

Support from Web 2.0 tools to improve lesson planning and classroom management in a pre-practicum experience⁷

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Introduction

This study emerged from the need to guide student teachers better for their pre-practicum experience and it was focused on supporting student teachers lesson plan and classroom management skills through the use of some Web 2.0 tools in a pre-practicum experience. In order to achieve the main goal of the study, initial teaching experience was explored among participants through a questionnaire. Similarly, Initial experience on ICT knowledge was questioned. Then, student teachers were exposed to the use of some Web 2.0 tools in order to refine their skills in planning their lessons and improve their class management performance. Based on the previous experience of exploration and practice, student teachers planned and delivered their lessons integrating the pedagogical use of Information and Communication Technology and strengthening classroom management.

Literature review

The theoretical foundations of this study are based on the following key constructs such as lesson planning experience, classroom management and pedagogical use of Web 2.0 tools.

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Lesson Planning

Its goal is to evaluate, improve and produce coherent lesson plans related to lesson learning goals. It is important to prepare future practitioners and educators in the exercise of refinement of skills in lesson planning and classroom management (Tanner & Green, 1998).

As Eaton, (2010) introduces his idea about language education of the 21st century which focuses on using language and language and cultural knowledge as a means to communicate and connect to others around the globe, my goal in this study was to detach student teachers from using traditional methods which introduce isolated vocabulary, grammar and memorization without providing any context to English language teaching practices in our local and national schools.

Classroom management

Preparing student teachers and future in service teachers to be aware of classroom management, eye contact with learners and body expression to gain confidence in their teaching skills. As stated by Moon (2000), teachers need to be informed that negotiation of rules is a matter that shapes the pace of the term. Likewise, they need to understand that depending on their decisions and actions they can identify short-term or long-term solutions. Finally, he or she needs to grow on the kind of classroom manager he or she wants to be according to the potential problems he will be faced throughout his professional life and in this current study, these orientations are the support to guide student teachers to carry out their pre-practicum experience successfully.

Web 2.0 tools

Dudeney & Hockly, (2007), a vast collection of web sites whose objective is to invite others to share what it is done and what is learnt in a great variety of contexts.

Web 2.0 tools are necessary tools to know how the work and how teachers can make the most of them, exploiting their pedagogical use to support English language teaching and learning practices of today's generations. Zdravkova, Ivanovi & Putnik, Z. (2012) addressed the satisfaction of implementing Web 2.0 since it minimized plagiarism, empowered mutual collaboration, effective and

objective grading and increased awareness. Previous benefits of this innovative approach are part of guidelines given to student teachers to incorporate while planning and delivering their lessons during their pre-practicum. Moreover, expected outcomes from this research will show that it is fundamental to invite audience involvement in future projects of new models of interaction which are supported by electronic material design and based on local language needs. As stated by (Perez, 2000, p 23) new literacies are not restricted to reading and writing access, we understand that there is an immediate need of educators to incorporate technology as a support in their daily educational practices; in this study refinement of skills in ICT knowledge, lesson planning and classroom management were achieved by student teachers gradually, therefore new competencies in relation to ICT tools need to be updated so teaching and learning can be transformed by information society.

Research methodology

Action research

This current study used the action research methodology according to Kemmis and McTaggart, (1988), its phases: planning, acting, observation and reflection. This current study used two different cycles to empower student teachers and advisors to improve teaching and learning processes. The first stage called planning informed us about the initial experience on ICT knowledge and pedagogical performance participants had. The second stage entitled acting stage introduced workshops on how to work with technology, Dudeney, & Hockly, (2007) to teach English and support skills development on lesson planning and classroom management. The next stage was observation which facilitated gathering opinions of the actual implementation around strengths, weaknesses and aspects to improve from student teacher and their advisors. And the last stage called reflection which aided to foster future decision-making processes to take into account what to continue with in the second cycle of the implementation; refining more specific aspects which were not tackled in the first cycle of the study.

Participants and sampling

The selection of the target population belonged to two courses of English Didactics II of a BA program at a public university. They were doing their

sixth semester of their major. They were 45 student teachers whose ages range from 20 to 25 (22 men and 23 women), 20 of them were chosen to be part of the current study.

Instruments

In this study, there were three different types of instruments used to collect data: journals, head teachers' observation forms and questionnaires.

Journals: As cited by Freeman, (1998) is a written document created in response to teaching events in this sense writing is taken into account as a discovery process. Its purpose in this study is to invite student teachers to reflect upon their strengths, weaknesses and aspects to improve while delivering their lessons. The acronym used for this instrument was (J#). Student teachers had to record their views, feelings and perceptions; they fulfilled their journals every time they finished their lessons.

Observation Forms: Refer to noting classroom events, happenings or interactions, either as a participant in the classroom (participant observation) or as an observer of another teacher's classroom (nonparticipant observation) as it is cited by Freeman, (1998). This observation was carried by the English Head teacher during two different moments (in the middle and at the end of pre-practicum) in each school where the pre-practicum took place, (HTOF1 & HTOF2). He/ she reported about student teachers' performance while delivering their lessons. Teachers, addressed student teachers on classroom management performance, they evaluated them and provided them with some recommendations to improve.

Questionnaires: Sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions/options and/or open-ended personal opinions, judgements or beliefs as it is presented by Freeman, (1998). In this current study, these instruments were used with three different purposes. The first one refers to keep track of student teachers' initial and final teaching questionnaires (ITQ & FTQ) which stand for Initial Teaching Questionnaire and Final Teaching Questionnaire, they both gathered their experiences and views around teaching, and knowledge and management of Information and Communication Technology (ICT), which is the case of Initial ICT questionnaire and Final ICT Questionnaire: IICTQ & FICTQ. The second one dealt with student teachers' views and experience around each single web 2.0 tools that was presented to them as a workshop, the

acronym which identifies this type was (ICTTQ#) which stands for ICT Tool Questionnaire. The third one approached student teacher's self- reflection around their goals to improve their lesson plans, specific ICT tools to refine their skills when designing future lesson plans and how they were going to achieve their goals on lesson planning. The abbreviation used to identify this type was SRQ which stands for Self- Reflection Questionnaire. The final one, had to with a remarkable workshop done to foster students' performances in the classroom called "theatre in the pedagogical practicum". Some of the topics presented in this workshop were voice projection, space management, creativity and specifically extra linguistic features to show student teachers to take them into consideration while delivering their lessons. The acronym used in to identify this type was TITQ which stands for Theatre in Teaching.

Instructional design

Title: Technology to improve student teachers' performances before and while delivering their lessons

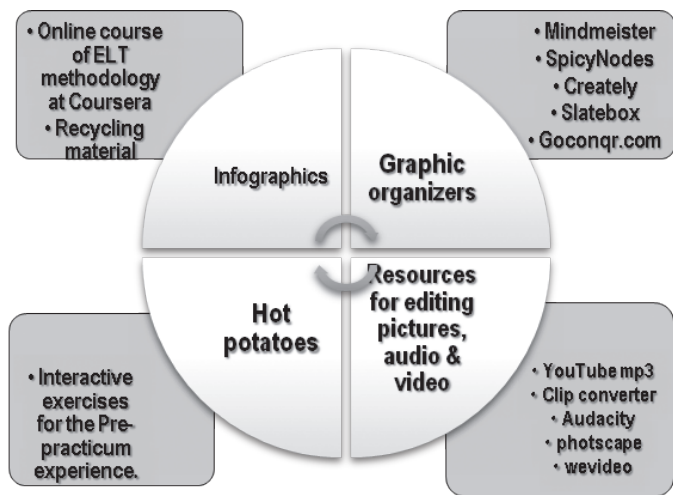
Objective: To support student teachers' skills in creating material using some web 2.0 tools to integrate in their lesson plans and for delivering their lessons.

Student teachers' role: Studied and self-updated around the integration of Information and communication technology in teaching and learning practices to plan and deliver their lessons during their pre-practicum. In this experience, at schools, student teachers acted as guides, counsellors, technicians, etc., to provide support to their learners while integrating technology to the English teaching practice in class.

Students' role: Lessons plans were centred in students' achievements and their attitude and participation was fundamental for the delivery of the pre-practicum at different schools in Bogota and Cundinamarca. Students enjoyed lessons provided by their pre-service teachers at all times.

Methodology: Student teachers were guided through the use of some technology issues such as how to create infographics for creating awareness on how to include recycling material in their lessons, for advising student teachers to master stages, sequence, cycles of the lesson, for integrating critical thinking skills in the goals of the lesson. Likewise, they were invited to explore some online Graphic organizers to structure new and existing knowledge about lesson planning and classroom management to provide

new understanding around these topics. Moreover, student teachers had to face problems of connectivity at some schools, therefore, they were provided with some guidance on how to create offline interactive exercise through online free software called “hot potatoes”. Finally, they had to create their own material to satisfy their learners’ needs and interests so that they revised some issues around editing pictures, audio and video resources found online.



Graph 1. Web 2.0 tools explored to refine material development skill.

Findings and discussion

As the main focus of this research was to find out how student teachers supported their lesson plan and classroom management skills through the use of some Web 2.0 tools in a pre-practicum experience, two main categories emerged from the analysis of data as follows: awareness about teaching knowledge in lesson planning and awareness about managing the class.

Main Categories	Subcategories
1. Awareness about teaching knowledge in lesson planning	a. Empowerment of interaction through critical thinking skills and Inter-culture. b. Unity of lesson components. c. Sharpening material development skill d. Integration of ICT in planning

Main Categories	Subcategories
2. Awareness about managing the class.	a. Entertaining lessons b. Self-confidence c. Voice projection d. Rules setting e. Backup activities f. Feedback matters

Table 1. Categories and subcategories identified in the study.

Data analysis method

For the purposes of the current study Grounded Theory was used. This method refers to a specific methodology developed by Glaser and Strauss (1967) for the purpose of building theory from data. While Corbin & Strauss (2008), in their book, refer to grounded theory to denote theoretical constructs derived from qualitative analysis of Data. According to Borgatti, (2011), grounded theory takes a case rather than a variable perspective; this means in part that the researcher takes different cases to be wholes. In this study data was read and re-read to discover or label categories, concepts and properties as it is presented by Borgatti, (2011) and Corbin, & Strauss, (2008) In this research three types of coding were considered: the first one was “Open Coding” which attends to identifying, naming, categorizing and describing phenomena found in the data. The second one has to do with “Axial Coding”, here commonalities and differences are found, the previous categories or codes are related to each other through inductive and deductive thinking. And the third one “Selective Coding” kept in mind the relevance of categories that is to identify hierarchy among categories and find the core category, and relate all other categories to that category as it is shown by Borgatti, (2011). As follows, main categories and subcategories are presented in detail.

Awareness of teaching knowledge on lesson planning

The first category refers to the process students went through before and while delivering their first lessons to change their initial perspective around teaching English as foreign language in public and private schools of Bogota and Cundinamarca. At the beginning of the pedagogical intervention, less

than 30% of the participants in the study knew very little about lesson plan structure; student teacher responded an initial questionnaire and revealed that the most relevant components of a lesson were learner's basic information, goals/ objectives, stages, time management and materials; this implies that there is a long way to gain experience and confidence in building a lesson plan from their non-teaching experience, preferably with large groups of learners, which was the goal of their pre-practicum experience. The next subcategories announce five subcategories that describe this main category previously introduced.

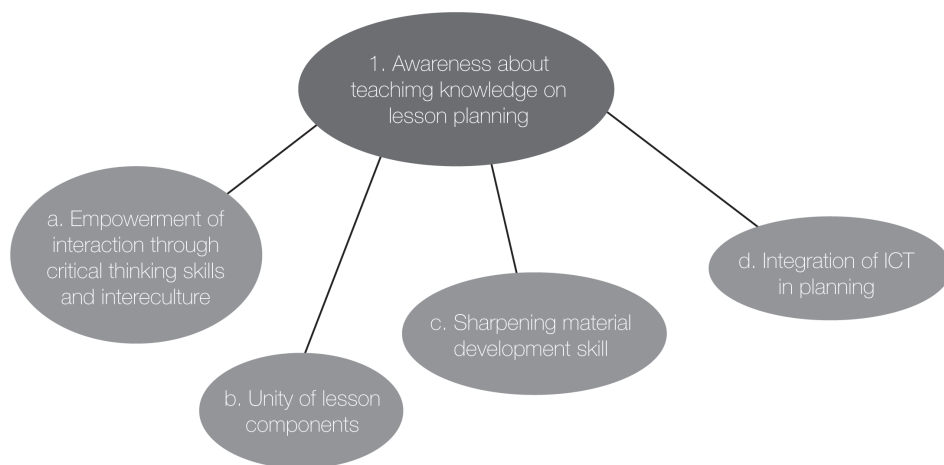


Figure 1. First Category and subcategories.

Empowerment of interaction through critical thinking skills and Inter-culture

It means that when real practice of a foreign language is being carried out, it is necessary to provide opportunities of interaction; this contact with meaningful use of the language in class facilitates interest of communication among users that surpasses barriers of language knowledge. The following excerpts expose some decision-making processes around providing opportunities for students interactions that student teachers deal with when they start their lesson plan designs.

The first thing is to have my goals clear. Then I start thinking about how I can include critical thinking skills and Inter-culture in some of the stages. Finally, I start writing my lesson plan, trying to have in mind the possible interaction with my students.

(St 2, FTQ -24/05/2016)

Similarly, bringing the world to class because it is a great opening to adapt planning and teaching to real life where students are going to act out as thinkers, users of language that express their views, their understanding through English.

“It is important that you have three types of objectives, one for intercultural awareness, and another for developing your students’ critical thinking and finally one about language. You always have to go beyond the topics, try to teach your students something beyond just the content, something about life, analyzing the world, teach them how to be critical.”

(St 5, FTQ -24/05/2016)

I think I introduced activities that make the students talk to each other and solve doubts and problems regarding a topic. Interacting with classmates and working as a group will not only make them learn but develop social and team skills.

(St 20, Q2 -30/03/2016)

Providing support to pre-service teachers in regards to the understanding that language and culture are inextricably linked as cited by Moeller, & Nugent (2014); makes more meaningful use of a foreign language in class, thus, learners use it spontaneously and natural; this real purpose of communication defines the introduction of contextualization when planning lessons therefore, it illuminates student teachers when they favor the use of inter-culture since it provides authentic and real practice of the foreign language in class. As follows, another subcategory that also supports teaching knowledge is introduced.

Unity of lesson components

When student teachers were invited to be part of this pre-practicum experience in different schools of the region, the majority did not have any teaching experience and the little knowledge about planning was very limited. They understood that there was a list of activities or exercises, which described content of a lesson without analysing that every single component within the lesson was very dependant from each other. With this prior experience

student teachers assumed that it would be a great challenge to incorporate guidelines provided in class to integrate every single act, task, activity into a common goal to support learners' achievements. The following examples show how student teachers transformed their view towards lesson's component to get unity in their planning and teaching skills.

"...Another important aspect is the order of your lesson, you have to create a warm up, in which you will activate students' prior knowledge and introduce them to new content, and then you will create your presentation, in which you will explain clearly the topic by using examples and body and warm language. After that the students will have the opportunity to practice their knowledge and then to produce something based on what they learned and practiced. Finally, you have to do an appropriate class closure, in which you thank students for their attention and if you want you can assign some class chores."

(St 18, FTQ -5/24/2016)

I need to take care with the stages of my lesson. Sometimes I skip steps and that's not good for the class.

(St3- J3-01/05/2016)

This class was excellent; I fulfilled almost all my objectives. I established eye contact during the class with students, I used my body to give examples and instructions, I explained the topic clearly. Also, I engaged students during the whole class; they participated actively and they learned. Finally, I delivered almost the complete lesson; I assigned to them some exercises on the book that we could not cover in class.

(St17- J3-11/04/2016)

I have to be careful with the transition and the contextualization of the knowledge and the activities.

(St9-SRQ-30/03/2016)

Following guidelines accurately to construct student teachers' lesson plans really revealed that they assumed with responsibility their role of pre-service teachers; they understood that every time they skipped a step, a phase, a

requirement could affect their students' learning experience, as it is cited by Rifkin, (2003). Lesson plan guidelines are aimed at helping instructors understand how to sequence learning tasks appropriately, when and how to provide support for language use in those learning tasks and when and how to withdraw that support. Therefore, if learners need their teachers to support them at all times, they should provide that aid until they notice their learners can work on their own. Equally, student teachers expressed that they were confident with their planning because they could fulfil lessons' objectives due to the whole lessons' delivery. Moreover, once they are prepared they can handle class easily exploring some suggested strategies provided by their professor in their ELT methodology subject such as eye contact, body language, students' engagement so that they could devote time to these factors which might affect the delivery of their lesson in some ways. Apart from understanding this integration of elements in a lesson as a whole, it was also significant to show that student teachers also refined their skills while preparing materials to support their planning and their lesson delivery as it is presented in the following section.

Sharpening material development skill

At these times, it is hard to detach student teachers from habits to find lesson plans templates at Internet, they believed that everything was already done and they just needed to download material without adapting or providing any credit to avoid problems of plagiarism. Despite this, student teachers were guided during the construction of their lesson plans, and more carefully when they were addressing issues of material development. Some guidelines such as providing contextualization to their lessons was relevant for their future lessons' delivery, they had to know more their learners' needs in detail so that they could adapt or create materials much more meaningfully. The following excerpts will provide some evidence on pre-service's attitudes and actions towards material development in EFL.

"Creating material is not so easy as many people think, there are a lot of aspects to take into account when you are organizing a lesson and creating the material you are going to use. You have to clarify the topic, the level required to participate on the lesson, the aims that you as a teacher want your students to reach, the structure you are going to teach, the vocabulary and the expressions they will learn during the process."

(St 20, FTQ -24/05/2016)

Children participate actively in this class. They were paying attention and they liked to play with the clock. I understand that visual material and songs are really good tools for grades like third grade; children really like that kind of thing.

(St17- J3-11/04/2016)

For example, I have to create my material based on the number of students, their English level and some other things.

(St 5, FTQ -24/05/2016)

I believe it is a very useful tool to make the student's and the teacher's experience more fulfilling inside and outside the classroom. It not only provides useful sources to get input but it provides different ways to create content.

(St11, FICTQ -24/05/2016)

The challenge of creating materials to support teaching and learning practices invite student teachers to be more aware of some decision-making processes on how students learn. Therefore, once they have delivered their first lesson plan, they starting coping with some mandatory elements for the development of contextualized and meaningful material such as knowing topics to be addressed in their lessons, their learners' English level, the kind of expressions and words to be used, aims to be achieved and structures were fundamental to advance in the development of accurate and supporting material as it is cited by Tomlinson, (2013): Graham, (2004). They also inquire if materials should be adapted to suit local audiences, this query enlightens pre-service teachers to consider sources of cultural materials to guide in the contextualization of teaching experiences through the creation of appealing and contextualized material. Thus, it makes their work culturally relevant as stated by Graham, (2004). Additionally, to have in mind that ages and school grade also count towards appropriate material's typology such as developing more visual aids and songs to work with elementary school students. Material development skills go beyond creation and invites student teachers to use each material effectively during the lesson's delivery.

Integration of Information and Communication Technology in planning

In this current study student teachers were exposed to the study of some web 2.0 tools, they needed to check how to integrate new knowledge and handle their management skills around ICT in the creation of lesson plans and lessons delivery in EFL. Some of their voices express what they felt below:

Another aspect that I keep in mind is the use and incorporation of ICT tools in the lesson, since as student teacher, we need to explore them because it is now a significant and, practically, mandatory way to teach lessons.

(St 8, FTQ -5/24/2016)

In these times, when the technology rules in somehow our lives, it is important to explore these tools because students enjoy more a class with technology than a class just facing the board.

(St5, FICTQ -24/05/2016)

“-How to adapt materials according to lesson’s objectives and students’ interests

-How to use some websites and apps.”

(St12, FICTQ -24/05/2016)

“I develop my creativity, because I can find a teaching use for almost every kind of material. I improve my ability of creating material using infographics, hot potatoes activities, youtube-mp3.org etc.

I learnt how to edit videos and audio with teaching purposes.

I got to know some tools for developing didactic material for my classes.

I improve my class management because children are more focused on ICT when the tools are well managed and used.”

(ST5-FICTQ- 5/31/2016)

This experience supported student teachers achieved three different goals; the first one was awareness around the integration of technology in class, since they understood technology plays a significant role in today's society, it cannot be ignored, it is always there, therefore, it can be used in favor of education, student teachers are aware of handling it properly to provide engagement in learners when it is well used and managed which is advantageous for life learning. The second support of technology is to sharpen some skills such as creativity when developing material with technology, it was their must to find out, create or adopt from a web tool or technology aid teaching and learning purposes which facilitate lesson plans construction and class management. Similarly, it provided support when student teachers faced some problems of connectivity at schools where had to deliver their lessons; they had to look for a plan B in the case of developing interactive exercises with specialized webpages to work offline such as hot potatoes. And the final goal of technology was to provide some support in student teachers to identify appropriate technology tools to tackle their learners' needs and interests and lesson's objectives. To sum up users of technology can explore various benefits according to Dudeney & Hockly, (2007). That is the idea of surfing the web with different perspectives and see what has been shared or done by others to identify teaching and learning purposes and adapt or adopt them in teaching and learning fields for life.

Awareness around managing the class

It refers to how students evolve in their knowledge and gain of experience when delivering their lessons on their own to a large group of learners during their pre-practicum at different schools in Bogota and Cundinamarca. Initially students responded to an initial questionnaire about their knowledge around classroom management and they concluded that the most relevant aspects to handle patience, tolerance, authority, context, goals' setting, learners' differences, students' attention and motivation. However, their perspective was transformed after the pedagogical intervention was carried out and their perceptions were richer since they started gaining so much more to handle a more diverse rainbow of features around classroom management as it is presented in the following subcategories.

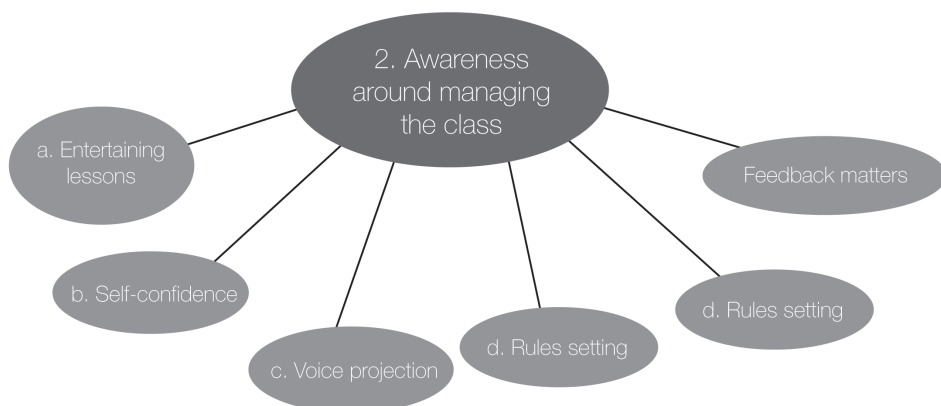


Figure 2. Second Category and subcategories.

Entertaining lessons

This type of lessons is very challenging since many issues are being addressed when teaching any group of learners. Factors, such as age, attention, motivation, class time among others during the delivery of the lesson are fundamental to make right decisions ahead to plan appealing lessons to engage students in meaningful learning experiences. Some of the examples below will show variety of opportunities to invite learners to enjoy their lessons.

I think I projected my voice very well. The students seemed to understand me. Also, they seemed to enjoy the game, although at the beginning it was difficult for them to understand the rules.

(St2- J1-01/04/2016)

I tried to make a good environment with the children. I learned some names and when I called them by their names, they responded in a positive way.

(St4- J1-31/03/2016)

I learnt that you have to create an entertaining lesson, give clear instruction, and be able to connect with my Ss needs as much as possible so that discipline problems don't present during the sessions.

(St 10, FTQ -5/24/2016)

It is important to feel relaxed and confident in front of other people, which will have positive effects while teaching. Being physically active is also an important part of teaching certain for certain groups of learners.

(St1- TITQ-13/03/2016)

Entertaining activities that suit learners' needs and interests also support a good rapport among teachers and learners, like learning students' names facilitates relationships within members that interact during the lesson's delivery.

Self-confidence

It was certainly a challenge for most of the participants of this study since it was their first time they had to face large audiences, therefore, the opportunity of growth they had with theatre lessons really impacted them for good. Some of the excerpts below exemplify some of the features that student teachers need to gain when approaching a large audience in their performance as teachers.

During this experience I had some strength in terms of classroom management. First, I was confident on the knowledge I had and I could project that to the learners. Second, they saw me as an authority and in most of the cases they would listen to me while I was giving the instructions.

(St6- J1-31/03/2016)

During this lesson I felt more confident when talking to the children and eliciting information from them. Likewise, I could get their attention better with the warm up activity because they were interested and they followed the instructions and we could work together solving the activity. Finally, I could have a better classroom management and students participated actively.

(St6- J2-04/04/2016)

Something positive was the exploring of our body language skills and how we can strengthen them to gain confidence and be more prepared to face our pre-practicum experience.

(St8- TITQ-11/03/2016)

Confidence in large group; there were some activities where you had to volunteer and come in front of the classroom. This is something that requires bravery and confidence in oneself, an aspect that can help us in our pre-practicum.

(St18- TITQ-11/03/2016)

I found all the elements quite useful but what I found most useful was to learn how not to get affected by my inner issues since they could be projected towards my students.

(St1- TITQ-11/03/2016)

The whole session had also to do with remembering that self-confidence is the key when giving any type of class.

(St6- TITQ-12/03/2016)

One of the strategies that student teachers really can take advantage of to gain confidence is through exploration of body-language, it helps student teacher project their preparation and make them feel like if they were dialoguing with their learners in comfortable way turning these encounters in the classroom as natural ones. This skill that student teachers need to develop makes them analyse how much talent they need to exploit or grow to gain that necessary confidence to project to the students and let them know that they have the authority or respect to be listened and to guide their learning process.

Voice projection

This aspect really defines teachers' performances in a class since this is the tool that informs student teachers if they are being followed by the learners. At the beginning of our teaching experience sometimes a lot of fears impede us from projecting our voices with confidence or on the other hand we have been educated on how to do it because this valuable tool is not exploited as it should be in our prior learning experiences. Some of the examples below will show us how certain aspects should be taken into account for developing this skill:

I was really organized and clear in the instructions I provided to the students, and so as to reinforce the message I used mimics and drawings as well as examples on how the activities should be performed.

(St9- J1-08/04/2016)

I consider that I have a good voice projection; therefore, students could understand and listened to what I say. In the same way, I feel that having taken visual aids eased me a lot the explanation and comprehension of topics. Finally, being with a good attitude and positive energy enabled me to have a closer interaction with students.

(St8- J4-25/04/2016)

The workshop was about how the art of theatre can help us overcome many challenges that we as future teachers will encounter. For example, nervousness and shyness we might experience when talking in front of people, our voice projection, tone of voice and body language. It also helped us to overcome our deepest fears, to be able to excel in our work with the students that is to say how to get a good social interaction with other people and work as a team to excel in our teaching practice.

(St10- TITQ-11/03/2016)

I found interesting how to use theatre techniques. I would use some of the activities to encourage my students to tell stories in L2. Also, I liked the activities to warm-up our voices and the tongue twister we learned to improve our pronunciation.

(St6- TITQ-12/03/2016)

Student teachers grasped lots of ideas and practices to incorporate in their classes. They realized that they had to face many challenges in their teaching life, and that it was beneficial to have this session before delivering their first lessons. Some of the strategies that they found useful were around modelling which support this preparation for voice projection, another way of surpassing obstacles with their voices was related to the kind of rapport they would have with their learners. Thus, if they had a good one they could minimize the mistreatment of their vocal cords and support their projection,

and the most valuable strategy was to help them face their inner fears and learn techniques that could support their teaching such as the use of storytelling to warm up their voices.

Rules setting

This is an issue that supports organization and provides opportunities for learning. It is necessary to know that interacting with others in a classroom is a social action that has some freedom and boundaries. Children at school need to learn that a physical space is shared and interacting with others have certain rules so in order to live and share moments together harmoniously some agreements must be respected: Some of the excerpts below will support some ideas on how important is to have rules in mind when interacting with others in a class.

“That it is important to set the rules and order in the class to create a good environment for the students and the teacher. Also, that it is important to show authority with the students so that they can see who is leading the class.”

(St 12, FTQ -5/24/2016)

I learnt from this pre-practicum experience that I have to give students rules since the beginning and plan backup activities.

(St 16, FTQ -5/24/2016)

Student teachers learnt from experiences during their first lessons that agreements around rules setting were very important to facilitate relationships and opportunities for teaching and learning. Awareness on introducing rules since the beginning of the lesson or term will create a good relationship and atmosphere among learners and teachers, therefore, student teachers will feel that they can develop the complete cycle of their lessons if they deal with this relevant topic first. Otherwise, they could end frustrated because their management and planning skills need to be refined.

Backup activities

Student teachers were informed during their ELT methodology lessons that they were going to encounter cases of learners who learnt fast or slow and

having this in mind could affect class management while delivering their lesson, therefore they had to include activities for these learners' typology. The following voices reveal some of the procedure and tasks created to support these performances in learners:

I am conscious about the fact that there may be times when, despite all my efforts, there are some students that are not into English learning, so I need to cope with that kind of challenge and look for strategies to actively and voluntarily include them in the lesson.

(St9- J1-08/04/2016)

I used some games that I learned before in order to select the students in a fair way, because I realized that I gave the word to the ones that were near the board and not the others.

(St4- J2-07/04/2016)

Activities such as stretching, memorizing, following directions, creating stories help teachers to vary their strategies and improve their own attitudes and rhythm.

(St12-TITQ-13/03/2016)

Student teachers realized that it is fundamental to cope with learners whose attitude need to be shaped and engaged in the lesson so they can enjoy learning opportunities for their own lives. In general student teachers need to include the totality of learners in their lessons preparing activities or using strategies that engage them easily. Transforming attitudes and valuing individuals will facilitate relationships among learners and fairness with opportunities for learning.

Feedback matters

Student teachers need to learn that this moment of providing feedback to learners is very important since they need to be praised about their achievements, therefore assuming the responsibility of being teachers really entails many duties, among them assessment. This is remarkable for learners because they need to be guided so they work on their weaknesses to improve

their performances. The example below will provide some more input on how to deal with tips to handle feedback with learners.

There are many important things regarding classroom management. The first one is to set clear rules for students to follow. The second one, the way you give feedback matters. You should warm language so you students feel motivated to improve from their mistakes.

(St 2, FTQ -5/24/2016)

Sessions on providing feedback should be carefully prepared because they can deal with self-esteem and can guide learners better in order to help them overcome their learning problems. For educators it is a real challenge to study these singularities in the classroom because it is necessary to know more about our learners in detail, especially some external factors that might affect their habits in learning.

To sum up, this chapter really comprises evidence on how much student teachers grew around their lesson plan and management skills while preparing and delivering their lessons with technology and without it. From experience, it is understood that some student teachers felt much more confident around students' engagement when integrating technology in their lessons, however, there was another group that believed that dealing with technology not only implies knowledge but development of management skills which were relevant for the failure or success of each lesson delivery.

Conclusions and recommendations

Findings revealed that student teachers gained some confidence in their planning and classroom management experience since most of them had very little experience in these fields; students refined their skills around material design creating interactive activities for their learners and fostered their individual knowledge on lesson planning; going beyond teaching grammar structures and introducing intercultural issues and development of critical thinking skills. The introduction of self-awareness practices developed through their journals after they delivered their lessons, empowered them to integrate immediate change in their lesson plans and actions during the handling of learners when delivering their lessons at 9 weeks of pre-practicum. Some of the conclusions of this current study enlighten language educators in the

new challenges of integrating Web 2.0 to enhance future practicum goals and invite larger audiences to exploit technology tools with pedagogical purposes to foster foreign languages practices and material development skills. Similarly, this experience invites audience involvement in future projects of new models of interaction which are supported by electronic material design and based on local language needs. As stated by (Perez, 2000, p 23) new literacies are not restricted to reading and writing access, today learners, teachers and users of technology in general are exposed to a plurality of knowledge and information; therefore, educators are to face capabilities of selecting and organizing information and digital processing at the benefit of learners. New competencies in relation to Information and Communication Technology need to be updated so teaching and learning can be transformed by information society.

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