

**Implementation of technological resources as a way to improve writing skills in A1
students from the University of Pamplona**

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2019

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General presentation of the proposal

This document compiles the experiences and findings that the pre-service teacher doing his practicum at the University of Pamplona underwent. For a better understanding of the study, the document is divided in five main sections.

In the institutional observation the preservice teacher analyzed the context where he was going to conduct his practicum process. He studies all of the aspects of the institution, from the internal regulations, to aspects such as infrastructure, dependencies and the main authorities.

In the Pedagogical component, the practitioner collects the key aspects of the implementation of his proposal, from the justification and the objectives to the results that he obtained from including technological resources in his FLE classes, as well as the progress that students had in their writing competences.

The Research component contains the overall reflection of the preservice teacher in regards to the process that he went through, the changes that he experienced either in his pedagogical practice or in his perceptions about being a FLE teacher. Besides, the practitioner narrates some of his experiences, and his opinion about both the practicum process and the use of reflection as a tool of improvement.

The Outreach component was designed to respond to the need of translators and teachers in the Vice-Rector's Office of Research, due to the fact that, even when this dependency has a high level of influence regionally, it still lacks of FL experts that can aid researchers from the entirety of the university in translating the required sections of their research products.

Finally, the Administrative component seeks to immerse the pre-service teacher in the other areas where a teacher participates actively, such as teacher meetings, program events, and

congresses, among others. This last section gathers the experiences and the opinions of the practitioner regarding these other fields of action.

Introduction

Nowadays, Colombia is undergoing a series of changes produced mainly by external factors. Some examples of this are the globalization effect, or more specifically the Free-Trade Agreements. In this sense, these phenomena bring along many challenges that Colombian society has to face. Because of this, foreign languages teachers and experts have to be more prepared to act effectively in any field of action that they may be required in.

Unfortunately, this necessity of languages education has been undermined. Its transcendence is obvious: in political and diplomatic contexts, for example, language knowledge can help achieve agreements, avoid misunderstandings and even avoid conflicts; in scientific fields, it is well-known that the vast majority of articles, researches, reviews and such are written in English.

Thus, the need to form better FL students is an imperative. This has to be done in such a way that these future teachers find themselves ready to face any challenge that may come up. In the context of the University of Pamplona, the field of action of a pre-service teacher is wide. On one hand, the practicum he develops in the program helps in training himself to be a proficient teacher, at the same time that the other students from the faculty get indirectly in contact with the pre-service teaching process, making this last ones aware of the processes that the future semesters will have. On the other hand, the fact that the pre-service teacher carries out his practicum in the university is nothing but an opportunity to search for other fields of action

outside the program, and establish relations, and perhaps even agreements, among some of the dependencies of the university.

Justification

The importance of this project is straightly related to the purpose of each one of its components. In this way, the main advantage of the implementation of technology in FLE courses resides in helping the university fully come to the XXI century, where almost all of the information is digital, which creates the need of technological education.

Besides, these technologies, if well applied, can help students from the A1 level of English improve their skills, more specifically the writing. However, since the skills development is a holistic process, the improvement in the writing skill will result in the improvement of students in the other ones.

Now, in regards to the pre-service teacher practice, this project will help him understand better the teaching profession, what to be a teacher is, what to have a course and be in charge of their process is, and what being the model to follow of a group of students really means. All of this can help improve his process and act more properly and passionately in class.

On the other hand, the administrative component of this project can help the practitioner understand the other fields of action where he may be involved in. In this way, he will be able to see that being a teacher is not only about preparing and giving classes, but that it also has other responsibilities, such as teacher meetings and the macro events of the program, among others.

Finally, the outreach component is the one that will help the practitioner open the door to contact with other dependencies, thus setting the path for a better understanding and a more collaborative work between the Vice-Rector's Office of Research, in this case.

Objectives

General

To develop writing skills through the implementation of technological resources in foreign languages students from the level A1

Specific

To implement reflection as a transformative tool in the pedagogical processes that are typical of the pedagogical practicum.

To implement translation courses, dedicated to the teachers-researchers with current projects in the Vice-Rector's office of Research.

To participate actively in the different academic, administrative and cultural activities developed in the Foreign Languages Program.

General conclusions

The first thing that has to be mentioned is the fact that, despite the difficulties cause by external factors, such as the national university strike, the pre-service teacher was able to finish all of his duties and obligations completely. One important lesson obtained from this is that, no matter the situation, the teacher always has to be open to the unexpected, and he has to respond to any unexpected event.

Regarding the pedagogical component, it was interesting to analyze the way how a resource, or a strategy, can change the pace of a classroom. Besides this, another thing to mention is that this influence was not the only result found; in fact, a suggestion for both an approach and a methodology were extracted from the analysis of the implementations. Finally, it

was possible to determine the main voids of knowledge that A1 students had, the reasons underneath them, as well as to apply the right corrective to solve the issue.

The research component was perhaps the most transcendental for the practitioner, since it did not only improve his practice through introspection and reflection, but also changed the way he viewed teaching, broadening the specter and making him understand that learning and teaching go beyond knowledge and textbooks, thus becoming an exercise of well-understanding and coexistence.

The outreach component was perhaps one of the most delicate to carry on; due to the fact that the strike interrupted the process that had already been started in the Vice-Rector's Office of Research. Nevertheless, once the university came back to regular activities, some of the teachers were successfully contacted, thus reaching a satisfactory end of the interventions in this dependency.

Finally, the administrative component is the one that, at the current moment, has not been completed in its totality. Even though the practitioner does not have to attend to teachers' meetings anymore, he still is awaiting for the program events to be carried out, as well as his last participation in the research congress of the program. Nevertheless, the experiences have been both fulfilling and overwhelming, widening the specter that the practitioner had about his field of action.

Institutional observation

The institutional observation is a practice made by every pre-service teacher in the first couple of weeks since his practicum semester starts. In this section, the teacher-student finds himself in direct contact with the environment where he will be developing his practicum. All of

this is made so he can experience the real context that he will be working on, noticing every aspect of the development of the classes, as well as identifying any voids in the learning process that the students are going through.

On the other hand, the institutional observation is designed so the practitioner can understand the methodology followed by the supervisor in charge, and for him to design his own without causing any interferences with the students' process, thus making a smooth transition between the way in which classes are given by the supervisor and the ones given by the practitioner.

Topographical location of the educational center

The University of Pamplona is a public university located in the city of the same name. It counts with three university campuses in the main headquarters. Besides that, it has also two dependencies, one located in the town of Villa del Rosario (which makes part of Cúcuta's urban area) and the second one placed in Cúcuta. It was founded in 1960 as a private college under the direction of Father José Rafael Faría Bermúdez, and it changed its character to public university under departmental command, as the order N° 0553 of August 5th, 1970.

Currently, the university offers 56 undergraduate programs, 15 specializations and 11 masters. From this list, the Foreign Languages program makes part of the oldest programs offered by the institution, with more than 55 years dedicated to the formation of professionals in the education and diffusion of foreign languages both in the region and the country.

Institutional authorities

The following table shows the organization of the university, showing each one of the authorities along with the current person in charge.

Person in charge	Poste
Ivaldo Torres Chavéz	University Rector
Laura Patricia Villamizar Carrillo	Academic Vice-Rector
René Vargas Ortegón	Administrative and financial Vice-Rector
Oscar Eduardo Gualdrón Guerrero	Research Vice-Rector
Benito Contreras Eugenio	Dean of the education and sciences faculty
Claudia Judith Mosquera Muñoz	Director of the department of languages and communication
Ivan Darío Vargas	Director of the foreign languages English-French program

Table 1, institutional authorities of the University of Pamplona

Institutional documents

The institutional documents are conceived and applied in every educational center, as a way to guide the way it is organized and the criteria followed for its development. The conception and ratification of these documents is fundamental so the university has a clear path to follow, as well as the necessary regulations for its well-functioning. For institutional observation purposes, the following documents will be taken into account: the Institutional Educational Project (PEI, for their acronym in Spanish) and the Program's Educational Project

(PEP) established for the Foreign Languages program. Generally speaking, these documents show the philosophical and pedagogical principles followed by the university and the program, the functions and principles from the teachers and the studies plan of the program.

Educational Institutional Project (PEI)

This document contains the general principles that guide the University of Pamplona in its academic and social objectives. Its main purpose is to define the institution's identity and perspectives towards the current social, economic, educative and politic contexts, looking forward to raise conscious professionals and leaders committed to the construction of a new peaceful country.

Mission

The University of Pamplona, in its public and autonomous character, signs up and assumes the innovative and comprehensive formation of its students, which derives from research as a main practice, articulated with the generation of knowledge in the areas of science, technology, arts and humanities, with social and environmental responsibility.

Vision 2020

To be a university of excellence, with a culture of internationalization, as well as academic, technological and investigative leadership, aiming for national, binational and international impact through a clear, efficient and effective leadership.

Values and principles

In order to fulfill the mission and the vision of the institution, the university proposes a list of principles and values that the alumni will be recognizes by. Their foundations lay upon

respect, freedom of conscience, of opinion, of information and of teaching and learning. These are the following:

PRINCIPLES	VALUES
Autonomy	Excellence
Academic and learning freedom	Commitment
Integration of research-science-academy	Pluralism
Academic and administrative excellence	Respect
Practice of values	Freedom of thought
Universality	Social responsibility
Integrity	Humanism
Equality	Participation
Responsibility	
Transparence	
Effectiveness	

Table 2, University's principles and values

University regulation

In the university regulations we can find 10 main chapters to show:

Chapter 1: Description of the generalities of the University of Pamplona.

Chapter 2: Description of the process of the students' admission.

Chapter 3: Description of the process of administrative inscription and its conditions.

Chapter 4: Description of the academic management.

Chapter 5: Description of the evaluation process.

Chapter 6: Description of the bachelor thesis.

Chapter 7: Students' rights and obligations.

Chapter 8: Encouragement and privileges.

Chapter 9: Special provisions

Chapter 10: Description of disciplinary processes.

Infrastructural organization

The main campus is located in the town of the same name. The central facilities are in the Km. 1 via Bucaramanga. Besides that, the university counts with other spaces that are fit for educational purposes: La Casona, Casa Águeda, buildings such as Nuestra Señora del Rosario building, Luis Carlos Galán building, San Francisco building and Club del Comercio building. On top of these academic scenarios, it is important to mention that the university counts with other spaces, such as a coliseum with basketball, volleyball and tennis courts, a soccer field, two gyms (one of them Olympic), and a pool.

Regarding the program, it counts with a building, placed in the main campus, named after Ramón Gonzales Valencia, a Colombian statesman. It serves as the central point for all foreign languages students; it counts with three laboratories, supplied with enough computers, one smart TV per laboratory, a good-quality sound system and internet access. On the other hand, the building counts with its own resource center, where students can find a vast variety of books, studying material, literature, dictionaries and other kinds of documents, both in English and French, available to all students for them to practice and improve their learning process.

Besides the three laboratories, students take class in other buildings, such as La Casona, Nuestra Señora del Rosario building, Luis Carlos Galan building and Club del Comercio building, all properly adequate for learning purposes; Nuestra Señora del Rosario building, for example, has projectors in almost every room.

Program's pedagogical project

The PEP is designed to show the principles and guidelines followed by the program in the matter of academic work, in order to approach the comprehensive formation processes in an innovative, yet proper way. It is founded upon the following perspectives:

Psychological:

Covering students' aspects of their personality, such as their self-esteem, autonomy, affection, self-assurance, independence, exploration and competitiveness.

Socio-cultural:

Composed by the different social relations, the need of others, and the relation with the physical, social and cultural environment.

Pedagogical:

It has relation with the proximity with the pedagogical tendencies, as well as with the teaching-learning processes.

Biological:

It has to do with the habitudes and codes related to self-knowledge and self-respect.

Integral development:

To understand the students as a holistic and multidimensional being.

Institutional calendar

This calendar is a public institutional document known as “*acuerdo No. 044, 22 de mayo 2018*”

INICIO DE CLASES	21 de agosto de 2018
PRIMER CORTE (6 semanas)	Del 21 de agosto al 29 de septiembre de 2018
Semana de evaluaciones	Del 24 al 29 de septiembre de 2018
Registro de notas	Del 1 al 6 de octubre de 2018
SEGUNDO CORTE (5 semanas)	Del 1 de octubre al 3 de noviembre de 2018
Semana de evaluaciones	Del 29 de octubre al 3 de noviembre de 2018
Registro de notas	Del 6 al 10 de noviembre de 2018
CANCELACIÓN DE ASIGNATURAS (De asignaturas. Máximo 2. Proceso en línea)	Del 8 de octubre al 17 de noviembre de 2018
CANCELACIÓN DE SEMESTRE (Máximo 2 veces durante la carrera)	Del 8 de octubre al 24 de noviembre de 2018
TERCER CORTE (6 semanas)	Del 6 de noviembre al 15 de diciembre de 2018
Semana de evaluaciones	Del 10 al 15 de diciembre de 2018
Registro de notas	Del 13 al 18 de diciembre de 2018
Fecha final ingreso de nota de trabajo de grado	18 de diciembre de 2018
SEMANA UNIVERSITARIA	Del 19 al 24 de noviembre de 2018
EVALUACIÓN DOCENTE	Del 26 de noviembre al 1 de diciembre de 2018
FIN DE CLASES	15 de diciembre de 2018
VACACIONES DOCENTES DE PLANTA	Del 24 de diciembre de 2018 al 16 de enero de 2019 (inclusive)

Table 3. Academic calendar of the University of Pamplona

English teacher's schedules

CÓDIGO	CURSO	GRUPO	MATRICULADOS	DÍA	HORA INICIO	HORA FINAL	AULA DE CLASE
162221	INGLÉS ELEMENTAL I	A	24	LUNES	1700	1959	LC101
				MIÉRCOLES	1400	1559	SVR309
				VIERNES	0600	0859	RG 203
162221	INGLÉS ELEMENTAL I	B	24	JUEVES	0900	1159	RG 206
				MARTES	0900	1159	LC102
				MIÉRCOLES	1900	2059	SVR214

Table 4. Pre-service teacher's schedules

Class observations

The class observations will be exposed taking into account three aspects: the class environment, the methodology and strategies implemented by the teacher and the material and support used in class.

Class environment makes reference the elements' that do not come from the teacher, such as students' context and attitudes, strong and weak points perceived during the class, and any unexpected event that may happen. To begin, it is necessary to understand that most of the students from first semester are going through a radical change in their lives, since they have just finished their high-school and starting university life, as well as traveling from their homeland to Pamplona. These two elements are factors to be taken into account at the moment of the practicum, since they may unleash reactions that may affect their academic performance. Through the observations the students' attitude was, in general, positive. They all seemed excited to be starting this stage of their lives, and the majority of the time were attentive, motivated and responsive towards what the teacher explained and the activities she proposed. They were willing to accept help when needed, and asked questions not only about their doubts, but about how to improve by their own. In general, there were no extreme unexpected events; the only small case was that of a student who got lost during the first days, since he did not know which material had to be brought for which class.

About the aspects related to the teacher, it is to mention that the teacher has a positive attitude all the time, encouraging students to work in their chores, to participate, to be involved in class. She always stays calmed and deals well the situations that may cause trouble; she keeps good control of the class, and when needed, has the proper way of addressing a student. In terms of methodology, the way she organizes and develops the class is smooth, having a good

transition between its stages. During the warm-ups, she motivates students with diverse activities, and by the time the hard work comes, students do it with effort and dedication, being participative and showing always a will to ask and to know more. She has a really good organization of her schedules, and is very punctual.

Finally, the material used for the class includes the course book, which is Cutting Edge Elementary, by Pearson. It is a really organized method for English learning, being divided in 14 lessons, each with its grammar section placed at the end. Each lesson has exercises on grammar, writing, listening, reading, as well as cultural knowledge, all of them presented in an attractive way. On the other hand, the teacher uses other material such as flashcards, the board, worksheets and sheets in blank for students to practice on them. When in the laboratory, students have access computers and internet, and the teacher can use the smart TV and the sound system to enhance the learning experience.

Chapter 1: Pedagogical component

Implementation of technological resources as a way to improve listening skills in a1 students from the University of Pamplona

Introduction

In the current globalized context, technological resources seem to have taken over the way people inform themselves, learn about things and get in contact with other individuals and cultures all around the globe. Educationally speaking, technological resources have changed the way information is accessed and treated. In Colombia, the national government has made efforts to fully implement these technologies in education, looking forward to show students that knowledge and values can be built jointly while individual identity and differences can be

understood and respected (Tirado, 2009). The ICT has been implemented in a major basis over the years, helping students and teachers in the university's internal processes and boosting communications and agreements among institutions from different countries, as well as with science and research laboratories, thus improving the quality of information.

In the foreign languages programs, the ICT has proven to be an effective way to get students in contact with other cultures, in such a way that for some people this role becomes almost fundamental (Morchio, 2014). This belief is founded on the basis that through technology, it is easier for students to be in a more direct contact with another language and culture than it is inside a classroom. In fact, a good part of the English teachers in superior education institutions opt to use technology in the classroom, showing the students how every day's life is like in other countries, what traditions they have, how is their landscape, among others. Besides cultural knowledge, new technologies have been also used to improve other skills, such as reading or grammar, thanks to pages with information and even exercises.

Problem

Even with all these efforts being made, there are still several difficulties when trying to implement the ICT in educational environments.

The first difficulty is related with the way teaching is being done nowadays. It is important to mention that, in several aspects, there is a big difference between the methodologies suggested by governmental authorities, and the way classes are actually given. This lack of articulation can be due to the traditionalism that is still present in the classrooms; in most cases, teachers dedicate themselves to explain grammar and lexicon, and leaving exercises for them to

practice, without focusing on the development of the other skills, which are important for communication.

On the other hand, the infrastructure of some of the institutions is not properly adequate for using technological resources; besides that, even in the case of schools that have a tech room with computers, the access to it is limited to once a week, and the computers don't usually count with internet access; on the other hand, the rooms do not regularly count with the appropriate systems. Besides, when these tech rooms count with specific software for English teaching, the exercises proposed focus mainly on the basic skills, and do not count with proper exercises to effectively practice. With this in mind, the teachers working in these conditions choose to stay with the book and the board as teaching materials.

Finally, the difficulty of implementing ICT in classroom environments can be caused by teachers' abilities in handling these type of tools. It is true that technology has taken giants steps in the last decades, and this may be the factor that has left some teachers almost outdated.

Based on this, and in order to guide the development of this study, the following research questions have been posed:

How do technological resources influence the development of writing skills?

What is the best way to implement technological resources in foreign languages classrooms?

What is the degree of development of the students' writing skills due to technological resources?

Justification

Taking into account the current problems of implementing ICT in foreign languages courses, it seems pertinent to analyze the way technological resources are articulated in the classroom. According to Dussel & Quevedo (2010), even when students are the most common users of technological resources, both in academic environments and in their real life, it is also a duty from the teacher to conceive and implement these tools in the classrooms in order to enrich the pedagogical process of the students, getting the knowledge closer to their every day's contexts. In this sense, if teachers have a good knowledge on how to use technological resources, students will find their learning process more appealing. On the other hand, by boosting the use of technology in foreign language classrooms, it will become easier to respond to the aforementioned requirements presented by the government.

Regarding the writing skills, the inclusion of technological resources in languages classes will give students a source where they can hear the way native speakers use the language, aiming to understand the message, as well as to master the structure and others, which will increase their proficiency level. On the other hand, in the foreign language learning process, all skills are developed in a simultaneous way, regardless of the skills being worked at the moment; with this in mind, the implementation of technological resources in class will indirectly help to develop the rest of the skills.

Finally, thanks to the implementation of technological resources in classroom, students will learn the way to apply technology in education, looking for dictionaries, webpages with exercises, and even online courses for them to strengthen the skills they learnt in class. Then, they will be able to take their learning process to an autonomous level.

Objectives

General

To develop writing skills through the implementation of technological resources in foreign languages students from the level A1.

Specific

To design an effective methodology to implement technological resources in foreign languages courses.

To determine the degree of development of writing skills in A1 students based on CEFR descriptors.

Theoretical framework

For the development of this study, there are two main concepts that will be defined and taken into account: technological resources and writing skills.

Technological resources

Also understood as Information and Communications Technology (ICT), the term makes reference to all the digital techniques used to handle information, either by accessing or modifying them (Lloyd, 2005). Besides this function, the author mentions the communicative character of the aforementioned, stating that it is a tool for boosting up human interactions.

On the other hand, Sysoyev, Evstigneeva & Evstigneev (2014) define ICT as a way of human communication, information search, and cultural exchange. It is through the use of these tools that humans have found a way to find any content easily, in an interactive way, that may

lead an individual towards new ways of seeing and understanding his own reality, as he learns and understands about the other's.

Finally, the Colombian Ministry of ICT defines them as: “the group of resources, tools, equipment, informatics programs, applications, networks and means, which allow the gathering, processing, storage and transmission of information such as: voice, data, text, video and images” (Art. 6 Ley 1341 de 2009)

Writing skills

In order to understand what writing is, it is necessary to highlight the differentiation of the senses in which the term writing can be taken. This separation, made by Daniels (1996), focuses on three main aspects: writing as the process of using a group of carved symbols or pictograms that make a meaning; writing as the “careful arrangement” of language in a sentence. The final sense, and main object of his study, is understanding writing as how a group of marks (letters and words) are left in such a way that they capture what an issuer wants to express without the need of the issuer to explain him or herself; in this way, the sense of the message is recovered from the traces that are left behind.

On the other hand, White and Arndt (1991) define writing as a problem-solving strategy, where the communication can take place, since writing results in a creative process of generating ideas, as well as ordering them in a structure that has a sense and a meaning to be transmitted; in this process, one of the final stages is the selection of the words, their order and the way how they will be used in the written discourse.

Literary review

The literary review takes on a revision of previous studies in the topic, in order to give some light and guidance to the most important aspects to take into account during the study. For this work, there are two categories which will be named as the following: technology in education and listening skills in foreign language learning.

Writing skills development in FLE

Regarding the development of writing skills in foreign language learning, it is important to use as referents the previous studies done by Hercik, Milkova and El-Hmoudova (2014), as well as Klimova and Kacetl (2014). In order to better understand the information collected in these works it is necessary to analyze three main factors addressed by these authors: the approach used in FLE classes to improve writing, the advantages obtained from using these approaches, and finally some suggestions concerning the methodology and some exercises that can be used.

First of all, even when both authors establish different approaches to use when in foreign language classes, these have a fundamental element in common: technology. On one side, the first study suggests that e-learning is the best way to enhance foreign language learning; furthermore, the authors affirm that e-learning is not only based upon the usage of educational platforms, but that also can be complemented by accessing and surfing through other types of webpages. More specifically, the authors mention websites such as Quiz Center, Blackboard and Questionmark. On the other study, the blended or hybrid learning is the preferred choice, due to the articulation of the traditional strategies of learning enhanced by the implementation of new technologies in class. Nevertheless, whether e-learning or hybrid learning may be good options

to lead the learning process, the importance that technology has gained when learning a foreign language is something undisputable.

Having defined the preferred options, it is now necessary to define the advantages that these approaches have in the development of writing skills. The first and most remarkable advantage of using technology in FLE, either in hybrid learning or e-learning, relies on how easy the access to information is. In this sense, thanks to resources such as online dictionaries and apps, students have the possibility to solve any doubt or research further on a term or a topic just by using their technological device, whether it is the cellphone or the computer. Secondly, thanks to online educational platforms, teachers can find more material for their students, and even suggest them some websites where they can practice vocabulary or grammar through gaming. Thanks to the amount of material available online, students can increase their lexicon, practice their verbs or even rehearse on syntax by playing games and doing simple exercises. The final advantage consists on the cultural knowledge that can be learnt with technologies, since students can be in direct contact with native oral and written discourse, which helps them improve their understanding, not only of the language, but also of the reasons behind the way people say things, an important element to develop the sociolinguistic competence.

Finally, the authors make a couple of suggestions concerning the methodology to use in FLE classes when using technology. More specifically, they suggest that, in order to develop each one of the skills there is a specific set of exercises that, if applied, can boost the development of that skill. In terms of writing skills, both of the studies suggest that the most recommended exercises to look for online are gap-filling, multiple choice questions, sentences organization and open questions. On the other hand, as mentioned before, the authors suggest that teachers don't have to stay in educational platforms only, and within the websites suggested

by them, there are other types of activities such as Jeopardy, guessing games, and even contests and competitions to play with students.

In conclusion, writing skills can be developed in a variety of ways. Nevertheless, it is necessary to highlight the role that technology has acquired in language learning, not only regarding the development of writing but also of the other skills. In this way, the approach to be used in FLE classes has to strongly include the technological factor, since it results in a faster access to the information in a more interactive way, as well as a wider contact with the cultural aspect of language. Finally, the most effective exercises to develop writing skills include, among others, gap-filling, sentence organization, as well as online games that can be played in class.

Technology in education

The inclusion of the ICT in education is relatively new, since it has been going on for the last decades. Morchio (2014), Sysoyev, Evstigneeva & Evstigneev (2014) & Hermosa del Vasto (2015) focused their studies towards this topic, mentioning the main obstacles that this articulation has faced, as well as the impact of technological resources in teaching.

Regarding the obstacles faced by the application of ICT in education, the authors mention two main ones: teachers' training on the topic and infrastructural aspects. In the first one, the studies explain that in some cases, the low implementation is not produced by the students' lack of ability towards technology, but by the teachers' lack of preparation and knowledge of the ways how technology can be implemented in the classroom. Regarding the infrastructural aspects, the studies show ambiguous data, which leads to the conclusion that even when the process of infrastructural adaptation (classroom, computers, internet access) has been efficient, there is still a lot of work to do, since students in some areas do not have technology rooms, or

have not seen a computer in their lives, nor even a cellphone, making access to information more difficult.

On the other hand, the studies cover the impact of ICT in education, focusing on two contexts: the educational and the social. For the educational, the researchers agree that when technology is applied to education, the students get access to a broader amount of information, enhancing their learning process, thus becoming more proficient. On the other hand, when students are in contact with technological resources, they do not only improve academically, but they also understand their reality better, since they can learn not only about their local context, but also the regional, national and even global one, getting to know different cultures, comparing them with their own, thus developing a sense of tolerance and good coexistence. This interconnection among cultures is one of the pillars of technology applied to education, thus responding the demands of the current globalized society.

To conclude, it is to remark that technology has not only changed the way we live, but the way we learn and understand the world. In learning environments, technology can improve the way teachers learn, as well as the way they interact with the world. Finally, in order to make reality the implementation of ICT for educational purposes, the efforts have to be doubled, not only in material aspects, but also in the quality of the information.

Methodology

This section shows the methodological aspects that this study will take as basis. These aspects include the design and the type of research, the data collection instruments, as well as the population and sampling chosen for the study. Finally, the chronogram for the semester will be described.

Design and type of research

First of all, Creswell (2011) will be used as a reference when describing the type of research; this will have a qualitative character which purpose is that of exploring and finding an explanation, or even that of describing a phenomena for a deeper comprehension. Besides, qualitative research has an inductive character, going from the particular aspects to the general ones; in this way, it will be possible to analyze the smallest pieces of information and to continue with the more complex ones, aiming to understand the phenomena. Differently, qualitative research is based on the foundations of verbal description; since this project aims to identify the development of listening skills in elemental level students (A1) through the implementation of technological resources, the data will be descriptive, explaining how the students have developed this skill throughout the time of the study, defining strengths and weaknesses, as well as explaining how the teacher implemented these tools, and what the consequences of their usage are.

Now, it is necessary to define why action-research has been chosen as the design of this study: according to Creswell (2011), this design is based upon a continuous cycle of action-reflection through the implementation of strategies aiming to produce an improvement on the process; furthermore, action-research is usually used in education. Also, the double role that the researcher assumes (one as a teacher, implementing, and the other one as a researcher, observing and reflecting) is the adequate one for this study. Finally, the reflective aspect is vital in this sort of research, since it will give the researcher the capacity of thinking about the path the study takes, considering all aspects that are involved, giving him the opportunity to make any needed changes in order to improve the process and avoid any inconvenient.

Instruments

For the description of the instruments that will be implemented in the study, it is necessary to make a division among them, taking as reference the function of each one of them.

For data collection

Journals

A journal is the collection of texts and notes, written by the researcher: they contain the description, explanations, small hypothesis that the author faces throughout the whole research; as well, here he expresses all the feelings, the emotions and reflections that he goes through. Bernard (1988) will work as reference in every aspect concerning the way of making and analyzing the entries made by the researcher. Since the study follows the action research design, this instrument is one of the most fundamental ones, both for the data collection and for the reflective process. By analyzing them, the researcher will be able to make any changes within the implementation process. The entries will be made weekly. (Appendix 1)

Interview

Based on Bernard (1988), interviews are communicative acts made by two people about a determined subject. Thanks to them, an individual obtains reports, opinions, expression of ideas and feelings from an individual. Due to the nature of the project, this instrument becomes of the fundamental ones in order to collect the data that cannot be obtained during the class. The interviews will be semi-structured, since it allows having a structure for the interview without making the students uncomfortable; even if all the questions are not answered at the end, the topics to which they refer to will still be covered. (Appendix 2)

Observation

Among the different types of observation, the participant observation will be the one to use. According to Bernard (1988), this kind of observation demands from the researcher an involvement in the context, becoming part of it. In this sense, the participant observation of systematic character will be applied, which will allow him to get immersed in the classroom. It uses an evaluation grid based on aspects such as how often students access technological resources, as well as a grid to measure the development of their oral comprehension. The other one will be the non-participant observation, which will be applied before the start of the data collection process, in order to understand the dynamics of the class, among other aspects.

For implementation

Planning

Plannings can become research instruments, taking into account that they determine the structure and flow of the class. Based on El-Tigi (1999), they establish the criteria to consider and the steps to follow when writing them. Since the course is elementary level, the planning will become really useful, due to the fact that they require more motivational activities, as well as good transitions between the stages of the class. Nevertheless, it is important to keep a degree of flexibility when taking the planning into practice, in order to avoid a rigorous, even boring class. The purpose is not to follow the plan step by step, but to use it as a guide; if, during the class, there is change of plans and the structure and order of the class is changed, the planning will help to cope any obstacle. (Appendix 3)

However, there is an element of planning that has to be described: the material. Since the study involves using technological resources in class, there are two types of material that will be

used: the first one is didactic material, which can be found in websites dedicated to foreign languages learning. The other one is authentic material, which will be used in order to put students in contact with the native speakers' discourse, aiming to develop their written skills (Appendix 4).

Finally, it seems important to show some aspects about the way how the planning are designed; for their conception, the suggestions of the referents from the literary review were considered. In this sense, hybrid learning was the choice, although making small changes: this time, it will consist on the integration between e-learning and task-based learning. The e-learning component will be used when providing the students with exercises and pages and web games to clarify the class topics, practice and even play, which they can access in and outside of class, through the web platform used in the course (Appendix 5). The task-based learning was the one chosen for the implementation of the proposal; tasks were focused on the writing skill in order to create the ideal conditions to give students the opportunity to redact in a more free way. Tasks were made in class most of the time; this to ensure that students did the job by themselves and also for them to learn how to use technological resources, such as the dictionaries. At the end of every class the written productions were collected, corrected and given to the students in the following class, for them to make the necessary corrections and add them to their student portfolio. This portfolio is the collection of each students' work, either that from class or the ones left as homework; it included the tasks, material for oral presentations, quizzes, exams and the activities developed with the literature book.

Taking this into account, the number of implementations is equivalent to the number of units covered along the 10 weeks of the pre-service teacher's practice, with the exception of units 7 and 8 (these units had the same main topic, which was past simple; because of this, an oral

presentation was made for the former of the units, while the written task was left for the latter). The recollection of the students' written productions for analysis was done by the portfolio that the students use (Appendix 6). These corpus include both the tasks, to analyze the progression of the students, and the two term exams, to measure the two principal moments when students were writing without teacher support, one at the beginning and the other one at end; the interviews were done in the final day of the pre-service teacher's practicum, and the data analysis was done right after that.

It order to have a bigger sense of the relation between the implemented tasks and the objectives of each unit of the book, it seems pertinent to mention that the book used for this level is "Cutting Edge: Elementary Level" issued by Pearson Education Limited, 2013. A more specific description of the implementation of the tasks in class will be explained in the results section. Now, a chronogram of the tasks done along the time of the teaching practice will be presented as following.

Task	Unit	Main topic	Task	Description
1	5	Present simple, life in the city/transportation means	A letter to a friend...	Students had to write a letter to a friend to invite them to visit their town. They had to describe things such as transportation, places of interest, things to do, and such.
2	6	Countables, uncountables, there is/are, some/any	A meal you cannot resist...	Students were told to write about their favorite restaurant in the form a critique. For this, they had to mention the name of the restaurant, the location, the type of restaurant, a brief description of the ambiance and the decoration, the best dish that the place has and the reason why they chose it as their favorite.
3	8	Past simple	Life stories	Students were told to write a life story. For this, the teacher recommended them to think about either a

				funny or a scary story that happened to them in their childhood. They had to focus on being descriptive and the sequence of actions
4	9	Comparatives and Superlatives	The most...	Students had to write about something that meant the best thing they knew of. It could be an object, such as a car, an invention, a cellphone, a computer. They had to focus on the aspects that made it the most of them all.
5	10	Present simple vs present continuous	My favorite comic portrait	Students had to choose their favorite comic or animation. It could come from anime, animated series or movies, even from comic books. They had to do a written portrait, where they defined the most remarked traits of personality, attitude. On the other hand they had to describe them physically, as well as to talk about their clothes.
6	11	Question words	TV series trivia	Students were told to think about their favorite series. In order to practice question words, they were told to design a trivia quiz where they asked about the most fundamental aspects of the series. Teacher explained the structure of the trivia and the way to make the questions.
7	12	I would like to/I want to/ I am going to	The bucket list	Students were asked if they knew what a bucket list was. They were explained the purpose of doing one, and then they were suggested to make one of their own. For this, the teacher specified the use of each one of the expressions and suggested them to separate each one of their desires according the degree of certainty, thus classifying each element of the list in one of the categories.

Table 5. List of tasks, book unit, task name and description.

For data analysis

According to Komis, Depover and Karsenti (2013), the usage of technology for data analysis has revolutionized the way of doing it, opening the door to new types of analysis, at the same time that they permit a graphical representation of the information. Because of that, data analysis software will become helpful at the moment of studying the data collected through the process, as well as at the time of representing data graphically.

Population and sampling

It seems necessary to define the population that will be taken into account for the study, as well as the criteria considered for the sampling. Regarding the first aspect, the target population is composed of two English elementary level courses (A1), each composed by 24 students, since it is the group where the teacher will be giving classes. Secondly, the sampling is arbitrary; the researcher will ask for students willing to participate in the project. It is to mention that the classes will still be given to all, but the sampling will be taken into account for the interviews.

Findings

The obtained findings from the analysis of the data collected by the different instruments (journals, class planning, interviews, and the writings obtained from the portfolio) threw a light in three specific fields: the influence of using technological resources in FLE classes; the methodological aspects to take into account when implementing technology in FLE classes; and the resulting evolution of the A1 students' writing skills in the time of the implementation of the proposal.

Influence of technological resources in foreign language classes

When analyzing the influence of technology in FLE, a numerous group of advantages could be found that supported the implementation of these tools in class; nevertheless, disadvantages were also found about it.

The noticed advantages of having technology in education can be comprehended in three main aspects: the motivation, the support and the autonomy. The first factor, the motivation, related to the fact that technology, being a new and interactive tool, had the power to draw a bigger attention from the students than other strategies could do. On one hand, it was thanks to the versatility of the material and the different kinds of exercises that the students found themselves with tons of resources that they could access and practice with. On the other hand, material such as online games, both from educational pages and other websites, helped the pre-service teacher implement different kinds of activities inside the class. Finally, this same digital material raised the students' curiosity in other fields besides the linguistic one; thanks to the information access offered by new technologies, students could research about historical or cultural aspects of a certain people, thus increasing the knowledge about a certain civilization. In this way, the student was able not only to increase his lexicon, or understand better certain idioms and expressions, but also to develop other components of language learning, such as the sociolinguistic one, aspect that has been somehow left behind.

The second advantage of having technological resources relied on the support that they provided to both teachers and students. For the former, the support was noticed even since the very planning of the class: even when the textbook had plenty of rehearsing exercises which were quite pertinent, the socialization of these exercises lacked some sort of motivational aspect; with the aid of websites and platforms, the teacher did not run out of examples to reinforce a

topic, or exercises for students to practice with. Besides, technological resources can even help bring some light into the teachers' doubts, given the fact that sometimes students may ask a question to which the teacher may not have a specific or concrete answer (Researcher's journal). For the latter, the support provided to students relates to in and outside-of-class situations: on the first, the online dictionaries and the apps that can be used today help students at the moment of speaking or writing, given the case that they forget a word, or even don't remember how to write it; for the second, when given an oral assignment (such as presenting their favorite movie, or their favorite celebrity, or even a presentation of a festivity), students have the possibility to help themselves with technology, either if it is for downloading or printing a picture, or to research further on one of the topics to be presented (Students' portfolio).

Finally, but not least important, there is a long term advantage in the use of technology, the development of autonomy in educational processes. Thanks to the variety of websites that can be found online, students have the chance to surf the web looking for interesting contents for them. Furthermore, students can search up exercises to practice on the grammar or vocabulary topics, or even look for an extra explanation of the topic online, to finish clarifying doubts. It is to mention that this autonomy is not something that is developed from one day to the other; in order to have autonomy in learning, students have to have a good understanding of their knowledges, their strengths and weaknesses, even the fields of interest where they would like to read and research on; besides, other kind of skills is required, related with things such as perseverance, a good concentration, dedication, among others. First steps of autonomy were seen by the teacher-researcher along the process: there were times when students started writing their texts by their own; as time passed by, students seemed to require less and less the help of the

teacher, choosing to rely either on their own knowledge or on the dictionary they had opened on their phone or in the computer (Researcher Journal).

Now, it is fundamental to also mention the disadvantages of implementing technology in FLE courses, which can be reduced to one: the lack of control. This disadvantage could be noticed in two specific contexts. The first circumstance where the lack of control was noticed has a close relation with the way how each student uses technology. A specific example of this is when students are using the online dictionaries of their cellphones in class: sometimes they get distracted and start using other smartphone applications, they start playing or even chatting on the phone (Researcher's Journal). Nevertheless, this situation is less present when the classes take place in the laboratories: since there is a better chance for the teacher to control the use of this tools, students do not get as distracted as they do when using their cellphones.

Methodological aspects to take into account when implementing technology in fle classes

Given the advantages and disadvantages that the implementation of technology in FLE courses has, it seems pertinent to analyze then the best way to insert these digital tools in the pedagogical practice, looking forward to take advantage of the existing assets at the same time as attempting to avoid any upcoming disadvantage. Through the analysis of the interviews, journals and class planning, two main aspects regarding the “how” on technology usage were identified: an approach for the effective use of these instruments; and a suggested methodology based on the approach.

In the sense of the approach that should be followed in classes that include technology, it was found that to uniquely rely on the digital tools as a teaching strategy is not enough if the goal

is to have a satisfactory learning process. Thus, in order to be able to effectively use technological resources there has to be a mixture of approaches.

In the case of this study, the main approaches that could be identified as implemented in class were three: e-learning, visible a good amount of the time through the use of technologies, both in and outside of the class. Students were in contact with technology in almost every class (Non-participant observation). The other approach was the task-based learning, suggested by the book and whose application was noticeably remarked along each one of the classes. In this case, the fact that there was a specific task with a given objective for every class helped students focus on it, narrowing down the type of the information that they had to search for to accomplish the task.

The final approach that could be seen in the classes was the traditional approach, where the teacher dedicated a small part of the class to explain structures, grammar, and others. In regards to the pertinence of implementing these approaches altogether, one important finding was the fact that it was possible to avoid some of the previously mentioned obstacles of technology in education. The classes had all of the advantages of the inclusion of technology: motivation, versatility, interactivity and the teacher and student support; but the odd thing was that, whenever students were lost in how to do things or what to search for, they needed the teacher to explain and to guide them along the process. For instance, the students from the course remarked the importance of having a guiding teacher, despite the fact of having full access to technology. In the end, the teacher did not only fulfill the need to clarify doubts, but also became a motivational agent for them. In regards to this matter, the participant 3 expresses: *“pienso que, a medida que pasó el tiempo, y que veíamos como era su desempeño como profesor (...) hacía que nosotros nos soltáramos más y empezáramos a escribir de corazón lo que sentíamos y lo que*

queríamos". In regards to this matter, Klimova and Kacetl (2014) express that hybrid learning, understood as the mixture of educational approaches (mostly e-learning and another approach), looks forward to boost the advantages of each one of them, as well as to undermine their disadvantages. In this sense, a variation of the hybrid learning approach was designed and implemented in the course.

In terms of methodological aspects, it is necessary to mention, before anything else, that the definition of an approach was vital to design the class planning, which was enhanced throughout the course. Based upon the hybrid learning approach, the designed class methodology aims to conceive each section of the class in a way that technological resources are used in specific times. This methodology is composed by 6 stages: the conclusion of the book unit, the warm up, the explanation of the topic, repetition exercises, the written task and the homework.

The conclusion of the previous class consisted on two parts: the first one was a quiz, either about the use of English or the listening skills, which always kept a relation with the topic of the previous unit of the book. The second part consisted on the students' presentations on the homework that was left in the previous session. This section of the class had the purpose of concluding the proposed exercises for each unit. Although it is the conclusion of the unit, it was developed at the beginning of every class in order to keep an organized flow among units, no matter how many classes were needed to cover it.

The second stage of the class, and the first part of every unit, is the warm up. Throughout the development of the classes it was noticed that the warm ups are the fundamental piece to make a class entertaining. The need of implementing a varied set of activities which all aimed to immerse the student in the class topic represented a challenge for the teacher. In this sense, it was found that online games that could be played with the whole class were the best option to follow.

Of course, the online game option is possible only when the classes were held in the laboratories, where there were computers and internet. Nevertheless, for the classes that took place in regular classrooms, the online option was not left behind, it was just adapted to be played without having the need of a computer. For instance, there was one occasion where the warm up consisted of the game Jeopardy, and it was developed in the laboratory in one of the groups, but it could not be done with the other group; this represented a challenge, since the game proved to be a key factor in the good development of the class. In this case, the teacher opted out to adapt the game so it did not need a computer: he created the flashcards with the scores, wrote down the clues and answers, and developed the game with the second group without having any major obstacles (Researcher's Journal). In short, technology is a key factor when designing the warm up; whether it can be used within this stage of the class or it has to be adapted to other environments, technology has an impact in this, either direct or indirect. In regards of using games in class, the participant 2 reckons: “... *es muy chévere aprender a través del juego, porque como que nos salimos de la rutina, de que siempre lo mismo, de una explicación, una evaluación...*”.

The explanation of the topic was done right afterwards as a way to ensure that the topic of the unit was clear; in this stage, the teacher adopted a more traditional approach, based on the fact that the material he used consisted mostly of the markers and the board. He dedicated some time to explain the meaning of some expressions or the structure of a sentence, or even grammar topics. This explanation did not take long in order to avoid boredom in the class. Nevertheless, technological resources can be used in this stages as well: in several occasions the teacher provided students with webpages containing an explanation of the topic, either for them to look at while the explanation was taking place, or to study and reinforce their knowledge at home.

The repetition exercises stage is one of the most versatile ones, given the fact that in it both technology and the workbook can be used jointly. This section was started with the revision of the exercises from the workbook, an activity that the students had to do autonomously at home. The teacher started revising the exercises orally, asking random students to check if they developed the unit of the book. On the other hand, the online exercises were provided by the teacher via online platform (Edmodo, in this case), so students could access to them and solve them themselves. The kinds of exercises included, among others, gap-filling, multiple choice questions, sentence organization and column match. During the implementation of this study, each one of the applied exercises aimed to develop a specific sub-competence of writing: the gap-filling and column match exercises were mainly focused on the acquisition of vocabulary; the multiple choice exercises were chosen in a way that they helped improve the grammar competence; and finally, the sentence organization drills attended the difficulties present in regards to syntax. Due to reasons of space and availability of technological resources, the part of the online practice exercises could only be done when the class took place in the laboratories.

Once the repetition exercises were finished, it was time for the written task. The choice of leaving this stage at this moment of the class relies on the fact that, after having practiced with the exercises, the students had the topic of the class already interiorized, which gave them a better opportunity at the task. Each task was presented in a way that it related to students, thus encouraging them to write more. Each task had a title which helped students get more interested in doing it. The teacher proceeded to explain what the task consisted on, the main points that students should write about. The teacher gave them enough time to complete their writing during class time, and was available for them, to solve any doubt or even to revise their production. In regards to the teacher's help, the participant 1 manifests: "*...en los escritos, pues antes no tenia*

como desenvolverme bien, y ahora pues, con el teacher he aprendido muchas cosas (...) y como que ya me puedo... puedo hacer textos mas largos”

The final stage of the class was the homework. This generally consisted of an oral presentation about a certain topic, provided by the teacher. In the same way as the previous section, the teacher gave students the name of the presentation. He then explained what students had to do, along with the key points that they had to talk about. In contrast, this section did not have an accompaniment of the teacher, since it was the students alone who developed this part in their homes. The presentation was made at the beginning of the following class, in the stage of conclusion of the unit, which was presented above.

Development of students writing skills during the implementation of the study

Given that the advantages of technology in education have already been reaffirmed, and a methodology to implement them has been designed, it seems pertinent to analyze how students written skills developed throughout the implementation time. It was through the analysis of the students' portfolio, along with the interviews applied to students, that the degree of evolution of these skills was measured. Given the fact that the students belong to an A1 level, it is not recommendable to cover all of the written competences. For the development of this study, three aspects were analyzed: vocabulary, grammar, and syntax.

The first aspect, vocabulary, was the one that saw the most improvement along the pre-service teacher's intervention time. It is true that the acquisition of vocabulary in another language may seem as something simple, since the job appears to be only to find equivalents to the different concepts from the mother tongue; nevertheless, an important difficulty regarding the correct use of some words was found. It is true that there are words that are synonyms, but

semantically sometimes a word cannot be used in a given context, due to different reasons.

Along the pedagogical practice of the pre-service teacher, several misuses of some words were noticed and corrected. Besides, the teacher took some minutes to explain the difference between words, and the contexts where each one was used. For example, students were having troubles when making the distinction between say/tell, or between do/make, and how each one was used.

In regards to nouns, some clarifications were made about couples of terms, such as turtle/tortoise, football/soccer, and others. Another case was when students tried to use a noun as a verb; such is the case of the word “parody” which was used by a student as a verb. This situation happened given the fact that the verb “parodiar” exists in the students’ mother tongue (Students’ Portfolios). However, throughout the development of the classes students became more aware of the usage of some words, and the meaning of some others, to the point where the amount of mistakes was reduced in a great amount. The reasons of the improvement may rely on two main causes: the teacher’s intervention, either during correction exercises or even as the student was writing; and the education on technological resources, more specifically web dictionaries, where students could not only look up the different translations of a term, but also compare the specific meaning of each one and the situations where it could be used in.

Regarding the acquisition of the lexicon, the participant 2 reckons: “... *tambien como en vocabulario, aprendí también muchas cosas, uy demasiadas, porque el profesor es un teso...*”

The second aspect that was analyzed was the grammar. In this aspect, the main issues were: keeping the verbal tense along the writing; and the constructions with like/love/hate and the modal verbs. In the former, several errors were noticed, where students started the text in a given verb tense, and suddenly they changed it to another tense. The most common of this occurrences were between past and present simple, perhaps due to the lack of knowledge on past

tenses. Even more, there were times when the student made the tense change, and within the same paragraph he or she changed it back to the original tense that they started with. It is true that in a cohesive text this situation may come up, but in the students' cases there was not any contextual reason that justified the tense change. The other main difficulty that was seen in the aspect of grammar was related to the constructions with love/hate/like, as well as with the modal verbs. In this case, students had problems at the time of conjugating the verb that follows the ones already mentioned; more specifically, the difficulty was in deciding whether the verb had to be placed in infinitive, gerund or even participle, or if the "to" particle had to be included. Some examples of this are "I can to go..."; "I like dance"; "I like to eating"; "I would like have..."; "you can found" (Students' portfolios). The most effective strategy used to overcome this were the corrections that the teacher applied to the students' writings, plus the correction exercises made in class. This last activity required the teacher to look at all of the writings previously, in order to create a corpus of errors. This corpus of errors was taken to class and shared with the students in the following way: the teacher started writing several sentences on the board, in the same way they were in the written tasks. He would then ask students if they were able to recognize any mistake. With this exercise, students were able to fall into account of their own mistakes and correct them, and since the corpus mixed the mistakes from all of the productions, the errors remained anonymous to them; only the student who made the mistake knew that it was him/her, thus preventing any unfortunate outcome, such as creating a sense of shyness and shame. In regard to this practice, the participant 3 reckons: "...(*usted*) *nos colocaba como hacíamos las frases que pensábamos en... "colombiano", y que intentábamos traspasar al inglés, pero obviamente no es así, y (usted) nos enseñaba poco a poco*". Now, other strategies were also useful, such as online exercises, where students had to choose the correct form of the

verb from a set of options (multiple choice questions) in order to make the given sentence correct. These last ones were left on the web platform (Edmodo), for students to solve them at home.

The last difficulty that was seen in the students' writing was the one related to syntax. Beforehand, it is necessary to mention that this aspect is one of the trickiest ones for A1 students, probably because the syntax structures of English and Spanish are quite different. In this matter, there were three main errors noticed: the lack of inversion between the noun and the adjective, where students kept the same structure as in their mother tongue; the other one had to do with the overall structure of the sentence. This second one is related with the fact that the Spanish syntax is somehow more flexible. The last was the omission of the subject in some sentences. Examples of these two are "association football" and "how is called the main character?" (Students' portfolios). In this case, there were two online exercises that helped students overcome these difficulties: the first one was sentence organization, and the second one was a gap-filling exercise where students had the answer of a question, which they had to write. On the other side, the explanations of the topic carried out in every class were vital, because every time that the main topic was about a verbal tense, or the usage of frequency verbs, for example, the teacher focused strongly on the structure of the sentence and the place where each of its elements go. Besides, in each one of these occasions the teacher wrote several examples on the board for students to have an idea of what he wanted to explain, by comparing the examples with the structure given before. With this, students were able to write in a way that the discourse was understandable. Concerning the improvement of the syntax, the participant 2 expresses: "*pues yo creo que mejore mucho en el orden de las palabras (...) porque uno en español piensa una cosa, pero allá se dice, este, de otra manera...*".

Conclusions

The implementation of technological resources in FLE courses is a goal that has to be fully achieved, due to the many assets that it brings along. The advantages of having digital tools in class are many, among which the most important are the access to a varied and interactive amount of information and material to work with; the support that they provide to both teachers and students, whether it is at the moment of solving a doubt, or if it is to search for more exercises to practice; and the encouragement of autonomous learning in the students, since students can use these resources anytime, anywhere.

Nevertheless, this inclusion cannot be carried out unsupervised; there has to be some methodology previously taken into account, in such a way that it profits from these tools without rendering the student lost or without any knowledge on how to use them, a situation that may cause the misuse of technology. In the case of this study, the recommended approach that was adapted was a hybrid-learning-like approach, with the innovation of including task based learning on top of the e-learning and the traditional approaches. A suggested methodology was also described, in a way that it may serve as a guide to design class planning that take the most of the implementation of the technological resources.

In regards to the development of the competences in A1 students, one important thing that could be noticed were their main focuses of error (vocabulary, grammar and syntax), as well as some of the sources of error, which allowed the pre-service teacher to intervene and apply the appropriate corrective strategies, and also to provide students with more practice material for them to work on.

Recommendations

In order to effectively implement technology in FLE classes, a set of skills both from the teacher and the students are needed, specifically the knowledge on digital tools. On the other hand, in order to carry out an exciting and motivating class for the students, the technological resources themselves are not enough. The teacher's attitude and way of conducting the activities is fundamental for the students to feel at ease and with the comfort to work. Finally, the methodology described in the results' section is nothing but a suggestion; it is not an obligation to follow every step as it goes. Every course is different, every class has its way, and every student has its needs. So this methodology should be only considered as a guide. Besides, there are times when gaps and voids show up, so the teacher has to know how to manage them and overcome difficulties; to rely on the planning does not guarantee success, and drifting away from it does not cause failure either.

Chapter II: Research component

Within the context of the Foreign Languages Program, the pedagogical practicum made by the pre-service teachers is considered to be one of the main targets of interest, to be studied and documented, seeking to reach educational qualification by improving the teaching-learning processes.

Even when there is a noticeable interest towards the evident necessity of comprehending and transforming the pedagogical practicum, is it also true that a good amount of the studies made in local contexts are not as concentrated in the teaching difficulties as they are in the learning ones.

In this sense, it seems pertinent to formulate a project that establishes a reflective approach about the practicum as a way to reach knowledge, behaviors and attitudes that help to orientate the

teaching profession; besides, it would serve as a conscious exercise for internalization, involvement and exploration of the teaching self-subjectivity through the design of question and the information search, aiming to solve problems, as well as creating a sense of self-recognition.

Justification

The project, applied to the pedagogical practicum context in Foreign Languages students, is conceived according to the professionalization perception of the practicum as a launching, looking forward to improve the educational processes in the institutions where the pre-service teacher will be placed.

Giving importance to the role that reflection has in the teaching process is regarded as the first step to understand the difficulties of the profession, based on action, and to become implicated in the knowledge of the models and approaches used to deal with problematic situations, thus founding a critical look on the fact.

Following what was said by the philosopher of education Jhon Dewey, pioneer on the field of reflective thinking applied to education, this project is based upon the need of providing students with enough tools for analysis and self-observation that will allow them to distinguish between the routine work and the reflective action. The reflective approach is considered, since it protects the individual from the traditional context of inertia and authority present in the institution.

Problem

In school, there are central aspects from the individuals that belong to it that are accepted without any questioning, and which make part of their nature. These are seen as stamps, as stable and unchanging traits that are associated to the identity and culture of educational institutions. When the different events take place without any major changes, the teacher is at risk of placing

himself in a logic of action that impedes pedagogical evolution and the renovation of school culture. A practicum process with no reflection does not allow any educational issues to come to surface; they become ignored, invisible. Seen from this perspective, the pedagogical practice has its foundations in repetitive principles that place teachers in traditional ways of cultural traits' reproduction, thus becoming a barrier for the arrival of rising practices aimed to generate transformations in knowledge and thought, as well as to respond to social needs.

Taking into account this situation, which affects the faculty to some extent, it is necessary that the process of teacher's formation encourages in the future professor a critical and reflective spirit, looking forward to contribute to the improvement of his pedagogical practicum, so this elements may become essential in impacting and changing his future professional performance.

For the Foreign Languages Program from the University of Pamplona, reflection is conceived as a fundamental exercise for all of the students developing their pedagogical practicum process to evaluate themselves, establishing a critical eye and constructive criticism upon their performance as teachers. For this study to be carried on, the following guiding questions are set:

How does the implementation of reflection contribute to the transformation of the pedagogical processes that are characteristic of the pedagogical practicum?

How does the practice of reflection influence the development of the critical spirit of teachers-students in the analysis of their pedagogical endeavor?

Objectives

General

To implement reflection as a transformative tool in the pedagogical processes that are characteristic of the pedagogical practicum.

To promote, in the teachers-students, the development of a critical spirit that allows them to analyze their pedagogical labor.

Specific

To establish a group of teachers-students with a critical mind, capable of reflecting upon the predicaments present in his pedagogical practicum, and who looks forward to present proposals and alternate solutions to them.

To share criteria, ideas and guidelines with teachers-students for them to accept responsibility of their pedagogical practicum and effectively get involved in the institution.

To identify and analyze the strategies used by the student during his pedagogical practicum.

To implement workshops for reflection and the development of educational units aiming to guide self-awareness in the teachers-students.

To analyze one's beliefs about the professor's labor and about the students.

Theoretical framework

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them.

Teaching profession: one of the most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.

Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competences in the contents organization*. In other words, besides arranging the components to be learned by the students, the pedagogical practicum demands to foresee the conditions for learning, both inside the educational context and outside of it.

Reflection: to talk about reflection implies as well to address the different conceptions on this notion. To go in depth about its definition, two aspects will be taken into account: *reflection as a process*, and *reflection as a subject*.

Reflection as a process: reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates “*un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación*”. The stages of reflection as a process are shown in the following schema.

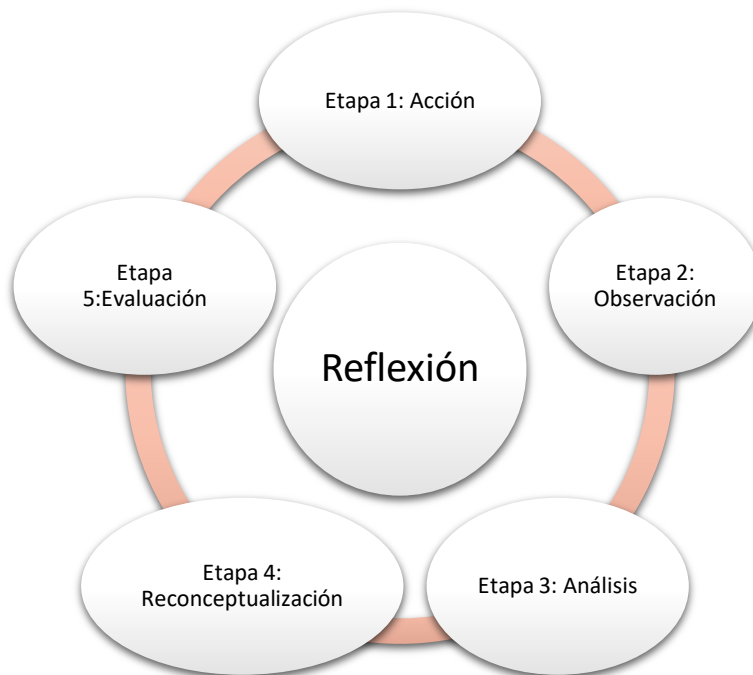


Figure 1. Reflection as a process

Reflection as a subject: based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: *reflection as a tool of mediation, reflection as a deliberation and reflection as reconstruction of experience*. For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual aspects

are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: *action, context, colleagues* and even *the person who reflects*.

Reflective practice

In order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledges in relation with the changing environment" (Ebutt y EllioT:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity to articulate the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as in the search of ways to respond to the already mentioned phenomena, to make school work effective.

This study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997) there are several levels of flexibility in the classroom. The first one is about having an effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum and practices, aiming for the application of educational practice criteria towards teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum: for the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum method such as:

Academic practicum: it is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in way that they get transformed in understandable structures for students.

Social work practicum: its main goal is to accomplish an effective way of teaching through the application of educational techniques, deduced from general principles that have been the product of pedagogical research. In this case, reflection is about taking a strategical decision: "to select the most effective one among a spectrum of available techniques". This is the way how technical rationality works.

Development practicum: teaching is based on students' interests and development and, at the same time, it considers teacher's development as a professional and as a person.

Social reconstruction: the object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

Generic: the different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

Reflection triggers: according to Schulman (1987), they are the cognitive foundations of the teacher about classroom's dynamics; indispensable, since these triggers are the key element on how reflective thought contribute in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the "moral and ethical aspects of compassion and social justice", according to what was stated by Sparks-Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc)
4. Teacher's knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.

7. Knowledge of foundations: philosophical, historical, and axiological.

Finally, the narrative element, is another element of reflective thought that is included as an instrument in the present study. This has relation with the teachers' narrations, in order to inspire them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component, since they unleash in them the development of a reflective thought about their practicum experiences, either objective, subjective or intersubjective.

Methodology

Since the research component of this project is strongly linked to the pedagogical component, the design and the type of research will follow the same path as the latter. In this sense, the design will be that of a qualitative research, under the type of an action research, both already defined in the pedagogical component by Creswell (2011).

Now, the population will be that of pre-service teachers developing their practicum in superior education institutions, in this case, the University of Pamplona. On the other hand, the sampling will consist of one participant only, this being the pre-service teacher who is developing the practicum, that is, the main actor of this whole process.

Finally, regarding the instruments for reflection mentioned above, it is really important to describe the way in which they will be implemented and the frequency of their application. The first one to be mentioned relates to the weekly reflections made by the practitioner. In them, he had the chance to freely express himself, letting go all thoughts that may have come up to his mind during each week: his worries, his joys, his personal thoughts concerning any relevant aspect that may come up. Besides all this, other aspects such as pedagogical, methodological and

practical elements of each course were covered in these reflections, whether it related to the regular classes or the outreach component.

Secondly, the self-observation sheets, which were designed in the way of a survey that had to be completed online. The importance of this instrument relies on the fact that there were some guidance questions for the pre-service teacher to rely on in order to focus the organization of his ideas, which resulted in more precise answers, in contrast to the reflections, where the participant had no script, therefore he had no guidance on what to write on; he could freely talk about one topic in one week, and cover another whole different one in the next reflection. This, in fact, is the reason why guided self-observations are needed, to bring some focus on the matter. These exercise was done every other week.

Finally, the focus groups developed commonly among the totality of the pre-service teachers helped each one of the involved to learn from other's experiences, thus encouraging collaborative learning. Due to this, the participant had the chance to compare the experiences he had lived so far with that of his colleagues, allowing him to imagine himself in those same situations, wondering about the best reaction he could have had in that specific situation; due to this, he was able to broaden up the specter of situations in which a teacher in real practice could face. This instrument was implemented in three occasions along the students' practicum: at the end of the institutional observation, before they started their practice, seeking to know the first impressions that students had about the environment where they were going to work on. The second one was done in the mid-term of the pedagogical practice, around the time when the advances report, in order to know how the practice was going, any extraordinary situations that they may have been into, the changes about their perception of being a teacher, how advanced the progress on the implementation of the proposal was, among others; it is to mention that, in

this second intervention, the participant did not have an active participation, due to the fact that, because of external factors, specifically the university's strike, his pedagogical practicum was suspended. The final intervention was put into place once the university came back to regularity, and once the practitioner was about to finish his practicum time, in order to collect his final impressions about the fact of becoming a teacher and having been in a real life environment. This final intervention had the participation of the pre-service teachers in the university only, since the rest of the practitioners had already finished their process by the time this last focus group took place.

Chronogram of activities

INSTRUMENT	I	II	III	IV	V	VI	VII	VIII	IX	X
REFLECTIONS	X	X	X	X	X	X	X	X	X	X
SELF-OBSERVATIONS			X							X
FOCUS GROUPS	X					X				X

Table 6. Research component chronogram of activities

Conclusions

The process of the pre-service teaching time that an undergraduate student undergoes at the end of his educational process is, perhaps, the most transcendental stage of his formation up to this point. In order to create in these students a sense of self-evaluation and critical thinking. The implementation of the reflective processes is one of the pinnacles of teaching practice improvement, since it gives the teacher, or in this case the practitioner, the appropriated tools that he acquires the habit of thinking about his own practice; with these, he is able to highlight

strengths and take care of weaknesses, conceive new ways to transmit knowledge, or to start a class. On the other hand, the fact that the reflective process goes hand in hand with the practice has very positive effects, both for the aspects of the class interventions and for the development of the pedagogical component of this study.

In the practitioner's specific context, it needs to be said that the transformation that he went through is not only related to the pedagogical and methodological aspects of the profession. The changes covered a vast variety of fields, from the way the pre-service teacher organized and prepared his classes, the contents, the explanations, to the way he behaved with students and how he managed the class environment; it even got to the point of reconsidering his own perceptions about education and educational contexts. In order to give a clearer light on some of the aspects of change, three major aspects will be covered: aspects regarding the class contents; aspects related to the class development; and other aspects.

About the first of the aspects, it has to be said that preparation is the key for having well-structured and meaningful classes. Whether is the class planning, or doing a quick review on the explanation of the grammar topic, a previous exercise of conceiving, designing and organizing the knowledge and the material is fundamental in terms of content transmission and students' learning. For instance, regarding the planning of the classes, the pre-service teacher got to the point when he was planning ahead, and he had somethings ready in advance; this, added to the fact that the university underwent a strike, gave the practitioner a bigger margin of time, to the moment when he was left with no planning for several weeks to go, since he had already prepared everything. This gave him more time to reinforce in other aspects of this class contents' section. For example, since the practitioner already had all the class' planning prepared, he was able to use these as a referent and, taking into account the way his current classes were being

developed, the only thing left to do was to make small changes and adjustments that aimed to continue improving the methodology, the content explanation and the activities of each unit of the book. Last but not least, it seems important to mention that, even though it was the first time the practitioner designed, applied and corrected quizzes and exams whose grade was an actual grade in the students' process, he felt he was up for the challenge. This required from him a greater level of skills, since he had to think about the most pertinent exercises for each topic, conceive the exercises himself as he solved them to make sure that they were correctly structured and that they were suitable for the students' level, all at the same time. In conclusion, it can be said that the skills present in this section were greatly improved by the pre-service teacher; nevertheless, you can never get enough from improvement, so even when the pre-service teaching experience was considerably fulfilling, there is a long road ahead, where improving is the only way to go.

The aspects related to the class development refer to all the actions taken by the teacher during the class, not only in terms of content explanation, but also in terms of human interaction. In this sense, the pre-service teacher had somehow the advantage of being able to create a good class environment in general, due not only to things such as the chosen material, but also to the way he shared it with students; the patience and the pauses he took to fully explain some topic or clear some doubt; the attitude he had while in class and that he tried to radiate to the totality of the students; his efforts to create a bond with students that helped them feel more comfortable in class, thus rendering them more eased at the work to be developed. On the other hand, the class development found some instances when the learning was almost individualized: because of the good teacher-student relation and the comfort that students felt when in class, they ended up opening themselves up to the teacher in a way that he was able to actively recognize not only the

strengths and weaknesses of each student, but also the way they liked to learn, the strategies or the methods they used to learn, or the way they studied themselves, thus adjusting his practicum to satisfy these needs.

Concerning the other aspects, it is to mention that, even though the linguistic competences did not represent a major obstacle while the practitioner was in his classes, he still found the need to rehearse on the way he would explain the topics, the examples he would use, and others. This was done so the teacher could have a flowed class, where he could use the target language most of the time without having issues when making himself clear on a topic.

However, some sections of the class like the homework, for instance, were both explained in the target language and the mother tongue, since the clarity of the instructions was fundamental for the student's well development of the assignment. Another aspect is the control of discipline in class: thanks to the teacher's attitude in class, the separate spaces he gave students to talk among themselves, to work and to take a break, there was not any major inconvenient regarding this aspect; due to this, students knew when they could talk, when they had to pay attention, when they could go out to eat and when they had to be working. Each one of the spaces was developed, as well as organized respect to the others, with the enough frame of time to make a smooth and entertaining class while at the same time the entirety of the topics were covered.

Now, regarding the practitioner's perceptions of education, it can be assured that this was the aspect where the biggest transformation was noticed. In the beginning, although the pre-service teacher kept a positive attitude since the very beginning and he did his best in every moment, the rapport and the empathy were not as profound as it was at the end of the pedagogical practicum. For instance, in the first task corrections, the practitioner focused only on correcting the writing or the class presentation, finding the mistakes and assigning a grade to the

writing, without having major interest in the content of the writing, or what the students may have wanted to share with him. As time passed by, the teacher became more interested in what his students had to tell or present, the things they liked, the way they lived, and so on. He started feeling curiosity about his students, he started to care about them. In the end, the teacher-student bond grew so fond and so reciprocally that the teacher felt empathy for his students: joy for their achievements, as well as sadness when the circumstances were different; he cared for them beyond his classes and the things he asked them to do; he listened to them when they needed it, not only in explanations and clarifications, but also when students were feeling down, when things were not going the best way; he vouched for them as much as he could, and ended up believing in their capacities and their potential. And in the end, his perceptions of what to be a teacher is were completely restructured; they had change completely.

As a last comment on the matter, one true thing is that, without an active use the reflective component of the practicum, the evolution of pre-service teachers would not have taken such giant steps in such a short amount of time. The evolution perceived by the pre-service teacher in regards to his teaching skills had a very significant value for him, not only when it comes to being prepared for classes, but also when it comes to the way he perceives his labor and his efforts, the way he perceives the influence that his way of teaching and being has in students and others, as well as the degree of passion that he puts into his classes and into every other aspect of his profession. And all of these understanding could not have been reached without the reflective component being applied to the pedagogical practice of this study. Reflection is key to the process; although hetero-evaluation is a good way to recognize and assess difficulties, the introspective process is more effective, since it is the teacher who falls into account of his errors, and searches the way out, all by himself, thus developing autonomy, a vital element of autonomy

in both teaching and learning practices. It is to remark that the evolution and improvement process of a teacher is never-ending, so reflection cannot be left behind at any moment of his life.

Chapter III: Community outreach

Introduction

Nowadays, science and technology have changed the way humans live their lives. The current globalized world does not seem to stop the development of new inventions and advances. However, the sources of information are so varied in their source and form that they create a real necessity to be understood and comprehended.

Because of this, there is an urgent demand for foreign languages formation, so people in every corner of the world can have the same degree of opportunity to access all sorts of information. Academically speaking, the challenge becomes bigger, since the underlying need is not only that of keeping up with the latest information and knowledge, but also to be able to compete with academic products, such as research articles, innovative projects and ideas, among others.

In this sense, it seems pertinent to design and implement translation courses for the Vice-Rector's office of Research, so the teachers-researchers from the University will be able to participate in international environments with their projects, opening the university's opportunity for improvement and development.

Justification

The Vice-Rector's office of Research from the University of Pamplona is in charge of managing all of the researches done in every department from the university. On top of that, they are the ones organizing and making reality the different congresses and conferences that the university holds. Taking this as a starting point, the implementation of the aforesaid courses, applied to teachers-researchers from the institution, will allow them to translate parts of their articles (the abstract), or even the whole text, to a foreign language, in a way that they will be able to apply for congresses, nationally and internationally, which will contribute in the university's level and reputation. With this, the institution will be in capacity of handling a higher level of competition with other universities, thus demanding a more intensive preparation from all of the teachers as well as the students they educate.

On the other hand, the courses will allow teachers to access broader amounts of information, since the translation skills will train them to read articles in other languages, thus making it easier for them to recognize pertinent articles, as well as the relevant information inscribed in them.

Last but not least, the implementation of a translation course that articulates the Foreign Languages Department with the Vice-Rector's office of Research will set the future path for a better communication with universities abroad, taking into account the agreements that each one of the parts has with institutions from other countries.

Objectives

General

To implement translation courses, dedicated to the teachers-researchers with current projects in the Vice-Rector's office of Research.

Specific

Design the course, applying the proper methodology for both the purpose of the course and population that will be part of it.

Provide the teachers-researchers with tools for translation, which will help their articles be able to participate in national and international congresses.

Supervise the teachers-students work along the duration of the course, to revise and correct any mistakes that may come up.

Methodology

In order to accomplish the 40 hours that are required for this component, the ideal is for the length of the course to be of 10 weeks, with 2 sessions of two hours per week.

About the contents for the course, it will be divided in 3 general parts: the first one consists of an introduction to what translation is, mentioning several definitions and conceptions. In the same time, there will be a series of explanations of the existing differences that exist between English and Spanish, based on aspects such as syntax, verb tenses and adverbs usage, among others.

In the second part of the course, the teacher will explain everything about the terminological database: what it is, its importance, and the different ways of creating one. Then, they will create the database for their own article as the teacher supervises their work.

Finally, the teachers-researchers will start the process of translating their document. In the sessions, the teacher of the course will revise and guide each students' process, solving any doubts and correcting mistakes.

Chronogram of activities

Course units	I	II	III	IV	V	VI	VII	VIII	IX	X
Call for interested researchers	X	X								
Diagnostic test			X							
English and Spanish main differences (course-style)			X	X						
Creating a Terminological Database					X	X	X			
Tutoring on researchers work							X	X	X	X

Table 7. Class chronogram for translation courses

Conclusions

In this matter, it is to say that the efforts made in order to create a relation between the two dependencies was the result of dedication, both by the Vice-Rector's Office of Research and the Foreign Languages Program, under the representation of the pre-service teacher. One achievement to be mentioned has relation with the appearance of some sort of contact between the aforementioned, which served to show and remark the necessity, by the Foreign Languages

department, to open up to other sections in the university, aiming to create a constant and cohesive relation which can benefit both parts.

Now, one more thing to highlight is the fact that foreign languages are not a field of work for foreign languages students only. In this globalized society, it is necessary to take into account that the somehow recent interconnection among cultures produces the need of understanding the code, the language in which their every day's situations take action. Brought specifically to university contexts, this necessity has a broader field of application than it was thought. For instance, the link between the Vice-Rector's Office of Research and the Foreign Languages Department has unfortunately been undermined. In this matter, big efforts have to be made in order to strengthen this bond.

Curiously, this situation can be seen not as an obstacle, but as a field of opportunity; the need of the articulation between these two dependencies still remains, a situation which opens the opportunity for more students to work in amplifying the specter of foreign languages awareness in contexts outside the faculty and the program, whether it is made from the frame of Community work, or even in this same Outreach Component of the pre-service teachers' pedagogical practicum.

Chapter IV: Administrative component

Introduction

The pedagogical practicum demands an active participation of the student-teacher for him to get to know and become familiar with teachers' regular functions within the institution. This process is focused mainly on the academic, administrative and cultural experiences that will broaden the perspective that the student-teacher has on his future professional career. This is why

it is vital that the practitioner participates in all of the activities and events that usually take place inside of the educational institution, looking forward to make him more conscious and responsible of his teacher-formation process.

In the context of pre-service teaching, it is fundamental to be in direct and constant contact with the target context. In light of this, the involvement of the student-teacher has to go beyond the preparation of the classes and their implementation, to cover all of the aspects of the teaching practice. By becoming familiar with these aspects, he will be able to gain knowledge of the institutional objectives, how he is associated to them and what is his role in it.

In this sense, the pre-service teacher has an active role in the institutional events and activities, such as teachers' meetings, either from the program or from the English-area teachers. Also, pedagogical activities and cultural events that are held in the program, as well as the projects that the program as a whole is holding. An active participation will ensure a proficient experience that will provide a deeper knowledge of the functioning, the educational principles and the guidelines of the institution.

This is why, the involvement of the pre-service teacher in the aspects that go beyond the classroom and that make part of the profession, will show him other domains where education has a role, such as the administrative one, thus opening his eyes to new experiences and opportunities where education take place and complementing the theoretical and practical knowledge he has already acquired

Objectives

General

To participate actively in the different academic, administrative and cultural activities developed in the Foreign Languages Program.

Specific

To take part in the teachers' meetings arranged by the program.

To play an active role in the cultural and pedagogical activities organized by the program.

To identify the different environments, other than the classroom, where the teacher has an active role.

Methodology

First of all, in order to have a fulfilling teaching experience as a whole, it is fundamental for the teacher-student to get involved in all of the activities and processes that take place in the program. For this, his attendance and participation in such named activities is required, not to say almost mandatory. With all of this, he will be in possession of the necessary tools for him to successfully manage the functions he will be expected to fulfill as a future teacher.

The most important fields where the pre-service teacher is required to take part in are: the regular teacher meetings, held by the program weekly, so he can be aware of important for the program, current projects, dates of future events or any other relevant information that he might need to be in knowledge of; the cultural events that take place in the faculty, to which the practitioner will be fully committed, helping with everything so his course will give a good performance, or even participating directly in the activity. Last but not least, the teacher-

student's involvement in the pedagogical activities other than teaching, such as the preparation of exams, the organization and participation in the course's and the program's activities, the accompanying during the written and oral exams, among others.

In this regard, the active role that the pre-service teacher will begin will transform the perspective that he has about teaching. Through this process, he will learn other things about the professional life, such as respectful teamwork, working and teaching strategies, autonomous work. With all of this, he will be able to articulate the objective and the subjective, the theory and the practice, in order to start shaping a good path in the teaching profession.

Chronogram of activities

Date	Description/Activity
Every Tuesday afternoon	Teachers' meetings (Program)
Tuesday afternoons (after general teachers' meetings)	Teachers' meetings(English-area)
Every other Thursday	Students representatives' meetings (representing 10 th semester)
Tuesday September 4 th	Program meeting (Modernización Curricular)
Thursday, October 4 th	Presenter in the "Journées DidacFLE: 1ères journées de rencontre sur la recherche en didactique du français" held in Chia, Cundinamarca, Colombia.
November 1 st -3 rd	Assistant in the III International and IX National Foreign Languages Research Congress, held in Monteria, Cordoba, Colombia.

March 11 th	“El Dorado Festival” English Cultural Event
March 13 th	Chanteclair
March 14-15	Presenter in the 9 th Congress of Foreign Languages Undergraduate Researchers, held in Pamplona, Norte de Santander, Colombia.

Table 8. Chronogram of activities for the Administrative component

Conclusions

Regarding the administrative component, it is important to mention that the main asset of the immersion of the pre-service teacher in other contexts outside of the classroom is that he has a real life experience on what being a teacher means. A good amount of the times the teaching profession is uniquely associated to preparing and giving class, making exams and grading them, but the experiences undergone in this component enhanced and broadened the perspective that the pre-service teacher has of the profession. More specifically, the practitioner got to understand the internal processes that took place within the program, such as the regular conduct for solving issues; he also got to know, from first-hand, the way the accreditation process was managed, what the next steps to take in this matter are, as well as the innovations conceived by the teachers of the program aiming to constantly improve the program, thus increasing the quality of it.

Even when, by the time this study is being made, the main events of the program have not been yet done, the pre-service teacher is to have an active participation in both of them. It is to say that, in the practitioner experience, this is not something he had not done before, because he has actively participated in previous events from the faculty. Nevertheless, it is to say that these kind of experiences are themselves both fulfilling and overwhelming, due to the extent of reach

that one's participation can have; it is a test for students and, in this case, for pre-service teachers to show their talents in front of the rest of the program.

Finally, the practitioner's interventions as a presenter in the several congresses where the university had some kind of participation will mean an inexplicable effect on the way he understands foreign language learning and teaching, thus directly impacting his pedagogical practice along the practicum process and of course in the future.

For further revision, it would be recommendable to continue encouraging students to develop their practicum in the faculty, being this an opportunity to explore other contexts different than medium and primary schools. Besides, opening the opportunity to more and more students who meet the demanded requirements may produce a bigger motivation by students, making them work harder to achieve this goal, thus improving the overall quality of the program.

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Appendix list

Appendix 1. Journal entry

WEEK 7

Well, I must say that week 7 was a really interesting week. Right now we are about to start exams' week, and it is pretty interesting to realize that my process is about to be over. I have a complete mess up in my head of all of the contrary thoughts, and a mix of feelings in my heart that are almost impossible to describe. In one part, I must say that I am really happy, ecstatic to find myself closer and closer to the due date, to the final moment of this stage of my life; but on the other hand, I don't know. It has been such a journey, there have been so many things along the road, so many good people that I have met, so many laughs and so many tears, so many good experiences in and outside of class, people who were left behind, and other ones who decided to take different paths. So much sacrifice, so much pain, but such a giant reward. And I would do it all over again, feeling happy to know that all of these things would take place. I am happy today, I feel that I made the right decision by becoming both a teacher and a linguist.

In regards to my classes, everything is going smoothly. I have to admit that you get to create a bond, a special link between you and your students: they become your pupils and you start feeling a need to be looking after them, to make sure that they get the best of you, that they learn the most you can give them, and that they get to feel as good as it can be in your classes. You start caring about them, about their process, you care that they do the best they can do at the same time of caring that they feel good and comfortable in your class. Yes, I cannot deny that having a class and create a motivating environment at the same time is a challenge that demands a good amount of energy, but still it is something that I am doing at this moment with all of the love and satisfaction in the world, feeling that I am in the right place.

Appendix 2. Interview questions and transcription

Objetivo de la entrevista:

Conocer las percepciones que tienen los estudiantes acerca de la utilización de los recursos tecnológicos en clase, y del desarrollo de sus competencias escriturales (writing).

1. ¿Cómo cree usted que ha mejorado su competencia de writing en este semestre?
2. ¿Qué estrategias cree usted que contribuyeron al desarrollo de esta competencia?
3. ¿Cree usted que los recursos tecnológicos contribuyeron al mejoramiento de su writing?
¿Cómo?
4. ¿Cuáles piensa usted que han sido sus aspectos de mejoramiento en la competencia escrita? ¿Por qué?
5. Sugerencias

Appendix 3. Class planning

GROUP: ELEMENTARY IB	LEVEL: A1	CLASS N:
TEACHERS: Oscar Acevedo	OBSERVERS:	DATE/ DAY October 22 nd – 23 rd Monday – Tuesday
LINGUISTIC OBJECTIVE: ✓ Present continuous ✓ Vocabulary about colors, clothes, emotions.	COMMUNICATIVE OBJECTIVE: ✓ Compare two cities (homework)	SOCIO-CULTURAL OBJECTIVE: ✓ Learn the colors and the emotions they symbolize in English language.
GENERAL COMPETENCES • Communicative competence • Linguistic competence • Socio cultural competence • Listening <u>Comprehension</u> • <u>Written Comprehension</u>	PREVIOUS SEQUENCE Buy and Sell (unit 9)	TOPIC-TASK My favorite cartoon's portrait

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
<u>Opening</u>	The teacher will greet the students. He will ask them about the previous greeting and expression. Then he will give the greeting and the expression for the day: he will write the greeting in the board, and will repeat the intonation and pronunciation. For the expression, the teacher will do a dictate, and then he will write it on the board for students to check.	10 min	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> - Board - Markers
Grammar quiz	The teacher will ask the students to organize themselves in rows. He will give each a piece of paper for them to work with.	15 <u>mnts</u>	<ul style="list-style-type: none"> - Listening 	<ul style="list-style-type: none"> - Quizzes
A Tale of Two Cities Presentations	Teacher will remind students about the homework where they had to choose one city and compare it with their own. He will remind them that they had to bring a picture of each city. Teacher will start calling up students to pass up front to do their presentations. He will evaluate their production, and will give posterior feedback.	30 min	<ul style="list-style-type: none"> • Speaking • Pronunciation • Phonetics 	<ul style="list-style-type: none"> - Image of the city

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Ve a Configur

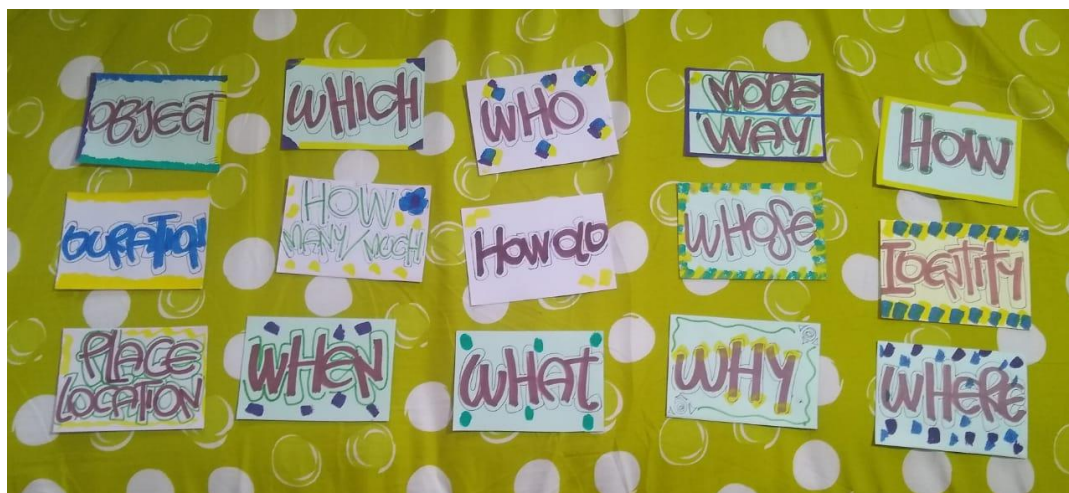
Warm up	Teacher will tell students to write down a quick description of the clothes they are wearing at the moment. As an illustration, the teacher will start with his own description. He will emphasize on the use of present continuous for this job. He will write the beginning of the presentation on the board as a guide. <i>Sentence:</i> <i>I am wearing...</i>	15 mins	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Phonetics • Vocabulary • 	<ul style="list-style-type: none"> - Board - Markers - Computers - Internet connection
	For the second part, teacher will give each student a piece of paper containing an action (brush my teeth, for example). He will tell students that he will ask them what they are doing, and that they will have to answer depending on the action they have. The teacher will write down the question and the answer on the board. <i>Question:</i> <i>What are you doing?</i> <i>Answer:</i> <i>I am brushing my teeth.</i>	15 mins		
	Teacher will finish the warm up by reminding students about the "feel blue" expression. With this, he will ask if they know how colors and emotions are associated. He	10 mins		

Activar Wi

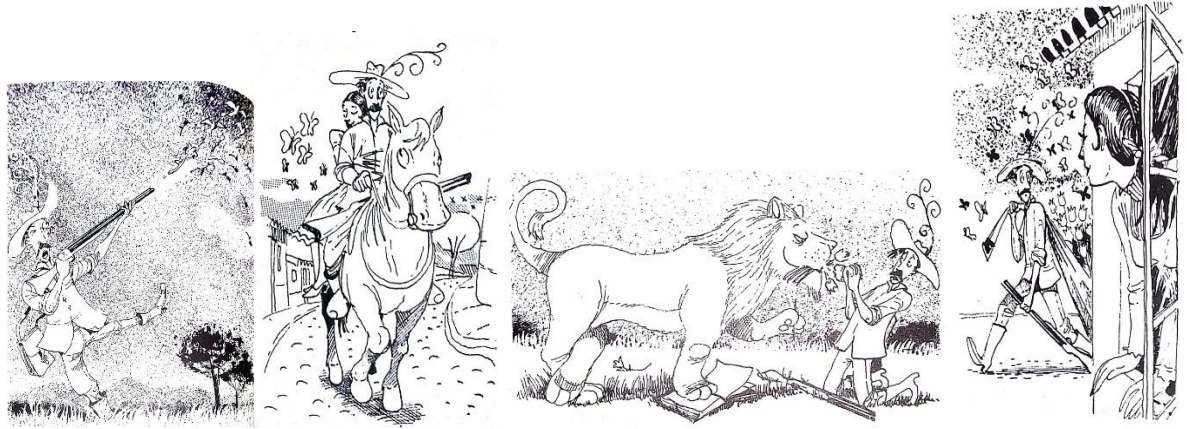
	<p>will explain them briefly about what each colors expresses in English language. He will also give them some expressions to learn.</p> <p><i>Expressions:</i> <i>Black sheep</i> <i>Green thumb</i> <i>Green with envy</i> <i>Gray area</i> <i>Out of the blue</i> <i>Red in the face</i> <i>Yellow belly</i> <i>Red-handed</i> <i>Brown <u>noser</u></i></p>			
Present continuous explanation	<p>Teacher will take some minutes to explain present continuous. On one side, he will show and explain the structure of the sentence in this tense. On the other hand, he will differentiate the use of present simple and present continuous, since the first is used for facts or things that are usually true, while the second is used for current actions.</p>	20 mins	<ul style="list-style-type: none"> • Grammar • Vocabulary • Writing • Listening 	<ul style="list-style-type: none"> - Board - Markers -
Break/Pause	<p>Teacher will give students a 10-minute break.</p>	10 min	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> -

Book work	<p>Teacher will ask the students to take their books out and to go to lesson 10.</p> <p>The teacher will start developing the exercises with the students, until page 91, and some exercises page 94.</p>	25 min	<ul style="list-style-type: none"> • Listening • Speaking • Pronunciation • Grammar 	<ul style="list-style-type: none"> - Book - Notebooks - Board - Markers
Task	<p>Teacher will tell students to write down a text entitled: My favorite cartoon's portrait.</p> <p>Teacher will ask students if they know what a portrait is. He will explain that on one side, there is a physical description of somebody. On the other one, there is an emotional description. But when we describe somebody in both senses, it is a portrait.</p> <p>Teacher will show students some printed pictures of some cartoon characters (such as Rick & Morty, Adventure Time, Gravity Falls, the Simpsons, Futurama, etc.). He will do a portrait of one of them to show students how to do it. Then, he will tell students to choose their favorite cartoon character, either from the list or from their own choice, and to write a portrait of it.</p> <p>Teacher will emphasize on the fact that, for clothing, is it necessary to use present continuous, but for the rest of the description, the best tense to use is present simple.</p>	25 mins	<ul style="list-style-type: none"> • Writing • Grammar • Vocabulary • Socio-cultural 	<ul style="list-style-type: none"> - Paper sheets - Board - Markers - Pictures of cartoons. -
	<p>Teacher will walk around students, solving questions and helping them. He will collect the writings for further revision and grading.</p>			

Appendix 4. Warm up material



a. Flashcards on question words



b. Support images to create a story

Appendix 5. Web platform (Edmodo)

Inicio Por Entregar Progreso Biblioteca Mensajes Notificaciones Invitar

Buscar

Sr. Acevedo publicado para Elementary. 1A
Profesor
feb. 01 · 5:45 PM

Hello people,

As promised, here are the links to the webpages where you can practice comparatives and superlatives. The first link is for multiple choice exercises, the second one will give you a selection of games for you to practice both topics.

Remember the quiz on Monday.

Have a good weekend!

https://www.grammar.cl/Games/Comparatives_Superlatives.htm

<http://esipuzzles.com/Grammar%20Games/Adjective%20Games/Adjective%20Grammar%20Games.html> Menos

2 Me Gusta Comentar Compartir

Activar Windows
Ve a Configuración para activar Windows.

Appendix 6. Students' portfolio (extractions)

Zharifd Geraldine Jacinto Escora

A meal you cannot resist.

My favorite place to eat is "La Granja": is a big restaurant located in a little town called "Chinacota" you can find all the type of food¹, from fast food until gourmet food. The atmosphere is like a farm, there are a lot of green areas where you can play with your family and your pets. also there is a playground.

I love a type of meat with melted cheese, a lot of this. It's very delicious. I like this restaurant because I can eat with my family and spend a really good time with them, and I can see different~~x~~ animals. The food is awesome and is a special restaurant for me. I really love it.

4.5

¹ all types of food
² from/until → time
from/to → things & places.

The "most"

4.8

The most interesting sport is soccer, it is a fantastic sport in which you can forget problems, this is the most played sport because most of people around the world practice it.

Soccer is the most loved sport, one of the reasons is because when you practice it you can't leave it anymore. This sport take your heart and all your interest.

Soccer is the most popular sport in the world. because more than half of the global population consider themselves as association football followers.

I think, football is the least dangerous sport and it is the funniest sport. Most of people love playing soccer, some of them do it like a hobby, others because of their health and for others soccer is their life.

Finally, in my opinion, soccer is the most complete sport because you can use your legs, your head and other parts of your body with the exception of your hands. This is the most fantastic sport. I recommend you to practice this sport.

1 football association

Nayelis Lagos Torres.



MY FAVOURITE RESTAURANT

- My favourite restaurant is called "Ricky", it is located in Valledupar, at "Dagond" neighborhood. There, you can found a special rice that is called "Ricky" too.

4.5

This is a coastal restaurant, therefore it isn't strange that when you come into² you can found flipped hats, accordions or drums all over there.



I really like this restaurant because the food that is prepared by this place³ is so, so, so delicious, but let me tell you something about "Ricky" rice, well....

- "Ricky" rice is like a chinese rice, it contains roots, several vegetables and in this place there are some tasty sauces. That is my favourite dish. I really love it.

¹ find

² inside

³ here

Nayelis Lagos.

The Most.

The best person for me is Jesus, He is the lowliest of the world because he died for humanity but he raised ^{from the dead}. He is the 'most' brave of all men because he didn't care to die in front of all the people. Jesus has been the best example ^{to} everybody. He is my everything, in ^{his name} He I can do it all. Jesus is the reason of my existence, follow^{ing} him is the best decision of my life. I want to live for him because he died for me and he gave me life. God is the best creator of the world, all things were made by him. In conclusion, He is the best person for me.

The "Most"

4.8

'The Simpsons' is one of the best TV shows of all time. The tv show is a satirical adventure of a working class family in the city of Springfield and parodies¹ American culture and society, television, and the human condition. I have to admit that I'm addicted to this program because it crave² my childhood and adolescence, indirectly I learned many important things from it.

Since its debut on 1989, 651 episodes of The Simpsons have been broadcast^{ed}. It is the longest American comedy tv show and the longest American scripted prime time television series in terms of seasons and number of episodes.

It is the most iconic tv show in the world, and the Treehouse of Horror episodes are the best of all time. And I really like it because it is a tv show full of liberal ideas like feminism, political themes, and morality.

¹ makes/presents a parody of

² marked/formed.

A meal I cannot resist.

4.8

First of all, the meal is located in a restaurant called Turban Kebab House in Medellin. The restaurant's type of food is oriental junk food. Secondly, it has a very quiet atmosphere, but sometimes it depends on the time you go to eat and the service is very friendly and efficient. I like it because in general the food is very spiced and tasty. And they have a very special kind of fries. And finally my favorite dish is the French Kebab. It is huge for me, so much that I've never been able to finish it, and of course it is the best kebab I've ever had. But in general I love eating because it is the most wonderful feeling. And if you eat when you feel blue or even happy, you instantly feel very good. For me it is indescribable.