, p.328). A different type of social setting in this case is the platform, which is a way of asynchronous communication through which the learning process is run through the use of a platform. The interactions in this way depend on the type of activities and accessibility offered by the e-resources that are used in or out the classroom and the pedagogical procedures followed by teachers. In the next sections, discussion about the pedagogy behind Blended and Autonomous learning with the use of e-resources will be presented.

2.3 Psychological Theories of Learning

There have been different paradigms of education in the recent decades, which have emerged from different authors whose practices in education have contributed to the understanding of how knowledge is generated by humans, and eventually to the improvement of teaching

practices. In this section, there will be described the ones referring to the most recent, and related to the philosophy of autonomous learning, which is behaviorism, cognitivism, humanism and constructivism. Each of these paradigms holds a specific epistemological, philosophical view of human beings for which they believe humans learn better with one-another procedures, and although they emerged in the XX century, they are the basis for every current methodology that is practiced in classrooms.

2.3.1 Behaviourism

It assumes learning as "a system of behavioral responses to physical stimuli" (Twomey, 1996, p.8) in which reinforcement, practice and external motivation on a network of associations play an important role for learners during the teaching-learning process. For behaviorists, learning is a change in observable behavior; that is why external stimuli in the environment can arouse its development. Besides, the role of the learners is passive, and the teacher is in charge of organizing the curriculum in a hierarchical order for the student in which the level of difficulty goes from easy to more complex as needed as well as choosing the similar techniques for its study. Evaluation is considered merely quantitative, and the learner is tested according to the curriculum, their progress is assessed "by measuring observable outcomes-behaviors on predetermined tasks" (Twomey, 1996, p.9). Finally, the division of skills or sub-skills is observable as part of the acquired level of students.

One of the most relevant behaviorists that have been of significant influence for current methodologies is Skinner. He heartily believed that any idea could be conceived by someone if the senses have not previously captured it, that is why a cognitive activity is always observable. In the same way, he believed that different characteristics such as genetics and previous stimulus-responses training received in learner's life influenced this process. Consequently, one single reality can be interpreted differently, and responses can vary from person to person. From this view, Skinner proposed the "individualized learning" in his methodology, which according to scholars is what has given the highest success to his theory.

Then, speaking about its influence in techno-pedagogy, It is said by Anderson & Elloumi, (2004, p.7) that "Early computer learning systems were designed based on a behaviorist approach to learning" because they hold as basis the same stimuli-response

presuppositions explored by Thorndike (1913), Pavlov (1927), and Skinner (1974). (Anderson & Elloumi, (2004).

2.3.2 Cognitivism

In words of Anderson and Elloumi, (2004, p.7), "Cognitive psychology claims that learning involves the use of memory, motivation, and thinking, and that reflection plays an important part in learning". In this way, several intrinsic processes might be happening behind one "observable behavior", and that has a hierarchical nature. For which they maintain an order of development within the individual. So, based on this, the learning activities are recommended to respect the order that these processes follow to not hinder the logical cognitive learning process. They state that "the amount learned depends on the processing capacity of the learner, the amount of effort expended during the learning process, the depth of the processing (Craik & Lockhart, 1972; Craik & Tulving, 1975), and the learner's existing knowledge structure (Ausubel, 1974)." (Anderson & Elloumi, 2004, p.7). So, considering this, one of the main contributors to this theory was Bloom, who "developed the taxonomy for the cognitive domain of learning "(Smith & Darvas, 2017, p.29) , which consists on a list with the hierarchical order in which the different mental processes are developed, from the simplest to the more abstract. In other words, "a linear progression through knowledge, comprehension, application, analysis, and synthesis to evaluation" (Smith & Darvas, 2017, p.29) are considered.

Concerning this theory, it has been discovered that for a meaningful learning experience, activities must include the two highest levels from Bloom's taxonomy of learning, which are synthesis and evaluation (Smith & Darvas, 2017). Also, it has been found that "when an instructor encourages students to move through the cycle of Bloom's stages, he or she simultaneously encourages student autonomy" (Smith & Darvas, 2017, p.30). That is because it helps the learner to self-organize and regulate his/her learning from the elementary level to the more advanced in which they pass from a certain level of dependence to autonomy (Nunan, 2013). Similarly, Díaz Barriga Arceo, 2010 (as cited in Ortega, 2014, p. 9), states that "El aprendizaje se facilita cuando los contenidos se le presentan al alumno organizados de manera conveniente y siguen una secuencia lógica-psicológica apropiada".

So, all these ideas claim about the importance of following a logical order in which complexity of activities must be considered for the nature of how the brain processes learning and how this is translated into concrete observable behaviors, which are the fruit of an internal process. This theory is relevant to this research in that the way LMS is designed; they usually consider this. For instance, Moodle provides a series of suggestions about ways in which the platform (activities) can be used according to Bloom's taxonomy levels. They are shown in the table below.

Figure 2.2 Moodle Activities and Bloom's Taxonomy

Bloom's Taxonomy Level	Moodle Tools	Description
Remember	• SCORM and IMS content packages can present some text, animation or video and ask questions about what has just been learned. • External tool • Make your own using packages such as eXe (open source) or Camtasia. • Glossary	Provide information without overwhelming. Facilitate instructions of a task. Provides ways to get students to find definitions of key terms.
Understand	• Quiz Moodle	The variety of question options in the quiz module can test for different levels of comprehension.
Apply	• Glossary • Assignments • Lesson	Students create their own glossary from terms found throughout the course.

		Students define a list of terms based on course readings and activities.
Analyse	• Forum	Students prepare arguments for a debate and post them.
Evaluate	• Blog • Survey • Feedback	Students write a reflective piece of text about any topic.
Create	• Wiki	Students build a wiki page on a particular topic.

Source: (Author) based on Moodle.org, (2011)

2.3.3 Constructivism

This paradigm focuses on "concept development and deep understanding" (Twomey, 1996, p.10). Its psychological basis are the findings of the psychologist Jean Piaget, who focused on the mechanism of learning and the process that enabled new cognitive constructions (Twomey, 1996). He discovered that the strongest or greatest the stimuli, the hardest effort to regulate a resulting behavior. He called this phenomenon "Equilibration", which consisted of a dynamic process to harmonize the cognitive imbalance caused between the previous knowledge structures of the learner, and new structures of knowledge presented as input. He explained that during this process, two intrinsic actions are executed inside the person; these are called assimilation and accommodation. According to Twomey, (1996, p.13)

> "Assimilation is the organization of experience with one's own logical structures or understandings (one sees the world with one's structures) It is the individual's self-assertive tendency, a tendency to view the world through one's constructs to preserve one's autonomy as a part within a whole system. "

This concept is essential in constructivism because it helps to understand the way that society is constructed starting from the individual perspective to the global and vice versa. Then, the action that follows this "assimilation" is "accommodation", in which through the use of reflection and "integrative behavior" (Twomey, (1996:13), the new elements are incorporated into the previous structures to create a new one. This theory is combined with many other contemporary theories such as the theory of meaningful learning (Ausubel's) and the zone of proximal development (ZPD) (Vygotsky's) because all these make reference to this "gap" or "bridge" of imbalance between previous and new knowledge for new acquaintance at the time that give recommendations to favor "accommodation". On his part, Piaget claimed that there were three types of "compensations, or accommodations" that might be constructed by learners when dealing with such imbalance in the equilibration stage:

> 1)They might ignore the contradictions and persevere with their original scheme or idea; 2) they might waver, holding both theories simultaneously and dealing with the contradiction by making each theory hold for separate, specific cases; or 3) they might construct a new, more encompassing notion that explains and resolves the prior contradiction. "(Twomey, 1996, pp. 19-20)

According to Twomey, (1996), the main epistemological view behind constructivism is that "we as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves" (p.23). So, in this case, there exists a cognitive process and a sociocultural one who influence it. In this way, learners do not learn the same, that is the reason why they claim, there will always be differences between the taught knowledge and the learned knowledge since each student interprets taught knowledge based on their individual socially mediated constructs (Crawford, & Jenkins, (2018). Based on the previous statements, socio-constructivism and cognitive constructivism started to gain more ground and credibility among pedagogues, who made associations as suppositions among this and the previous theories holding the view that:

> "we cannot understand an individual's cognitive structure without observing it interacting in a context, within a culture. However, neither can we understand culture as an isolated entity affecting the structure, since all knowledge within the culture is only "taken-as-shared" (Cobb, Yackel and Wood, 1992) cited in Twomey, (1996:24)

So, in this approach, it is suggested that learners should work collaboratively with a high level of interaction so that learning can be "constructed by the group, rather than just the individual "(Al-Huneidi, & Schreurs, 2013, p.584), that is, in the way of "socio-construction". Concerning this trend in the educational field, Benson, (2011, p.16) based on (Block, 2003; Firth & Wagner, 1997) states it has, perhaps been "the most important development in the field of language education over the past decade".

These are only some deductions for teaching with this approach, since it should be said that this theory of learning is not, strictly speaking, a method of teaching, although several methodologies have been derived from this theory taking into consideration the premises mentioned above. One of the advantages that this paradigm offers to the implementation of the new school movement is the role that it gives to teacher and students an active role and different levels of responsibility over the learning process. In this way, since this paradigm considers individual structures of thinking, it is more learner-centered because it considers the learner as the "manager of his/her learning process" because this has the main responsibility of "self-organize" (Twomey, 1996, p. 34) him/her self to learn. For this reason, the role of the student is more active than in other approaches.

In addition, when technology is implemented in the planning under this approach, it is said that it serves to assist both teacher and student to better regulate this process by executing the necessary actions. It holds the hypothesis that "Once a student has learned how to construct a personal learning environment, he or she is left with a model of learning that extends beyond the classroom walls, one in which the learner assumes full control." (Drexler, 2010, p.383), which in other words would imply a high level of autonomy. So, to some extent, this paradigm encourages students to become more independent in the classroom to be able to gradually grow autonomous out of it.

Consequently, similarly to cognitivist, constructivist theorists believe that the steps for learning followed by the student (observation, processing, interpretation and

personalization of information) (Anderson and Elloumi, 2004), as well as the way that information is presented in a course are extremely important to be considered by the teacher in his/her methodology. Also, the method of presenting input and the characteristics of the learning environment is to be considered to facilitate learning.

2.3.4 Humanism

This paradigm emerged around the 1960s. So, most of the current educational reforms take into consideration its assumption for their goals. Humanism holds the view of learning as "a personal act to fulfil one's potential" (David, 2015, para.1). Then, it cares about the development of a learner in all the aspects of his/her life as a human being such as their personal needs. That is why it can be inferred that autonomous learning theories and approaches are held under the philosophy of humanism.

To better understand the different beliefs about learning and education emerged in this humanistic period, it has to be considered the context that contemporary thinkers and philosophers were living, since their thoughts, hypothesis and assumptions come as a result of different socio-political events that affected their environment. In this way, the second half of the XX was marked by the aftermath of different worldwide military conflicts such as (e.g the Chinese, Russian and Spanish civil wars, and the first and second World War), which awaken a sense of rebellion to the political system and questioned the role that government was having with citizens.

As a result, some pedagogical ideas of thinkers and contemporary philosophers under the second half of the XX century were profoundly influenced by an anarchical way of thinking, going against the political and religious system of the traditional school under the belief that they were "authoritarian" and "oppressive". Thus, the inclusion of this belief into the different movements of teaching and learning methods originated what was called the "liberal and libertarian theories of learning" (Lewis & Vialleton, 2011 cited in Murray, 2014, p. 324). Some examples of pedagogues with these ideas were Ivan Illich, Paulo Freire, and Freinet.

On his part, Freinet held a drastic humanistic perspective of learners and contributed with what he called the "natural method", which realizes a scholar methodology with basis on the daily individual and social experience of learners and not only on the educative

content. This, to help learners to develop their personality, creativity, individual and collective socialization. In other words, the integral education of students (Invernon, 2017).

Then, Illich questioned the authority of the institutions that, under his view, determined what to their conformity is morally correct, and morally incorrect, tagging the people who follow their ideals as morally correct or incorrect correspondingly. He also proposes the concept of "specific counterproductivity" for naming the phenomenon when a social action produces its opposite desired effect. He states that the universalization of education produces academic failure, and he responsibilizes the system by arguing that when what people can do autonomously have to do it in a heteronomous way, that is, through a specialist, expert (bureaucrat) outside them, they enter to this situation of dominance again. In this way, he brings to discuss the roles of teacher and learner in education and their right to remain autonomous.

So, He also states that the main problem in which education has fallen is the commercialization of school because it has lost its primary sense of educating for happiness, social and individual fulfilment. He pointed out that "At school, people learn that they cannot learn outside of school, so they learn that learning is a process of consumption of services translated into industrial, in a planned, professional way" (Tort, 2017, p.285). In this way, little by little, the learner adopts this idea without accessing freely to optatives of self-directed and autonomous learning, and he/she probably loses the sense of autonomy that eventually leads him/her to lose his/her understanding of personal existence and fulfilment.

To conclude, humanists assume that an educational system without contextualization and culture becomes in the consumerism of knowledge and proletarianization. As a solution, they pursue to some extent a deschooling of education, where de-schooling does not mean BL or E-learning ways of learning, but not be dependent from school for learning because even in the aforementioned modalities there can be still a mean of commercialization. In consequence, in order to have the appropriate learner strategies to identify information and be able to process it adequately, it is necessary to consider that this process will demand certain respect for student's autonomy as well as autonomous teachers.

2.3.5 A Review of the Paradigms for Current Education

Although, from all the previous paradigms of education, constructivism has been considered to be the most useful for training and the implementation of today's technological advances in the classroom, it is necessary to say that the other paradigms also play an essential role in the design of new teaching methodologies, and especially when speaking about educational technologies. Today, teaching strategies from all of the paradigms can be attributed to specific educational purposes. For instance, according to Anderson & Elloumi, (2004), it is recommended to use behaviorists' strategies to teach facts (the "what"), cognitive strategies to teach processes and principles (the "how"), and constructivist strategies to teach the higher level thinking that promotes personal meaning and situated and contextual learning (the "why") of things .

So, it can be said that a bit of each paradigm conforms the most useful methodology because together, they supply different needs. Thus, they have been integrated. For instance, Tomei (2003); as cited in Pina, (2004, p.12), provides some examples of the theories behind some of the most common technological resources and techniques used in the classroom. He says that for behaviorism, the use of multimedia in exercise and practice, as well as the visual presentation with continuous feedback, are used. Then, for the cognitivism, the presentation of information, software that assists the student to explore, and the use of the web are employed. Finally, the humanism can be appreciated in the practice of regarding individual differences and collaborative skills for fostering lifelong learning competencies.

From all the above-mentioned theories of learning, the one that will be held through this research is constructivism because that is the one formally enforced in the LAEL-I as well as the most suitable for the learning modality when regarding the use of the platform.

2.4 Pedagogy of Autonomy

As discussed before, in both, e-learning and constructivist theories have recognized the student as the main character within his/her learning process (Crawford, & Jenkins, 2018, p.130), as well as the need for promoting students' autonomy. So, the study on this quality started to gain a broader place among pedagogues. According to scholars (Trilla et al., 2017), some of the main pedagogues that formally introduced the term of autonomy as an essential

constituent during the learning process are Montessori, Lev Vygotsky, Francisco Ferrer Guardia and Celestin Freinet. However, it was not until the second half of the XX century that these theories and ideas started to be developed and enriched by authors such as Alexander Neill, Frederic Skinner, Ivan Illich, Basil Bernstein and Paulo Freire, who assumed the concept of autonomy as a critical component and aim in their methodologies.

Additionally, these authors gave great value to the autonomy of the subjects for the satisfaction of their needs by respecting the freedom of the human. They believed that the individual has the faculty to satisfy his/her needs through self-knowledge, which eventually would guide him/her to find his place in a community, to discover his/her life mission, which is one of a kind. For this reason, the main purpose of the methodological procedure in education consisted on facilitating learning spaces that help students to improve by respecting the principles as mentioned earlier. In this way, different authors, apart from supporting their methodologies in a paradigm, held a particular ideology that structured their actions and aspirations for their learners in which autonomy could be presented as an ideal.

For this study, some of the most prominent characters in applying a methodology with the object of raising autonomy, and thus promoting a humanistic view of learners were to be regarded, these are Skinner 1904-1990, and Paulo Freire.

2.4.1 Skinner´s Methodology of Autonomy in Instructional Design

The teaching technology or instructional design is supported in Skinner's pedagogy, which maintains that it is from the establishment of objectives that all instructional sequence should be established (Gros, 2017). Also, Skinner explains how people learn by doing, experimenting and training. He holds that these three components must be included in an example for students to perform before doing an activity by themselves. This concept is essential for autonomous learning development because autonomy is constructed under the same premises. Teachers are not to let their students alone implying that they “know” how to do something without having verified it and showed them how to do it (Gros, 2017).

Later, Gagne would contribute to this theory by developing a more detailed model for Instructional design. He proposed nine invariable instructional events that must be followed in every teaching-learning process, these are; gain and direct attention of students, Inform learners of objectives, Stimulate recall of prior learning, Present the content, Provide learning

guidance, Elicit performance (practice), Provide feedback, Assess performance and Enhance retention and transfer to the job in order to internalize knowledge (Kruse, 2009).

Additionally, in contrast with most of the behaviorists who used to apply a "reinforcer" in a polarized way by praising the positive responses and punishing the negative ones, Gagne, who viewed "reinforcers" as "intrinsic motivators" proposed that "feedback" should always be informative and not sanctioning. This, with the purpose of orienting future responses of students, which has been well considered in new methodologies. In the same way, this basis for instructional design has been held in virtual teaching for a long time, so it is not the exception for a BL modality. That is the reason why it cannot be ignored in this research since it is necessary to understand the way teachers are following this model when they are using the platform to raise autonomous learning when presenting the activities in the platform and giving guidance.

2.4.2 Freire and his Pedagogy for Autonomy

Freire, more than a pedagogue, was a politician, so according to scholars his thoughts were not directly linked to education. However, he developed his alphabetization method, from which a pedagogy can be distinguished. It is said (Fernandez, 2017) that the first step of Freire's methodology was to realize a "Thematic Research" in order to contextualize the content of his course and his strategies to teach a language. With this action, he tried to get the "collective consciousness" and take it as a reference of previous knowledge shared by the community and adapt his courses about that. After that, he used to work through what he called "Culture Circles" and problematization. In this step, he promoted reflection among students and dialogue. It is said that he was the first applicator of the socio-constructivism, even before Vygotsky and his followers. He also used to work with visual materials to facilitate memorization and learning.

In the same way, Freire believed that the equivalence of practice and theory were essential components for education. He firmly believed that every educative action had a political dimension because every educative process "induces" attitudes and values that torn students passive or critic, selfish or collaborative, and that influence to the convenience of political interests. This view leads him to sustain the premise that both changes were necessary to break the system and truly create one that fits the educational needs of every

sector. It is because of that way of thinking, that scholars believe his philosophy and methodology have not formally been applied in schools since it defies political interests.

He also held the view that without dialogue, there is only memorization of private information and chunks of reality without comprehension, synthesis, appropriation of knowledge and constructive knowledge. In this way, from his view, self-learning is always about oneself, and there is a need for going out of oneself to understand other perceptions of the reality that all together construct in society and whose responsibility to change it belongs to everyone. So, Freire's view about andragogy was that:

"La educación de adultos no debe ser un mero instrumento para alcanzar un nivel académico determinado, sino un estímulo para la emergencia sociopolítica del pueblo y una herramienta para participar en la vida pública" (Fernández, 2017, p.324). This view is very humanistic as explained before. Finally, he suggested that apart from contextualizing education to the daily living of every student, some of the contents of the study must be reported by them because in this way they are also exercising their autonomy.

On the other hand, in relation to the different perspectives and actions towards autonomy, Benson, (2011) states that the major claims that are made about autonomy in research and consequently on the implementation of it within a teaching method in the classroom, hold the following three presuppositions towards the "reality" of this concept in action: "(a) language learners naturally tend to take control of their learning, (b) learners who lack autonomy are capable of developing it, and (c) autonomous language learning is more effective than non- autonomous language learning" (p. 16). From this, it can be inferred that the different methodologies that have emerged since the attempt of inclusion of this concept have held one of those suppositions, and consequently directed any action to try to prove one of this hypothesis.

Today, the concept of autonomy looks for balance because "there is a sense in which the idea of autonomy lacks meaning if it does not involve some element of individual development and some element of helping individuals to match learning activities." (Benson, 2011, p. 17) These needs will be directly linked to a particular context. So, in this study, the recommendations above will be taken into consideration for the analysis of students and teachers' perspectives towards the development of autonomy in their courses through the use of this modality.

2.4.3 Autonomous Learning and Constructivism

One of the pioneers on associating the term of Autonomy with a constructivist approach was Little, who found Vygotsky's (1978) zone of proximal development (ZPD) as a connector between "autonomy, interdependence and collaboration" (Murray, 2014, p.325). In this way, ZPD "refers to that metaphorical space between what learners can do on their own and what they can do with the help of a more knowledgeable or experienced other. [Thus], by getting help in the present, learners can do things on their own later, and, hence, become more autonomous." (Murray, 2014, p. 327). Taking into consideration the aforementioned way of thinking, Nunan, (2013) exposes what has been the methodology he employs in the language classroom to help his learners to pass from a level of total dependence to autonomy. He explains that this process involves nine main steps in which the teacher must intervene adequately, facilitating the learner the development of skills that help him/her to become a more autonomous learner.

The first step, according to Nunan, (2013) consists of "Making instruction goals clear to learners". This step similarly to "Instructional design theory" has the objective of helping the student know what is expected from him and helping him focus his/her attention on a single target under his possibilities. The second step is to "Allow learners to create their own goals". The importance of this step lies in giving learners the opportunity to have their "own voice" in creating their own goals and content. This also gives learners the opportunity to regard their own needs and take a certain level of responsibility to supply them.

The third step for Nunan is to "encourage learners to use their second language outside the classroom". That is especially important for a target language class since one of the best ways of learning a language is using it. This same procedure can be translated to any learning object since repetition is the key for learning acquisition. In this way, any learning object should be promoted to be used immediately outside the classroom to help students to find its place of usability in their context as well. The fourth step consists of "Raising awareness of learning processes". This step involves the awareness about the cognitive and metacognitive processes mentioned by Benson, (2011) before. The target of this step according to Nunan is to give students "a voice in how they learn" (Nunan, 2003, p.199). He says that his way of doing it is by raising awareness of the "strategies underlying classroom

tasks" (Nunan, 2003, p.199), that is the "learning strategies" involved in the specific target during the teaching-learning process.

After that, he presents the fifth step, which consists of "Helping learners identify their preferred styles and strategies". Again, in this step, the teacher has to guide their students to help them realize their abilities. He explains that during this step he gives them choices from a range of options to let them decide what better fits their needs. As stated early in the literature, this step is particularly important for the development of autonomous learners because students start to make their own decisions, which will have an immediate effect on their learning and from which they will be responsible. In this way the sixth step is very similar to the previous; it is "Encouraging learner choice". In this step the teacher assists the learner to move through the "decision-making" process, which can start from a "modest level" (Nunan, 2003, p.200), taking into consideration students' reactions to it. This modest level can involve opportunities for choosing which activity they would like to do first to superior decisions.

The seventh step comes as a result of the previous two. It is "Allowing learners to generate their tasks". Once the learners have developed the ability to make choices, in Nunan's view, they might be ready "to modify and adapt classroom tasks" (Nunan, 2003, p.201) to be able to create their own in the near future. He explains that during this process, highly technical materials design skills must not be expected from students, but they should start producing their text based on existing materials. The eighth step consists of "encouraging learners to become teachers". It has been explained somewhere before that to get autonomous learners; teachers need to be autonomous. So, this step shows how important is that the teacher who will train students has passed through this "From dependence to autonomy" process first since we will put into practice all the developed skills and knowledge acquired from the previous steps.

In this way, for Nunan, "At a more challenging level, learners would become teachers. There is nothing like the imminent prospect of having to teach something for stimulating learning" (Nunan, 2003, p.202). Then, it seems that for Nunan, being an autonomous learner is the previous step for becoming an autonomous teacher. This step involves a higher level of responsibility than the others as well as a development of the communitarian sense of work that has been discussed before.

Finally, the ninth step for Nunan is to "Encourage learners to become researchers". There is no greatest level of empathy and sense of belonging to a community that that which is manifested to the genuine interest of making changes. Then, research is one way of showing this desire of contributing to society because it assumes a social dimension of autonomy in learners should not forget. He says, "partnership can only become a reality if learners have the knowledge, skills and attitudes to play an active role in the planning, implementation and evaluation of their own learning" (Nunan, 2003, p.203) and so, his ninth step proposal was made to get that.

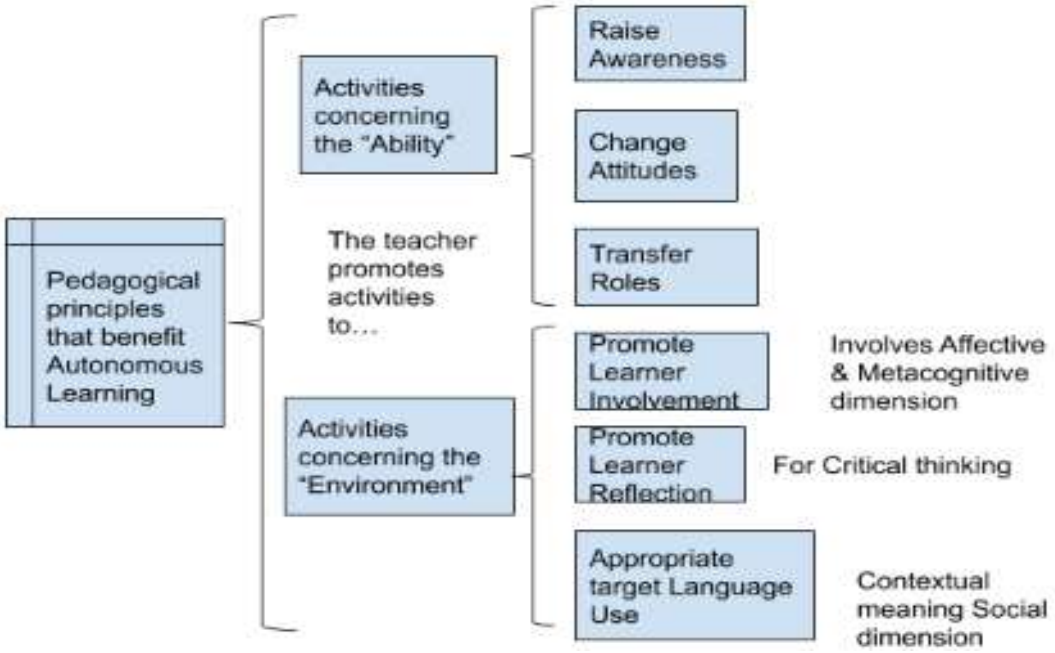
Similarly, to Nunan, Scharle & Szabo, (2000) focus their attention on the development of autonomy, but by focusing on what they consider to be the most important quality of an autonomous learner, which is responsibility. For them, responsible learners are those who "accept the idea that their own efforts are crucial to progress in learning, and behave accordingly" (Scharle & Szabo , 2000, p.3) as well as being, who is " willing to cooperate with the teacher and others in the learning group for everyone's benefit" (Scharle & Szabo , 2000, p.3). Consequently, they "consciously monitor their own progress, and make an effort to use available opportunities to their benefit, including classroom activities and homework" (Scharle & Szabo, 2000, p.3). So, as it can be seen from the previous assumptions of the "responsible learner", the definition of what implies to be an autonomous learner is involved. So, in their pedagogy, they promote some activities to help students to increase their level of responsibility in the classroom to become more autonomous learners. For them, responsibility is what let students to "take charge" of the consequences of their actions and decisions towards their learning and self-regulate themselves to communitarian ideals.

In this way, they take into consideration three stages; 1)Raising awareness activities, with the characteristic of being "tightly structured, and controlled by the teacher"(Scharle & Szabo , 2000, p.9); 2) changing attitudes through activities that are repeatable and "allow room for learner initiative"(Scharle & Szabo , 2000, p.9) , and 3) transferring roles activities, where activities are "loosely structured", give a higher level of decision-making freedom to learners, which is more or less similar to the roles explained by Nunan in that the pass from the "dependent to the autonomous learner" can be appreciated as a gradual process.

Thus, we can understand the Pedagogical steps and principles for helping students to become autonomous learners by placing the corresponding actions that are due to teachers and students during the teaching- learning process. Then, concerning the teacher role, he has the due to promote activities that help the student to raise awareness, change their attitudes and transfer from a passive to a more active role by promoting learner's involvement, reflection and use of language and learning objects. On the other hand, the actions that correspond to the learner involve his will to participate in these actions responsibly.

In the next figure it can be appreciated a summary of the aforementioned actions to be taken in order to promote autonomous development through the use of activities in the classroom.

Figure 2.3 Summary of pedagogical principles concerning teacher's role for promoting autonomous learning activities and Students' expected response.



Source: Scharle, & Szabo, (2000) and Nunan, (2003).

2.4.4 Andragogy

In the New School, it is assumed that among children and adults there are differences in the way of learning. So, several studies and research about the psychological differences between

children and adults have been carried out by different scholars. Overall, it has been demonstrated that despite the possible cognitive and physiological differences between children and adults, there is always the necessity of instruction and continuous pedagogical support and follow-up provided by a teacher.

In this way, support is to be provided in any teaching format with the use of the necessary and available communication tools. Regarding this, Meza, (2012), claims that the success of any course depends to a great extent on the pedagogical follow-up provided by the teacher, and gives a number of instructions on when and where this support must be submitted in adult courses. He states that pedagogical mediation must be provided in the content (with the use of didactic help such as understandable language, the use of media, clear instructions and motivational phrases), the assignments (which must be coherent and realistic) and the tutoring (which consists on being constantly orienting, supporting and providing feedback to the students). Then, from his view, this last process is highly significant in adult education because it helps to consolidate students' autonomy.

Similarly, he adds that the promotion of reflective skills, critical thinking, creativity and construction of new knowledge must be fostered continuously among students because at this point the student is not only supposed to acquire an operational skill about a topic, but also a psychosocial disposition and personal reflection on the subject matter. This is very important because, at the end of the day, this disposition will have an effect on the community to which the adult belongs. So, all the previous statements are essential to be considered regardless of the teaching format because they involve a general philosophy of teaching. In this way, the positive results of any pedagogical implementation will strongly depend on the actions mentioned above.

On the other hand, concerning the different modalities of learning, Nortvig, Petersen, and Balle, (2018, p. 48) conclude that "any of the three teaching formats (F2F, OL, or BL) produce either better or poorer learning outcomes for students. Rather, what leads to either is not the format itself, but is circumstantial and context-dependent." From which it is suggested that "teaching and learning are complex and are influenced by more than just the teaching format. For this reason, we should look into the many different factors that influence teaching and learning in different formats and different contexts." (Nortvig, Petersen, & Balle, 2018, p.53)

In the next section, some of these characteristics that determine the learning and teaching environment of this study, such as the pedagogical mediation behind the learning process provided by the role of the teacher will be presented.

2.4.5 Role of the Teacher

As it has been seen, due to the strong influence of socio-constructivism in education during the last decades, the role of the teacher, especially in higher education has pass from an authoritarian role to a facilitator, for which it is considered to be 'the guide on the side' rather than the 'sage on the stage'" (King, 1993; as cited in Goold, Coldwell & Craig, 2010, p.706), which has resulted in a more active role of the learner. So, the responsibilities and challenges of the teacher consist of being the appropriate guidance for students as they require it. However, considering that each student is different and learn differently, being aware of the needs of each one becomes a big challenge for the teacher.

Then, in the constructivist view, the role of the teacher consists on trying to understand "how students interpret knowledge and to guide and help them to refine their understanding and interpretations to correct any misconception arises [arosen] between students at an early stage [,] and improve learned knowledge quality." (Al-Huneidi, & Schreurs, 2013, p.582). In this way, Crawford, & Jenkins, (2018, p.130) also claim "teacher educators need to guide and facilitate in the refinement of their understanding and interpretation through careful scaffolding and sequencing.", which coincides with the theory explained before.

As a conclusion, scholars state that the teacher's role consists of a "pedagogical mediation", which implies on-time intervention of the teacher to facilitate the teaching-learning process (Meza, 2012). This mediation process or "mediatic pedagogy", in words of Meza, (2012, p.43), is a way of reinforcing students' autonomy during the teaching-learning process because the teacher helps students to not only acquire the skills they need , but also to arrive to a completely freedom for reflection, orienting students to an integral development in which mental capacities and psychosocial attitudes are involved. Consequently, it is suggested that the pedagogical mediation must be manifested in the contents by providing didactic help for helping students to assimilate and analyze the information. In this way, Meza, (2012) provides a more detailed description of how the didactic help looks like. He

explains it is manifested through the use of colloquial language, questions, synthesis, notes, diagrams, images, audios and explicative videos. Also, the constant orientation and motivational phrases are incorporated in this type of mediatic pedagogy.

Then, as it has been stated before, Meza, (2012) also alludes to the importance of been clear when asking for a task or activity. He claims that any instruction of an assignment must be clearly written, realistic and coherent. In addition, motivational declarations for doing the task or activity must be elicited by the tutor. Finally, another way of mediating for him is through "tutoring", which implies been present constantly, orienting, supporting and providing feedback to the student. Since performing all the actions mentioned above is very difficult, Meza, (2012) claims that is why it is imperative for teachers to specialize in the subject they will impart as well as taking formal training in applied pedagogy in virtual interaction before becoming e-tutors.

Concluding this section, it can be seen that the role of the teacher and the "mediatic pedagogy" explained by Meza (2012) is clearly related to the Instructional Design steps from Gardner as reviewed previously. In this way, it is possible to infer that the kind of guidance expected from the teacher considers the previous theory. For this reason, in this study, the Instructional Design theory and the mediatic pedagogy explained by Meza will serve as guidance for explaining the way that Moodle activities are presented and designed in the platform for the Instruction of students and in collaboration to their autonomous learning development by taking into consideration that the author of these activities is the teacher, who interact with the students via the platform.

In the next sections, information about the use of materials, but more specifically the use and design of the platform for the teacher to be employed will be explained.

2.4.6 Materials

There are different types of materials and resources that can be used during the teaching-learning process to mediate pedagogy. According to Meza, (2012, p.41), the most appropriate resources for a virtual learning environment are the e-platforms, also known as Learning Management System (LMS). In this research, the main material resource to be considered is the Learning Management System (LMS) or e-platform used in the LAEL-I (Moodle).

However, first, it is necessary to know what an LMS is and the different uses that can be given to it for the transmission of learning materials, activities and so on.

An LMS is "an eLearning software that is installed on a server and allows to manage and organize the teaching-learning process." (Meza, 2012, p.41). In teaching, the main role of the LMS is to create a virtual learning environment that "enable connections and interactions between three constituents: students, teachers and content "(Holmes & Prieto-Rodriguez, (2018, p. 22). For which all the resources provided for the LMS should be employed for the construction of an environment that facilitates the creation of ZPD for learning. This, taking into consideration that in a learning modality, both F2F and Online Interaction are supposed to be used. So, the mediatic pedagogy must be fairly organized for the desired learning purpose.

According to Rubin et al. ,2010 (as cited in Holmes, & Prieto-Rodriguez, 2018, p.21) a useful LMS "must support active engagement, meaningful connections between segments of the course, easy communication, and formative feedback on work that is presented in class discussions or through other venues". Furthermore, an LMS must have a high level of accessibility, which refers to the "capability to act as an effective repository of course documents or other digital resources" (Holmes & Prieto-Rodriguez, (2018, p.22). It also must provide good interactive features, with the purpose of enabling easy interaction among students, teachers and content in different ways (Holmes & Prieto-Rodriguez, (2018). This latter characteristic is essential when speaking about BL to create a community of learners since research has shown that "the sense of belonging to a meaningful learning community is stressed as an important factor in online/blended learning students' learning experience especially because it is difficult to make their social presence perceptible in the online environment" (Joksimovic et al., 2015; Barber, King and Buchanan, 2015; Fletcher and Bullock, 2015 cited in Norvig, Petersen, and Balle, 2018, pp.49-50). Then, because of that reason, resources that assist this process are essential.

So far, the study dedicated to understanding the way that the use of this e-tool favor mediatic pedagogy is still under development. Meanwhile, some critics about LMS question their real support for a "learning-central" methodology because they argue that LMS platforms are designed to be more "instructor-centric", which means that it is easy to use them only as a way of enabling teachers "to increase their efficiency in dealing with student

assignments and feedback, distribution of teaching resources and various administrative tasks (Mott & Wiley, 2009; Weaver, Spratt, & Nair, 2008)" (Holmes & Prieto-Rodriguez, 2018, p.21), which in the end would entail the same traditionalist pedagogical model instead of a new one. Then, during the teaching-learning process, it is suggested to consider the computer skills and knowledge of both teacher and students so that both can participate actively during the course. In the same way, students' and teachers' perspectives of the usefulness of the LMS features (Holmes & Prieto-Rodriguez, 2018) are important to be considered for the evaluation of the implementation of an LMS because, in the end, they will be the judges of its usefulness in the learning process. In this research, perspectives of students and teachers towards the usefulness of the activities carried out through the LMS- Moodle they use will be considered for an evaluation of the way teachers are making use of the platform for mediating their teaching and helping students to construct their autonomy.

To continue, the characteristics of the LMS-Moodle platform will be explained.

2.4.6.1 Moodle

Among the different types of LMS, one of the most known and used in education is "Moodle", which is a free open source platform. This means that it can be reviewed, improved and updated constantly by the creators of the platform to better suit users' needs (Moodle.org, 2018d). It also means that its design "allows sharing course content to support conventional instruction" (Cigdem & Ozturk, 2016, p.99). As a result, it is said that it has been designed with a high level of flexibility since "it can be accessed anywhere as long as a student has a personal device with an Internet connection such as smartphone, tablet or computer" (Cigdem & Ozturk, 2016, p.99).

On the other hand, as it is stated in its webpage (Moodle.org), Moodle-based its design and structure on a socio-constructivist theory of learning. So, it tries to favour both the teacher and the student by creating the best learning environment in which interaction occupies the first place. Briefly, as mentioned in Moodle.org (2018a, par.16-21), Moodle tries to follow a socio-constructivist model following five main principles which are:

1. "All of us are potential teachers as well as learners - in a true collaborative environment we are both." (Moodle.org, 2018a)

This point provides information about the flexibility of the platform. It justifies the fact that the shared content such as forums, wikis, glossaries, databases, messaging and so on… can be controlled by both teacher and students.

2.“We learn particularly well from the act of creating or expressing something for others to see.” (Moodle.org, 2018a)

Under this belief, they promote an active role of the learner in which creating representations of his/ her knowledge and share it increases his/her meaningful learning experience.

3. “We learn a lot by just observing the activity of our peers.” (Moodle.org, 2018a)

Under this principle, they promote collaborative learning and awareness of others’ development for support. For this principle, Moodle offers the feature “Online Users block”, which permits to see everyone who is online. In the same way, it “tags” an entry with the name of the user to check its activity (action and time when he realized it). Moodle explains that this is particularly helpful for the student to monitor his/her classmates, which can be beneficial in that all learners can be encouraged to participate more actively by comparing his/her performance with others and feeling “pressure” in a rational competence sense, for those students “who need it”.

4. “By understanding the contexts of others, we can teach in a more transformational way (constructivism).” (Moodle.org, 2018a)

In this point, they assume that because of the background information shown in the “Student’s (User) profile” and the different other ways of finding out about people, it can be more easily understood and constructed the context of students, so this can be used to their learning advantage.

5. “A learning environment needs to be flexible and adaptable so that it can quickly respond to the needs of the participants within it”. (Moodle.org, 2018a)

With this principle, Moodle describes some about the nature of the “web page”, which can be modified at the mercy of the learning environment. In this way, the teacher can “add/remove and structure activities as necessary” (Moodle.org, 2018a, par. 21) like in “one button click away at any time” (Moodle.org, 2018a, par.21a).

All in all, from the previous points it can be regarded the pedagogical foundations of Moodle. Now, going back to the technological characteristics that make it suitable as a tool for learning. According to specialists, under the rubrics of six basic categories (functionality,

communication/ collaboration, accessibility/effectiveness, management of e-learning content and users, administration, tools and technology) for the evaluation of a Learning Management System based on e-learning standards proposed by POP, (2012), Moodle has varying his evaluation results (see Clarenc, Castro, de Lenz, Moreno, & Tosco, 2013, p.151), in their analysis, it occupied the last place from 10 evaluated LMS.

However, although the previous information might have been interesting, in this research, we will not focus on these details since it is not being the platform itself is not being evaluated. However, some useful information concerning the type of resources and activities provided by the platform and that can be used by teachers for their Instructional Design will be considered to understand the way they are used in their courses to favor students' autonomous development.

2.4.6.1.1 Characteristics of Moodle

As stated before, Moodle's design is based on the most recent philosophical assumption of the "socio-constructivist pedagogy", which holds that people construct new knowledge by interacting with their environment. So, it attempts to offer several interactive features to promote sharing knowledge among participants. Another assumption of this theory is that knowledge is more interpreted than transferred, for which every human might make interpretations according to their background and previous experiences, which is based on the literature reviewed earlier. Concerning this, according to its designers, Moodle provides activities that allow students to reflect on their knowledge and the teacher to guide them individually.

For this, Moodle is based on the combination of sequential and group activities. Then, an activity, in Moodle terms, and so for this study, refers to the different gamma of features offered by the platform for students to interact with other learners and teacher "to contribute directly" with something during the course. This description, in the sequence of activities is related to the meaningful learning theory, for which activities can be developed based on previous activities in a socio-constructivist way.

In this way, according to Moodle, constructivism also implies that learning is particularly useful when the student has to construct something for others to see it. That is, to produce any evidence. For Moodle, this "product" can go from a "spoken phrase or an

internet message" to other more abstract types of evidence such as "drawings, and software packages" (Moodle.org, 2014, par.1). According to Moodle, it particularly serves for favoring the sharing of constructs from a social group to another, forming in that way a community that share a "small culture", in which they share meanings.

In addition, the types of activities that can facilitate the creation of learning communities are blogs, messaging, participants list, notebook, reports, and so on (Moodle.org, 2015). So, it is suggested that the use of these features can enhance the organization and sense of belonging of each participant in the group. Also, it has been discovered that the use of video conferences, social networks, and virtual groups makes learning more attractive and gives the learner a more active role.

It is important to highlight that activities and resources in Moodle are not the same, according to Moodle, the activities differ from the resources in that the resources are the files and pages that are shown to the students by the teacher. In other words, they are "an interactive learning segment for a student in a course" (Moodle.org, 2013, par.1). Then, resources are the tools that the teacher uses to show information meanwhile activities as explained before are the way through which students can actually "produce" something that evidence their learning.

Overall, Moodle offers 14 different types of activities in the standard Moodle version, the list of them and their function according to Moodle.org, (2018b, par. 5) is shown below.

- Assignments

Enable teachers to grade and give comments on uploaded files and assignments created on and offline

- Chat

Allows participants to have a real-time synchronous discussion

- Choice

A teacher asks a question and specifies a choice of multiple responses

- Database

Enables participants to create, maintain and search a bank of record entries

- Feedback

For creating and conducting surveys to collect feedback.

- Forum

Allows participants to have asynchronous discussions

- Glossary

Enables participants to create and maintain a list of definitions, like a dictionary

- Lesson

For delivering content in flexible ways

- (LTI) External tool

Allows participants to interact with LTI compliant learning resources and activities on other web sites. (These must first be set up by an administrator on the site before being available in individual courses.)

- Quiz

Allows the teacher to design and set quiz tests, which may be automatically marked and feedback and/or to correct answers shown

- SCORM

Enables SCORM packages to be included as course content

- Survey

For gathering data from students to help teachers learn about their class and reflect on their own teaching

- Wiki

A collection of web pages that anyone can add to or edit

- Workshop

Enables peer assessment

Moodle.org, (2018b, par. 5)

There are other activities provided in the newest versions of Moodle, such as "One Note" through which the teacher can link a Moodle task as a response with a OneNote task. This action, according to Espino, (N.D, p.4) enhances communication and let students improve their organizational skills because it functions as a task reminder. In addition, this same function also permits to promote collaborative learning because the teacher can directly let the notes in the task clarifying doubts and providing feedback, which favors guidance and tutoring during the teaching process. Another resource of Moodle in the newest versions is

"Skype for business", through which, according to Espino, (N.D, p.5) enhance the interaction among participants because it facilitates interaction among students, teachers, and even parents.

From the previous information, it can be inferred that there are not the resources this platform offers but the pedagogical basis and procedures of the teacher when employing it for his/her course what will be the most important during the course. In regard to this, Meza, (2012) suggests that if the proposal of Moodle during the teaching-learning process in the matter of transmission of content and information is not well oriented, the student might get easily lost in the platform. This last is the less a teacher wants, so he/she has to be very aware of this during the course to really help learners during the learning process and for their autonomous learning development, which depends on appropriate guidance too.

In the next section, information about the way that LMS activities can be employed for autonomous learning development will be discussed.

2.4.7 Autonomous Learning and Activities in a LMS

According to the U.S Department of Education, (2009), online activities can be classified in relation to two main characteristics; One is the activity's objective, which implies "whether the activity serves as a replacement for face-to-face instruction (e.g., a virtual course) "(p.3), and the other is as "an enhancement of the face-to-face learning experience (i.e., online learning activities that are part of a course given face-to-face)." (U.S Department of Education, 2009, p.3). Taking that into consideration, it is important to highlight that the way activities are planned and applied in a course will depend on the educative context and thus they shall take into consideration students' specific context and needs. Then, it is the teacher who decides how and when to implement certain types of activities to mediate the learning process prudently in his/her course to accomplish learning objectives.

Some suggestions about how to implement the right type of activities and materials to have successful courses were enlisted before when speaking about the socio-constructivist learning theory in which interaction and collaborative learning would be essential. These recommendations have been also based on Bloom's Taxonomy as shown in previous literature. Apart from those considerations, there are authors who suggest considering the different learning styles and strategies of learners (Ćirković-Miladinović, 2014) as well as

the use of media (e.g. Pictures, audios, videos and few texts) to elicit participation and discussion in BL courses.

Thus, if we take into consideration the previous information about the use of the platforms as well as the literature respecting to the autonomous learning pedagogy suggested by Nunan, (2003) and the Mediatic Pedagogy of Meza, (2012) it is possible to observe that the way that activities and resources in the platform are used and combined with F2F instruction will be directly linked to the progress that the teacher observes during the learning process by monitoring students' progress constantly.

In the next section, information about how evaluation should be in the BL process in order to help teachers guide their mediatic pedagogy will be presented.

2.4.8 Evaluation in BL for Autonomous Learning

According to Gebera, (2013) the purpose of evaluation should be to determine Ss' performance during the teaching-learning process in terms of learning outcomes. So, teachers are expected to provide detailed feedback regarding students' progress in different domains (cognitive, procedural and affective) (Gebera, 2013, p.11) continuously. For this, it is necessary that the quality of the Teacher's intervention in every assignments or task is appropriate and according to the content and objective purposes. Also, Gebera, (2013) claims that the quality of the assignments delivered by the student must be evaluated in concordance with the teacher's rubrics in order to avoid grading task which was overlooked under the "received" caption.

Then, concerning some aspects to be evaluated in the e-assignments, Meza, (2012) suggests considering coherence, originality, the quality of drafting, the orthography, the quality of the presentation and punctuality. Moreover, it is also recommended to give students the opportunity to improve the task based on feedback and provide a second chance for delivering the assignment (Meza, 2012) because this can ensure students are becoming responsible and aware about their learning and not only providing activities to muddle through. Moreover, with regards to the types of chosen activities and its evaluation, when working with adults, Anderson & Elloumi, (2004, 282) highlight the importance of not underestimating the activity's value in the final evaluation as well as not to lose the primary

objective and course goals of each assignment while staying aware of the characteristics of the learning context since most online students, or in this case BL students:

> Most online students are practical adults with much competition for their time; thus, they are unlikely to participate in activities that are marginalized or viewed as supplemental to the course goals and assessment schema. Furthermore …. the teacher must be "explicit, fair, consistent, and as objective as possible. [during the whole teaching -learning process] (Anderson & Elloumi, 2004, 282)

Furthermore, in a BL modality, evaluation might be provided through a virtual and/or presential way depending on the teacher and institution rubrics. So, it is recommended a diagnostic evaluation about technological knowledge and experience of students before the course starts, so that the teacher can adapt to the characteristics and necessities of the students because these characteristics will involve the way of providing feedback and evaluation to the student so that he/she can be aware of his/her own development. So, the way the teacher will administer this is to be carefully discussed since he/she can make use of different tools in the platform as well. For instance, one of the evaluation facilities that Moodle provides is the "Gradebook" resource. According to designers, this can record scores from assignments, quizzes made online via Moodle "peer assessment workshops, 'branching' lessons, SCORM activities and exLTI learning resources" as well as ratings of other activities such as forums, databases, glossaries and other grade items manually created by the teacher (Moodle.org, 2018b, par. 10). So, evaluative results of tasks, including Moodle activities and self-assessment tools can be organized and delivered in different ways to students in order to favor their learning and autonomous development.

In addition, concerning the role of formative evaluation, it is needed to be planned how this will be delivered by reminding that it is essential to support autonomous development through scaffolding as it was stated before in the literature. In this way, feedback and correction become essential steps not only for the development of autonomous learning but also for educating good professionals.

After having reviewed all the relevant literature of the topic under discussion, it is necessary to look at the procedure through which data was gathered and analyzed in this research. In the next chapter, information about the methodology of this investigation will be discussed.

CHAPTER 3: METHODOLOGY

In this chapter, a detailed description of the method and design used to develop the research is presented. Relevant information about the participants, instrument and procedures are outlined. The chapter is organized in parts. Firstly, a detailed description of the context and participants. Then, an explanation of the epistemological worldview of this research in relation to the approaches it holds. After that, the research design in which the method and strategy of the research are explained. Then, the description of the technique and instruments, the data analysis procedure and the ethical considerations as well as the possible implications are presented.

3.1 Context

This investigation took place at the Language Faculty, which is located at 24 Norte 2003 Humboldt, Puebla, Pue. This Language Faculty has as its main objective to form competent future teachers of English and French. It offers two modalities of study for the bachelor's degree of "Teacher in the English Language", these are the scholarized and semi-scholarized or Opened Bachelor although it is actually Blended Learning. This research focused on the latter modality, which is referenced in this research as LAEL-I, so called after the Spanish initials of "Licenciatura Abierta en la Enseñanza de Lenguas-Inglés".

LAEL-I was in force since 2001, from that year to now, it has had 17 generations. The particularity of this modality is its philosophy of education which in synchrony to the BUAP-Modelo Minerva philosophy aims to prepare professionals who can be critic, creative, ethic, with a high capacity for decision-making and problem solving, trained to continue their professional development and aware of their belonging to a social environment and their culture (BUAP, 2007). Apart from this vision and mission, LAEL-I, (2018) states that one of their objectives is integrating ICT into their curriculum as a way of facilitating communication and promoting autonomous learning in students. The latter by following the International and National Policies launched in different sectors of the Educational Reform such as SEP, (2007). For this, it is implemented the use of the e-platform "Moodle" to assist students to get over this process of becoming "autonomous and independent learners" (LAEL-I, 2018).

Therefore, it alternates the classes it gives and the delivering of content; one session F2F and the other by using the activities of the platforms during the semester per subject. In this way, it can be considered "blended" because it demands "at least 30 percent of the content delivered online and [...] face-to-face meetings for at least 21 percent of the content" (Bakia, Means, & Murphy, 2014, p.7).This research explains the perspectives of Ss and Ts about the way they consider that Ss' Autonomous Learning has being benefited from the use of the "Moodle" platform activities that the teacher provides as a formative mechanism in the Blended Learning modality. Since it is been used a mixed-method approach, the term "participants" will be used for referring to the students who participated for the quantitative part of this study, and the term "subject" for the teachers, who were approached for the qualitative part.

3.1.1 Participants

The participants were three groups of the LAEL-I, which involve a total of 34 adult students (20 female and 14 male) with a range age between 23 and 51. Concerning the profile of the students of this research, 91.1% of them have experience as teachers of primary education level and 8.8% do not have any teaching experience. From the students with teaching experience, 82.3% of them are currently working, half for public education and the other half for private schools, most of them (about 73.5%) in primary education level and a few (approximately 17.64) in higher education level. Also, 67.6% of them have a language certification, and 32.3% do not. Then, 73.5% of students reported to be familiar with the use of an e-platform, and the other 26.4% do not. From the number of students familiar with the use of an e-platform for academic purposes, 61.9% reported to be familiar only with Moodle, 28.5% reported being familiar with Moodle and other platforms, and 9.5% with other platforms but Moodle.

Finally, in relation to the frequency to which students use the platform in the LAEL-I, most of the students (41.1%) reported to use it no more than once a week per module, 20.5% said to use it three times a week per module, other 20.5% reported to use it four times per module, 8.8% reported to use it twice a week per module, and 8.8% reported to use it more than four times a week per module.

Figure 3.1. Participant´s characteristics

Characteristic	Description
34 Participants	20 female, 14 male.
Range Age	Between 23 and 51
Teaching experience	91.1%
Without Teaching experience	8.8%
Currently Working	82.3% - Half in Public education and Half in Private Education.
Level of Education in which they work	73.5% primary education level 17.64% higher education level
With Language Certification	67.6%
Without Language Certification	32.3%
Familiarity with the use of an e-platform	73.5%
Unfamiliar with the use of an e-platform	26.4%
Familiar with Moodle only	61.9%
Familiar with Moodle and other platforms	28.5%
Familiar with other platforms but Moodle	9.5%
Frequency of usability of Moodle per module	41.1% once a week 20.5% three times a week 20.5% four times a week 8.8% twice a week 8.8% more than four times a week

3.1.2 Subjects

The subjects were three teachers of the same modality of education, two women and one man with range age between 30-40 years old with more than 3 years of experience in the program.

3.2 Approach

Philosophical worldviews, according to Guba (1990, p. 17) cited in Creswell, & Creswell, (2008, p. 39) are "a basic set of beliefs that guide action". In research, this view will determine the actions to be taken into account in the design of the research and will embrace any quantitative, qualitative or mixed-method approach (Creswell, & Creswell, 2008). Over time, different worldviews holding specific perspectives of reality have emerged, overall, the most popular used by researchers keep being four: post-positivism, constructivism, advocacy/participatory and pragmatism.

This study holds a pragmatist view because it focuses on the research problem instead of a specific method (Creswell & Creswell, 2008). Therefore, in pragmatism, researchers are "free to choose the methods, techniques, and procedures of research that best meet their needs and purposes "(Creswell, & Creswell, 2008, p. 43) to understand a problem. Ergo, since the nature of the topic of this study demanded both quantitative and qualitative lens in order to be able to generalize and explain the phenomena under investigation, a mixed method approach with a pragmatic view was used. In words of Muijs, (2010), one of the main characteristics of Mixed-method Approach concerning its epistemological position is its flexibility because it permits to determine the research design according to "what we want to find out rather than by any predetermined epistemological position" (p. 8). Then, the proposition held by pragmatism in mixed-methods is that the world, or in this case, the phenomena under investigation cannot be observed in a purely subjective (qualitative) or objective (quantitative) way since there are limitations in each approach. Moreover, in quantitative analysis "our perception itself influences what we see and measure", and in qualitative "the fact that we use a limited number of schemas to formulate our views of the world limit our subjectivity" (Muijs, 2010, p. 5).

As a result, "in mixed methods research investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem" (Creswell, & Creswell, 2008, p. 44). With this, Creswell, & Creswell, (2008, p. 44) state "for the mixed methods research, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis". It also permits to maintain the same pragmatist view of focusing on the problem instead of adopting any rigid view that might limit the opportunity to arrive at the understanding of it.

As stated before, the research used both quantitative and qualitative approaches, so in the next section, the particularities and advantages of each quantitative-qualitative approach, the reasons why using one and what of each method in this study will be explained.

3.2.1 Quantitative Approach

On the one hand, quantitative research carries an objective view of the results under investigation because it is frequently used "to study the generalizability of employment test validities across situations" (Osborne, 2008, p. 2). Hence, to be able to make such generalizations, it involves the use of numerical indicators to describe the results of specific empirical research evidence gathered from a size sample. This particular characteristic is needed for this research since the primary purpose of it is to measure students' perspectives and provide a generalized result of the context sample, which can only be done objectively through a quantitative view. Besides, these types of studies usually test a hypothesis, which can be created or derived from the literature. Similarly, in this research, a hypothesis is held in order to provide an answer to the problem of fostering autonomous learning in the blended learning modality through the use of an e-platform.

Other advantages provided by quantitative research are those for the application and analysis of the research data, which comes as a benefit of the techniques and instruments of this approach. Among the types of techniques that can be used in this approach, there are surveys, which are generally used to measure people's attitudes and opinions taking a vast number of respondents which would be in a practical and not-time consuming way (Nardi,

2015). Then, the use of survey technique is going to be predominant for the data collection procedure of this research because of the reasons mentioned above.

3.2.2 Qualitative Approach

On the other hand, qualitative research "involves an interpretive naturalistic approach to the world" (Davies & Hughes, 2014). In this way, qualitative researchers point out that "all the truth can only be relative, and is never definitive", they also think that "reality" is at least in part constructed by us and by our observations in contrast to what positivists believe that the fact is to be discovered (Muijs, 2010, p. 3). Qualitative research also "recognize[s] the inherently subjective nature of social relationships" Olsen, (2004, p. 7), which in this research is necessary to consider in order to recognize the difference between perspectives of teachers and students towards the same phenomena because "people construe others' behavior through their subjective lens of perception, and the others" Olsen, (2004, p. 7). So, this particular view of the circumstances, which is merely subjective, complements this research in the way that it permits a more in-depth explanation of the objective results resulting from the quantitative approach. For this, the qualitative technique to be used in this research is semi-structured interviews.

3.3 Research Design

3.3.1 Method

Among the types of Mixed-methods, there are several classifications which are named concerning the procedure that the researcher will follow to collect and analyze the data as well as the level of importance that will be given to each approach depending on the researcher needs. This research followed a "Quantitative-qualitative sequential mixed procedure" (Creswell, & Creswell (2008). This method aims to be able to seek information at different levels of analysis so that the use of a primary and secondary method can address a different question of research in order to deepen or expand primary results. Then, in this particular method of research, quantitative approach is given more weight in the collection and analysis of data while the qualitative part is used to expand the results of this research to be able to explain better the resulting generalized data. In this way, the findings can be

expanded from gathering generalizable quantitative data for evaluating a theory or thesis to provide “detailed exploration with a few cases of individuals” of the context under investigation for explaining those results (Creswell, & Creswell, 2008, p. 47). Moreover, as stated before, autonomy is a multidimensional unmeasurable quality that needs of the free description of aspects that cannot be merely quantified but depends on the qualitative perspectives of participants towards the same phenomenon for its better understanding.

Finally, because of the way this research is constructed, this can also be considered as a case study with an exploratory scope of enquiry divided into two phases; one quantitative and other qualitative because it was focused on a particular group of determining participants with specific characteristics, who share a specific educational context.

3.3.2 Research Strategy

Accordingly, the strategy to follow for this research was a Concurrent Embedded Strategy. This strategy is called embedded because it holds "a primary method that guides the project and a secondary database that provides a supporting role in the procedures" (Creswell, & Creswell, 2017, p.20), in which the second method usually "seeks information at a different level of analysis" to "gain broader perspectives". Another characteristic of the embedded strategy is that the data of both approaches are collected in one single phase, for which it is not necessary to analyze one first to be able to collect the other. This is especially advantageous for saving time in data collection, which was essential in this research. Also, to mix these data, the same variables for each instrument were analyzed, but from a different perspective, to facilitate the interpretation of the final results, without consigning to oblivion that the principal object of research were students. In addition, because of the nature of this research, students and teachers were studied at a different level. That is students-quantitatively and teachers qualitatively. Then, both results were compared in order to have a broad panorama of the problem and be able to explain the generalized results from students.

As a result, in order to collect data, two data collection techniques were used for gathering information about the teachers' and students' experiences when working with the activities in the platform. Following the suggestion of Creswell, & Creswell, (2008) for this particular strategy, the study began "with a broad survey in order to generalize results to a

population and then, in a second phase, focus[ed] on qualitative, open-ended interviews to collect detailed views from participants" (Creswell, & Creswell, 2008 p. 51).

Moreover, in the first phase, quantitative research questions addressed the relationship of student's perspectives of their autonomous learning and the use of the platform at the LAEL-I, and in the second phase, qualitative interviews to teachers were used to probe significant quantitative results by exploring aspects of the way that the Moodle platform activities is helping students in the development of their autonomous learning competence.

It is to say that some authors see this procedure as a way of validating results. Bouchard, (1976) cited in Jick, (1979, p. 2) states "the convergence or agreement between two methods . . . Enhances our belief that the results are valid and not a methodological artefact". In this way, this process is similar to triangulation process in which different data types are mixed. About this, Olsen, (2004) suggests that for a more profound form of triangulation in research, the mixing of methodologies such as survey data with interviews can be used. In this way, the final step of this research, which concerns the analysis of the convergences and discrepancies of both qualitative and quantitative data, results in a type of triangulation process with the aim of enriching and validating the interpretation of the perspectives of personal experiences of participants in the study.

3.3.3 Data Collection Technique

As stated before, in Mixed methods, both predetermined and emerging methods, open- and closed-ended questions can be included (Cresswell, 2008). Also, multiple forms of data; statistical and text analysis can be drawn on all possibilities for moving across databases interpretations as needed. As a result, in order to collect data, in the first phase, quantitative research questions addressed the relationship of student’s perspectives of their autonomous learning and the use of the platform at the LAEL-I. Information from this first phase was explored further in a second qualitative phase. In the second phase, qualitative interviews with teachers were used to probe significant quantitative results by exploring aspects of the way that the Moodle platform activities is helping students in the development of their autonomous learning competence.

3.4 Instrument

The purpose of this study was to provide data about this field pertaining to the inclusion of technology into the curriculum to foster autonomous learning (which is considered in the resource and technology-based type of research in autonomous learning). In the same way, taking as basis Benson, (2001), this also pertains to the key area related to the providence of appropriate conditions for learners to become autonomous. Then, it is suggested that by describing the way autonomous learning is promoted through the employment of Moodle platform activities among LAEL-I students at BUAP, it will be possible to explain the impact that this is having for them especially for their autonomous learning.

Moreover, two data collection techniques were used for gathering information about the teachers' and students' experiences when working with the activities on the platform. These were a survey, and interview carried out by an open questionnaire and a semi-structured interview to the participants.

3.4.1 The Survey

The reason why it was employed a survey/questionnaire for the data collection of students' perspectives is because of its practicality in research since it involves a lower cost to be applied while respondents can answer it in a variety of ways. In addition, multiple topics can be addressed in one single survey, and the questions can be designed in different ways, which favour the procedure and nature of the items required for the research. Another advantage of this type of technique is that the application of surveys can guarantee anonymity by part of the respondents, and the resulted data can be easily compared with other studies.

Among the disadvantages, there are issues related to the reliability of the answers, as respondents can easily struggle with the sense of a question and not give the required answer sincerely (Nardi, 2015). However, in order to reduce this disadvantage to the minimum, there were taken some actions of reliability and validation to evaluate the instrument. In the first place, the instrument was subjected to the opinion of experts in the area of research, whose opinions availed the instrument.

Following Griffee's, (2012) description of a completed questionnaire, this was formatted into three parts: 1) Demographics, 2) closed-ended items and 3) Open-ended items.

From which the sections that integrated each one of these parts, as well as the specific characteristics and rationale for them, will be explained below. The purpose of this questionnaire was to gather information about students' perspectives and experience on the usefulness of Moodle Instructional activities design to favour their autonomous learning development, two variables were considered for the instrument which was divided into three sections. The first section concerning the first variable, the second concerning the second variable and the third concerning the intersection of both variables in order arrive to gather as much information to get students perspectives as possible.

1)Demographics

The first part of the questionnaire "Demographics" aimed to provide information about the questionnaire itself in order to inform respondents about its specific purpose as a research document. Then, it was located and square that gathers personal information about the subjects in order to know their background. This is shown in the next figure. The information that was collected was; years of experience as an English Teacher and the levels in which they were experienced. This considering that despite the fact that LAEL-I student's aim is to obtain their title as English teachers, they already work as English teachers and it is important to consider their profile since their experience as teachers might have an implication on their perspectives. Some more information requested in this part were level of English, nationality, gender, age, current job and if they were familiar with the use of an e-platform and if their answer was positive, which one. These questions also aimed to draw the influence that these specific characteristics could have in the perspectives of the participants by considering that it is not the same to have previous experience with an e-platform than having never been used to it.

2) Closed-ended items

The second part of the instrument consisted of two sections with closed-ended items; this in order to collect quantifiable data about students' perspectives. For this, cognitive and social aspects of the development autonomous learning suggested by the literature of AL pedagogy were considered and located in the corresponding dimensions of autonomy they belong to.

In these sections, students had to choose among options which were ranked, taking into consideration five different options that regarded two-three different types of Likert scales: Agreement, Frequency and Likelihood. This was made in order for answers to produce a number and be able to measure.

In this way, this part was divided into two sections in which the two variables, "Autonomous Development" and "Instructional Design of the Moodle activities", of this research were considered. In order to get the respective items of each section it was drawn a table that considered six categories to disclose the most important aspects to consider from each variable, these were; Variable, category, operational definition, subcategory, indicators and items. Then, the selection of the appropriate way of measurement and way to present the items were selected according to the nature of the questions.

Thus, the first variable "Autonomous Development" was compounded by three categories, these are; freedom, ability and desire. Then, in order to get the indicators that describe the characteristics of each category concerning the profile of the autonomous learner, it was studied the topic of autonomous learner from different sources. Thereafter, key information extracted from the literature review was the way to provide valuable content. The table that was used to design the items of the questionnaire is shown below.

Figure 3.2. Variables and Indicators

Variable	**Category**	**Operational Definition**	**Subcategory**	**Indicators**	**Items**
Learner Autonomy Development	**Freedom**	Level of Permission for students to do something in favor of their learning.	Emotional Spatial Political	• Agreement with activities • Students feel pressured to do something • Students' identification with the activities/Contextualization of content	1-5 1-5

	Ability	What students can do in favor of their learning.	Self-regulation	• Restriction of classroom environment • Opportunities for decision making/Self-directed learning • Ethical sense of teaching work • Match of current teaching policies with methodologies • Availability to move around the learning environment • Initiative to do things in favor of their learning • Awareness of Cognitive and metacognitive processes • Use of digital and material resources • Awareness of weaknesses and strengths of their learning • Use of organizational skills • Use of time-management skills	No items 6-12
	Desire	Motivation to do something in favor of their learning.	Self-determination	• Personal motives to act (extrinsic or intrinsic) • External rewards • To "avoid a punishment • To avoid feelings of guilt or self-disparagement	

				• Having personal significance and importance • Behaviors and values well coordinated with one's other identifications • Engages in an activity out of interest or enjoyment • Genuine desire to learn	13-17
Instructional Design of an activity	Characteristics and steps of a Moodle activity	Pedagogical Mediation received by the learner through the Platform during their learning.		• Inform learners of objectives, • Stimulate recall of prior learning, • Present the content (realistic), • Provide learning guidance, pedagogical mediation • Elicit performance (practice), • Provide feedback	18-25

Regarding the design of the instrument, the first section concerns the variable 1 " Learner Autonomy Development". The aim of this section is to explore the autonomy of the learner in relation to the dimensions proposed by the literature. Then, this section is compounded by three dimensions; freedom, ability and desire. The category of "freedom" aims to measure how free Ss conceive the e-environment to do something in favor of their learning. Thus, it involves indicators that look at the initiative and will of Ss to perform activities as well as the meaningfulness of the activities for their learning. Then, the "ability" category focuses on Ss' abilities to move around the e-platform for their learning purposes and how it affects or support the actions that Ss do in favor of their learning to accomplish their goals. In this way, it comprises indicators that regard to the initiative of Ss and self-regulation skills to do something in favor of their learning. Finally, the third category concerns the "desire"

dimension, which attempts to discover awareness towards the social dimension of autonomy, which conforms a seminal part of autonomous learning development. For this reason, it involves indicators that test the motives that Ss have to perform actions in favor of their learning and their conformity with interactive activities.

For the previous categories, two Likert scales were used; one for the category of "freedom" and the other for the categories of "ability" and "desire". The Likert scale that regards the category of freedom is an "agreement scale" graded from 1-5 in which 1=strongly disagree, 2= disagree, 3= neither agree nor disagree, four agree and 5= strongly agree. It was chosen this Likert scale because according to Babakus, & Mangold, (1992, p. 771), it has been more recommended by researchers because it reduces the frustration level of respondents and "increase response rate and response quality", which benefits the reliability of the data. In the same way, other studies such as Borg, & Al-Busaidi's (2012) and Doğan, & Mirici's (2017) have followed the same for asking about perceptions of Students autonomy (See Appendix I). Then, for the second and third category (ability and desire) included in this first section of the instrument, it was used a Likert scale of frequency, which comprised the same grade from 1-5, but where 1= Never, 2= Scarcely, 3= Sometimes, 4= Frequently and 5 = Always. This Likert scale was chosen because of the same reasons above, but the scale was changed to "frequency" to be able to measure the extent to which Ss perform an activity more than their attitude. (See Appendix I)

The second section of the questionnaire comprised the second variable of the research, which was "Instructional design of a Moodle activity". The aim of this section was to explore the way that the platform is being used for academic purposes when introducing an activity and Ss' perspectives towards it. For this, indicators about the instructional steps for providing pedagogical guidance to Ss to help them to pass from dependence to autonomy were employed.

For measuring this variable, it was used a Likert scale of Likelihood where participants had to circle the response that best characterizes their opinion about the statement, it was also graded from 1-5, where: 1= Almost Never True, 2= Usually not True, 3= Occasionally True, 4= Usually True, and 5 = Almost Always True. This type of Likert scale, apart from allowing to get the opinion, permitted to get the frequency of the action. So, it was possible to know the perspective of participants about the impact they think the

assumption could have for themselves. It was necessary to use this type of scale for this specific variable because it can denote not only part of the pedagogical practice to which students are being exposed and their active participation but also part of their attitude towards it, which can indicate a level of autonomy since it can denote conformity or nonconformity. (See Appendix I)

3) Open-ended items

The third part of the instrument was comprised by six open-ended questions in which participants were asked to respond with opinions in their own words about the way they think both variables (autonomous development and Instructional design of a Moodle platform) relate for their autonomous learning development. The aim of this section was to dig as deep as possible into the perspectives of Ss towards the use of Moodle activities for their autonomous learning development and the type of guidance they are receiving.

In this way, the first three questions consisted of two completion items whose aim was to get to know the type of interaction that students had with the Moodle activities to see the level of Bloom's taxonomy in which students are more often trained. For this, they were asked about the activities that they use the most, the ones that they consider to be more difficult and the ones that they never use. This was in line to the theory of autonomous learning development that states that "when an instructor encourages students to move through the cycle of Bloom's stages, he or she simultaneously encourages student autonomy" (Smith & Darvas, 2017, p.30). And that each type of Moodle activity is designed concerning a level of Bloom's Taxonomy which sustains the cognitive process to be followed in order to help students pass from dependence to autonomy.

On the other hand, the last four questions included in the last part of the instrument consisted of short answer questions. Their purpose was to dig into details about participants' positive and negative perspectives towards the topic under research to understand better Ss' experience when working with this e-platform for their autonomous learning and training.

3.4.2 The Interview

An interview is a research tool that consists on "a person-to-person structured conversation to find and/or create meaningful data which has to be collected, analyzed, and validated" (Griffee, 2012, p. 159). There are different types of interviews, but overall, it should have a structure, purpose and form that permits the researcher to move smoothly in favour of the research purpose during the data collection process. The type of interview that was used for this research is "semi-structured interview", which pertains to the category of standard interviews (Hitchcock and Hughes 1995; as cited in Griffee, 2012, p.159). The main characteristic of a semi-structured interview is that, besides the set of predetermined questions that the researcher has to prepare to ask the interviewee, he/she is allowed to ask for clarification and even add follow up questions (Griffee, 2012) if necessary, in order to clarify or obtain the data needed.

This last characteristic is especially appropriate for this research since it permits to obtain as much data as necessary to better understand and analyze the phenomena under study. In the same way, it fits perfectly with the nature of the mixed-methodology used for this research since "interview data can be used in conjunction with other kinds of data" (Griffee, 2012, p.160), which in this case are the results of the survey, in order to explain and/or strengthen interpretations (Griffee, 2012). In this way, the interview aimed to obtain teachers' perspectives about the same variables of the survey "Autonomous Learning Development of their students "and "Instructional Design of activities in the Moodle platform". Then, since teachers are supposed to be the ones who choose the activities and present them in the platform, questions about activities were more related to their pedagogical practices as suggested in the literature.

The questionnaire had a total of 11 questions divided into three sections, which corresponded to the same parts of the survey. The first section "Learner Autonomy" was comprised of five questions. The first two questions were taken from the instrument of the sample interview of the British Council (Borg, & Al-Busaidi, 2012), and concern general knowledge about autonomous learning. The rationale for including these questions is that, according to literature (e.g. Benson, 2011 & Borg, & Al-Busaidi, 2012) about autonomous

learning research, it is important to know and/or verify if participants are aware of what autonomous learning is before questioning them about their perspectives towards their autonomy because there can be some wrong ideas about what autonomous learning is. In this way, this action helps to the analysis of data because we can framework perspectives that are more aware of what autonomy is from those that are not.

Then, the third question regards teachers' perspectives about the relationship between learner autonomy and language learning through the Moodle platform when using specific activities. Later, questions fourth and fifth, adapted from Borg, & Al-Busaidi, (2012), aim to land on teachers' perspectives about their LAEL-I students' autonomy, they question about specific characteristics that make them think their students have a certain degree of autonomy or not. These questions are in line with those regarding the "ability" dimension of autonomy of students (items 6-12) in the survey because they correspond to the visible actions that teachers can consider the students do in favour of their learning.

The second thematic section of the interview concern the "Instructional Design of activities" and involve questions 6,7,8 and 9 of the questionnaires. Question 6 had the aim to know Teachers' perspectives about the importance of being autonomous for using the Moodle platform in order to understand their views when providing pedagogical help through it. Then, questions 7,8 and were adapted from Borg, & Al-Busaidi, (2012) for contextualization of research. They aimed to know Ts' awareness of their role for fostering autonomous learning and the actions that they do to promote it in their teaching in order to compare their responses with what the literature suggests understanding general results of the survey about pedagogical mediation better. Finally, question 9 aimed to gather information about the procedure Ts follow to present a Moodle activity in the platform to be able to compare Ss' perspectives towards the same topic, which correspond to the items 18-25 of the survey.

Finally, the third section of the questionnaire "Learner Autonomy and the Use of Moodle Activities in the Platform" involved a total of two questions, from which the first one was adapted from Borg, & Al-Busaidi, (2012, p.32) and aimed to raise awareness about the possible changes in the way Ts present Moodle activities in the platform to promote learner autonomy better. This question apart from raising awareness of Ts about their teaching permits to know Ts' knowledge about autonomous learning and pedagogical mediation, which can be compared and contrast with what is suggested by the literature in order to better

understand their perspectives towards the impact of their intervention in Ss' autonomy. Later, question 11 aimed to know Ts' perspectives towards the impact of the use of technology on the development of Autonomous Learning in the students of LAEL-I. The reason for this question is that, although we are focusing on e-platforms, it is known that the use of an e-tool in teaching depends more on the acceptance or resistance of subjects towards the use of technology for learning because of different reasons. So, knowing Ts' perspectives towards the use of technology per se can help to understand their perspectives towards the use of the platform better and eventually, their pedagogical practice.

3.5 Instrument Validation

For the design and validation procedure of both questionnaire and survey instruments of research, it was followed by a content validation procedure (Taherdoost, 2016). First, items of the survey were extracted from the indicators gotten from the exhaustive literature review. After that, each item was assessed under the categories of essential, useful and not essential items by an expert of evaluation instruments. Then, the resulting survey was submitted to the judgement of two expert doctors in the subject. As a result, there was added information in the Participants' background section. Information requests involved the frequency to which students use the Moodle platform, the name of the subjects in which they find the Moodle platform to be more useful and the reasons for students to enroll in the LAEL-I program. Then, Items 7, 11 and 30 were modified, and two more items (8 and 14) were added as a result of the modification of item 7 and an extension of item 13.

Similarly, the procedure to validate the questionnaire of the interview was the following. First, the questions were divided in 3 thematic sections corresponding to the categories of the survey instrument ("Learner Autonomy", "Instructional Design of the Moodle activities" and the interjection of both variables for autonomous learning development "Learner autonomy and the use of Moodle activities in the Platform"), where Questions 3,6,9 and 11 addressed specific questions of the context of research in line with the survey. Then, some structure of questions 1,2,4,5,7,8 and ten were adapted from a validated interview suggested by the British Council (Borg, & Al-Busaidi, 2012) about how to question teachers about their students' autonomy. Finally, the instrument was submitted to

the revision of an expert on the subject. As a result, any item was modified (See Appendix II for the final version of the instrument).

3.6 Research Development Procedure

First of all, the coordinator of the LAEL-I program was contacted in order to get the respective consents to begin the research. After that, when the instruments were ready, students of de LAEL-I were visited and asked to sign up a consent to participate in the research, their personal information such as name, e-mail and ID was gathered. Then, the first idea was that students answered the survey via "google forms" because of practicality and time issues. However, few of them answered in the proper time, so it was needed to visit them twice for contacting them and apply the survey on paper. When gathered all the respondents of the participants, their answers were transcribed via "google forms" database questionnaire to be able to manage and analyze the results better.

On the other hand, concerning the interview procedure, information about the schedule and profile of the LAEL-I teachers was analyzed by the researcher and the coordinator of the program in order to choose the right number of teachers to their profile and the research purposes. Then, three of the teachers were selected and contacted. After that, appointments for the interview were made. Finally, interviews were recorded and transcribed for its analysis.

3.7 Data Analysis Method

For the analysis of the quantitative data, it was used as a statistical non-parametric, inferential method in which information was decoded. For this, a book code was built for the analysis of the Likert scale results respecting the categories of the survey, which concern the variables of the study in order to probe the hypothesis. This book, as suggested by Hernández, Fernández, & Baptista, (2003) contained the variable, its corresponding category and/or subcategories, number of items in the survey, and the similar number code.

Then, the mean and percentages were calculated. For the open-questions, the answers were coded in relation to the frequency of a response pattern which was categorized. The unit of classification of responses was by phrase with the same model of an idea. Responses

mentioned more than three times were considered a category. Then, the percentages of the frequency of response were calculated.

Concerning the analysis of the qualitative data, the transcriptions of the interviews were made by following the next descriptive codification:

Figure 3.3 Interview Annotations

Annotations	
,	A small pause
.	Finished Idea
..	Pause by dragging the last vowel of the previous words.
…	Big silence
//	Immediate response or interruption without overlapping.
( )	Description
< >	Vocal Sounds
“ “	Reported Speech
[ ]	Overlapping

(See Appendix V for an example of the interview typescript)

Then, responses of the three Teachers were organized in relation to the questions in order to get the general idea of all the teachers in relation to topics derived from the variables. After that, the content was analyzed taking as a unit of analysis the topics mentioned by interviewees. As a result, responses were decoded and categorized by topics. The unit of analysis of responses was classified in paragraphs in which the whole idea of the topic and key words were considered. Lately, the categories were analyzed in relation to the literature.

Finally, for the triangulation procedure of teachers' and students' perspectives, both data were compared, and contrast based on the frequency of responses and content that both Teachers and Students provided in order to discover the agreement about weaknesses and strengths of the program and discrepancies.

3.8 Ethical Considerations

In order to respect bioethical rights of participants, they were informed about the objectives and steps of the study and then they were asked to sign up a "Consentimiento Informado" in which they allow us to use the data they provide confidentially and only for academic purposes. In the same way, they were informed that they could ask about the results and process of the research whenever they need it. The consent form can be seen in the Appendix IV.

3.9 Implications

Despite the availability of different programs and resources, their effectiveness is still a matter of discussion and a subject to be researched. This study contributes to the field of ICT and CALL implementations in education because it helps to understand the impact of technology integration. In this way, this study provides data about this field on the inclusion of technology into the curriculum to foster autonomous learning by exploring to what extent the development of autonomous learning skills has been favored through the employment of Moodle platform activities among LAEL-I students at BUAP.

Similarly, this study contributes to previous work regarding to " ways of organizing the process of teaching and learning" (Benson, 2001, p.110), in order to foster autonomy in the classroom because it emphasizes Ss' independent interaction with platform as an educational tool, which can help to socio-constructivism approaches to understand the way teaching works with this approach in an e-environment and Mexican context.

On the other hand, understanding the phenomena behind the use of these technological resources in the classroom helps to evaluate the efficiency of current policies of education, which involve the inclusion of technology into the classroom from different perspectives (students' and teachers') in the LAEL-I, this is important because they are the principal performers in this modality of education and those that will benefit from the program for their professional development.

Added to this, while providing feedback to the institution about the advantages and disadvantages of using this e-tool in their program according to Ss' and Ts' perspectives, it helps to raise awareness of the implication of the use of this educational technology for

autonomous learning development. In addition, it can help to understand some reasons behind drop out in the LAEL-I as questioned by Xique, Cinto, & Castelán, (2015), which would benefit the institution to reset the basis to determine if the desire profile of graduated students is reached and why.

In the next chapter, detailed information about the findings of the research will be presented and discussed.

CHAPTER IV: FINDINGS

In this chapter, the results of the instrument will be presented in relation to the nature of the data collected. Results are divided into sections. The first section presents the quantitative analysis of data, which discuss students' perspectives with regards to the use of the platform and their autonomous development. Therefore, it is divided into categories as described in the design of the instrument in chapter 3. Then, qualitative data is presented making reference to the same categories of the quantitative data and explaining teachers' perspectives on the same subject as interviewed according to the second instrument.

4.1 Quantitative Findings

4.1.1 Learner Autonomy

A) Freedom

The first category of the survey was learner autonomy, which, as stated before, is divided into three subcategories; freedom, ability and desire. Concerning the subcategory of freedom, which is the level of permission for students to do something in favour of their learning, in the quantitative part of the instrument we focused on actions that students can do when working via Moodle activities in the platform. To continue, results are explained.

In the table 4.1, it can be seen that concerning the first indicator, "Agreement with activities", the value strongly agree obtained 8.8 %, the value agree 64.7 %, neither agree nor disagree reported 26.5%, and that disagree and strongly disagree, did not report any value. As a result, when the mean was calculated, it was observed that this indicator got 26% percentage points getting 76.47% total above from the mean which is 50%. The fact that there is no disagreement among students about the type of activities they perform can have a positive and a negative implication. In the first place, this result is positive because, according to Chirkov, et al. (2003), disagreement would imply Ss' rejection and undesired obligation to work with the Moodle Activities which would impact negatively their autonomous development due to a lack of motivation to work. On the other hand, this finding could become negative if we discover later that the reason of Ss' lack of disagreement with activities is due to an inappropriate selection of the activities to their level. For instance, the activities could be too easy.

The second indicator “Students feel pressure to do something” presented a value of 11.8% of students who strongly agree with the present level of pressure Ts put on them to perform an activity. Then, it got a value of 41.2% of students who agree, a 32.4% that neither agree nor disagree, a 14.7% that disagree and 0 percentage that strongly disagrees. From these results, it can be seen that this indicator got 23.8% percentage points above the mean with a total value of 70%, which means that most of the students agree on the level of pressure exerted on them when performing an activity in the platform. This result is positive if we consider what Deci & Ryan, 1985, 2000; Ryan, 1995; as cited in Chirkov et al. (2003) says about the importance of students to concord their interests, values and desires with those of the environment to become more autonomous. In this way, it can be inferred that most of Ss are not feeling to go against themselves, but they are being capable to concord theirs with others. However, although results show a mean level that permits to prove the hypothesis, attention must be paid to this indicator in order to have better results in the future because there is a risk of 32.4% that it falls to become negative.

Concerning the third indicator, “Students identification with activities”, results show that the value strongly agree got 11.8%, the value agree got a 52.9%, being the highest value. Then, neither agree nor disagree got 17.6%, disagree an 11.8% and strongly disagree a 5.9%. From which, it got a 70.59% total value, which shows it is positively maintained above the mean. In this way, findings show that most of Ss agree that they feel identified with the type of activities they are asked to perform in the platform while only about 15% are negative about them. This, in concordance with Little (1991; as cited in Benson, 2011) and (Moeller, 2001), implies that there should not be a big deal for students to transfer what they learn to daily life because contextualization of knowledge and teaching is being considered. That is, opportunities for students to learn meaningfully are being provided. Also, the fact that Ss can recognize it shows a considerable level of consciousness about their learning and future decision making that considers the needs of their environment. This relates to what Benson (2013) as cited in Murray, (2014) stated about the importance of responsibility in decision making in autonomous learners. They indicate that the decisions that professionals make will have a substantial positive or negative impact in society. In this way, it is easier that students who are aware of this aspect are more able to work for collective benefits than just personal in their environments, which would imply a high level of autonomy in the future.

The next indicator, “Restriction of the e-classroom environment for decision-making “, shows that the first value “strongly agree” obtained a 5.9%. The second value “agree” obtained 44.1%. The third value “neither agree nor disagree” got 29.4%. Then, the values “disagree” and “strongly disagree” got 8.8% and 11.8% respectively. These results show consistency in students’ agreement with the level of freedom they are experiencing concerning the decisions to they make when using the platform activities. However, despite the fact that Statistics remain above the mean with a total score of 64.7%, it has a tendency to the weakness by getting 29.4% as the second immediate highest value in “neither agree nor disagree”, which means that this is the lowest indicator of the category and has to be reinforced. In this way, we can surmise that a considerable number of students conceive that they do not have enough opportunities for decision-making in the e-platform because the environment is restricted. This has implications for their autonomy because according to Banks 2005; cited in Twomey, 2015), how restrictive is a learning environment will determine the level of opportunities that students have to self-direct their learning and consequently, their perspectives on their freedom to exercise their autonomy. Then, this finding permits to prove the hypothesis partially since it can be concluded that the use of the platform increases the opportunities for students to self-direct themselves, but that there are being several “restrictive” factors that are impeding it, which can be related to pedagogical practice or the nature of the Moodle platform itself.

Finally, the last indicator of this category, “Ethical sense of teaching work”, got an 8.8% in the value “strongly agree”, 64.7% as the highest of its values in the value “agree”, 20.6% in the value “neither agree nor disagree” and 2.9% in both values “disagree” and “strongly disagree”. Then, when calculating the mean, results remained above it with 74.7% of the total value, which means that most of students are aware to some extent of the ethical implications that their actual learning have for their future teaching and professional development. About this, Domingo, (1997) warns about the “unconscious mechanical way of work”, which results in a lack of consciousness of the ethical application of the knowledge in professionals. According to this indicator, Chirkov's et al. (2003) state that people who go against their values or norms to perform a required task have a lack of autonomy. As a result, their ethical sense of work might not be high. Then, the fact that this indicator is consistent in value with the previous indicators permit to infer that despite the level of freedom that

most students agree to have, there is a chance that they are not experimenting a fair degree of autonomy. The table below illustrates the results.

Table 4.1 Results of freedom**.**

	SCALE OF AGREEMENT	SA	A	NAND	D	SD
	INDICATOR	**Ss**	**Ss**	**Ss**	**Ss**	**Ss**
FREEDOM	Agreement with activities.	8.8%	64.7%	26.5%	0%	0%
	Agreement with level of pressure to do something in favor of Ss learning.	11.8%	41.2%	32.4%	14.7%	0%
	Students identification with the activities.	11.8%	52.9%	17.6%	11.8%	5.9%
	Restriction of e-environment for decision-making.	5.9%	44.1%	29.4%	8.8%	11.8%
	Ethical Sense of teaching work.	8.8%	64.7%	20.6%	2.9%	2.9%

As it can be seen in the freedom category, all the indicators scored agreement, which means that students consider that they have enough opportunities to exercise different qualities of their autonomous learning. This confirms what Stammers, (2015) and Dworkin, (1988) say about the importance of freedom as a basic need for the execution and development of autonomy in a human being. So, these results draw a positive panorama for the next indicators, which should be similar and consistent with this one if autonomy is being exercised appropriately. In the same way, this data partially confirms the hypothesis that autonomy can be developed through the use of the platform since the online environment that can be constructed in the platform offer different opportunities to exercise freedom, perhaps, more than in the regular classroom.

B) Ability

Then, concerning the ability dimension of autonomy, which refers to what students can do in favour of their learning, data shows Ss' perspectives towards the behaviors and skills students

have when performing an activity according to the indicators that were established in this section.

The first indicator "Availability to move around the learning environment" provided the following results. Concerning the value of "always", it obtained 11.8%. The value "frequently" got the majority of selection with 47.1%, the value "sometimes" gained 32.4%. The value "scarcely" scored 5.9% and the value "never" 2.9%. The previous results show that the mean got a total of 71.76% which is 20.59 percentage points above of the mean, which means that the majority of students consider that they can frequently find resources in the platform available or move around the learning environment. Taking into account this data, it can be surmised that most of the students have acquired so far, the necessary skills to move around the platform. This fact can be due to the particular characteristics of the e-platform as it is suggested in Moodle.org, (2018c). Similarly, it alludes to the results of Clarenc, Castro, de Lenz, Moreno, & Tosco, (2013) and POP, (2012) about the importance of having a good platform with specific characteristics to support our teaching/learning needs. In this way, the fact that there is about 32.4% of the students that remain neutral, it can be inferred that although most of students have learnt to manage the platform with an appropriate level as required, there are still being factors that do not permit all students to control it. This can be due to platform design, but mostly due to autonomous learning skills on the part of students since it should not be a limit if they are autonomous enough.

The next indicator is "Initiative to work without having received orders". Results of this indicator show that the value "always" scored 20.6%, the value "Frequently" 29.4%, "Sometimes"; 32.4%, "Scarcely"; 17.6% and "Never"; 0%. When calculating the mean, results showed it has 20.5 percentage points above the mean, getting a total of 70.5. From these results, we can surmise that most of the students are positive about having initiative for working via the platform and do things in favour of their learning without extra instruction. These results suggest that they are having enough control of the environment so that they can extend their learning practices out of the classroom as indicated by Drexler, (2010). This also shows Ss are motivated enough to take actions in favor of their learning, which indicates qualities of an autonomous learner such as commitment and a sense of responsibility, (Breen and Mann (1997:164-6) cited in Benson, (2011).

Concerning the third indicator of "Initiative to use digital and material resources", the value "always" got 34.4%, the value "frequently" got 34.2%, the value "sometimes" got a 34.2 %, while scarcely got a 2.9% and the value "never" got 0%. According to the mean, this indicator is one of the highest getting a percentual mean value of 78.82, which is 28.82 percentual points above the mean. Data of this indicator is firmly consistent in showing that students are positive about implementing other types of resources to do their tasks. This, according to Breen and Mann (1997:164-6) cited in Benson, (2011) involve an essential characteristic of an autonomous learner and a high level of autonomy because it shows that Ss can adapt to their environment strategically even by making use of other resources to accomplish their goal. On the other hand, concerning the usefulness of the platform, this result can also mean that the platform is not enough because it does not provide enough resources, which contradicts Moodle.org's, (2018d) description of the usefulness of the resources provided by the platform. So, it would be necessary to deepen into the reasons why students need to look for other resources very frequently to accomplish their tasks in order to confirm deductions about the usefulness of the platform.

With respect to the fourth indicator "Awareness of weaknesses and strengths in their learning process". The value "always" obtained 26.5%, the value "frequently" 23.5%, the value "sometimes" 41.2%, the value "scarcely" 5.9% and "never" was 2.9%. The mean of this indicator scored a total of 72.9 %, which is 22.9 percentage points above the mean. So, results suggest that most of the LAEL-I students are developing a level of consciousness about what they can and can't do, although this is not a strength for them yet. From which it can be inferred that despite the fact that numbers tend positively, the value "sometimes" could turn to a weak point if actions to raise student's awareness of their metacognitive capacities are not implemented. This, according to Murray, (2014), is important because awareness is an essential part for students to self-regulate themselves in order to become autonomous. In this way, regarding the level of autonomy of students, the values would correlate favorably with Breen and Mann's (1997:164-6) cited in Benson, (2011) assumptions that when students are able to reflect upon their weaknesses and strengths and relate them to their objectives, they can make the right decisions or create the right strategy for them to accomplish their goals, which make them autonomous.

The indicator “Use of organizational skills” obtained 55.9% in its value “always”, in the value “frequently” it got 23.5%, in the value “sometimes” it received 17.6%, the value “scarcely” got 2.9% and the value “never” got 0 %. Then, when calculating the mean, it was discovered that it had 36.4 percentage points above the mean, with 86.4% of the total value. This convert this indicator in the highest of all the indicators of this instrument, which means that it is the strongest point of autonomy in LAEL-I students. Then, results support the findings of Means, Bakia and Murphy, 2014) that organizational skills come as a result of self-regulation and are adhered to its improvement. So, it can be considered as one of the most important and seminal actions that autonomous learners can apply in favor of their learning. Then, the fact that it is the most practiced quality of LAEL-I students makes it, perhaps, the sustainable quality of their autonomy, which should be maintained and reinforced in order to improve future results.

The sixth indicator is “Use of time-management skills”. In this indicator, the value “always” got a 32.4%, “frequently” 35.3%, “sometimes” 26.5%, “scarcely” 5.9% and “never” 0%. These values lend support to the idea that organizational skills and completion of deadlines usually go together because it is the visual result of the self-regulation of the learner. Then, this indicator also showed a similar high per cent as the previous indicator by getting 28.82 percentage points above the mean, and a total of 78.82%. This is not an irrelevant result since the proof that organizational skills are being successful is the completion of a deadline, which means an on-time accomplishment of an objective pursued by a person (Means, Bakia and Murphy, 2014). So, from these results, it can be inferred that there is a small range of students who do not accomplish their goal despite their organizational efforts, which is a positive grade for Ss’ autonomous development. However, one thing to prevent of this high range of students who deliver their tasks on time is the quality of the work that they deliver, but this will be tested by the following indicator.

The last indicator of this subcategory is “Cognitive and metacognitive processes, Creativity and quality of work”, where the value “always” obtained 17.6%, the value “frequently” 29.4%, the value “sometimes” 38.2%, the value “scarcely” 8.8% and the value “never” 5.9%. This indicator got the lowest level of this subcategory, with only 18.82 percentage points above the mean, and a total of 68.82%. In this way, the evidence indicates that despite Ss’ efforts to deliver their tasks on time, most of them recognize that only

sometimes the quality of their performed activities is acceptable, which can depend on different circumstances. Literature suggests that behind one observable behavior, there can be several internal processes that are taking part in the subject. In this way, as proposed by Anderson & Elloumi, (2004), what is learnt will also depend on the internal processes that the student is experimenting, among other reasons. So, on the one hand, these results can be due to a level of commitment of students or different unmeasurable situations out of the scope of this research. On the other hand, as explained by Díaz Barriga Arceo, 2010 as cited in Ortega, 2014 , there is also probability that it can be showing a cognitive status of students, that demonstrate that they might be dealing cognitively and metacognitively with the level of difficulty of Moodle activities demanded from them to perform, which will be a topic to discuss later.

Table 4.2 Results of Ability.

	SCALE OF FREQUENCY	Always	Frequently	Sometimes	Scarcely	Never
	INDICATOR	**Ss**	**Ss**	**Ss**	**Ss**	**Ss**
ABILITY	Availability to move around the learning environment.	11.8%	47.1%	32.4%	5.9%	2.9%
	Initiative to work in favor of their learning.	20.6%	29.4%	32.4%	17.6%	0%
	Initiative to use extra digital and material resources.	32.4%	32.4%	32.4%	2.9%	0%
	Awareness of weaknesses and strengths in their learning process.	26.5%	23.5%	41.2%	5.9%	2.9%
	Use of organizational skills for self-regulation.	55.9%	23.5%	17.6%	2.9%	0%
	Time-management skills for self-regulation.	32.4%	35.3%	26.5%	5.9%	0%
	Cognitive and Metacognitive processes.	17.6%	29.4%	38.2%	8.8%	5.9%

As a conclusion of this subcategory "Ability". It can be seen that most of the indicators scored a high positive level of frequency that shows that Ss consider that they are applying several actions in favour of their learning. This confirms what previous literature say about the importance of ability as an indicator of student's autonomy. These results are consistent with the ones of the previous indicator that suggest Ss are exercising their abilities through the use of the platform. Consequently, it partially confirms the hypothesis that the use of the platform can facilitate Ss to take actions in relation to their learning. However, it can also be deduced that despite the efforts that students can do to take action over their learning autonomously, there can still exist several constraints that go beyond their capacities and in which external and internal factors could interfere.

C) Desire

Regarding the dimension "Desire", which involves the personal motives of Ss to do something in favour of their learning, the results got in this category are explained below.

The first and second indicators tried to discover the extent to which Ss interact via the platform for learning purposes. Then, the first indicator concerns the level of conformity with the amount of group or peers' interactive activities through the platform. This indicator obtained 2.9% in the value "always", 17.6% in the value "frequently", 26.5% in the value "sometimes", 41.2% in the value "scarcely" and 11.8% in the value "never". As it can be seen, there is a low total value for this indicator. In fact, it is only 1.76 percentage points above the mean by getting 51.76% of the total mean value. The latter means that students feel strongly negative about the amount of interaction that they are having through the platform for learning purposes; for them, it's very few. Then, according to the theory of autonomous learning development (Breen & Mann 1997; as cited in Benson, 2011) relationships are essential for learning because that is the way autonomous learners learn the skill of negotiating their needs and desires with others'. Then, the lack of awareness of the social dimension of autonomy can lead to "self-centered individualism" (Stammers, 2015), which prevent a real sense of autonomy and detonate social problems related to "selfishness". Also, seen from a socio-constructivist perspective, it is prejudicial for learning because there is no way to construct "general knowledge" of a community that can enrich it and favour it without Ss-Ss interaction. On the other hand, in relation to this particular context of

investigation, there is not enough evidence to say that this finding contradicts Al-Huneidi, & Schreurs' (2013) argument that BL facilitates interaction and the creation of different learning events that favour Ss' learning. On the contrary, it generates questions about the reasons behind the use or disuse of interactive activities and resources.

The second indicator is "Quality of interaction for learning" which has to do with the quality of interaction as an extrinsic motivator for learning. Results show that the value "always" got 8.8%, "frequently" obtained 20.6%, "sometimes" got 44.1%, "scarcely" got 26.5%, and "never" obtained 0%. Once again, results show that Ss consider that from the few amounts of interaction that they have through the platform, only sometimes it tends to be useful for their learning. Also, this indicator shows a total of 62.35 %, which remains above the mean. From these low results it can be inferred that there can be various implications resulting from the lack and quality of interaction among LAEL-I students since literature (Murray, 2014; Stammers, 2015; Twomey, 1996 and Crawford, & Jenkins, 2018) is firmly consistent in that interaction plays a crucial role in learning and the development of autonomy, so this indicator should not be improved for future better results.

The fourth indicator is called "External regulations", which corresponds to the lowest indicator of extrinsic motivation in learning and autonomy. It has to do with the role that external regulations such as rewards and/or punishments play in the motives that students have to perform and activity. In this indicator, the first value "always" got 8.8%. The second and third value "frequently" and "sometimes", both they got 23.5%, the value "scarcely" got 11.8% and the value "never" got 32.4%. Then, when the mean was calculated, it was discovered that is was only 2.92 percentage points above the total mean, which is 52.9%. This means that the indicator had a very low value, which indicates that despite the fact that most of students chose "never", the other percentage of students inclined positively to recognize that they usually perform an activity for getting a reward or avoiding a punishment, which would show a low level of autonomy because according to Chirkov et al. (2003) the level of autonomy that a person has will be determined by his/her different "motives to act". Then, a person that depends too much from external factors such as rewards and/or punishments is very vulnerable to drop out of something if he/she does not receive them, apart from denoting lack of commitment and awareness of more essential values.

The third indicator concerns the role of "Introjected regulation". It has to do with the role that external regulation in the learning environment permeates the motives of students for performing an activity to avoid feelings of guilt or self-disparagement. Then, in the first value "always", this indicator got 11.8%. The value "frequently" got 26.5%. The value "sometimes" got 26.5%, the value "scarcely" got 14.7% and the value "never" got 20.6%. The mean showed that this indicator got a total value of 58.8%, which is 8.82 percentage points above the mean. This indicator is similar to the previous one, so from the results , it can be inferred that most of the students recognize that they usually perform an activity for avoiding feelings of guilt with themselves, which according to Chirkov et al. (2003) would show a certain low level of autonomy because Ss still depend too much on external motivators, which in this case is the approval of external people to perform an action in favor of their learning.

The following indicator is called "Identified regulations". It concerns about the frequency to which Ss perform an activity because it has personal significance for them. This indicator got the following results. Concerning the value "always" it got 14.7%. The value "frequently" got 35.3%, the value "sometimes" got 50% and the values "scarcely" and "never" got 0. Then, this indicator got a total value of 72.9%, which is 22.94 percentage points above the mean. From these results, it can be concluded that there is a positive tendency for LAEL-I students to recognize the meaningfulness of an activity for their learning and perform it consciously as a consequence. This lends support to Chirkov et al. (2003) statement that for becoming autonomous, it is necessary to understand the real value of what is learnt. It also reinforces the idea of Nunan, (2013), that teaching should be organized to help the students to self-regulate themselves according to their needs and rhythm to become autonomous.

The sixth indicator is called "Integrated regulation". This got a varied range of preference on all the values. It got a 5.9% in the "always" value, a 17.6% in the "frequently" value, a 35.3% in the "sometimes" value, a 29.4% in the "scarcely" value and a 11.8% in the "never" value. Then, when the mean was calculated, it was discovered that it got a low total value of 55.2%, which is 5.29 percentage points above the mean. This means that most of the students recognize that they scarcely coordinate their interests with others' values, which according to Chirkov et al. (2003) would correspond to a low level of autonomy because

autonomous learners tend to be aware of others' needs, desires and interests as a result of their communitarian sense. Particularly, this result matches with the results of the two first indicators of this same subcategory because this is the predicted consequence of a lack of interaction and collaborative work among Ss. This finding helps to understand some of the reasons why Ss have not reached a higher grade of autonomy that involve a communitarian sense of their work.

Finally, the last indicator of this category concerns the role of "Intrinsic motivation". In this indicator, the value "always" got 8.8%, the value "frequently" got 26.5%, the value "sometimes" got 35.3%, the value "scarcely" got a 23.5% and the value "never" got a 5.9%. Then, it got a total value of 61.7%, which is 11.76 percentage points above the mean. Despite the aforementioned results, these findings suggest that overall there are many students that consider themselves to be able to engage in an activity even out of interest or enjoyment. That is, without the necessity of any extrinsic factors. This, according to self-determination theory would result as a signal of having the highest level of autonomy (Chirkov et al. 2003). This finding could help to explain the reason why results of extrinsic motivation are apparently meager concerning the communitarian sense of learning. On the other hand, since there is not enough evidence to prove that they have a communitarian awareness of their work in LAEL-I, there is a possibility that the intrinsic motivators they have are limited to be self-centered and no communitarian ideals, which would show more independence than autonomy. Results are shown in Table 4.3.

Table 4.3 Results of Desire

	SCALE OF FREQUENCY	Always	Frequently	Sometimes	Scarcely	Never
	INDICATOR	**Ss**	**Ss**	**Ss**	**Ss**	**Ss**
DESIRE	Amount of group/peer interactive activities.	2.9%	17.6%	26.5%	41.2%	11.8%
	Quality of interaction for learning.	8.8%	20.6%	44.1%	26.5%	0%
	Necessity of extrinsic motivators: External Regulation.	8.8%	23.5%	23.5%	11.8%	32.4%
	Necessity of extrinsic motivators:	11.8%	26.5%	26.5%	14.7%	20.6%

	Introjected Regulation.					
	Necessity of extrinsic motivators: Identified Regulation.	14.7%	35.3%	50%	0%	0%
	Necessity of extrinsic motivators: Integrated Regulation.	5.9%	17.6%	35.3%	29.4%	11.8%
	Intrinsic motivation	8.8%	26.5%	35.3%	23.5%	5.9%

As a conclusion of this subcategory, Ss consider that the extrinsic motives that help them to self-regulate themselves are varied. However, most of them rely on the assertion that they perform the Moodle activities because they agree in that they find meaningfulness and personal value on them, which is positive for their autonomy. In the same way, there are very few students that coordinate their benefits with those of the community, which means that there is a weakness in the communitarian sense and interaction in learning to develop a correct understanding of autonomy. Then, concerning the place of intrinsic motivation, results are distributed among all the values of the indicator, but the highest value showed that there is a high frequency with which Ss perform an activity just because they are responsible and without the need of external regulators. This statement should not be misinterpreted since this finding in relation to the previous would insist in a narrow perspective of communitarian motives and sense of autonomy and not in a high level of it. However, it does not deny a probable high degree of independence of LAEL-I students more than autonomy.

4.1.2 Instructional Design of Activities in the Platform

Then, regarding the second category of the survey which corresponds to the instructional design of activities in the platform and the pedagogical mediation of the teacher to help students become autonomous, a likelihood scale was used, and seven indicators were considered.

Concerning the first indicator “Inform learners of objectives”. The value “Almost always true” got 11.8%. The value “Usually true” got 41.2%. The value “Occasionally true” got 44.1%. The value “Usually not true” got 2.9%, and the value “Almost never true” got 0%. As it can be seen, there is a strong tendency to a positive conception of the compliance

of this step of instructional design. This indicator got a total value of 72.3 %, which is 22.35 percentual points above the mean. From this data, it can be deduced that this step is being consistently accomplished by teachers in a positive way according to students' perspectives. This, according to Gros, (2017), Kruse, (2009) and Nunan, (2013) is the first step for helping students to take control over their learning. So, despite the positive tendency, the fact that we are having at least a 47% of neutral opinions, results warn us of a possible future weakness that should be attended in order to get positive results.

The second indicator of this variable "Stimulate recall of prior learning" covered two items. In the first one, this indicator got a total of 26.5% in its value "Almost Always True", 38.2% in its value "Usually True", 26.5% in its value "Occasionally True", 8.8% in its value "Usually not True" and 0% in its value "Almost Never True". Besides, it got a total mean value of 76.4 %, which is 26.47 percentage points above the mean. In the second item, the results were very similar. In the value "Almost Always True", it got a total of 14.7%, in the value "Usually True", it reached 44.1%. The value "Occasionally True" got 20.6%, the value "Usually not True" got 20.6%, and the value "Almost Never True" got 0%. In the same way, it got a total mean value of 70.5%, which is 20.59 percentual points above the mean. These results, similarly to the previous, have a strong tendency to positive perspectives of students towards the way teachers consider prior learning when introducing new activities. These findings correlate favorably with literature about "meaningful learning" and "socio-constructivist" theory, which support the idea that this step is necessary for facilitating autonomous learning and instructional design. In the same way, it says something about the current status of students' autonomy because students are demonstrating that they can see the relationship between what they are learning and they will learn, which according to Breen and Mann (1997:164-6) as cited by Benson, (2011) is part of the autonomous learner profile skills.

The third indicator was "Present the content". This indicator obtained 20.6% in the first value "Almost Always True", 38.2% in the value "Usually True", 26.5% in the value "Occasionally True", 14.7% in the value "Usually not True" and 0% in the value "Almost Never True". Also, it got a total mean value of 72.9%, which corresponds to 22.94 percentual points above the mean. These results are firmly consistent in showing a positive perspective about the way teachers present content to perform an activity in the platform which according

to Nunan, (2013), Kruse, (2009) and Meza, (2012) plays a vital role in the development of autonomy in the BL environment because by presenting steps to Ss clearly, the teacher is providing the Ss with seminal elements to help them to organize and self-regulate themselves.

The fourth indicator of this category is "Provide and receive learning guidance, (pedagogical mediation)". This indicator got 14.7% in the value "Almost Always True", 38.2% in the value Usually True, 41.2% in the value Occasionally True, 5.9% in the value "Usually not True" and 0% in the value "Almost Never True". Besides, the total mean value of this indicator was 72.3%, which consisted of 22.3 percentual points above the mean. In this way, this finding suggests that Ss recognize positively the assistance that they receive to be able to perform the Moodle activities, which indirectly would have an impact in the development of their autonomy. These findings permit to partially prove the hypothesis since this step plays a particularly important role in the development of autonomous learning when considering helping the learner to pass from dependence to autonomy progressively (Nunan, 2013). According to Murray, (2014) this step involves the pedagogical practice itself, which considers the use of resources the teacher needs to employ in order to explain him/herself for Ss to be able to achieve a goal. These results also have similarities with Meza's, (2012) suggestion that pedagogical mediation is the key for learning, which can be facilitated via the e-platform.

The next indicator is "Elicit performance and practice". This indicator obtained 20.6% in its value "Almost Always True", a 29.4% in the value "Usually True", 41.2% in the value "Occasionally True", 8.8% in the value "Usually not True" and 0% in the value "Almost Never True". Moreover, the total mean value of this indicator got 72.3%, which is 22.35 percentual points above the mean. From this results in can be inferred that despite the evident fickleness of practice that students report, there is a strong positive perspective towards the amount of training that is being elicited via the platform. This is a crucial point to take into consideration since literature suggests that the amount of practice via the platform will favour the amount of the opportunities to exercise autonomous learning in students. In this way, according to Little (2000) cited in Murray, (2014), it is the practice of autonomy what makes an autonomous learner, and this practice can only exist if there are enough opportunities for students to perform activities on their own. So, the findings could set two

possibilities; one is that the chances are much, varied and enough, or that they are few, but still enough. This is something worthy to research in deep in the future because "enough" would suppose a good quality of the performance or staying in a comfort zone. In the last category of the survey, it will be discussed and analyzed the possible activities that they are performing to understand Ss' perspectives and autonomy better.

The sixth indicator concerns students' perspective of the "amount of feedback" they receive. This indicator obtained 11.8% in the first value "Almost Always True", 38.2% in the value "Usually True", 23.5% in the value "Occasionally True", 14.7% in the value "Usually not True" and 11.8% in the value "Almost Never True". This is the first indicator in this category that has received some "Almost Never True" value and considerable diversity in opinions, which means it is a weak point. In addition, this indicator obtained the lowest total mean value (64.7%) of all the indicators of this category with only 14.7 percentual points above the mean. Meza, (2012) remarks the importance of feedback as part of the mediatic pedagogy provided by the teacher to the learner. Considering this, it can be inferred that there are a lot of discrepancies in Ss' perspectives, which means that attention should be paid to this step to reinforce results. Therefore, these results concur well with Huang & Benson, (2013) and Murray, (2014), who highlight the importance of Ss for having the capacity to evaluate their own learning as a self-regulation skill during the process of becoming autonomous. In this way, they demonstrate their awareness about this aspect of their learning.

The last indicator is related to the previous but tries to deepen into the "Quality of feedback" according to students' perspectives. In the value "Almost Always True", this indicator got the highest ranking of all the values with 29.4%. Then, the value "Usually True" got 26.5%, the value "Occasionally True" got 23.5%, the value "Usually not True" got 14.7% and the value "Almost Never True" got 5.9%. As it can be seen, statistics show a wide variety of opinions in students' perspectives. However, there is a definite tendency to consider feedback as useful most of the time. When the mean was calculated, it was found that it was 21.76 percentual points above the mean with a total value of 71.7 %. These results are in good agreement with Azamat Akbarov, Gönen, & Aydoğan, (2018), who claim that BL provides availability for delivering feedback. Then, when referring to the quality of feedback, it is essential because it helps learners to know their weaknesses and strengths, to improve their self-regulation and eventually their autonomy. That is the reason why Gebera, (2013)

votes for providing detailed feedback to Ss as a way of facilitating learning too. So, despite the fact that the positive perspectives of Ss, how accurate is the feedback of Ts are still unknown; consequently, perspectives of Teachers will serve as a complement of this analysis. Results can be appreciated in Table 4.4 below.

Table 4.4 Results of Instructional Design of Moodle Activities

	SCALE OF LIKELIHOOD	Almost Always True	Usually True	Occasionally True	Usually not True	Almost Never True
	INDICATOR	**Ss**	**Ss**	**Ss**	**Ss**	**Ss**
INSTRUCTIONAL DESIGN OF THE MOODLE ACTIVITIES	Inform learners of objectives.	11.8%	41.2%	44.1%	2.9%	0%
	Stimulate recall of prior learning.	26.5%	38.2%	26.5%	8.8%%	0%
	Stimulate recall of prior learning.	14.7%	44.1%	20.6%	20.6%	0%
	Present the content (realistic).	20.6%	38.2%	41.2%	5.9%	0%
	Provide and receive learning guidance (Pedagogical mediation).	14.7%	38.2%	41.2%	5.9%	0%
	Elicit performance & Practice.	20.6%	29.4%	41.2%	8.8%	0%
	Receive feedback.	11.8%	38.2%	23.5%	14.7%	11.8%
	Quality of feedback.	29.4%	26.5%	23.5%	14.7%	5.9%

As a conclusion of this category, it can be seen that there are positive perspectives of students towards most of the steps that the teacher follows to present an activity via Moodle, which means that there is a medium-high level of satisfaction with the mediatic pedagogy that teachers are following. Then, the most contradictory indicator was "feedback" because Ss report not to receive it regularly, but consider it to be useful when they do, which suggest new questions about the specific characteristics of the feedback they receive to understand the phenomena better.

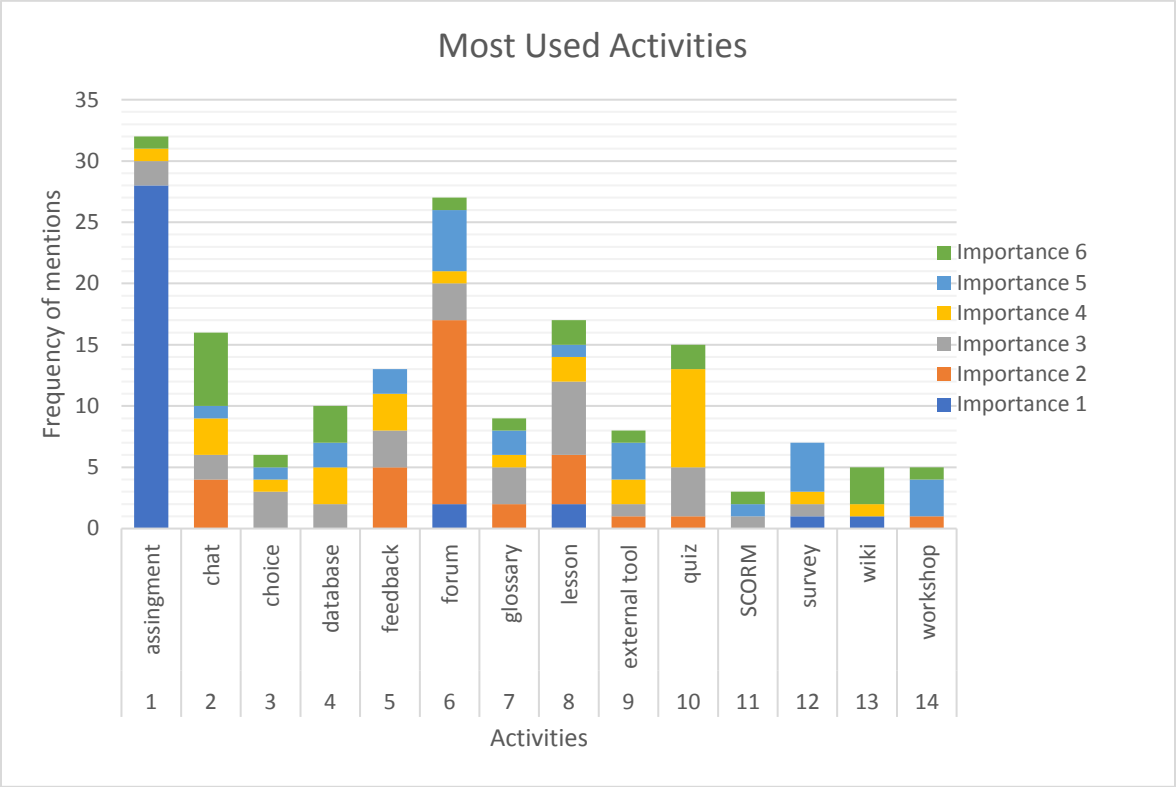
4.1.3 Moodle Platform and Autonomous Learning Development

Concerning the third category of the survey, which was about the type of activities that were used in the platform and their relation to Ss autonomous learning, it is necessary to say that as it was stated before, Moodle's design has its basis on the socio-constructivist theory of learning. So, the type of activities that it offers is based on Bloom's cycle, which considers the ZPD. Then, regarding to this and the theory of autonomous learning development, it has been found that "when an instructor encourages students to move through the cycle of Bloom's stages, he or she simultaneously encourages student autonomy" (Smith & Darvas, 2017, p.30). This is because it helps learners to self-organize and regulate their learning from the elementary level to the more advanced to pass from a certain level of dependence to autonomy (Nunan, 2013).

So, considering the theory above, students were asked about which were the six most used and most troublesome activities that they used in the platform in order to see the level of Bloom's taxonomy in which students are more often trained. Then, concerning a descending order of importance from 1-6, results showed that "assignment" was the most used activity by the majority of students, getting a total of 28 mentions in order of importance 1. Then, "forum" is the second most used activity with a total of 15 mentions in order of importance 2. Then, we have "lesson" in a third place with a total of 6 mentions in order of importance 3. Immediately, we find "quiz" with a total of 8 mentions in order of importance 4. Next, we have "forum" and "survey" with a total of 4 mentions score draw in order of importance 5. Finally, we have "chat" with a total of 6 mentions in order of importance 6.

Moreover, general results concerning the most used activities according to the frequency to which they were mentioned without considering an order of importance show that "assignment" is the most used activity by LAEL-I students with a total of 32 mentions out of 34. Then, "forum" with a total of 27 mentions. Next, "lesson" with a total of 17 mentions. After that, "chat" with 16 mentions total. Later, "quiz" with a total of 15 mentions, and finally "feedback", with a total of 13 refers as it can be shown in table 4- below.

Figure 4. 1 Most Used Activities in the Platform



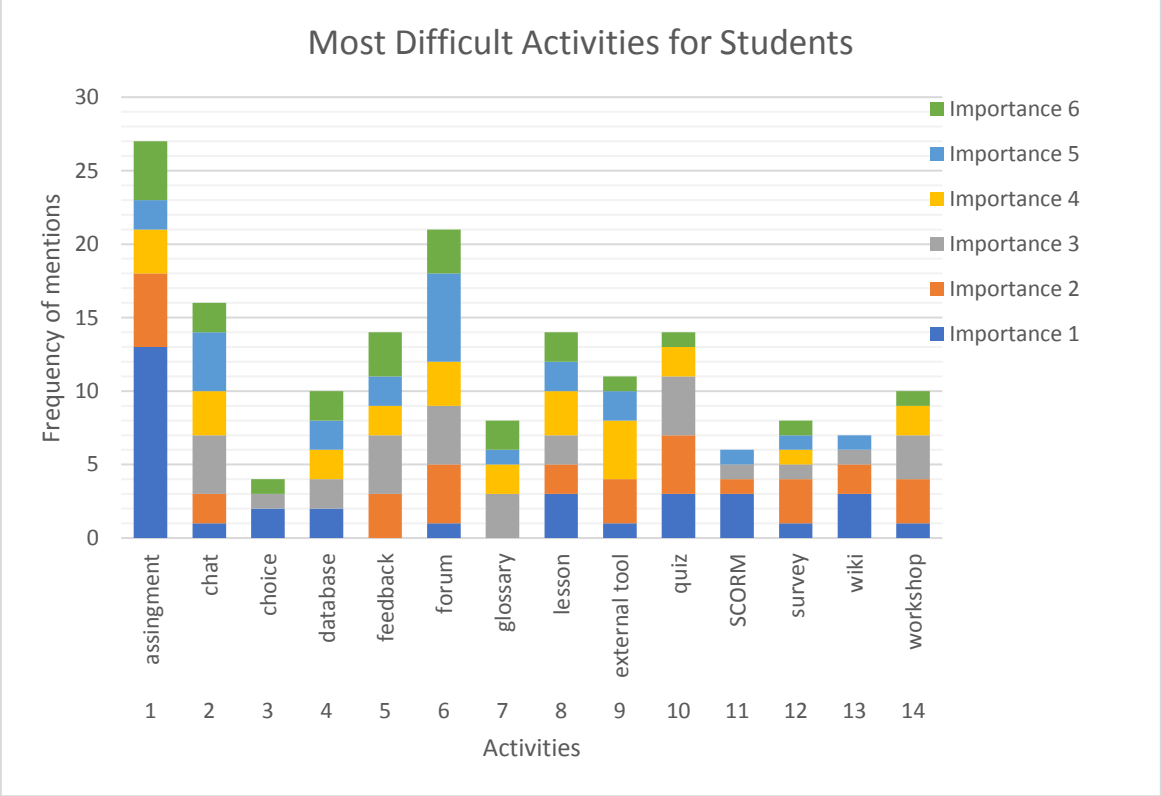
In this way, the previous results show that, the most used activities mentioned by students (assignment, forum, lesson, quiz, chat, forum, survey and feedback) go from the 1 to the 4th level of Bloom's taxonomy (remember, understand, apply and analyze) (Moodle.org, (2011). Since these levels do not require a high level of autonomy, it could mean that Ss are not being exercised in the highest levels of autonomy yet. Also, Ss do not seem to be exercised in the 1st and 6th level of Bloom's taxonomy which corresponds to "remember" and "create", for which it can be inferred that there are weaknesses in the pedagogical mediation to help Ss to pass through the ZPD as suggested by Twomey, (1996), Nunan, (2013) and Meza, (2012).

Then, from those most used activities for Ss, Ss were requested to order from 1-6, in descending order, the activities that they find to be more difficult to perform. From which we found "assignment" to be the top 1 most difficult activity for the majority of Ss by getting a total of 13 mentions in the level of importance 1. In the second place, it is "quiz" with a total of 4 mentions. The third-place belongs to "chat", "feedback", "forum" and quiz" with a total of 4 mentions tied score in order of importance 3. Then, in order of importance 4, we have "external tool" with a total of 4 mentions. Next, we find "forum" with a total of 6 mentions

in importance 5. Finally, we have "feedback" and "forum" with a total of 3 mentions score draw in the level of importance 6.

Then, overall results concerning the most difficult activities for Ss without considering the level of importance show that 27 out of 34 students consider "assignment" to be among the most difficult activities they use. Then, in the second place, it is "forum" with a total of 21 mentions. Next, we find "chat" with a total of 16 mentions. After that, we have a score draw among "feedback", "lesson" and "quiz" with 14 mentions total. Later, we have "external tool" with a total of 11 mentions, and finally, we find a score draw among "database" and "workshop", with a total of 10 mentions. In the next graphic, it can be seen this data.

Figure 4.2 Most Difficult Activities for Students

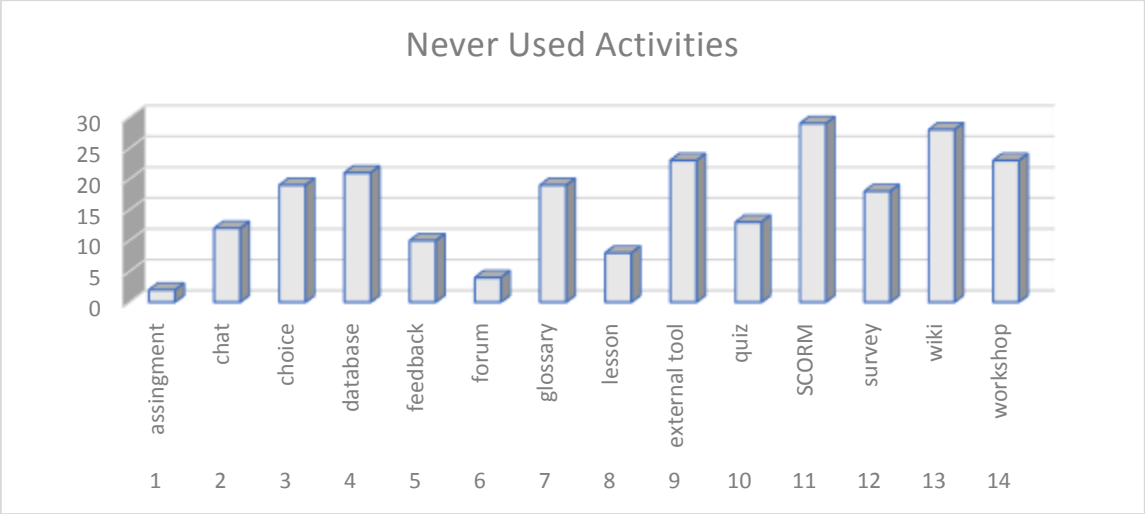


These findings, in relation to previous results of the survey, could mean that the reason why some Ss are feeling comfortable with certain activities they perform is because they have already managed the cognitive level required for those activities or are more used to them.

Findings also suggest that the most difficult activities Ss use are in the same level of Bloom's taxonomy they are used to work, which means they frequently struggle even in those first levels of activities, which require a low-medium grade of autonomy. Also, Ss reported activities that were not in the range of "the most used activities" from which it can be inferred that sometimes they try to use an activity they are not used to, and they fail because they find it to be difficult, or otherwise, they do not know how to use it. In the same way, it can be appreciated that Ss struggle the most with activities concerning the Bloom's cognitive level of "apply", "analyze" and "evaluate" (Moodle.org, 2011) which correspond to the 3rd, 4th and 5th level. This indicates that their autonomy is weak and that other cognitive levels should be reinforced. This also suggests that the pedagogical mediation Ts are following should be revised to understand better what is happening during the mixture of F2F and OL instruction of students.

Finally, concerning the activities that Ss never perform in the Platform, we discovered that the activity "SCORM" is the top 1 never used activity by students with a total of 28 out of 34 mentions. The second never used activity is "Wiki", with a total of 27 mentions. In the third place, there is a score draw between "external tool" and "workshop" with a total of 22 mentions. Then, we have "database", with a total of 20 mentions. Later, we have "choice" and "glossary" with a total of 18 mentions score draw. Next, it is "quiz" with a total of 12 mentions. After that, it is "chat" with a total of 11 mentions. Then, we have "feedback", "forum" and "lesson" with less than ten remarks, which means these are from the most used activities as stated before. Finally, we have "assignment" with a total of "0" out of 34 mentions, which means that it is the activity that everyone uses. Results can be seen in the table below.

Figure 4.3 Activities Students Never Perform in the Platform



As it can be seen, these results confirm that the most used activities by students are assignment, forum, lesson, feedback, chat and quiz. Furthermore, these findings permit to deduce that there are several activities that at least most than a half of students never use, these are; SCORM, Wiki, external tool, workshop, database, choice, glossary and survey. Then, it is to say that most of these activities are located in the first and last levels of Bloom's taxonomy, which are "remember", "evaluate" and "create", which means that at least through the use of the platform, Ss are not being challenged in those levels of autonomy yet. However, from the previous results, it can also be inferred that they are not ready for those either because there are being difficulties in making Ss pass through the Bloom's cycle as suggested by Smith & Darvas, (2017) and Moodle.org, (2011). The reason can be due to there is not being enough reinforcement of the first cognitive level "remember", which should be the basis for ensuring all the consequent levels.

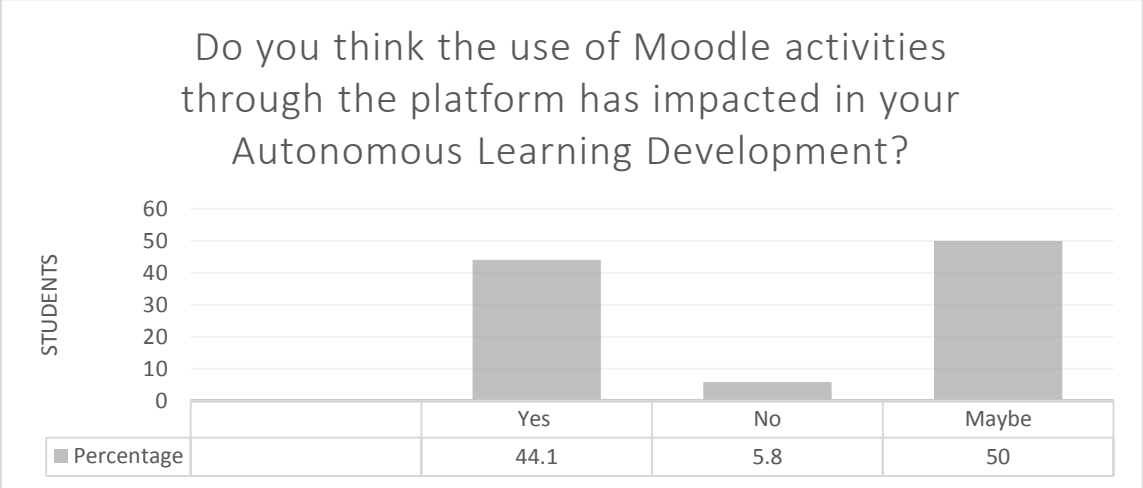
In the next section, results in Ss perspectives towards the way they think that the platform has impacted their autonomous learning development will be discussed.

4.1.3.1 Usability of the Activities for Autonomous Learning Development of LAEL-I Students

About the perspectives of Ss towards the way that the use of Moodle activities through the platform has impacted in their autonomous learning development in LAEL-I, results show

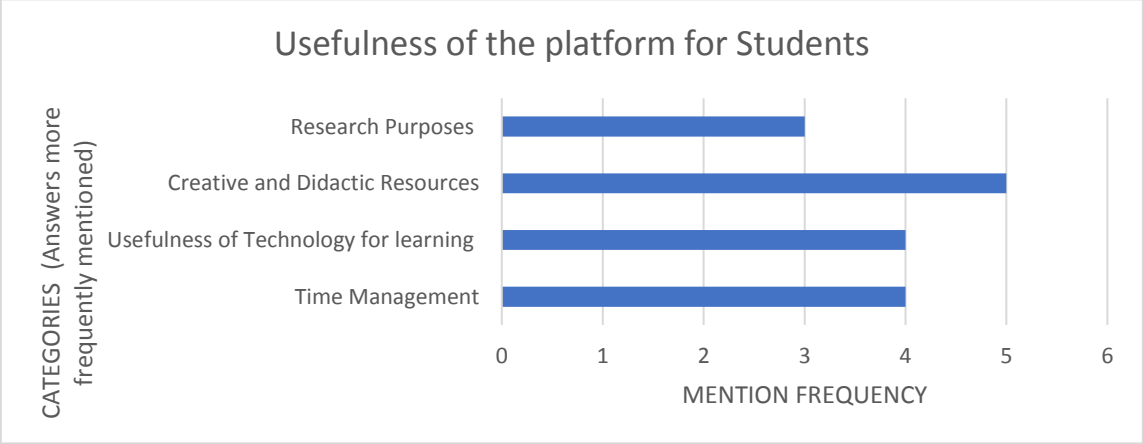
that, even though the 50% of students are uncertain about it, the tendency is positive to think that "maybe" it has. Then, the 44.1 % of students consider that "yes", it has impacted on their autonomous learning, and only 5.8% of students think it has not had an impact on their autonomous learning, from which it can be inferred that they do not see a relationship between both variables. Results are shown in the graph below.

Figure 4.4 Impact of the Use of Moodle Activities



Then, concerning the students' positive opinions of how they consider the use of activities in the platform has helped them for their autonomous learning, there were various responses, from which there were found the following patterns of response presented in the following table.

Figure 4.5 Usefulness of the Platform for Students



As it can be seen, the category with the highest number of mentions is "Creative and Didactic Resources" with five mentions. This is because most of the students contemplate the platform to be useful for helping them to develop their "creativity" to employ a broader range of didactic resources not only for their learning but for their future teaching. This statement is in line with the literature (Twomey, 1996 and Moodle.org, 2011), which suggest that in order to help learners to arrive at the last cognitive level of autonomy, which corresponds to the highest Bloom's cognitive level (creativity), they need to have had learnt to use their resources in favour of their learning.

Then, the second and third categories are "time management" and "usefulness of technology for learning" with a total of 4 mentions each. Concerning the aforementioned categories, it can be seen that Ss consider that the way the platform is being used in the LAEL-I is helping them to take control over their learning by letting them organize their time, which is part of the "self-regulation" skills needed for becoming autonomous, according to Murray, (2014). Also, it exists a positive tendency among Ss who find the platform useful just because they conceive that technology serves as a tool for learning better. The premise above can be due to Ss' conscious personal experience, but also due to external persuasion since it is a widespread belief among scholars nowadays (Gebera, 2013) as it has been stated before.

Finally, it is the category "research purposes" with a total of 3 mentions. This finding shows that students perceive that the platform facilitates the research procedure, which is essential for autonomous learning development since according to Benson, (2011) and Nunan, (2013), researching belongs to the highest level of autonomy expected from learners.

As a conclusion, Ss' consider the use of Moodle activities have helped them to facilitate the acquisition of self-regulation skills such as time management and to develop cognitive skills related to the highest aspects of autonomy, which correspond to "creativity" and "research".

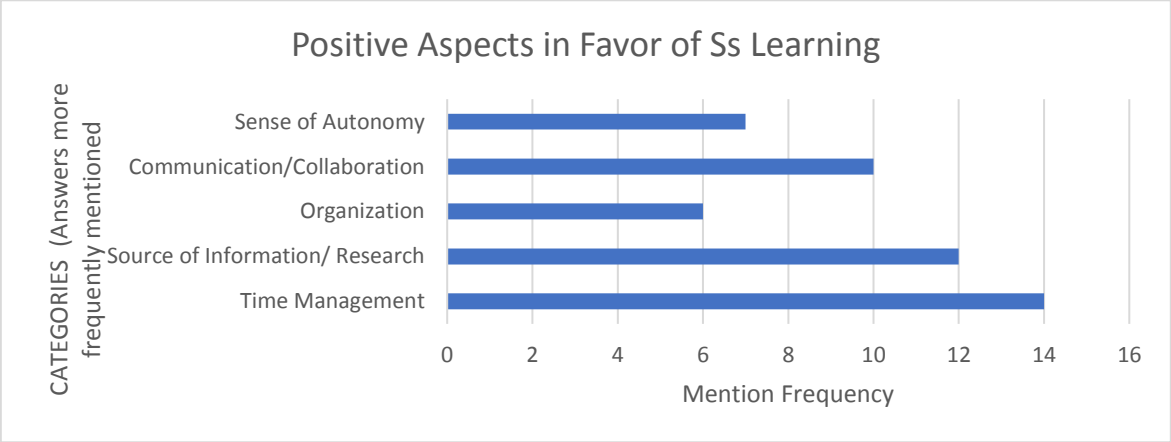
4.1.3.2. Positive Aspects of Working with Moodle Activities

As part of the survey, Ss were asked about the positive and negative aspects of working with Moodle activities in the LAEL-I according to their experience. There were multiple responses from which there were extracted the most frequent patterns of response and organized into

the following categories. In the first place, responses were divided into two macro-categories as suggested by Hernández, Fernández, & Baptista, (2003); the first one involved comments about the positive aspects of working with Moodle activities that Ss consider favour their autonomy, and the other involved remarks about the positive "aspects of using a platform" per se.

With the positive perspectives towards actions in favour of the learning of students, the most repeated patterns concerned aspects of; time management with 14 mentions, Source of information/Research with 12 remarks, communication and collaboration with ten mentions, sense of autonomy with seven mentions, and organization with six mentions. These results are shown in the following table.

Figure. 4.6 Positive Aspects in Favor of Ss Learning



As it can be seen, results indicate that most of students consider that working through Moodle activities permit them to manage their time more effectively to achieve their learning purposes, which correlate favorably with Murray's, (2014), Little & Dam's, (1998) and Benson's, (2011), statements about the importance of time management skills for self-regulation, an indicator of autonomous development. In the same way, it speaks about the restriction of the environment, which indicates the flexibility of the modality in comparison with others according to Gebera, (2013).

Then, Ss seem to see as an advantage of working through Moodle activities, the fact that they can build and consult a kind of "repository" of information for research purposes in the platform. According to Nunan (2013), researching is the highest level of autonomy that

a person can have, for which getting tools for its practice seem to be crucial for autonomous learners. Another relevant aspect for Ss was that it facilitates communication and collaboration with teachers and students since they can consult, share and interact with others from a distance. This is an exciting point because Ss are remarking how important they consider interaction for their learning as proposed by Friedman, (2003), Murray, (2014) and Holmes & Prieto-Rodriguez, (2018).

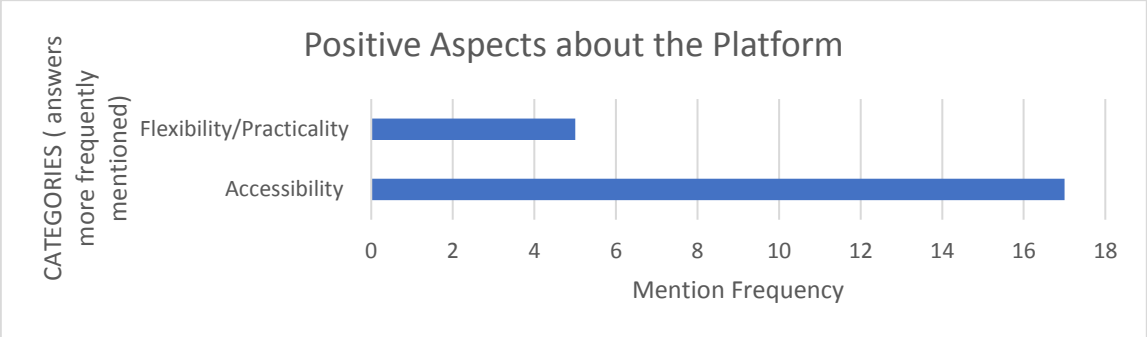
Similarly, Ss consider that working through Moodle activities give them a "sense of autonomy", which, according to Deci 1995, cited in Little, & Dam, (1998) and Banks (2005) cited in Twomey, (2015), is a seminal aspect for fostering autonomy in students since depending on how "free" Ss feel for taking control over their learning, they will take action and responsibility of it. This is why, there is no autonomy without freedom. However, a "sense" of being autonomous is not the same as "being autonomous", from which it can be concluded that although Ss naturally tend to feel freer in the online environment, there is a need to analyze the veracity of the situation in order to discover to what extent Ss are actually free to determine how autonomous they are.

Finally, many students stated that working through Moodle activities assist them with their organizational skills, which support the idea of Benson, (2011) that autonomous learning entails being able to plan and organize learning as necessary steps. Then, findings show that, effectively, a proper organization is a key quality that adult students look for being able to work autonomously as suggested by Anderson & Elloumi, (2004), for which strategies to help Ss to facilitate this part of the process is seminal to ensure their autonomous learning development.

In sum, Ss conceive that working through Moodle activities is advantageous for them because it helps them to improve their time management and organizational skills, to access to information as a benefit of their research skills, to communicate with others for sharing, learning and interaction, and it makes them feel a sense of autonomy which favors their autonomous learning in that they feel free to take a specific grade of control over learning.

On the other hand, positive comments about the characteristics of the platform embraced only two categories, which concord to those proposed by POP, (2012), these are; accessibility with a total of 17 mentions and flexibility with a total of 5 mentions as it is shown in the next figure.

Figure 4.7 Positive Aspects about the Platform

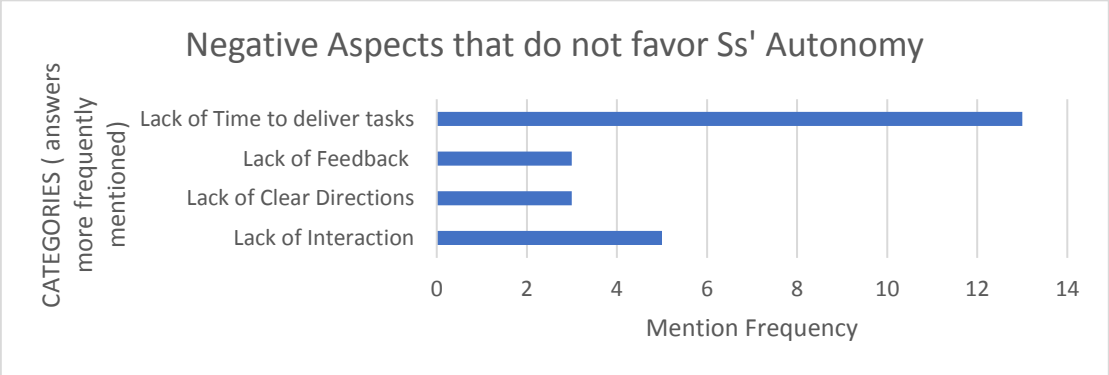


As it can be seen, some positive aspects that Ss see about working with the platform itself are that it is accessible, which means that they can have access at any time in any place without technical restrictions. This characteristic is one of the most basic for an LMS that will be used for distance, online and Blended education according to Clarenc, Castro, de Lenz, Moreno, & Tosco, (2013). Then, another characteristic that Ss mentioned was that working with the platform is practical; that is, it is easy to use. This is important because it helps to economize time to navigate on it.

4.1.3.3 Negative Aspects of Working with Moodle Activities

According to the negative aspects, the same macro-categories "Aspects of working with Moodle activities that do not favour Ss' autonomy" and "aspects of the platform that do not favour students' autonomy" were used. Then, concerning the actions that Ss consider that are not favoring their autonomous development through the use of the platform are: "lack of time to deliver tasks" with 13 mentions, "lack of interaction" with 5 mentions, "lack of clear directions" and "lack of feedback" with a total of 3 mentions each, as it is shown in the next figure.

Figure 4.8 Negative Aspects that do not Favor Ss' Autonomy



Even though one of the positive aspects that the Ss mentioned previously was time management facilities as a result of working through Moodle activities, from the previous results it can be inferred that they are struggling with delivering their tasks on time, which is an issue of personal organization and autonomy, with this respect, Ss claim that having a deadline is stressful. According to Means, Bakia and Murphy, (2014), meeting the completion of deadlines implies being adhered to a schedule which denotes the employment of self-regulation skills, that as stated before are key for the development of autonomy. Then, as part of the process, it is natural that Ss feel resistance to these changes because they are passing from a level of dependence (Nunan,2013) and awareness of the responsibility they have over their learning (Dickinson,1987 cited in Murray, 2014) to autonomy. However, for better results, it would be good to verify that the time assigned for a task is being fair and realistic, so that it exists appropriate guidance for students.

Then, another negative aspect concerned Ss' complains about the amount of interaction they are having through the platform. In this way, as stated before, Ss consider as a positive aspect of working via the platform that they have more availability to communicate with others to learn, share, and interact, but they claim that despite the availability of communicative features, they are not using them as much as they would like to, especially when they require to contact their teachers, which involves a matter of mediatic pedagogy more than anything. Then, from a socio-constructivist view, this weakness might be remarkable if we take into consideration that social interaction is vital for learning and autonomous development (Nunan,2013, Al-Huneidi, & Schreurs, 2013 Murray, 2014 and

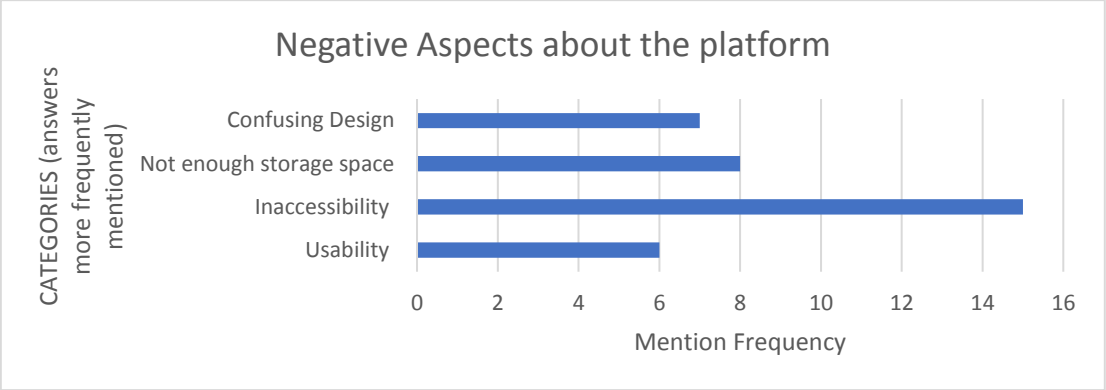
Crawford, & Jenkins, (2018). So, actions to improve this aspect should be seriously employed.

Another negative aspect Ss mentioned was also related to the "mediatic pedagogy" used by teachers, and more specifically to what we have called in this study as "Instructional design of activities". Ss claim that working with Moodle activities becomes a problem when the online instructions about what is expected as a product of the task are not clear, or they are not consistent with the F2F explanations. In the same way, Ss argue that when teachers do not know how to use the platform, they cannot make the best of it. Then, as stated repeatedly before (Kruse, 2009; Meza, 2012 and Gros, 2017), providing clear instructions is essential for assisting students in passing through their ZPD to learn and become autonomous.

Finally, Ss commented as a disadvantage of working with Moodle activities the absence of feedback. For some reason, they state they do not receive feedback from Ts or Ss about their performed activities in the platform, which they find prejudicial for their learning. This finding questions Azamat Akbarov, Gönen, & Aydoğan' s, (2018) statement that the facilities to provide detailed and individualized feedback via an LMS are part of the advantages of BL modalities because, despite the availability of resources to do so, it seems that there is still resistance to use them in favour of the pedagogical mediation suggested by Meza, (2012). As a conclusion, in this part, it was seen that despite the conditional use of the platform resources for specific learning purposes, there are several important aspects for autonomous learning development that are being omitted in LAEL-I instruction because of omission of the provision of enough feedback, interaction and explicit instruction to students through the platform. Then, these are aspects to be reinforced in the future to become better results.

On the other hand, concerning the negative comments that Ss attribute to specific characteristics of the platform in use "Moodle", Ss complained about the accessibility of the platform with a total of 15 mentions. In this way, there were several comments about its "Lack of storage space" to upload homework, which was mentioned eight times. Then, there were also comments about its "confusing design" with a total of 7 mentions, and finally, they also complained about its "Usability" (6 mentions) as it can be seen in the next figure.

Figure 4.9 Negative Aspects about the Platform



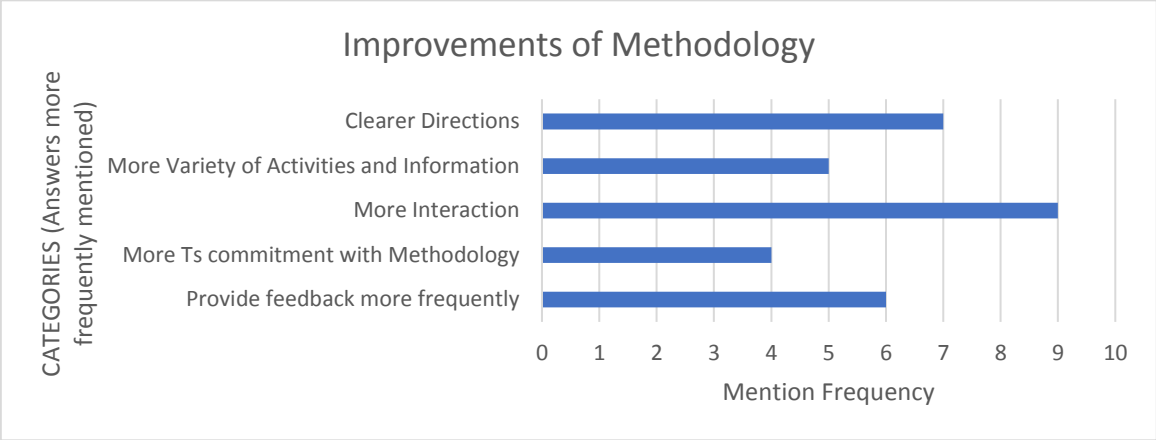
Then, in relation to the characteristics of the platform, it can be inferred that, until now, the level of accessibility of the platform to achieve its purpose is questionable since it was a considerable amount of Ss and pointed out it is difficult to understand how to use it because of its "confusing design" and level of "functionality". For which actions to evaluate the efficiency of the platform or cross-check it with others and LAEL-I purposes could be a right solution as suggested by POP, (2012) and Clarenc, Castro, de Lenz, Moreno, & Tosco, (2013), in order to erase barriers for the autonomous learning development of students.

4.1.3.4 Suggestions for Working through Moodle Activities

Suggestions about the improvement of the way of working through Moodle activities in LAEL-I are divided into two Macro-categories regarded previously as well. Then, to the most frequent patterns of response of the open questions, these are distributed in those related to the improvement of the platform itself to favour their learning, and development of aspects concerning the methodology employed by Ts to work through the platform.

Then, concerning comments about the improvement of aspects about the methodology, this macro category is compounded by five categories; the first is "More Interaction", which got a total of 9 mentions, the next is "clearer Directions" with a total of 7 mentions. Then, it is "Provide Feedback more frequently" with a total of 6 mentions. After that, it is "More Variety of Activities and Information" with a total of 5 mentions, and the last one is "More Ts commitment with methodology" with four mentions. Data can be seen in the next figure:

Figure 4.10 Improvements of Methodology



From these results, it can be seen that the frequency of suggestions towards the improvement of aspects of interaction, feedback and clearness of instructions increased, which confirms the previous hypothesis that those were the weakest points of the pedagogical mediation according to Ss' perspectives. Then, about the category "interaction", Ss emphasized that they would like to use communicative features of the platform more often as well as to have more contact with their classmates and teachers in the way of collaborative work before, during and after the activities. It has been repeatedly stated the importance of interaction for autonomous learning development according to literature (Murray, 2014, Nunan,2013, Al-Huneidi, & Schreurs, 2013, Fernandez, 2017), so this finding also confirms presuppositions about how essential it is human interaction for authentic learning and professional development.

Then, concerning the "feedback" category, they explained that receiving comments and feedback from teachers about their progress in the tasks more frequently would be useful for them. Similarly, with respect to the category "clear instructions" they said that, receiving examples of what is expected from them and providing rubrics with detailed indicators to be evaluated would help them to develop their tasks in a better manner, which is in complete agreement with Gebera's, (2009) and Meza's, (2012) exhortations about giving detailed and frequent feedback for the e-assignments.

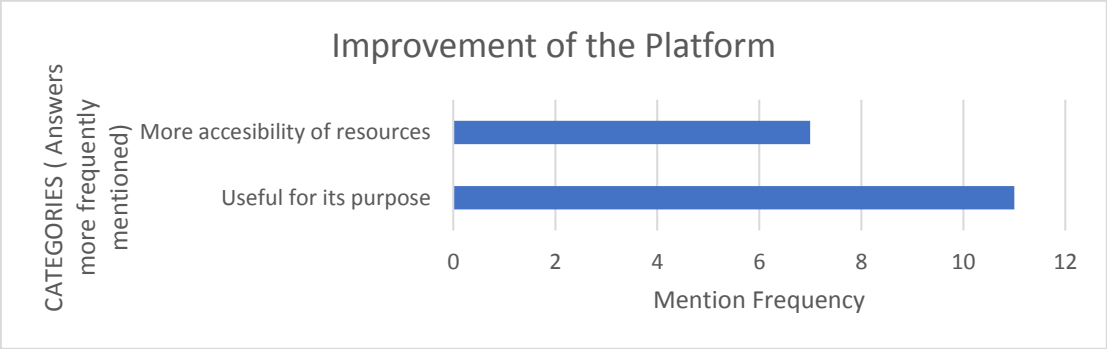
On the other hand, as it was stated before, Ss see the platform as a useful source of academic information to learn and research. Consequently, it is not surprising that another suggestion they pointed out was to receive more information and bibliography about the

topics they are studying in order to delve into the themes and learn more. Also, they would like to work with the different types of activities provided by the platform. According to Ćirković-Miladinović, (2014) it is recommendable to make use of a diverse variety of resources for teaching by considering even the different learning styles of students in order to facilitate learning because it helps them to raise awareness of their metacognitive skills and how they learn. Then, the fact that Ss demand more variety of activities entails a positive attitude to participate in their learning process, which if applied appropriately, could favour their autonomous learning development.

Concerning the last category, some students asume it is necessary a higher level of commitment of Ts for working with the platform to have better results. They suggest that all of them use it and make sure they know how to do it efficiently for improving outcomes. These findings reinforce Al-Huneidi, & Schreurs', (2013) and Crawford, & Jenkins', (2018) view of the importance of careful scaffolding and sequencing of the understanding of learners during the T-L process as well as Meza's, (2012) view of the on-time intervention of the teacher to facilitate learning in BL.

On the other hand, comments about improvements of the platform involve two categories; more accessibility of resources with a total of 7 mentions, and Usability of the platform for its purpose with a total of 11 mentions as it can be seen in the next figure:

Figure 4.11 Improvement of the Platform.



So, as it was expected, suggestions of students towards the characteristics of the platform are related to the aforementioned negative aspects of the previous questions. In this way, Ss suggest modifying some elements of the platform that make it useless for some purposes such as enough storage space for uploading homework, notification tasks and reminders that help them to manage their time. Then, Ss also suggest that the accessibility of the platform can

improve its design to be more easily managed. Besides, they indicate that it can be accessed via smartphone and that the periods of maintenance of the platform and semester's periods do not coincide. As a conclusion of these aspects, academic and administrative purposes need to take into consideration this level of satisfaction in order to avoid implications that can impede Ss' learning and autonomous development in the program.

To conclude, it can be inferred from Ss perspectives and suggestions that there are more issues related to pedagogical procedures than the efficiency of the platform per se that are limiting their performance with the use of Moodle activities. Then, concerning the pedagogical processes, observations about the role of the teacher as well as statistics of the use of the Activities in the platform permit to infer that there is a need for improving aspects of interaction, feedback and pedagogical mediation of students when promoting the use of Moodle activities in LAEL-I. As a result of these changes, it would be expected an improvement of Ss' academic achievements and autonomous learning development because according to literature, it is firmly consistent in that these are primary factors for teaching effectively and raising autonomy in students. Furthermore, the actions above plus the explicit promotion of autonomous learning development on students can be a crucial factor for reaching it since it has been discovered that for becoming autonomous it is needed to know what autonomy is, what it consists on and then fostering actions to achieving it.

4.2 Qualitative Results

This part of the research presents the results concerning the teacher´s interview, which involved the same dimensions as the quantitative section. Thus, the qualitative results are divided into Learner autonomy, Instructional design of activities in the platform, and the relation between the use of the activities in the platform and the autonomous learning development of students' dimensions, but from the teachers' perspectives.

4.2.1 Learner Autonomy

The first and second questions asked to the teachers in the interview intended to know their perspective about what learner autonomy is and the characteristics of an autonomous learner in order to test to what extent their perspectives and knowledge about autonomy and

autonomous learning fit in with the literature to better understand their perspectives. The teachers' opinion is shown in the next section to be explained.

Table 4.5 In a few words, how would you sum up your views on what learner autonomy is?

Q1P1 "autonomy is when … When you see when the student it's, it's **able to work to learn by himself**. It's when he recognise the … **the internal structures, cognitive structures.** When he is **aware of all**, he.. the ways the, the cognitive, cognitive mechanisms that he use in order to learn. […] **when the student is able to work, to learn**"
Q1P2 "Autonomy is… am **the quality of students to.. take the control of their own learning.** (no added information)" ….. silence….
Q1P3 "Ok,. (silence) ahm… **learner autonomy has to do .. with.. working autonomously.** That means, only with the Teacher's Guide by am… students have to be motivated. Well, I, I think that it **also has to do with intrinsic and extrinsic motivation** aand am, […] students have to be motivated to be autonomous,[…] **working indepently**."

As it can be seen, the three teachers interviewed agree in that learner autonomy implies to be responsible about their own learning process, for them the students should be conscious about how they learn and aware about the things that they have to do in order to improve their own learning. These conceptions are consistent with Benson's (2011) and Scharle & Szabo's, (2000) statements that autonomous learning has to do with taking control over learning and that responsibility is the most essential quality to start this process. It also correlates with Nunan, (2013), who highlights the importance of raising Ss' awareness so that they can learn to know themselves, identify weaknesses and strengths and improve their learning. In this way, from these similarities, it can be asserted that Ts have a proper general perspective of what autonomy means in learning.

Table 4.6 What for you are the key characteristics of an autonomous learner?

Q2P1 " Well, I think that […] it must be, **responsible** (high pitch) **for his own learning**. and I think that **it implies a lot of imagination**, because, […] **he must be creative** […] I think that **he must be really really,** am **organized**, am with all the the times, eh **with the schedule**. **He has to be constant.** ammm.. And I think that's some of the , characteristics"
Q2P2 "(sigh) amm, **awareness of the objectives that they are looking for that they are trying to read, organization,** They have to be org, they have to **organize their time**, mhm, **their schedule**, so they can have the time to spend doing the activities they have to, mhm., <oh> so , those are the qualities, mhm"
Q2P3 "As I said am **an autonomous learner is motivated.** and.. an autonomous learner **knows what to do.** And, I mean, talking about **how to search for information**. And also.., **he or she may also know.. how to.. mm use, the resources, he or she, has. <hm> […]** motivation (laugh), is key."

Concerning the characteristics of an autonomous learner, similarly to Scharle & Szabo, (2000), who say that learners should be conscious of the importance of their own efforts to achieve any goal, teachers agree in that responsibility and constancy are key characteristics of autonomous learners. From their perspective, imagination and creativity are qualities that pair with autonomy since students need to look for ways to solve their problems and use other resources apart from those that are given to them. Alike, authors such as Chirkov et al. (2003), Breen and Mann (1997:164-6) cited in Benson, (2011) and Nunan, (2013), state that autonomous learners are able to move their cards in an opportunistic way to achieve their goals. It implies creativity, which is the highest cognitive level in Bloom's taxonomy. In this way, teachers describe the role of organizational skills and awareness of objectives as essential strategies that students have to apply in order to learn autonomously, just as it has been suggested by Murray, (2014) and Benson, (2011). From these findings, it can be drawn a more reliable analysis of Ts perspectives because it is possible to consider their background knowledge about the topic under investigation.

The third, fourth and fifth questions intended to make teachers land on the specific context of research by considering the use of the Moodle platform and the particular autonomous behavior of LAEL-I students. Perspectives of teachers are explained below.

Table 4.7 How you see the relationship between learner autonomy and language learning through the Moodle platform when using specific activities?

Q3P1 " Okay. (enthusiastic tone) ahh, until I now, this model is... was created in the constructivist philosophy (ironic) and all this stuff. So, […]" I think that when you work with the platform, with Moodle, In this case, I think that, the, **the student must be really autonomous, in the sense that, that he has to work by himself.** But.. mmm (pujido reflectivo) ah, **it's not just to work on the platform, since my point of view. Because some tools that we have in the platform, ehh You can use it, or you can find the same tools in other,** platforms**, or, or an even web pages**. *explicative tone). **Here I think that the teacher has a lot of influence in the, in the autonomous weight of the student. […]** Perhaps, with, the platform, **the student has more time to think or written about this**, this topic, ehhh,,, But […] **if you put a goal and the student has to get that goal, and you have the clues or the tools. Okay, the homework is that, but you have to do this is and this, like, a kind of investigation I think that it's, it's the way that we can relate the platform with the autonomy of the student"**
Q3P2 "ah, ok so, **the platform ahm.. promotes autonomy, […] since all the activities are upload for the students, so that they can have the time, they decide when to do the activities, according to their schedules.** And **it's very related, because… mm to learn a language you have to…One of the characteristics of the factors is ehh…meta cognitive factors, is autonomy.** So… as long as the students are…independent , they can look for the, any any homework, no? , **if they have a question, it's not necessary to go to the teacher because they already have this independence**, **trying to look for the things that the.. information to clear out any question, any doubt that they have, and the activities are available at eh, all the time, so.. I think that it's very related.** Mhm" **Q3P3** "(silence) **I don't think there is a… strong relationship between Moodle… and… being an autonomous learner. Because ah.. students have to access the platform to do some exercises, they have to do because it's compulsory, it's part of the grade. […] they would get a specific percentage of their final score**. So it is as I said compulsory, and am … **they may be motivated or not but they have to do it.** <mhm> And **I think there is no relationship between using Moodle and.. ehh you know being autonomous.** //mhm//

In this question, there are discrepancies among teachers' perspectives. Most of them agreed in that there is a strong relationship between using the platform and being autonomous since students need to work independently, at their rhythm, with their resources, research and metacognitive skills when using the platform. This is related to what Murray, (2014) states about making the learning "space" a "place" (quote). In this way, it is mentioned by one of the teachers that there are things that can be done in both a classroom or online environment. So, what makes the difference might be the level of permission or opportunities that students have to exercise aspects of their autonomy in each of the settings as suggested by Murray, (2014) (quote). In this way, teachers indicate that through the platform, students find a freer

environment in which they can self-direct their learning efficiently and accordingly to their goals.

In the same way, they can put into practice their organizational skills. These, finding are in line with the statements of Murray, (2014), Gebera, (2013) and Azamat Akbarov, Gönen, & Aydoğan, (2018) about the advantages of BL environment. On the other hand, there is also the belief from one of the teachers that since it is mandatory to use the platform students would not develop their autonomy because they do not have enough freedom and consequently enough motivation. This relates to Chirkov's et al. (2003) and Murray's (2014) statements that the levels of motivation and freedom dimension of autonomy can be affected as a result of the imposition of things in learning spaces by the institution. Hence, using the platform for mandatory purposes could effectively result in the lowest level of autonomy, according to literature. However, this does not mean that without the right guidance through the learning process, these motives could change if those are the most prominent ones. As a result, from this finding, we can understand better the way this BL tool is being used or omitted according to teachers' beliefs.

Table 4.8 Would you say that the students you teach in LAEL-I have a fair degree of learner autonomy?

Q4P1 "…. **I think that most of the students, yes, they have this.. level of autonomy. But…** Or, if I talk as a administrator off the platform.eh I don't know, **20% of the students. They have really basic problems managing the platform**. They have amm questions sometimes that are really really //obvious?// Yes!. Simple. […] **I have.. 10 students. Most of them, They have good level of autonomy. Two, three students, they are re- a lik-they look like**, […] they seem like .. ah, children, because they ah, as I told you, //they need a lot of of aid// Yesss!, of help, of guidance […]".
Q1P2 "mmmmm … **I think that yeah… they, they are autonomous but that they don't organize their time really well** (laugh) because… I sss I Say that deadline and then they just send it after, one day, two days… so just a few students or well in this group,[…]. so… If autonomy is eh… to carry, am, you have the control of your learning so everything is involved, doing homework… ehm., doing the tasks that teachers assign, and considering this part I don't I don't see that they they are autonomous in this sense. Mhm.."
Q1P3 "Mmmm … **Some of them**. (silence) mhm"

Perspectives of teachers with regards to the autonomy of LAEL-I students, in particular, suggest that most of the students are autonomous since they can deliver their tasks and use the platform correctly. However, they point out to the older students as less autonomous

because of their abilities with technology and incapability to use the platform. According to Benson, (2011), Ss' capabilities will depend on contextual circumstances, for which struggling with using new resources would not make a difference in the level of autonomy of Ss, especially if we are speaking about different ages of Ss. However, this might be the case if, despite the efforts, Ss do not show progress or get stuck in the learning process.

On the other hand, Ts believe that despite the fact Ss show autonomy in certain aspects, they struggle with their time-management skills. This relates to what has been repeatedly stated in the literature about the importance of organizational skills. So, findings suggest that time-management is the most numerous observable ways in which the autonomy of Ss is tested because according to Ts, Ss tend to skip the deadlines and show irresponsibility with delivering their task appropriately.

Table 4.9 What is it that learners do to make you feel that they have a fair degree of autonomy?

Q5P1 "Sometimes, when they send a homework. **They sent me a message** "I've just sent my homework, **please check it, or please tell me if I did some wrong"**. ah
When, when I received this messages I says, I'm thinking that **they are not sure that they did the the things well** and there's some students that they do the homework or the activities, and **they start, to check the, the other parts of the, of the platform, or even when they did some simple things like eh change the picture of the profile.** And you can see or the the name or I don't know, little details that they did. I can see that **they can manage the the platform, they do it in a good level.** and ... The other students don't. [...] **so**, **in some details I can detect what are the, the different kind of students** like **they get shocked**. like <yes> Like **they say do not really know what do to**<yeah, sometimes >what <**they are really afraid to click on some bottom**, yeah>".

Q5P2 "I don't, well ,ah , as I just just have this evidence because in other sense I don't **I don't have a another way to tell, to measure or to realize if they are autonomous**, aha, just, it's because of **the performance they have, in this doing the homework and the tasks, I consider that this is the clearer example if they are autonomous or not** . mm mhm " if they are autonomous I , most of the times, this, **the quality of the... products are higher [...]** I notice that these students, i**n the quality of the products I notice that they just do because they have to but they don't care about the quality of about the fulfill the the task** with a , well , in in a good way, or well done, [...] I don't know the reasons but I think because they don't want to fail the course on in that way, because they are alone working in their house, their free time, or whatever they look for the time. And this case, **I consider that they are more responsible than autonomous because of autonomy is.. it has, to deal more.. with the control of their own learning**. And you can.. and if you. If at the end you don't know how to write an essay. Eh, **the control is like minimal? or the effort or the, engagement that you have when your learning is poor**, <mhm> at the end ... hm well, in my case I can't, hand in an essay.. just with the ideas that I, that I have, no? And **mainly because they are professionals? I thinks that the, the quality of their task must be higher** em... taking control of their own learning it's that no? [...] **I just see to the performance of the task, but ..., other evidence if they are autonomous? I don't have so** . So, I think that, it's difficult to see if a person is really autonomous just with these, em... piece of information that I got from them through the interaction on the platform [...] because **there are several factors that can affect that performance**, <mhm> and.. **those are reflected on the quality of their work**. **However, still there is a difference between the type of the students that even though they might have problems... they are responsible in their work and those that don't care.** <mhm, yeah (agreement tone)> so **still there is kind of different level of responsibility. [...]** I **have responsible students and less responsible students** <laugh> **and irresponsible students**, but, analyzing more ohm when, and just considering and thinking about these, I can't really say that if they are autonomous, <yeah> yeah?"

Q5P3 "For example, **when I assign ahm.. reading assignment homework**?, eh..
They not only read [...] but **they read more about it** [...] They **come with a side note, and also with am.. a glossary.** So, that's when I realize that those learners are autonomous or I in- I- , or **they also say, "I'm interested about this and am... Can you please tell us more where can they find more information", or they have already done the research,** they have already searched, not only the meaning of the words but more about the concepts. So that makes me realize that they are autonomous learners."

For teachers, students who have a high or low level of autonomy can be distinguished because of their attitudes and reactions during the learning process. In this way, from their perspectives, students with a low degree of autonomy are those who need a lot of explanation and get anxious and even shocked when they face a situation that they cannot manage in their learning as well as a lack of confidence to accomplish their challenges. These, according to Candy (1991:459-66) as cited in Benson, (2011) are attitudes that, effectively, autonomous learners do not have. On the other hand, for teachers, students with a high level of autonomy show initiative to explore and use the platform or to do more than what it was required from them. They demand more from the teacher in the sense that they go beyond and expect the teacher to accompany their progress, they show a higher level of control over their learning process as Little (1991) as cited in Benson (2011) states.

Under other conditions, Ts consider that the only evidence that they might have to judge the level of autonomy of their students is the quality of their delivered tasks because they recognize that there might be several factors that affect students' performance, but that in the end, for them, responsible, autonomous students will look for ways to accomplish their targets, considering different alternatives to arrive at their goals. In the same way, they believe that professional engagement plays an important role in the autonomous learning development of students as it is also suggested by Chirkov et al. (2003) and Domingo, (1997), since the quality of their work show how professional they are or will be, it shows their level of commitment. This is a strong assumption because according to literature, this is one of the most critical and challenging qualities of autonomy to be developed.

This description of LAEL-I Ss enriches some of the characteristics that the profile of an autonomous LAEL-I learner usually has. It helps to understand Ss reality in front of the Moodle platform, who seem experience anxiety when they struggle with the use of the platform.

Overall, these qualitative results show that teachers have useful input and general idea of what an autonomous learner is, which brings reliability to the study because according to Holmes & Prieto-Rodriguez, (2018) one of the main things to be considered when doing research on autonomous learning is to make clear that teachers know what autonomy is and how it can be expected from students as well as their perspectives about the LMS. In this way, having good impressions of what autonomy is help us to form a framework in which

teachers will be associating their knowledge to their perspectives when reflecting about these and the following questions of our research. On the other hand, despite the asserts with literature about autonomy and autonomous learner skills, with respect to LAEL-I Ss autonomy profile, most of Ts seem to associate technological skills with autonomy, which has to be carefully considered when analyzing their perspectives because they are attributing possible disadvantages and weaknesses related to the instructional steps to the nature of the platform.

4.2.2 Instructional Design of Activities in the Platform

In this second dimension of the interview, the aim is to get teachers perspectives about the use given to the platform for the development of autonomous learning as well as the pedagogical practices followed by them when presenting their activities in the platform.

The sixth question of the interview promotes reflection on the specific requirements and abilities that are demanded from students to work through the Moodle platform successfully.

Table 4.10 Do you think that autonomy is important for using the Moodle platform?

Q6P1 "Yeah. **Yeah, I think that it's really important** Because, eh, in, In my case that I have some **students** that, they are. I don't know, **40, 50 years old**. And they.. **they have a lot of troubles, in trying to, managing the platform, because they are not autonomous**, and **they are always asking**, or they are trying that you repeat again the **instructions**, or what is the **procedure**. [...] This is with the **older students. They are not autonomous, and they are trying that you guide them step by step**. [...] Sometimes, **working online** or in this case, the , the LAELI that we just see each other every saturday. **It's difficult that along the week, I dedicate some time to explain again the, the procedure <mm aham>. So, Yeah, I think it's really important that they am. These students are autonomous, because they have to work alone in the week**. [...] Well, I have to, to answer all the questions that they have. But In this case, sometimes **we are really busy** with a lot of things. And **it's impossible to dedicate time when they have time [...]** like **having the role of tutor is very difficult**, [...] even though, the platform, provides that, that feature that you can you can **message**, with the students. **you cannot use it, because of the time**, you said . this can. .<yeah> [...] I think that they have to to be autonomous or they have to to learn how to work on the platform. "
Q6P2 "Yeah, yeah, of course. Of course ehm... as I told you before, **if they... am they have this.., this quality, they are going to be able to do the.. all the things that they are required, but not just doing it.. but... ahmm... mmm. ba..... just to... to deliver no**? [...],
Q6P3 "I don't think there is a... strong relationship between Moodle.. and.. being an autonomous learner. Because ah.. **students have to access the platform** to do some exercises, they have to do **because it's compulsory, it's part of the grade**. [...] **they may be motivated or not but they have to do it**. <mhm> **And I think there is no relationship between using Moodle and.. ehh you know being autonomous.** //mhm//"

According to teachers' perspectives, most of them strongly agree that autonomy is related to the appropriate performance of students when learning through the use of the Moodle platform. They highlight the importance of self-directed learning and self-regulation skills to be able to work alone and with few tutoring in the LAEL-I. Then, considering the disadvantages of the use of technology for autonomous learning development suggested by

Benson, (2011) as well as the disadvantages Ts found from the design of the platform, they both agree in that despite the fact that older students might obviously struggle with the use of technology and technology might presuppose that autonomy in Ss exists, their age and technological ability does not determine their level of autonomy in the end. They think that if they are autonomous, they would be able to handle those kinds of difficulties too as suggested by Breen and Mann (1997:164-6) cited in Benson, (2011).

On the other hand, only one of the teachers insisted in that for him autonomy cannot be developed if it is mandatory to use the platform because students would be obligated to make use of it which would not permit to show their autonomy. Concerning this perspective, Chirkov et al. (2003) suggest that doing something well even when we do not fully agree or even disagree with it shows a higher level of autonomy than only doing things that fully endorse our convictions. So, in theory even when the use of the platform is mandatory as long as its characteristics are not very restrictive, it could be possible to develop autonomy by making a correct use of it. With this, Murray, (2014), Holmes & Prieto-Rodriguez, (2018) and Meza, (2012) suggest that its effectiveness would be strongly related to the nature of the technology and the pedagogical procedure that goes with it more than anything.

In summary, findings suggest that for using the Moodle platform Ss need to have already a considerable level of autonomy in which some of the more delicate qualities of autonomy should be exercised as these are an ethical sense of work, a high level of responsibility and self-regulation and self-directedness. From which, it is to be noticed that, highlighting too much responsibility to the learners on the part of Ts perspectives for Ss to give good quality results, could show low awareness of Ts' responsibility during the process, the nature of the platform and the pedagogical procedure that is being followed in the classroom. Detailed aspects of the previous applications will be regarded in the next questions.

The seventh question of the interview concerns the role that teachers consider they have and/or should have when working with Moodle activities through the Moodle platform. The analysis is shown below.

Table 4.11 What role, if any, do you feel the teacher has in promoting learner autonomy when presenting a Moodle activity in the platform?

Q7P1 "yeah, eh.... Nowadays, most of the authors mention the word facilitator, right?.its not the teacher... ah, because, **the teacher has to facilitate the the tools, the information, ah all the clues for achieving all the knowledge, the student, right?. So, for me that's. That must be the role of the teacher. The facilitator, [...] I think that, em we have the same information that the student. So, what you can teach, in theories on all these kinds of information it's, it's the same that the student can can get.** But if you, am instead of that you you **teach to the student to find the information, to process, to do some techniques I don't know, to, to do something I think thats the, the more important role in these kind of platforms."**
Q7P2 "I th... **I think that we... we have to teach, or we have to say just directly to the students. Well if if my objective was to.**. to help them become more autonomous?, I must say okay you know that **autonomy is this ... and it consists on that.. and in this case I can just develop that quality.** So, but my purpose wasn't that, my purpose ... <laugh high> my purpose was another < haha> but [...] **I would say just directly what autonomy is and how is it developed."**
Q7P3 "According to the new.. **curriculum of the university** we have to promote autonomy among learners, and ah... **we are only guides so we guide them through the learning process**. And ah, at the same time we can motivate them and so **I think our key role is to motivate the students, that's what we have to do.** So.., **also teach them,** for example, LAEL-I students aare adults in their 30s 50s or even 60s. So, **some of them are not that familiar am with technology**. So we have, or resources they can find on the internet, and sometimes, spending time in front of a computer, searching for information makes them feel infoxicated. So... **we have to guide them and.. share with them some resources, links, web pages that they can use so that they learn what they want or they need. <mhm> mhm."**

Most teachers agree that the role of a teacher when promoting autonomy through the platform and in a BL modality, in particular, should be as a facilitator of tools, resources and information. This fits in with Benson's, (2011), Murray's, (2014) and Meza's, (2012) statements about the characteristics of the BL teacher. In the same way, teachers agree that more than providing information, the BL teacher should be able to teach students what can be difficult for them. This, in pedagogical socio-constructivist, terms can be translated as being able to assist students in moving through their ZPD to help them to become more autonomous progressively as suggested by Little in Murray, (2014) and Drexler, (2010). Besides, teachers consider that more than giving information, the teacher must teach the

learner how to process and verify the reliability of a source of information to be able to use it to become more autonomous.

Also, they highlight the importance of motivating students constantly during the process, as suggested by Little, & Dam, (1998). Finally, if the teacher really wants to foster autonomy in students, teachers believe that he/she has to tell them directly what it is, what it consists of, and how to develop it. That is, to raise awareness about that quality so that they can consciously work on it and make the process easier. This observation reinforces literature on the subject that suggests that in order to develop autonomy, it is necessary to know what it is and consciously dedicate to work on it. From this finding, it can be seen that Ts have very assertive perspectives that are closed to what suggest the literature about autonomous learning development and the role of the teacher, which in theory would explain their pedagogical practice. However, there is also the assertion that they are not fostering autonomy in Ss consciously, which could be a good element to add in the future to improve Ss results.

The next item question teachers about their particular pedagogical practice to encourage autonomy in their students. The explanation is shown below.

Table 4.12 Can you say something about what you do to encourage autonomy in your learners?

Q8P1 "Okay, Well, in my particular case of, of the LAEL-I I teach the… subject, [...] we have a lot of theory. [...] We have a lot of information we have different models, we have a lot of tags PDFs [..] but, **instead of just to read and make a presentation, we try to, to look for, for examples**. [...] for me it's one way to, to encourage them […]. OH, well, ah, in the platform, […] **I open a database, and they start to look for information, and they upload information. And so, they even when they found information that it's not about what they are. are looking for. They upload because perhaps it's important for other teams. Sometimes, I work in teams.** And in that way. In the platform, **they start to create different folders, and they start to divide the information and to classify the information, and and all this is in the platform.** And **we don't have to print anything** we just read it. and… Frequently, we are checking the information, I …. I have the wall in the platform, **I can eliminate the information that I consider that is not according to the topic, and I'm trying to guide in about what it's my, my, my final work or what is to they do**. So, in that way, we use the platform. **Sometimes we open some some forums**. **But most of the times we discuss in, in class. […] Sometimes I also open a glossary...1 And we tried to upload the most important words that we have in the, in the course or the most significative words that are related with the topic or subject that we are talking**."

Q8P2 "**[…]** I understand because […] they have many roles, to go, they are teachers, parents. I don't know. They are not just students. And for that reason, I don't, **I don't really…. assign them too much**. <mhm> aham, […] **I try to make them. this day? (hehe) like kind of relax. They cover the things that they have to do but I don't really ask them too much time, to invest too much time. […]. Since they begin with the activity they start and then how they did it and then they say, it was difficult, why it was it that difficult and if the difficulties that I face. How, what are the things that I can do**. mhmh. eh.. **what material can I use to do it better?** […] **where there I score the homework , they again they reflect and they say, I have this mistake, I know that I didn't learn, well now I know that I didn't learn , but then with this feedback I understand the source of my mistake and if I still have problems?, well this is just what they do , I look, I look for the way. Mhm**. […] maybe **they look for the strategies that fit more** ah, their, their style. […] **I I say clearly, to them directly, that I am not... they are not going to be mm more task than the, really the ones that are really need it?** eh, to, to cover the topics or to.. reach some objectives? eh and in that ways I ask them, ok try to do it, try to do it on time, eh, **if you have questions, so just let me know or, look! because I always tell that they have access to lots of information**. So, they, eh any question that they have they can just look for, no? .. so, in this way like eh suggesting them to look.. for sources by their own, <mhm> so I might say that I encourage them to be autonomous.

Q8P3 "**[…] I share with them, some resources. I also give them some motivational speeches.** ah (laughs) <laughs> (gestures of laugh) […] **I tend to focus more on research.** […] **give them examples of what they can achieve through**, research or or being autonomous learner, […] And am, you know, **you also have to share with them ah. What are the charas- characteristics of those web pages that can be consider reliable ones.** <(breath)> (brief silence). That's what I do, because I said, they are ad- adults in their 50s so they are not that, may not be that familiar with technology. <mhm> **We also have to guide them**."

Teachers reported that for encouraging autonomy in their students, they use to test understanding by eliciting participation from students. They promote active learning and elicit communication in the classroom and the virtual environment in the platform. Some of them reported making use of different Moodle activities to assist their teaching, especially to promote discussion and collaboration, some of the activities that they said to use the most where assignments, forum, quiz, database, glossary. This, seen from a socio-constructivist view, is a way of constructing meaning within a community (Murray, 2014). In the same way, the fact that they demand students a product as a result of their active learning denotes that the methodology, they are using is constructivist, similarly to Moodle.org, (2014) description of their view of socio constructivism.

For this, some teachers reported to provide extra resources and promote research to try to foster autonomous analysis of the information in students. This action corresponds to preparation for what Nunan, (2013) consider to be the last step in his methodology to pass from dependency to autonomy, which consists of promoting research among Ss. In this way, Teachers agree in that teaching students how to look for reliable information and sources,

organize it and classify it is essential for helping the students to become autonomous. Concerning the social dimension of autonomy outlined by Murray, (2014) and Twomey, (2015), one of the teachers mentioned that as part of his/her pedagogical practice he/she tries to promote collaborative learning through teamwork and awareness of others' needs when working. This, according to Twomey's, (2015) is a way of promoting autonomy because being aware of others and be able to collaborate for a collaborative purpose implies a high level of autonomy.

Also, Teachers believe that setting objectives clearly to students is a right way for helping students not to get distracted from the goal of the activity. Another way is to promote self-reflection and self-evaluation that arouse awareness of weaknesses and strengths of students to work on their metacognitive skills. Then, some teachers commented that in their pedagogical practice in the once a week classes and courses, they tend not to overwhelm students to avoid stressing them. This last point, more than a favour to students is commented by Anderson & Elloumi, (2004) quote as an essential aspect of pedagogical practice to consider when teaching adults because they have other activities and should not be overwhelmed. Finally, some teachers find that offering guidance and motivating students is very important in their pedagogical practice for helping them to become autonomous.

Then, in concordance with literature, teachers mentioned several steps that Nunan, (2013), Murray, (2014) and Benson, (2011) consider as essential for promoting autonomy in the classroom. Findings suggest that teachers have a broad perspective of what autonomy is and the dimensions that are needed to be developed for fostering it. Most of the teachers seem to take "social interactions" and the creation of a "product" as evidence of Ss learning. They highlight the importance of promoting "reflection", "self-evaluation", "research" and "motivation" among LAEL-I Ss to help them to become autonomous in the classroom.

Table 4.13 Can you say something about the procedure you follow to present a Moodle activity?

Q9P1 "Am… most of the times (pujido) […] **I write, the instructions. But First, I tried to explain in, class what, what is the purpose, what I want that they do**, And **I always try to to write on the, on the platform. What is the the purpose**. […] we **also have the … the content of the course in, I have it in a book, online. and… We are, we are trying to follow this this content**, all the topics that, we have. […] **The purposes of that we have in the content, and I try to, to remember no, to write again because they cannot check the content. But I tried to explain or to recall them what is the purpose that we have in the**, in the content. But, am, I don't write again in the, in the activities! **I just, recall them but in the class.** Ohhmmm! well, with the feedback (pujido again) ammm **I don't like to to do feedbacks on the platform, well , […]** most of the times… Oh, I like to work in teams, and, most of the times, we.., **we do this feedback in the classroom and we discuss , and we try to share what were some**, am What were the most difficult parts of they find in the process, but I tried to share with all the, the group, **it's a kind of, groupal feedback**. //groupal feedback (low voice tone)// Yeah! (affirmative tone)"

Q9P2 "Moodle activity? well I just.. […] I don't know i, if I get your question but **I just select the (say laughing), in these icons or in these <aha, yeah> options that they gave you when I say submit task**, if I **am just saying, ok please you are writing.. a mindmap mhum, you have to create a mind map and send it,** mhm . And **I send the .. rubric** // oh, you, you send a rubric? // yeah, I mmm **most of the times an activity goes with the rubric** // Ok..// so they know what they are expected […] **It's just like you have to submit because** eh.. the homeworks? the, or the assignments? **all of the assignments, I just present in the classroom.** Because we work here and then I say okay, so you are going to to do this, this and this Yeah, it's the only one that I use // the only one? // assignments // yeah? // yeah.
mhm but it's the other for the ...files … **I just send the files, I send the sources so I invite them to go to read and not just to read what hm like the topics that we have there in class, but I invite them to go beyond eh I suggest to read other** , well the whole, the whole text, no? like aham"

Q9P3 "Okayyy… **first, I make sure that they know what Moodle is because some of them have told me that am.. "we have never worked with Moodle"**, "We have never done anything on the platform, **"we don't even know how it works",** even **the if they have been given an introduction course.** So, I take it into the Computing Center. Computer am room. and.. there, **I teach them how to access the platform. […] I also help them to get familiar with the..mmm eh sections? they can find on. on them, on Moodle.** And am.. to make sure that they.. know how it works and how it is organized, and where all the activities of the course are going to appear. **[…]** So that's what I do. **first, I present a…am.. a set of an act- not a, all activities? but ah, oh, or readings (unintelligible), and then I asked them to take the exam.** And ah, that way I make sure that they really understood what they had to do, most of the time, they are multiple choice they take time to do. […] **I only incorporate those. ahm… ehm… item test in mmm exercises that are not say am.. say complicated and it's only about concepts and understanding** ah, the specific characteristics of a a topic and ah.. surveys, **one at the beginning and one at the end, to ask them, well, so that they give me feedback on what they learned on the course** what was my performance and ah… mm questions related to... know the knowledge that they acquire or that stuff, and well, what else? Mmm and **at the beginning to… ask them What do they expect eh, from that course?** And am.. what else? **self-evaluation**? Also, what else? ammm … ammm what else, what else… ahm… those are the ones that I can remember. Ok"

Concerning the specific procedure that teachers follow when presenting an activity in Moodle, teachers reported that they make use of the F2F instructions in their once a week

session to support the presentation of the activities in the platform instead of presenting a description or reminder when submitting an activity. They used to explain in the classroom first what it is expected from students to do and then just recall in the platform what Ss were supposed to do if it merits. So, for a few of them, the type of information they add to present an activity is just the purpose, key instructions and a rubric. Also, they reported trying to follow a sequence of activities in a way that students can be aware that they are following the program of study. Besides, most of Ts explained that most of the activities they ask in the platform are not related with the interactive features of it, but more with the delivering of products and the reception of information that only corresponds to Ts.

On the other hand, all of them omit to provide online feedback. A few of them argue that instead, they give it F2F while promoting discussion and group feedback after an activity. Since this is BL modality, this way of instruction can be acceptable because the best of two modalities is considered. In this way, some F2F activities can be replaced by online activities and vice versa accordingly with teacher's criteria and for harmonious integration of resources, techniques, etc. as suggested by Picciano (cited in Kenney and Newcombe, N.D) and García, (2004). However, taking for granted that all students understood the F2F instructions and not explicitly recall it when presenting the Moodle activity in the platform can be risky since there can be misunderstandings of people who did not attend the F2F instruction. So, despite the fact that in theory there are being followed the steps of the instructional design, these have been divided in F2F and Online instructions, which denote that there is not a proper use of the platform as a mean of facilitating communication, but just as an administrative resource or "instructor-centric" as suggested by Holmes & Prieto-Rodriguez, (2018). In this way, there are other practices that teachers prefer to do in F2F instruction in order to be able to present activity in the platform, which is not addressed in this research.

In general, qualitative findings of this section reinforce the idea that Ts perspectives are in line with the theory of Autonomous development, socio constructivism and Instructional design (Nunan, (2013), Murray, (2014), Benson, (2011). Hence, it can be inferred that Ts have the necessary knowledge to apply a methodology that foster autonomy among Ss because they have obvious idea about the steps, they should follow to guide Ss in their learning through the platform. However, they also expect a considerable level of

autonomy in Ss for working with the platform since only a few of them worry about previous technological knowledge and skills of Ss. In the same way, they do not show a high level of awareness about the importance of "feedback". Comments about this aspect show a lot of underestimation of delivering it personally and individually via the platform despite the availability and accessibility that it provides. Finally, findings permit to infer that despite the awareness of the importance of autonomy in the learning process, Ts are not fostering in Ss consciously, which, apart from other factors, could be a reason why Ss have not accomplished a higher level, and a functional element to add in the future to improve Ss results.

4.2.3 Learner Autonomy and the Use of Moodle Activities in the Platform

The following questions aimed to promote reflection among Ts about their pedagogical practice to know more about their perspectives concerning the use of the platform and the development of autonomy in their learners.

Table 4.14 What changes in the way you present your Moodle activities in the platform, do you think would allow you to promote learner autonomy better?

Q10P1 "Well, amm I don't know, ahh, if I, if I think in this moment about this, am students that have more difficulties. […] **I upload a tutorial** I upload it **in YouTube** And **I just put a link**, and they have to click in the link, and sometimes amm they lost in the process. I don't know why. So perhaps **to insert the videos in the, in the platform**. [...] **if we use more the computers in the, in the classroom. Because most of the times. I just showed them the classroom. So, I, I assume that they have to do the same in their homes, but I'm not sure.** So perhaps that could be a, a good option, **to work with the computers in class** //in class. The same they would have questions, but they would ask you immediately. […] So, perhaps. (concluding tone).
Q10P2 "mmm… **well… () maybe just write more suggestions or give more clues, Just emphasize in that the.. any question that hey have .. they have to… to do it by themselves** [...] **so that they have to be really sure that whatever they're doing, they are doing in the correct way**. So that, to be sure. So, in this case, **I would promote autonomy, because at the end, what they learn is going to be really .. mm something right?. //mhm// mhm? something that they can reproduce with their students. Because, we have teachers.. /mhm// so, maybe this could be the way.**

Q10P3 "(silence) Mmmmm……. mmm…. **by .. sharing resources**? or am.. you know.. am…. **bibliography**, so **that they can read more about the topic or learn more on specific or in specialized books so that's the way I can promote it. And the way I can make sure about that they are really ahm.. you know doing that extra amount of reading or or visiting the web, web pages, well..** I think I would need to implement an instrument but ah.. or perhaps when… their performance in class and also eh… their… writing assignments would be... better. Yeah. So, I think that's what can I do to promote autonomy on Moodle."

With respect to new practices that teachers can implement in their current teaching to favour students' autonomous learning, the points of view were diverse. Some teachers think about increasing real training and explanation in F2F sessions to guarantee that students really understand what to do before letting them work on their own. Also, there was the suggestion of facilitating the use of extra resources and tutorials to promote additional reading and encourage responsibility and independent work. According to Bartolome (2004), these practices would be easily implemented since BL favors that opportunity. However, as Holmes & Prieto-Rodriguez, (2018), Meza, (2012) and Benson, (2011) suggest, one must be careful with these actions because they can be misunderstood with letting students alone on the internet, encouraging independence and not a real autonomy. This is also part of ZDP theory, and the kind of pedagogical mediation suggested by Meza, (2012), Nunan, (2013) and Murray, (2014), which should not be sought to be omitted or replaced.

Other teachers point out the importance of raising awareness of the ethical sense of work to favour students' professional development and the people they will serve in the future. This was an interesting point because, as stated before, indeed literature (Domingo, 1997 and Murray, 2014) highlights that in order to be autonomous, there is a need for an ethical sense. So, the fact that teachers show awareness of that quality also tells us about their ethical sense of work which demonstrates their autonomy. In addition to that, Nunan (2013) states that teachers must be autonomous first to educate autonomous learners because, at a higher level, an autonomous learner can and should be able to become a teacher. In this way, teachers' autonomy could be reflected in their opinions.

On the other hand, Ts also mentioned the importance of encouraging students to become professionals and to provide more opportunities for decision making to test and train them. These propositions relate to Holec's, (1981), as cited in Little, & Dam, (1998),

Nunan's, (2013) and Murray's, (2014), which highlight the necessity of practice and freedom to become less dependent and more autonomous.

As a result of these findings, it can be seen that teachers' more relevant suggestions concerned with aspects of the social dimension of autonomy; interaction and ethics, as well as the ability dimension: knowledge to become more skillful, practice and permission. It is also implicated that the dimension ability, to some extent is attached to the freedom dimension, which shows the level of control that teachers have over the platform and Ss learning. Taking into consideration Ts comments, it can be inferred that they have most of the control over what Ss learn and perform in and out the platform because they supply them with the material, set the activities and provide few opportunities to Ss for decision-making.

Table 4.15 How do you think that the use of technology in general impacts the development of autonomous learning in the students of the LAEL-I?

Q11P1 "yeah! oh I I think that we can, or, yeah! it's tremendous impacts that impact that we can. mmm…. em…. I don't know, give in that sense because Because, for example, **I don't work with Moodle, because I think that we have more other efficient tools that we have in moodle**,I for example the wiki, in the wiki just can write a person at the same time, so **I prefer to work at Google Docs because We can work at the same time.** and.. I have shown some other tools. that… **Even.. the.. electronic board. <mhm> Sometimes we try to use to use it.** am… […] **when we can when you show all the tools that they can use or the different users that they can give to the this stuff or.. they started to think about the ideas of they can in this in this case, that they can do at class, they started to, ah.. like a brainstorm that ah, I can do this with this tool or I'm imagining to teach this topic with my .. students, I don't know, yeah… I, I think that it's great impact that we can… <a great impact>"**
Q11P2 "(SILENCE, breath) well, I don't know if with, the technology is really the source, no? I think that is just am, well, for me, **I think that become autonomous depends more on you**?. **And your goals. The. technology is a tool. (silence, sign of …) //mhm// But at the end, the ones that takes the decision is you**. I think that is more for, more the person? (gestures of signing a person) in eh a personal aspect than in technology. (silence) mhm autonomy I i <and if > autonomy, I think. I don't think so. **I just think that is going to be a matter of time. The ones with technology are going to be faster <mhm> and the other is going to take more time, maybe to go to the library <mhm> but, if you want to be autonomous, or if you, or well. To become autonomous, I think that the people must know what autonomy is and what it involves <mhm> and as soon as you have cle- that clear, I don't think that the technology is going to be more effective <mhm> that if you have just the other.** […] **I.. think that it is just a tool that he-, can give you more access to the information that make easier.** […] yeah it's going to be faster it's going to be easier […] And if you have a question, and then you say I don't know what this is.., so I'm not going, I don't have to stop and go to the library and in there, no?. But still, if I'm wa- if **I'm autonomous? (laugh). <cough> at the, at the end I'm going to get the answers.** One way is going to take more time, no? // mhm// but, I don't consider that it affects. (sillence, gestures of reflection). No (gestures of no) (silence) //Ok// it I think that it is more in what you want, your objectives, yeah because for example, no, the answers are

not just, **not all the answers are in the technology.** Whenever I have questions and the technology can give me a clue. **I ask and I call my friend And** I tell, Okay, you know I mistook in this, and the technology this, but imagine that because of the technology it says, no, Ok, I'm not going to do it anymore. you, you know? It is just a tool."

Q11P3 "MMMmm most of them are students that belong to the **old traditional school** (laugh). So,.. the impact on those students that are, say,am …. in their 50s? 40s or even 60s amm.. well is that **they find a little bit difficult to do it.** So, it, it affects them, because they don't think that they are good at doing that and it takes, too much time for them to understand how it works. It happened to me at the beginning. […] it has happened to me so that that was the impact of students that are not that familiar with, you know, technology, or, or studying and working through say the internet. (silence) mmmm … no, I don't think so. **No because ah, working on the platform, it helps them realize the need to.. be good at using new resources, resources such as platforms, learning platforms, and also teaches them more about what they can do with the internet. (laugh) right.** That's what I think. Mhm."

Overall, concerning teachers' perspectives about the relation between the use of technology in general with students' autonomous learning development, it was discovered that their views of the use of technology were linked to some extent to the application they are doing of it in their course. In this way, all of them recognized technology as a complementary tool because of the diversity of resources that it offers. From this perspective, they think that this can help to promote creativity in the classroom as well as accelerating and facilitating the process of autonomous learning development because of its accessibility, which permits to prove the hypothesis of this study. However, they also warn of its effectiveness if there is lack of consciousness about the use of it for "autonomous learning development".

Some of the Ts pointed out that students must know what autonomy is and that; the purpose of working with precise methodology has the aim of helping them to become autonomous so that they can collaborate better during the process. Besides, a conditional they propose for this process to work is avoiding replacement of human advice during the process of working through the "x" platform. Moreover, teachers think there is no way the use of any technological tool can help improve Ss performance if they overlook people interaction and advice. Concerning this aspect, literature (Dworkin, 1988 as cited in Friedman 2003 as cited in Twomey, 2015, Al-Huneidi, & Schreurs, 2013, Benson, 2011, Meza, 2012 and Murray, 2014) is firmly consistent in this point when recalling that independence and autonomy are two different things and that real autonomy is aware of others' needs and roles, interaction and not isolation, for which there is always the need for others' support for learning even in adult education.

On the other hand, few teachers raise awareness about LAEL-I context, which is not different from Mexican background in that there is still an old traditional school teaching style to take into consideration when implementing technology in the classroom because there can be several implications if the context is not considered. So, they are positive about the use of technology in that they recognize that today world demand to be updated and ICT skills and other competencies, but they think autonomy is a quality that can be encouraged even without the implementation of technology, that is at any sector with any type of characteristics because it is not a technology-dependent quality.

These findings support literature (Staker & Horn, 2012 cited in Wang, Quek and Hu, 2017, p.100); (Spring et al. 2017, p. 338) ; Bernard et al. (2014) cited in Nortvig, Petersen, and Balle, 2018, p. 48; Graham, Allen, & Ure, 2005; U.S. Department of Education, 2010a; Watson et al., 2010) cited in Means, Bakia and Murphy, (2014, p.7) and (Bartolome, 2004, p.11) that suggests that BL is still the best option and an auspicious one to develop other qualities because of the combination of the best of two modalities. Then, despite the advantages that the use of technology can provide nowadays, findings of the perspectives of Ts concurs well with previous findings of Nortvig, Petersen, and Balle, (2018) and Meza, (2012), who conclude that results of any format of learning and implementation will be context-dependent and pedagogical-procedure dependent.

From the previous results, it can be concluded that in order to accomplish the desired objective when implementing the technological tool (e-platform), it is necessary to consider the characteristics of the context and students. There is a belief among Ts that it can speed the process of autonomous learner development, but that even without it, autonomous learning can be achieved. Perspectives of Ts towards the usability of technology might explain why they are not using all the features that the platform provides on their favour. Results permit to infer that the reason why pedagogical mediation that Ts might be offering through the platform, (they are doing it in F2F or omitting it) is that they have not realized about the advantages that this tool can provide them if they use it properly. Also, it is because they have high expectations of students' autonomy. As Benson, (2001) says, they might, to some extent, assume that they are autonomous instead of making autonomy as part of a formal objective. In the same way, results suggest that Ts are ignoring the pedagogical procedure suggested by Moodle theory of learning and not using it on their favour. They do

not master the use of the platform and cannot make the best use of it, neither comment if this is useful enough or not.

4.3 Triangulation

To continue, the agreements and discrepancies of the perspectives of Ts and Ss about the two variables (Learner autonomy development and Use of Moodle activities) will be presented. For this, it will be explained data concerning three aspects; agreements of Ts and Ss about strengths and weaknesses of their autonomy and the Use of Moodle activities and their discrepancies towards the same aspects, will be explained.

4.3.1 Strengths

Concerning the autonomy of the learner, both Ts and Ss agree that Ss have qualities that permit them to relate their knowledge to their daily-life. This means that Ss are getting the required contextualization of the knowledge to develop the quality of meaningful learning in adult education for the benefit of the public life of a community as suggested by Fernández, (2017). Also, they concord in that they have certain level of awareness about their ethical sense of work, although Ts recognize it has to be improved. As stated before, ethics is a main aspect of real autonomy (Stammers, 2015 and Domingo, 1997) for which the fact Ss show awareness is a positive aspect that needs to be reinforced for their professional development. The previous results suggest that the level of freedom that Ss are experiencing is enough for starting to take control over their learning, which according to Loyens et al., (2008) cited in Murray, (2014) is crucial for autonomous learning development. About their abilities, Ss and Ts agree in that Ss are able to learn and manage the platform for achieving learning purposes that demand a cognitive level that go from the 2nd to the 4th levels (remember, understand, apply and analyze) according to Bloom's Taxonomy. The latter means that there is a need for improving mediatic pedagogy and the type of activities Ss perform in order to develop higher cognitive levels in learners that permit them to take charge of their learning and become more autonomous. Besides, both perceive a positive attitude of Ss to take actions in favor of their learning, which shows intrinsic motivation on the part of students and that extrinsic factors are being satisfied in the program.

On the other hand, about the Instructional Design of the platform, Ss and Ts agree in that Ts set objectives clearly before uploading an activity, which according to Nunan, (2013), Meza, (2012) and Kruse, (2009) is the first step to guide learners to autonomy. Then, they both agree in that the use of Moodle activities facilitate Ss the acquisition of self-regulation skills such as time-management and organizational skills, which according to Murray (2014) is the basis for autonomous learning development. Additionally, they agree that it helps them to develop cognitive skills related to their creativity and research abilities that favor their learning. Also, they agree that the use of the Activities help them to improve their ICT competencies and use other resources for their professional development, which concords with the literature (Graham, 2006 as cited in Umek et al. 2017 and Means, Bakia and Murphy, 2014) about the advantages of using LMS in BL learning for improving knowledge construction.

4.3.2 Weaknesses

About the weaknesses of Learners' autonomy, Ts an Ss agree that there are political issues that might be affecting the liberty of Ts when using the platform, which causes they do not use it appropriately. They say that because it is mandatory, they might be low motivated to use it. Also, they agree about the level of pressure exerted on Ss about the activities, which maintain Ss in a zone in which they only work with one type of activities. It can thus be suggested that teachers and students share an environment in which they both might feel pressured to use the platform, but where Ts are more under its control for the learning purposes and limit Ss to make the best of it for their learning. This could be a characteristic of lack of freedom explained by Domingo, (1997) The previous is reflected in the way Ts are using it and the Ss opinions of the target. Ss denote conformity with its use as long as it is appropriate.

Then, concerning the abilities of Ss, both agree that Ss do not use their time and organizational skills efficiently to achieve their goals and deliver their tasks with an appropriate quality. According to Murray's, (2014), Little & Dam's, (1998) and Benson's, (2011) statements, time management and organizational skills are the basis for growing in the autonomous learning, but an observable indicator that these are efficient is the accomplishment of a deadline and a good-quality task. So, despite Ss efforts there is a need

for reinforcement of self-regulation skills of students. Also, regarding to the aforementioned quality of "ethical sense of work", this and an appropriate mediatic pedagogy can help to prevent the low-quality performance of students.

In addition, Ss and Ts agree that Ss struggle with the activities that involve cognitive levels such as application, analysis and evaluation as well as with the reflection about their metacognitive skills. In the same way, both report that they never use activities that demand them to practice the 1st, 5th and 6th cognitive levels of Bloom's Taxonomy (remember, evaluate and create). Naturally, there may be various possible explanations such as the ones reflected previously about the lack of appropriate use of the platform. However, considering that this is a BL modality, the way activities are being combined for F2F and OL (Abbas, 2008) according to Bloom's Taxonomy, can be a weak factor that should be reinforced to make the best of the modality as claimed by Gebera, (2013) because it can have an implication for autonomous learning development (Smith & Darvas, 2017).

Additionally, Ts and Ss agree that there is a lack of interaction through the platform in all the ways, through the activities and the communicative features that it provides. Also, they agree that they scarcely show awareness of others' needs. It is to be recalled that interaction is a seminal element in socio constructivist methodologies and autonomous development (Al-Huneidi and Schreurs, 2013 and Murray, 2014). In the same way, it is known that one of the advantages of the BL modality is that it facilitates communication. So, this finding reinforces previous assumptions about the weakest part of LAEL-I's program in relation to the hypothesis of this study since it is confirmed that there is a need for improving communication and interaction among LAEL-I students. This finding also supports Murray's (2014) and Domingo's (1997) statements that the social dimension of autonomy, which is related to the awareness of ethics in the professional development of students, is a essential for autonomous learning development.

Concerning the Instructional design and use of Moodle activities, Ss and Ts agree that instructions through the Moodle platform are deficient because they are usually provided only via F2F instruction. In addition, they reported few awareness about the evaluation part of the process. It has been repeatedly said that the mediatic pedagogy (Meza, 2012), which involves the steps to follow from the beginning to the end of the activity, is what ensures

students pass from dependence to autonomy (Nunan, 2013). So, this part of the process should also be reinforced for better results.

4.3.3 Discrepancies

There were some discrepancies about perspectives of Ts and Ss towards their autonomous learning and the use of the Moodle activities. Concerning Learners' autonomy, Ss consider there is a restrictive environment and not enough decision-making opportunities while Ts conceive the environment is not restricted because Ss can perform freely the activities they request. Moreover, Ss have a sense of freedom when using the platform while Ts think they are in control of all the process, which means that to some extent the learning environment is restricted or that permission is omitted. This, according to Huang & Benson, (2013) as cited in Murray, 2014 would denote lack of freedom which affects the exercise of students to choose (Twomey, 2015; Deci and Ryan 2008; Gagne´ and Deci 2005).

About Ss' ability, Ss report that they do not doubt in employing other resources when they need them, but Ts keep exceptical about the ability to use extra resources for Ss to achieve their objectives. These differences can be explained in part by regarding to previous results about Ts' perspectives of Ss' autonomy. Some of them tend to underestimate older students' skills to use technology. However, there is evidence that despite the lack of experience of students with technology, they are capable to evaluate the tools they employ for their tasks taking their needs as reference for which using extra resources is a result of such evaluation.

About the Instructional design of activities, Ss and Ts disagree with the steps of presenting content, providing guidance and amount of practice. Ss consider they need clearer instructions online and they would like more variety of practice with different types of activities in the platform while Ts expect that the lack of instruction and practice can be replaced by F2F instruction and Students autonomy. The reason for this rather contradictory result is still not entirely clear, but according to previous evidence and literature (Al-Huneidi, & Schreurs, 2013 and Smith & Darvas, 2017) the need for using a variety of activities in order to work out other cognitive skills in learners is eminent. Also, literature is firmly consistent in that there is no way to expect the learner to perform autonomously without guidance because it is a process in which the learner should be trained.

Finally, Ss and Ts disagree with the amount and quality of feedback provided through the platform. Ss claim they do not receive frequently, but that when they do it is useful while Ts state they do not provide any feedback online and show low awareness about providing personalized and individual feedback. This apparent lack of correlation can be attributed to the lack of awareness that Ss show about the cognitive levels of “analysis” and “evaluation” in their own learning. In this way, it can be inferred that Ts’ perspectives about this aspect is more reliable because and thus it should be an aspect to be reinforced.

In the next chapter, conclusions about the findings mentioned earlier will be presented as well as its relation to the research questions of the present research.

CHAPTER 5: CONCLUSIONS

This is the last chapter of the research. It is divided into six parts where the context in which the study was raised, and the conclusions are presented. Also, it gives an answer to the research questions proposed at the beginning of the research. It shows the scope of the study for the field of education in which it was elaborated, the limitations in the study and recommendations for future research.

5.1 Context

At the beginning of the research, it was held the hypothesis that the use of Moodle Platform activities has an impact on the autonomous learning development of students. Then, as stated in the Introduction, our objective was to determine the perspectives of Ss and Ts about autonomous learning through the use of Moodle activities as a formative mechanism to explain how the use of technology impacts the development of Autonomous Learning in students of the LAEL-I. For this, we tried to cover all the dimensions of autonomy suggested by authors to check how autonomous our LAEL-I students are. Then, since considering students' capabilities was not enough, we regarded to the contextual circumstances that can favour this process by inquiring about the way the Moodle activities were presented in the platform and the, Ts' perspectives towards the same subject.

For this, we aimed to identify the perspectives of students to know about the attitude that they are taking towards the object of research. We considered the perspectives of teachers to know what observable behavior they see about the students' response towards their autonomous learning development. Then, we focused on the way the activities were presented in the platform and how similar this process was to the proposed by the literature review to favour autonomous learning. Also, we followed a Quantitative-qualitative sequential mixed procedure to gather quantitative and qualitative data of the phenomena in order to be able to measure and explain how the use of the e-platform impacts on the development of Autonomous Learning in the students of LAEL-I. In this way, Ss answered a survey and teachers an interview to be able to compare teachers' and students' perspectives to determine the points of agreement and discrepancies of their views about autonomous learning in the LAEL-I through the use of the e-platform in order to understand the phenomena.

5.2 Conclusions

In the first category of autonomous learning, which refers to Freedom, Ss feel intrinsically free in the e-environment. They agree with the activities and the level of pressure exerted on them because they find the activities to be meaningful, but they would like them to be more interactive. Also, Ss show awareness about the ethical sense of their formation, but do not show high appreciation of the social dimension of autonomy when performing an activity. Besides, because of the restricted environment, they do not have enough opportunities for decision-making in the e-platform. Then, since Freedom is an starting point, this evidence has further strengthened our confidence in that this is a seminal quality to reinforce when implementing any type of action to help students become more autonomous.

Concerning Ability, which is the second category, Ss find resources in the platform available because they have learnt how to use it. They are aware and reflect about their metacognitive and cognitive capacities to create strategies to achieve their learning objectives, but they are struggling a lot with it. In this way, they show commitment and motivation to do things in favour of their learning such as employing other resources for the sake of reaching their objective. Also, they use their time and organizational skills to self-regulate themselves, although despite their efforts, they usually do not reach their objectives. The latter is reflected when they deliver not high-quality tasks, which affects their ethical sense of work when not receiving feedback.

Finally, for the last category of autonomous learning, which is desire, Ss feel in disagreement with the number of interactive activities they are performing in the platform, they claim it is few and not significant for their learning. As a result of this, Ss scarcely coordinate their interests with others' values. Ss are more intrinsically than extrinsically motivated to perform the activities. However, due to the fact that Ss show a lack of communitarian sense, it can be said that the intrinsic motives that sustain their behavior could be more self-centered, which shows a level of independence more than autonomy.
Despite the above, external factors such as punishments, rewards and approval of external people affect them remarkably to perform an activity.

In relation to the Instructional Design, there are positive perspectives of students towards most of the steps that the teacher follows to present an activity via Moodle, from which it can be concluded that there is a medium-high level of satisfaction with the mediatic

pedagogy that teachers are following. Ss show conformity with the way Ts provide instructions, present the content, receive guidance during the process and the amount of practice. Ss are able to find a relation between previous and present learning. However, they show little awareness about the evaluation part for their improvement and vary in perspectives towards the amount of feedback they receive and its usefulness. Ss report not to receive feedback regularly, but consider it to be useful when they do, which suggest new questions about the specific characteristics of the feedback they receive to understand the phenomena better. So, it is recommended to research qualitatively about the characteristics of the feedback in future works.

Then, Ss' consider the use of Moodle activities have helped them to facilitate the acquisition of self-regulation skills such as time management and to develop cognitive skills related to the highest aspects of autonomy, which correspond to "creativity" and "research". Lastly, from the data analyzed, in a cognitive stage, it can be inferred that there is a need for reinforcing the levels of "remember", "apply" and "analyze" according to Bloom's Taxonomy to be able to move to more difficult levels like "evaluate" and "create", which would correspond to a higher level of autonomy.

Moreover, since results show that students are not receiving proper guidance to move through Bloom's stages due to a lack of social interaction and communication between Ss-Ss and Ts-Ss, it is sustained that for these actions of reinforcement to have a broader impact on the autonomous learning of Ss, they need to be matched with the promotion of sociocultural activities and real interaction among Ts and Ss to develop the communitarian sense which is characteristic of real autonomy. In this way, actions will cover the social dimension of autonomy as well.

5.3 Research Questions

At the beginning of this thesis, the following research questions were posed, for which we present their responses.

1. What are Ss' and Ts' perspectives of Ss' autonomous language learning based on the employment of the e-platform?

R: Overall, most of Ss and Ts agreed that there is a strong relationship between using the platform and being autonomous since students need to work independently, at their rhythm, with their resources, research and metacognitive skills when using the platform. They agree that there are things that can be done in both a classroom or online environment, to complement the quality of Ss training.

They recognize that today world demands them to be updated and making use of ICT skills and other related competencies, but despite this agreement, Ts think that autonomy is a quality that can be encouraged even without the implementation of technology. That is, at any sector with any type of characteristics because it is not a technology-dependent quality, although with its support, they recognize, there is no doubt that this development would be faster. This could be the reason why they show a few awareness of its efficient implementation to support Ss training. On their part, Ss would like to use it more efficiently because they strongly agree that it can help them to improve their autonomous learning.

2. How does the introduction of an e-learning platform help LAEL-I students to improve their autonomous learning according to teachers and students' perspectives?

R: Broadly speaking, conclusions on how Ss and T consider their autonomous learning is being fostered through the use of Moodle activities in the classroom are divided into positive and negative aspects. Most of the students assume that they have opportunities to choose and do not have a very restricted classroom environment for their learning while teachers assume as a definite advantage the fact that it is possible to give Ss more freedom without losing control. Moreover, Ss' consider that the use of Moodle activities have helped them to facilitate the acquisition of self-regulation skills such as time management as well as to develop cognitive skills related to the highest aspects of autonomy, which correspond to "creativity" and "research". They think that working with Moodle activities is advantageous for them because it facilitates them to improve their time management and organizational skills, to access to information as a benefit of their research skills, to communicate with others for sharing, learning and interaction, and it makes them feel a sense of autonomy which favors their autonomous learning in that they feel free to take a specific grade of control over learning.

3. To what extent do Ss and Ts consider autonomous learning can be developed using an e-platform?

R: Taken together, the results suggest that since the use of the platform activities has been few, the impact of its use has been minimal, but meaningful in Ss' autonomous learning development. In this way, it can be inferred that the quality of results depends on the appropriate use of the platform more than in its implementation as stated by authors (Nortvig, Petersen, and Balle, 2018). So, Ts and Ss need to learn how to use this tool efficiently to improve the results.

In this way, returning to the hypothetical question posed at the beginning of this study, it is now possible to state that we cannot assume that the use of Moodle activities may have influenced the autonomous learning of students in a great extent because the use of it has not been appropriate and enough. However, there is evidence to support the hypothesis that, at a cognitive level and in support with the current mediatic pedagogy of teachers, it has had a meaningful influence on students to start to take control of their learning and raise awareness towards different dimensions of their autonomy. Also, there is evidence to support that with more efficient use and constancy of the Moodle activities as suggested by the literature, that is with the promotion of interaction; students results would improve remarkably.

5.4 Scopes

Since aspects relevant to the characteristics of the educational instrument (Moodle), as well as the methodology used in relation to the objectives of the LAEL-I program concerning the formation of the learner have been addressed, from this research, it is now possible to know the weaknesses of this program regarding the use of the platform and the measures that should be considered to improve it at a curricular or methodological level as it deems appropriate.

Hence, the research contributed to a curricular revision by providing data about the scope that the platform is having in the development of Ss' autonomous learning and independence as well as suggestions for improvement. Added to this, a pedagogical implication found was that the platform is not accomplishing 100% with its pedagogical purpose since it is being used more as an aid to assist the student with the delivering of products or an "administrative resource" (Holmes & Prieto-Rodriguez, 2018) than as a tool

to form the student as an autonomous learner. In this way, it can be seen that the efficiency of its implementation has favor Ss' independence more than autonomy itself.

Thus, the fact that results show low awareness towards aspects pertaining to the social dimension of autonomy suggests that it is perhaps the main reason why LAEL-I students' autonomy is not higher. Accordingly, results permit to infer that despite the high level of interactivity that the platform offers, there is not being enough use of its communicative features and appropriate management of its resources. It therefore follows that a more appropriate use of the platform in LAEL-I context would involve taking into consideration the importance of interaction on a par with more activities that demand students' cognitive development with a social and communitarian perspective that reinforces Ss' values and allows them to adapt to, and to improve their environment as authentic autonomy suggests.

In the same vein, although the nature of the platform was beyond the scope of this study, we can still state that among the aspects to take into consideration for the improvement of this program is the nature of the e-platform in use because, concerning Ss' perspectives, the usability of the platform is low for the efficiency of specific features that limit their performance. In addition, until now, the level of accessibility of the platform is questionable since Ss pointed out that they find its design to be confusing to manage.

On the other hand, concerning the organization of teaching and learning to provide the appropriate conditions for autonomy to occur (Benson, 2001) in this particular context of LAEL-I, our findings concord with the suggestion of Benson, 2011 & Borg, & Al-Busaidi, 2012 that apart from following the previous recommendations about methodology and the nature of the educative tool, it would be needed an explicit promotion of autonomous learning development on students to improve the results. That is, that they know what autonomous learning is, what it consists on and then explaining the actions to foster it so that both participants (Ts and Ss) can consciously collaborate to achieve it.

Likewise, considering the weaknesses raised by the results, another suggestion for improving the efficiency of the combination of this modality of education (LAEL-I) with the use of Moodle activities is adopting another type of methodology such as Problem Based Learning (PBL) since while sustaining a socio constructivist approach, it would also permit learners to take greater control of their learning. Specifically, it would provide students with more opportunities for decision-making in the e-platform and permit them to reflect about

their metacognitive and cognitive capacities to create strategies to achieve their learning objectives in a more constant, interactive and meaningful way because it would encourage them to coordinate their interests with others' values in a real context rather than a simulated one. Also, it would help students to raise their awareness about the importance of the results of the actions undertaken as a contribution to their environment, which could raise their communitarian sense of work, and eventually their autonomy.

Finally, particularly, in this study we got closer to the reality of autonomous development of future teachers from both teachers' and students' perspectives, which in a way permitted us to know about what is being the attitude and response that they are taking towards the actions fostered by the institution to improve the quality of its BL educative program. In this way, at a local level, these results shed lights to figure out Ss' conformity with the program, which helps to explain from a perspective the possible reasons to drop out (Xique, Cinto, & Castelán, 2015), and overall, the impact that it is having on students' professional development who, according to the LAEL-I, will become professionals in their teaching-learning field with an autonomous learner profile, which in the long run will have an impact in society. Taking that into consideration, at a broader level, the aforementioned results help remarkably to understand the effects of the implementation of innovative resources in a BL modality of education in a Mexican context, particularly about the inclusion of educational technology into the curriculum to foster autonomous learning of Adult Mexican Students. Then, it was possible to evaluate the impact of current policies of education that promote the inclusion of technology in the classroom from the perspectives of the main engaged in the process.

From this view, it can be deducted from results that, when following these technological implementations in a similar context, there is a need to raise awareness about the importance of the collaboration of participants of the context for the efficient implementation of educational technology as well as the explanation about the roles that concern to each one of the them for its success. Also, findings caution about the importance of promoting Ss training by fomenting an appropriate mediatic pedagogy that do not exclude interaction among people but raise a communitarian sense of work. This is perhaps the most important contribution of this research to the technology implementation field for students' autonomous learning development because having a clear concept of what autonomous

learning through technology means can help to give educative technological resources a better use at any context. Furthermore, knowing the difference between autonomous learning and independent learning is essential for improving further education that demand more autonomy on the part of students without social implications that risk the professional development and integral education of citizens as consequence of not considering the social dimension of their formation.

5.5 Limitations

We are aware that this research may have two limitations. The first is related to the scope of the context of research. Since we do not know precisely what types of assignments Ss are requested in F2F as a complement of the BL instruction and the activities offered by the platform, it would be interesting to know in which cognitive levels Ss are trained in F2F instruction for a broader scope.

The second limitation regards the scope of the research instrument. In this study, we tried to cover all the dimensions of autonomy suggested by authors in order to check how autonomous our LAEL-I students show they are. However, recalling that autonomy is a no measurable and multidimensional quality, this study is just an approximation to the reality that the subjects are facing in the LAEL-I. Then, it is to consider that different internal and external factors might intervene in the process of autonomous learning development causing that the way its intrinsic motivators and how they are translated into observable behaviors do not show the expected results as warned by Stammers, (2015).

With this in mind, we attempted to infer about unobservable actions in the subject based on Ss' perspectives towards their autonomy, but we only focus on the observable ones for the triangulation process by taking into consideration not only students' capabilities but also contextual circumstances that can favour this process of them to become active participants in their learning process. There was no intervention in the context. We only took personal motives because we are asking individuals, but collective motives were omitted in the survey. These limitations are evidence of the difficulty of collecting data on Autonomous Learning because of the nature of its dimensions and the context in which it was researched.

5.6 Further Research

Despite the previous limitations, we believe our work could be the basis for future research that approaches each one of the dimensions of autonomy in detail and from a cultural perspective to get a broader view of the reality of the Mexican context. Then, it is also suggested to make an analysis that considers both F2F and OL practices for the autonomous learning of students to deepen into the advantages and disadvantages of the use of an e-platform in a blended modality.

In the same way, we suggest doing action-longitudinal research that measures and contrast the development of the two variables to collect more accurate data about the development of Ss concerning different factors across the time. This would also permit to discover the way that the dimensions of autonomy evolve concerning aspects of time and space. Similarly, research that compares and contrast the perspectives of Ts according to their ages and generations in the LAEL-I program would help to provide information about its improvement across the years to observe its weaknesses and strengths to formulate new improvements and enhance its quality.

Finally, research about teachers' autonomy would also help to understand the pedagogical practices behind the fostering of autonomy in students because as stated before it strongly influences the Ss' performance.

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APPENDIX I

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
MAESTRIA EN LA ENSEÑANZA DEL INGLÉS

The purpose of this questionnaire is to gather information about students' perspectives and experience on the usefulness of Moodle Instructional activities design to favor their autonomous learning development.

Participants' Background

This section contains some questions about your learner profile, all the information provided in this section will keep confidential. Please tick the option that most closely matches your profile.

Years of experience as an English Language Teacher: _____
Tick the levels in which you are experienced as an English Language Teacher:
Kindergarten ____ Primary or Secondary ____ Preparatory ____ University Level ___ None ___
Do you have any Language Certification? YES _____ NO _____ Which? _____
Nationality: _____ Gender: Male _____ Female _____ Age: _____
Current Job (Tick one):
Kindergarten ____ Primary or Secondary ____ Preparatory ____ University Level ___ None ___
Are you familiar with the use of an e-platform? Yes _____ No _____ Which? _____

Section 1: Learner Autonomy

For each of the questions below, circle the response that best characterizes how you feel about the statement, where: 1= Strongly Disagree, 2= Disagree, 3= Neither agree nor Disagree, 4=Agree and 5 = Strongly Agree

CATEGORY: Freedom **Agreement with …**	**Strongly Disagree**	**Disagree**	**Neither agree nor Disagree**	**Agree**	**Strongly Agree**
1. The type of activities I am asked to do through the Moodle platform	1	2	3	4	5
2.Pressure to do an activity in the platform	1	2	3	4	5
3.The usefulness of the activities in the e-platform	1	2	3	4	5

4. Being able to choose among different options when doing a Moodle activity	1	2	3	4	5
5.Having a strong ethical responsibility to improve my profile	1	2	3	4	5

For each of the questions below, circle the response that best characterizes the frequency to which, from your perspective, it is accomplished each statement, where: 1= Never, 2= Scarcely, 3= Sometimes, 4= Frequently and 5 = Always

CATEGORY: Ability and Desire **How often …**	**Never**	**Scarcely**	**Sometimes**	**Frequently**	**Always**
6. Do you find resources in the platform accessible	1	2	3	4	5
7. Do you have initiative to use the platform	1	2	3	4	5
8. Are you aware about your strengths and weaknesses accomplishing the platform activities	1	2	3	4	5
9. Personal organization play an important role in the formative process	1	2	3	4	5
10.Do you upload your tasks on time in the platform	1	2	3	4	5
11. Do you generate your own tasks/ activities in the platform.	1	2	3	4	5
12.Do you interact with others via the platform?	1	2	3	4	5
13. Do you perform an activity in the platform to avoid punishment	1	2	3	4	5

14. Do you perform an activity in the platform to get a reward	1	2	3	4	5
15. Do you engage in an activity because it has personal significance for your professional development	1	2	3	4	5
16.Are you aware of needs and desires of others when working in the platform	1	2	3	4	5
17. Do you engage in an activity even out of interest	1	2	3	4	5

Section 2. Instructional Design of a Moodle Activity

For each of the questions below circle the response that best characterizes your opinion about the statement, where: 1= Almost Never True, 2= Usually not True, 3= Occasionally True, 4= Usually True, and 5 = Almost Always True

In your opinion…	Almost Never True	Usually not True	Occasionally True	Usually True	Almost Always True
18. The objectives of activities in the Moodle platform are always clearly presented.	1	2	3	4	5
19.Prior learning is considered before introducing a new topic.	1	2	3	4	5
20. Prior learning is considered before initiating a new Activity in Moodle.	1	2	3	4	5
21.The way content is presented in the platform helps to create a real expectation of what is being required.	1	2	3	4	5
22. Receiving the required guidance from the instructor when performing a Moodle activity	1	2	3	4	5

23.Moodle activities help to practice and produce evidence that stimulate learning.	1	2	3	4	5
24. After performed a Moodle activity, feedback is received.	1	2	3	4	5
25. Feedback provides a diagnostic about your performance.	1	2	3	4	5

Section 3. Learner Autonomy and the Use of Moodle Activities in the Platform

26. Please rank in order of frequency, from most (1) to least (6), the Moodle activities that you use the most. Cross those that you never use in the platform.

- Assignments 〔 〕
- Chat 〔 〕
- Choice 〔 〕
- Database 〔 〕
- Feedback 〔 〕
- Forum 〔 〕
- Glossary 〔 〕
- Lesson 〔 〕
- (LTI) External tool 〔 〕
- Quiz 〔 〕
- SCORM 〔 〕
- Survey 〔 〕
- Wiki 〔 〕
- Workshop 〔 〕

27. Reorder from most (1) to least (6), the 6 most used options you selected in the previous question, this time in relation to their level of difficulty.

Most difficult 1. _____
2. _____
3._____
4. _____
5. _____
Less Difficult 6. _____

28. Do you think the use of Moodle activities through the platform has impacted in your autonomous learning development? If yes, explain how?

R:_____
_____
_____

29. Write three positive aspects you find of working through Moodle activities

a. _____
b. _____
c. _____

30. Write three negative aspects you find of working through Moodle activities.

1. _____
2. _____
3. _____

31. Write three suggestions for working through Moodle activities.

1. _____
2. _____
3. _____

APPENDIX II

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
MAESTRIA EN LA ENSEÑANZA DEL INGLÉS

The purpose of this questionnaire is to gather information about students' perspectives on the usefulness of Moodle Instructional activities design to favor their autonomous learning development.

Participants' Background

This section contains some questions about your learner profile, all the information provided in this section will keep confidential. Please tick the option that most closely matches your profile.

Matricula _____
Years of experience as an English Language Teacher: _____
Tick the levels in which you are experienced as an English Language Teacher:
Kindergarten ____ Primary or Secondary ____ Preparatory ____ University Level ___ None ___
Do you have any Language Certification? YES _____ NO _____ Which? _____
Nationality: _____ Gender: Male _____ Female _____ Age: _____
Current Job (Tick one):
Kindergarten ____ Primary or Secondary ____ Preparatory ____ University Level ___ None ___
You are currently working at a ... Public School _____ Private School _____
Are you familiar with the use of an e-platform? Yes _____ No _____ Which? _____
In this semester how often do you use Moodle in your classes?
Once a week per module ____ Twice a week per module ____ Three times a week per module ____ Four times a week per module _____ More _____
Write the name of three subjects in which the Moodle Platform was more useful for your learning:
1._____
2._____
3._____
Reasons to enroll in the LAEL-I program.
_____
_____
_____

:

Section 1: Learner Autonomy

For each of the questions below, circle the response that best characterizes how you feel about the statement, where: 1= Strongly Disagree, 2= Disagree, 3= Neither agree nor Disagree, 4=Agree and 5 = Strongly Agree

CATEGORY: Freedom **Agreement with …**	**Strongly Disagree**	**Disagree**	**Neither agree nor Disagree**	**Agree**	**Strongly Agree**
1. The type of activities I am asked to do through the Moodle platform	1	2	3	4	5

2.Pressure to do an activity in the platform	1	2	3	4	5
3.The usefulness of the activities in the e-platform	1	2	3	4	5
4. Being able to choose among different options when doing a Moodle activity	1	2	3	4	5
5.Having a strong ethical responsibility to improve my profile	1	2	3	4	5

For each of the questions below, circle the response that best characterizes the frequency to which, from your perspective, it is accomplished each statement, where: 1= Never, 2= Scarcely, 3= Sometimes, 4= Frequently and 5 = Always

CATEGORY: Ability and Desire **How often …**	**Never**	**Scarcely**	**Sometimes**	**Frequently**	**Always**
6. do you find resources in the platform accessible?	1	2	3	4	5
7. do you have initiative to use the platform?	1	2	3	4	5
8. do you have the initiative to employ other resources to improve your learning?	1	2	3	4	5
9. are you aware about your strengths and weaknesses accomplishing the platform activities?	1	2	3	4	5
10. personal organization play an important role in the formative process?	1	2	3	4	5
11. do you upload your tasks on time in the platform?	1	2	3	4	5
12. do you generate creatively your own tasks to be uploaded in the platform?	1	2	3	4	5

13.do you interact with others via the platform?	1	2	3	4	5
14. does the active participation using interactive activities with others via the platform is useful to enhance your own learning?	1	2	3	4	5
15. do you perform an activity in the platform to avoid punishment?	1	2	3	4	5
16. do you perform an activity in the platform to get a reward?	1	2	3	4	5
17. do you engage in an activity because it has personal significance for your professional development?	1	2	3	4	5
18.are you aware of needs and desires of others when working in the platform?	1	2	3	4	5
19. do you engage in an activity even out of interest?	1	2	3	4	5

Section 2. Instructional Design of a Moodle Activity

For each of the questions below circle the response that best characterizes your opinion about the statement, where: 1= Almost Never True, 2= Usually not True, 3= Occasionally True, 4= Usually True, and 5 = Almost Always True

In your opinion…	**Almost Never True**	**Usually not True**	**Occasionally True**	**Usually True**	**Almost Always True**
20. The objectives of activities in the Moodle platform are always clearly presented.	1	2	3	4	5
21.Prior learning is considered before introducing a new topic.	1	2	3	4	5
22. Prior learning is considered before initiating a new Activity in Moodle.	1	2	3	4	5
23.The way content is presented in the platform helps to create a real expectation of what is being required.	1	2	3	4	5

24. Receiving the required guidance from the instructor when performing a Moodle activity	1	2	3	4	5
25.Moodle activities help to practice and produce evidence that stimulate learning.	1	2	3	4	5
26. After performed a Moodle activity, feedback is received.	1	2	3	4	5
27. Feedback provides a diagnostic about your performance.	1	2	3	4	5

Section 3. Learner Autonomy and the Use of Moodle Activities in the Platform

28. Please rank in order of frequency, from most (1) to least (6), the Moodle activities that you use the most. Cross those that you never use in the platform.

- Assignments [ ]
- Chat [ ]
- Choice [ ]
- Database [ ]
- Feedback [ ]
- Forum [ ]
- Glossary [ ]
- Lesson [ ]
- (LTI) External tool [ ]
- Quiz [ ]
- SCORM [ ]
- Survey [ ]
- Wiki [ ]
- Workshop [ ]

29. Reorder from most (1) to least (6), the 6 most used options you selected in the previous question, this time in relation to their level of difficulty.

Most difficult 1. _____
2. _____
3._____
4. _____
5. _____
Less Difficult 6. _____

30. Do you think the use of Moodle activities through the platform has impacted in your autonomous learning development?
Yes _____ No _____ Maybe _____
If you answered yes, explain how?
R:_____
_____
_____
_____

31. Write three positive aspects you find of working through Moodle activities
d. _____
_____
e. _____
_____
f. _____
_____

32. Write three negative aspects you find of working through Moodle activities.
4. _____
_____
5. _____
_____
6. _____
_____

33. Write three suggestions for working through Moodle activities.
4. _____
_____
5. _____
_____
6. _____
_____

I agree that the answers I provided in this survey will be kept in the strictest confidentiality and will be only used for academic purposes.
Yes _____ Name_____ Signature _____

THANK YOU FOR YOUR COLLABORATION

APPENDIX III

Semi-structured Interview for Teachers

Learner Autonomy

1. Let's start by talking about what 'autonomy' means to you. In a few words, how would you sum up your views on what learner autonomy is?
2. What for you are the key characteristics of an autonomous learner?

3. How you see the relationship between learner autonomy and language learning through the Moodle platform when using specific activities?

4. Would you say that the students you teach in LAEL-I have a fair degree of learner autonomy?
5. What is it that learners do to make you feel that they have a fair degree of autonomy or not?

Instructional Design

6. Do you think autonomy is important for using the Moodle platform? Why?
7. What role if any, do you feel the teacher has in promoting learner autonomy when presenting a Moodle activity in the classroom?
8. Can you say more about what you do to encourage autonomy in your learners?
9. Can you say something about the procedure you follow to present a Moodle activity in your teaching?

Learner Autonomy and the Use of Moodle Activities in the Platform

10. What changes in the way you present your Moodle activities in the platform do you think would allow you to promote learner autonomy better?
11. How do you think that the use of technology impacts on the development of Autonomous Learning in the students of LAEL-I?

APPENDIX IV

Benemérita Universidad Autónoma de Puebla
Facultad de Lenguas
Maestría en la Enseñanza del Inglés

Consentimiento Informado

Yo _____, alumno (a); profesor (a) [subrayar uno u otro] del curso de:_____
Acepto participar voluntariamente en esta investigación, conducida por la Facultad de Lenguas de la BUAP, por parte del programa de la Maestría en la Enseñanza del Inglés.
He sido informado (a) de que la meta de este estudio es identificar las perspectivas de estudiantes y Maestros sobre el aprendizaje autónomo a través del uso de la tecnología como un mecanismo formativo para explicar el impacto que el uso de actividades en la plataforma "Moodle" ha tenido en el desarrollo de su aprendizaje autónomo en la modalidad de aprendizaje combinado.

Me han indicado también que tendré que responder cuestionarios y/o preguntas en una entrevista, lo cual tomará aproximadamente de 30 min a 1 hora.

Reconozco que la información que yo provea es estrictamente confidencial y no será usada para ningún otro propósito diferente al de esta investigación. He sido informado que puedo hacer preguntas sobre el proyecto en cualquier momento, sin que esto acarree perjuicio alguno para mí.

Entiendo que puedo pedir información sobre los resultados de esta investigación cuando ésta haya concluido y de tener preguntas sobre mi participación en este estudio, puedo contactar a Tannia E. Oliver Pacheco (tannia.oliver26@gmail.com) o Dr. Benjamin Gutierrez (tutorbenjamin@hotmail.com).

_____ Fecha: _____
Nombre y Firma del Participante

Teléfono de contacto _____
correo electrónico _____

Por los investigadores

_____ _____
Nombre del investigador principal Firma del participante

_____ _____
Nombre del asesor de tesista Firma del participante

APPENDIX V

TYPESCRIPT INTERVIEW 3

INTERVIEWER:
Okay. well, am. Let's start by by talking about eh, what autonomy means to you because as as you know or as you read this research is about autonomous learning development of students, ah but in relation to the, to the use of Moodle platform.

So, in a few words, how would you eh, sum u- sum up your views on (**1) what learner autonomy is?**

SUBJECT 3:
Ok,. (silence) ahm… learner autonomy has to do .. with.. working autonomously. That means, only with the Teacher's Guide by am... students have to be motivated. well, I, I think that it also has to do with intrinsic and extrinsic motivation aand am. Well, as I said, students have to be motivated to be autonomous, and a ah to continue working and practicing and learning on their own, despite what the teacher has told them to do on the platform.

INTERVIEWER:
(1) What would be your definition of autonomy?

SUBJECT 3:
Autonomy.. (silence) working indepently.

hm <mhm> (gesture of that's it).

INTERVIEWER:
ok, And **(2) What for you are the key characteristics of an autonomous learner?**

SUBJECT 3:
As I said am an autonomous learner is motivated. and.. an autonomous learner knows what to do. And, I mean, talking about how to search for information.
And also.., he or she may also know.. how to.. mm use, the resources, he or she, has. <hm> And another characteristic.. I think that eh, have I already mention a motivation? I think so, but if no, I repeat, motivation (laugh), is key.

INTERVIEWER:
Ok, thank you. And, (**3) how you see the relationship between learner autonomy. And.. the Moodle platform <mm> when using specific activities?** use, do y- do you think that there is a relationship between learner autonomy and, and.. how it can be learned, or how can it be improved in the Moodle platform when using specific activities?.

SUBJECT 3:
(silence) I don't think there is a... strong relationship between Moodle.. and.. being an autonomous learner. Because ah.. students have to access the platform to do some exercises, they have to do because it's compulsory, it's part of the grade. If they do those those do those excer- do those exercises, sorry. And am, they would get an specific percentage of their final score. So it is as I said compulsory, and am … they may be

motivated or not but they have to do it. <mhm> And I think there is no relationship between using Moodle and.. ehh you know being autonomous. //mhm//

INTERVIEWER:
ok, (**4) And would you say that the students, you teach in LAEL-I, have a fair degree of learner autonomy?**

SUBJECT 3:
Can you repeat the question? <yes> if I think that.

INTERVIEWER:
Would you say that the students you teach in LAEL-I have a fair degree of learner autonomy?.

SUBJECT 3:
Mmmm … Some of them. (silence) mhm

INTERVIEWER:
(5) What is it that learners do to make you feel that they have a fair degree of autonomy or not?

SUBJECT 3:
For example, when I assign ahm.. reading assignment homework?, eh..
They not only read that am… reading? or article?, but they read more about it. And the also.. you can see the readings. They come with a side note, and also with am.. a glossary. So, that's when I realize that those learners are autonomous or I in- I- , or they also say, I'm interested about this and am... Can you please tell us more where can they find more information, or they have already done the research, they have already searched, not only the meaning of the words but more about the concepts. So that makes me realize that they are autonomous learners.

INTERVIEWER:
Ok, <mhm> And do you think that autonomy. Well, you said that you do not saying that there is a strong relation between Moodle platform and**.** autonomy, because, am <mhm> they have the duty to, to upload the homework <mhm> and and, but, (**7). what role if any do you feel the teacher has in promoting learner autonomy when presenting a Moodle activity in the classroom.**

SUBJECT 3:
(silence) . According to the new.. curriculum of the university we have to promote autonomy among learners, and ah… we are only guides so we guide them through the learning process. And ah, at the same time we can motivate them and so I think our key role is to motivate the students, that's what we have to do. So.., also teach them, for example, LAEL-I students aare adults in their 30s 50s or even 60s. So, some of them are not that familiar am with technology. So we have, or resources they can find on the internet, and sometimes, spending time in front of a computer, searching for information makes them feel infoxicated. So... we have to guide them and.. share with them some resources, links, web pages that they can use so that they learn what they want or they need. <mhm> mhm.

INTERVIEWER:

ok, And (**8) Can you say something about what you do to encourage autonomy in your learners?**

SUBJECT 3:
mmmm… Basically what I said a moment ago, (laughs) <laughs> that's what I do I share with them, some resources. I also give them some motivational speeches. ah (laughs) <laughs> (gestures of laugh). For example, telling them about what they can achieve if they am… I tend to focus more on research. research, and ah, so I tell them well, if you do these erm ehh.. mm homework assignment, then you will be able to better understand how to write an article, and how eh research works and all that stuff. So that's the way I I motivate them with with speeches ay (laugh) <laugh>. But of course I try not to spend a long time on that, <yeah> but am give them examples of what they can achieve through, research or or being autonomous learner I mean, that they not only have to be in class. and.. expect the teacher to give them everything or to teach them everything but to know their, now well their role as students is different. So, it's up to them to find more information. And am, you know, you also have to share with them ah. What are the charas- characteristics of those web pages that can be consider reliable ones. <(breath)>
(brief silence).That's what I do, because I said, they are ad- adults in their 50s so they are not that, may not be that familiar with technology. <mhm> We also have to guide them.

INTERVIEWER:
Ec- exactly, and You said something very important like you have to guide them. So.. when, when you present a Moodle activity because you said you had to use it am.
(9) Can you say something about the procedure you follow to present an activity in Moodle?.

SUBJECT 3:
Okayyy… first I make sure that they know what Moodle is because some of them have told me that am.. "we have never worked with Moodle" ,"We have never done anything on the platform, ""we don't even know how it works", even the if they have been given an introduction course. So I take it into the Computing Center. Computer am room. and.. there, I teach them how to access the platform. And if they have doubts about you know, they may not remember the am… username or the password, I ask for help and then that, that guy in charge of the, amm am, well the Moodle do you know, am their stuff, eh… goes with me and tells them what to do. So, that way I I also help them to get familiar with the..mmm eh sections? they can find on.. on them, on Moodle. And am.. to make sure that they.. know how it works and how it is organized, and where all the activities of the course are going to appear. So that's what I do.

INTERVIEWER:
and.. for instance <mhm> m we have some am activities in Moodle <mhm> such as the assignments, the chat, the choice, the database, the glossary, <mhm> the quiz , the wiki, the workshop, <surveys> yeah, so those are some of activities that Moodle offers to students. But, am… when when you use them, or do you use them? (laugh), // Yes, I do!. All of them. and.. surveys as I said// What would be the way that you present those activities for students? I mean, Like the structure or or how do you tell them I'm going to.. upload something or maybe you write the… the instructions and the assignment and what characteristics does that eh, text have like the instructions or the directions?

SUBJECT 3:

For example,... mmm … there is am… eh, ehm, an activity that is indicated as an exam. So, most of the times I, I tell them, eh, it reads exam but it's only an exercise. So, don't be worried ab-, worried about ehh… doing that exercise because doing that activity because it reads exam, because even if it reads exams, I don't count them as... as exams, only as activities. So.. ,and , first, I present a…am.. a set of a act- not a, all activities? but ah, oh, or readings [unintelligible], and then I asked them to take the exam. And ah, that way I make sure that they really understood what they had to do, most of the time, they are multiple choice they take time to do. mmmmhh ah… Well, I tried to be careful when designing those exams, because it takes- as I said Because it takes time, and ah... in some of them I include short an- well and sometimes I also include short answers and… true and false... but then since true and false may not be that reliable I I only incorporate those. ahm… ehm… item test in mmm exercises that are not say am.. say complicated and it's only about concepts and understanding ah, the specific characteristics of a a topic and ah.. surveys, one at the beginning and one at the end, to ask them, well, so that they give me feedback on what they learned on the course what was my performance and ah… mm questions related to... know the knowledge that they acquire or that stuff, and well, what else? Mmm and at the beginning to… ask them What do they expect eh, from that course? And am.. what else? self-evaluation? Also, what else? ammm … ammm what else, what else… ahm… those are the ones that I can remember. ok

INTERVIEWER:
It, It's okay . am.. And how do you, how do you think they react to the when you present an activity like, they have doubts? **(12) Is it clear for them what to do or how to do it?**

SUBJECT 3:
I try to be as clear as possible. So…. mmm…. I think I am, I'm clear (laugh) <laugh> eh… because am… mmm... they have never send me a question on.. What they have to do, that they didn't understand what to do so because I also explain them in class what to do //oh okay // on the platform, aham! yeah,so just in case,

INTERVIEWER:
So, you think the reason is because you're being very clear with the with the the directions?

SUBJECT 3:
and also because in.. the classroom, I teach them what to do. // oh, okey// mhm
And most of the times, I also do this, we do the same exercise, we read a.. a text in the, in the class, eh.. at the end, I ask them to, ah ju- ah well in this case to.. answer a worksheet. And what, what I do then is to upload the same exercise in... so that they check it in on the platform. and it is, well, to give evidence on what we did. So that's why it's easier for them.

INTERVIEWER:
Thank you. //Aham//and (**10) What changes in the way you present your Moodle activities //mhm// in the platform, do you think would allow you to promote learner autonomy better?**

SUBJECT 3:
(silence) Mmmmm……. mmm…. by .. sharing resources? or am.. you know.. am…. bibliography, so that they can read more about the topic or learn more on specific or in specialized books so that's the way I can promote it. And the way I can make sure about that they are really ahm.. you know doing that extra amount of reading or or visiting the web,

web pages, well.. I think I would need to implement an instrument but ah.. or perhaps when… their performance in class and also eh… their… writing assignments would be... better. Yeah. So I think that's what can I do to promote autonomy on Moodle.

INTERVIEWER:
Okay. So would you make any change? Well, if you make any change, you would add more am.. resources <resources>. //Mhm// more resources//.

Thank you. Well, finally, (**11) How do you think that the use of technology impacts on the development of autonomous learning in the students of LAEL-I.**

SUBJECT 3:
MMMmm most of them are students that belong to the old traditional school (laugh). So,.. the impact on those students that are, say,am …. in their 50s? 40s or even 60s amm..
well is that they find a little bit difficult to do it. So, it, it affects them, because they don't think that they are good at doing that and it takes, too much time for them to understand how it works. It happened to me at the beginning. And so that's why I decided to take them to the Computing Center and then teach them what they need to do, because it has happened to me so that that was the impact of students that are not that familiar with, you know, technology, or, or studying and working through say the internet.

INTERVIEWER:
and in the end do you think it was like positive or negative effect on their autonomy. I I mean, If, if you would have two classrooms and one has the opportunity to access to the Moodle platform activities, and the other don't. Ah, Do you think there would be any change any difference? // mmmm// in their autonomous learning?

SUBJECT 3:
(silence) mmmm … no, I don't think so. No because ah, working on the platform, it helps them realize the need to.. be good at using new resources, resources such as platforms, learning platforms, and also teaches them more about what they can do with the internet. (laugh) right. That's what I think. Mhm.

INTERVIEWER:
Okay. Well, am, those are all my questions so, <ok> thank you very much. Do you have any questions for me?

SUBJECT 3:
Oh, no I don't. Thank you. I hope you finish soon (laugh) <laugh>.

INTERVIEWER:
Ok, Thank you very much.

SUBJECT 3:
Anytime.