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ÉnfasiS

Technology in ELT: Achievements and challenges for ELT development

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The Doctorado Interinstitucional en Educación (Interinstitutional Doctorate on Education), ELT Education Major, at Universidad Distrital Francisco José de Caldas was one of the stakeholders supporting the 51st ASOCOPI's Annual Congress. Named after the title of this introduction the Congress was a vivid forum for English language teachers and experts interested in discussing how technology has been integrated into English language teaching (ELT) and learning. This book shows a selection of papers presented in the Congress that reflect achievements and challenges for English language teaching and learning development. There are three parts to this book, which constitute the three Rs of technology in ELT as a contribution of this Congress for the academic community: Rethinking, Researching and Re-experiencing.

   The two chapters in Part I are based on reflections that operate as a response to the paradigm shifts within education where the use of information and communication technologies have transited from technical and instrumental curricular views to more praxis-based or critical ones. Reinhardt (this volume) presents a "literacies-informed approach to developing autonomy that balances agency and awareness" within a social media framework. In presenting a state of the art of research on social media in second language teaching and learning, Reinhardt establishes that social media technologies such as blogs, wikis, social networking sites, as well as SNECSs are the context where L2 learning could be facilitated. They should also be constrained if conditions for learners' investment and autonomy are not sensitive to the "micro-politics" of social media use for educational purposes. In order to develop social media enhanced learner-autonomy it is challenging to bear in mind the interrelationship between agency and awareness. Méndez and Guerrero (this volume) critically examine potential contributions of virtual learning

environments to the professional development and profiles of English language teachers. It is suggested that in such contexts of professional development, the teacher as an intellectual, the possibilities for actual teaching, the emergence of other voices and situated practices should be taken into account. Méndez and Guerrero also introduce virtual learning environment competences that have become part of language teachers' profiles incorporating resistance practices. Such practices if appropriately understood could aid to more adequate and context sensitive programs for language teachers' professional development.

Part II introduces three research chapters. López (this volume) introduces an action research process where student teachers got support from the use of Web 2.0 tools to improve lesson planning and classroom management in a pre-practicum experience. Results referred to raising awareness in relation to teaching knowledge, lesson planning and managing the class. Such awareness was strengthened through reflective journals that facilitated transformations in the pedagogical praxis; this allows us to conclude that "educators are to face capabilities of selecting and organizing information and digital processing at the benefit of learners." Castañeda and Rincón (this volume) explored over a year and a half the integration of information and communication technologies in the context of pre-service English language education aiming at "improving the formative processes, and … finding strategies that empower future foreign language teachers in the pedagogical and methodological use of ICTs to boost their professional practice and professional development". This resulted in enriching learning experiences for the future language teachers that require "a variety of topics, activities, materials, and the active participation of learners throughout the process". Simultaneously, the authors highlight that the integration of ICTs into educational processes of future language teachers have advantages but also challenges at the pedagogical level. Finally, Castañeda-Peña (this volume) introduces a pedagogical experience attempting to describe emergent and initial practice architectures when pre-service English language teachers are immersed in a virtual world such as Second Life. He suggests that it is important for language teacher education to bear in mind how practice architectures are fluid and changeable over time according to the types of activity teacher educators propose in their pedagogical and didactic designs. Additionally, this author argues that comprehending practice architectures could help to understand the practice architectures that have become normalized as models of teacher education.

The last part of the book looks at workshops that integrate information and communication technologies within the framework of flipped learning

(Díaz and Rodríguez, this volume; Ramírez and Rodríguez, this volume). Díaz and Rodríguez propose writing workshops as a "way to engage students in their learning process by offering them assistance and guidance while performing writing tasks" based on in-class and out-of-class activities. They conclude that these types of writing workshops aid at differentiating ones' own classroom providing "students with personalized and relevant feedback about their written products guiding them to improvement and higher levels of achievement". Ramírez and Rodríguez introduce an interesting reflection of flipped learning in relation to teachers' professional development that defies the traditional model of the expert "training" teachers. The strategy used is known as loop input, which serves, the authors suggest, "providing teachers with a hands-on learning experience where 'the process is the content'".

The chapters in this book illustrate a central debate: "Technology in ELT: Achievements and challenges for ELT development". Surrounding this debate, one could draw on the relationships of agency and awareness in social media incorporation to education and L2 literacy development. One could also draw on the idea of (re)configuring resistances to fixed language teacher profiles and professional development opportunities for in-service teacher working within virtual learning environments. The book also illustrates research on pre-service English language teacher, which aids to fuel the debate whether one incorporates strategies for lesson planning, for pedagogical reflection or for planning language instruction. Finally, within this debate, workshops inspired in principles of flipped learning explore the usefulness of thinking language instruction, skills development and professional development differently. What next? This book is a contribution to the debate and hopefully will be used as basis for continuing debating the issues that would open doors for new technology in ELT achievements and challenges.

The editor would like to thank all the contributors to this book and the Doctorado Interinstitucional en Educación – DIE-UD – for supporting ASOCOPI's annual congress and the publication of this book.

Part I - Rethinking

Social media in the L2 classroom: Everyday agency, awareness, and autonomy

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Introduction

While traditional modern foreign language educational practice has traditionally relegated everyday language to beginning levels, upholding prestige varieties, academic writing, and rarified literary practices for more advanced study, modern standards and guidelines promote proficiencies in vernacular domains that modern L2 (second and foreign language) learners arguably need to survive. That fact is especially true if they wish to actually use the languages they study for everyday purposes. Recognizing this, some L2 instructors have noted the potential of social media—including blogs, wikis, social networking sites, and dozens of similar sites, services, and apps—to complement focus on the academic and engage learners in everyday, vernacular domains. They hypothesize that because social media are popular and familiar, learners will more easily authenticate and accept their use for formal L2 learning activities. Moreover, the vernacular, everyday nature of social media might afford learners access to discourses in the L2 that are normally unrecognized and difficult to replicate in formal instruction.

By 2018, social media will be part of the everyday lives of nearly a third of all humans, all over the planet (Statista, 2016). Increasing access to new technologies and broadband have brought about unprecedented levels of sharing and remixing of digital media, as aspects of production and distribution of media are given over to individual, yet socially collectivized users. Literacy scholars (e.g. Lankshear and Knobel, 2006) argue these new practices lead to new types and forms of literacies and new dispositions towards authorship, expertise, and identity. Unlike traditional academic literacies, however, new digital literacies are learned mostly experientially and are normed not to officially sanctioned standards but to particular ecologies and "cultures-of-use"

(Thorne, 2003) that are emergent, dynamic, and relational. This presents challenges for educators who wish to develop and leverage social media literacies for formal language learning purposes.

In response to these challenges, in this chapter I propose that to leverage the potentials of social media for effective and autonomous L2 learning, pedagogy should take a literacies-focused approach that balances provision of learner agency with the tools needed to develop awareness. To situate this proposal, I first present a summary of research on social media for second and foreign language teaching and learning (L2TL) based on surveys of the field (Reinhardt, 2017; Reinhardt, in press), with a particular focus on agency, awareness, and autonomy. I then outline a literacies approach to social media-enhanced L2 pedagogy as an approach that may be up to the challenge.

A summary of research on social media in L2 teaching and learning

From the mid-2000's to the present, the topic of social media has become a substantial part of conferences in CALL (computer-assisted language learning) and L2 teaching and learning (L2TL) and has been discussed in hundreds of journal pieces and several notable edited volumes (Thomas, 2009; Lomicka and Lord, 2009; Lamy and Zourou, 2013; and Dixon and Thomas, 2015). Current L2TL research on social media is informed by foundational research in the fields of computer-mediated communication and educational technology and is grounded in social constructivist CALL research begun in the 1990s on use of synchronous (chat) and asynchronous (discussion boards and email) tools for L2TL and cultural exchange (e.g. Warschauer & Kern, 2000). When Web 2.0 technologies began putting the means of Web-based media production into the hands of average users and became known as "social media" in the 2000s, the contemporaneous "social turn" in SLA (Block, 2003) provided theoretical grounding and methodological tools with which to investigate L2 learning in them.

Most recently, ecological (Blin, 2016) and relational (Kern, 2014) heuristics have begun to supersede technological and social constructivist frameworks for analysis of social media-enhanced L2TL, recognizing the dynamic complexity of how affordances for use emerge from the multiplex relationships among users, purposes, and contexts. Methodologically, most research has used commensurate approaches that are less experimental and generalizable and

more descriptive, phenomenological, and ecologically valid. Although there has been some innovative research on newer social media like *Instagram* or voice blogging, most research—enough to synthesize and identify trends—has been on blogs, wikis, and social networking, which includes microblogging with *Twitter* and social network-enhanced commercial CALL sites and services (SNECSs) like *Busuu* or the now-defunct *Livemocha*.

Definitions of social media are not entirely agreed upon, as different social media technologies increasingly integrate, and are integrated with, other technologies. In brief, social media can be any digital application or technology through which users participate in, create, and share media resources and practices with other users by means of networks that are often user-defined. Since they are Internet-based, they are accessible on a variety of stationary and mobile platforms. In short, blogs emphasize composition with an audience, and highlight individual authorship, while wikis promote collaborative authorship and revision, deemphasizing individual authorship. Social networking sites (SNSs) highlight individual profile creation and the traversing of user-defined networks, offering spaces for the sharing of opinion and identity presentation. SNECSs combine tutorial CALL with social networking mechanics, leveraging the crowd-sourced potential of motivated users to serve as each other's instructors.

Blogs

Blogs were arguably the first social media, as they were designed to support interactive readership, multimedia embedding, and hyperlinking from their inception in the 1990s. Recognizing the potential of blogs for L2TL, researchers have shown that blogs created and maintained by language learners can afford the development of literacies and identities, intercultural competence, learner autonomy, and audience awareness (Reinhardt, in press). They offer space for reflective and extensive writing with the opportunity to network with other readers and writers, creating a community centered on shared affinities and affording development of identity (Sun & Chang, 2012). Writing online can afford empowerment and language development for non-mainstream students—for example heritage and ESL students—that traditional composition does not (Bloch, 2007). Blogs can also serve as spaces for writers to observe and reflect on the development of their own linguistic and intercultural competence. They serve well as telecollaborative and study abroad spaces for reflection and discussion about observed and experienced

cultural practices (Lee, 2009; 2012). Innovative project and discovery-based task designs connecting learners at home and abroad, cultural informants, and local perspectives afford the conditions for learning culture.

Implications are that development of authorial identity and intercultural awareness is afforded by the real or even merely implied audience in blogs, as learners realize their writing might be read not just by the teacher or classmates, but by a much wider audience. On the other hand, if audience is overemphasized the pressure to show and develop expertise or to be grammatically accurate can overwhelm some students (Vurdien, 2013). Moreover, restricting choice of topic, using blogs as homework repositories, or forcing peer feedback may stifle the affordances of blogs for developing learner autonomy, as learners feel they have no agency, or that the tool is wrong for the task (Chen, Shih, & Liu, 2015). A major learning affordance of blogs, like other social media, is the development of learner autonomy, although it depends on the extent to which formal tasks and other contextual variables complement, rather than conflict with, blog affordances (Lin, Groom, & Lin, 2013). In brief, autonomy is promoted when learners have some control over what they write about and when tasks are authentically similar to vernacular blog activities.

Wikis

While most are familiar with *Wikipedia*, there are hundreds of smaller wikis created and utilized by affinity communities like gamers, travelers, and other groups. These may offer models for how groups of language learners might build or contribute their own wiki resources and practice collaborative knowledge building in or about the language and culture of study. Wiki research focuses on the tool's affordances for collaborative authorship and revision, developing audience awareness, and acting as a virtual learning environment. While wikis offer affordances for collaborative authorship, some studies have found that learners are wary of focusing on accuracy in wikis (Kessler, 2009)—correcting peer's contributions for grammar— and prefer to focus on textual structure and coherence. Others have found true group collaboration, as opposed to cooperative division of labor, rare and difficult to promote in formal tasks (Arnold, Ducate, & Kost, 2012). Implications are that perhaps even more than blogs, wikis offer affordances for the development of audience awareness (Mak & Coniam, 2008), especially if students contribute to publicly accessible resources like *Wikipedia* (King,

2015). Wiki-enhanced learning tasks should promote sustained interaction, even workload distribution, and mutual respect of opinion, and although teacher guidance might be necessary for focus on accuracy, teacher presence may negatively affect collaboration, especially if learners are working for individual grades. On the other hand, because students may be unfamiliar with wiki technology, they may not use them at all without teacher guidance (Kennedy & Miceli, 2013).

Social networking

Research on social networking can be categorized by its focus on 1) description of informal use by L2 learners and users of vernacular social networking sites (SNS) like *Facebook*, 2) vernacular SNS-enhanced L2 instruction, 3) *Twitter*-enhanced L2 use and instruction, and 4) social network-enhanced CALL sites (SNECS) like *Livemocha*, *Busuu*, and *Duolingo*. In descriptive studies, vernacular SNSs like *Facebook* have been recognized as offering affordances for connecting to the languages and culture of study and of home (Lee, 2006), for identity expression and literacy development (DePew, 2011), for socialization into real and imagined communities (Chen, 2013), and for self-directed learning and socialization (Pasfield-Neofitou, 2015). L2 learners use SNSs like *Facebook* not only to maintain connections with friends and family at home (Mitchell, 2012), but to develop and present newly conceptualized identities and perspectives to audiences transculturally, in informal, hybrid, polylingual and multimodal ways (Schreiber, 2015), reflecting new dispositions and considerable awareness of register and audience (Back, 2013). As with informal blog practices, these new literacies are rarely acknowledged in traditional writing or language instruction, but might potentially be leveraged in innovative pedagogies.

   Research has looked at the potential of using vernacular SNSs like *Facebook* as media for formal instruction. Participation in affinity-based social network groups offers learners potential access to communities where the language of study is used in socio-pragmatically and culturally genuine ways, and the language and cultural perspectives expressed in those groups can serve as learning resources (Blattner & Fiori, 2011). Similarly, simulated SNS participation and invented SNS profiles can be used as spaces for situated learning (Mills, 2011) and developing awareness of socio-grammar (Reinhardt & Ryu, 2013). Learner-managed SNSs supplemental to formal instruction, whether sanctioned or not, can serve as spaces for genuine practice of vernacular registers and

discourses inaccessible in the formal classroom (Liaw & English, 2013). In short, SNSs can serve metaphorically as pedagogical tutors or windows onto genuine socio-pragmatic uses, tools for practice of new registers, identities, and literacies, and ecologies that bridge informal and formal uses.

Research on microblogging with *Twitter* focuses on its affordances for access to genuine discourses and communities much like other SNSs, but recognizes it also offers unique affordances because of the limitation of tweet length like focus on conciseness, speed and virality rather than on depth of content. *Twitter* can reach students anywhere at any time, which can promote a sense of social presence (Lomicka & Lord, 2011), contribute to a sense of community, and afford humor and informal language use as a means of social bonding (Hattem, 2014). While it promotes focus on information provision and sharing, *Twitter* can be used for traditional skills like vocabulary and pronunciation, offering "words of the day", and cultural access, offering real-time updates on news and events in the culture of study (Mork, 2009).

Social network-enhanced CALL sites and services (SNECSs) like *DuoLingo* and *Busuu* have become quite popular recently, increasingly blending tutorial CALL with social networking and gamification to purported positive effect. Research has made considerable effort to examine how SNECSs leverage social network mechanics for learning, how affordances for learning may differ according to site, how learners utilize, or do not utilize, specific features, and how designs in general afford learning outcomes. Research has found that users of SNECSs are motivated primarily by the potential to interact with native speakers, gamification features, and self-assessment features (Stevenson & Liu, 2010). Different SNECSs may afford certain learning activities and skills areas over others. However, lessons and materials often present decontextualized content using archaic, often ineffective methods like grammar-translation (Clark & Gruba, 2010). Culture is rarely effectively integrated and images, representations, and usage examples may be rather inauthentic (Zourou & Loiseau, 2013). User profiles may require irrelevant information from users and may not allow for adequate control of privacy, at the same time they do not offer information that is useful for peer vetting. As SNECSs rely heavily on users to peer tutor other tutors, teaching quality is reported as problematic (Orsini-Jones, Brick, & Pibworth, 2013). Users may not be provided with adequate or appropriate feedback and assessment information, leading to demotivation and high rates of attrition. In sum, SNECSs may help self-directed low to intermediate level learners memorize vocabulary and grammar, but the social networking and crowd-sourced interaction features may not address

speaking proficiency and intercultural competence very well, especially at the advanced levels, perhaps due to poor quality CALL materials and a lack of pedagogical expertise among users (Lin, Warschauer, & Blake, 2016). More critical evaluation of SNECSs that examines how particular dynamics and designs relate to and interact with learner variables, contexts, and outcomes is needed.

Discussion

Research has found evidence that social media offer a range of potential affordances for developing language awareness, multiliteracies, audience awareness, individual and collaborative authorship, socio-pragmatic and transcultural competence, investment in new identities, and learner autonomy. Different social media technologies—blogs, wikis, social networking sites, and SNECSs—can be leveraged for L2 learning with consideration of how a particular ecology of learners, goals, contexts, and resources realize those affordances. However, affordances are not always easily available outside of informal usage contexts, because they hinge on users retaining a sense of agency, which social media technologies, when used informally, offer by providing a sense of control, production, and social participation. Findings of formal uses of social media-enhanced L2TL support this observation. For example, students do not like to use social media if they feel pressure to be grammatically perfect or show more content expertise than they feel they have (Vurdien, 2013). Too much teacher control of a social media learning task can lead students just to complete the assignment, and not benefit from its collaborative affordances (Arnold, Ducate, & Kost, 2012; Lin, Groom, & Lin, 2013). Students may not want to use social media if they find it too difficult (Kennedy & Miceli, 2013) or if they perceive it as "the wrong tool for the wrong task" (Chen, Shih, & Liu, 2015). Without structured tasks, students may use social media for communicative purposes (Kessler, 2009) and not focus on grammar. In short, when social media is used for formal purposes, it loses its potential to engage learners when it is presented as required learning assignment in which the learners have no agency.

The challenges of everyday social media technologies

Social media site and app developers want users to retain their sense of agency because they capitalize on the production and networking activities in which

their users engage. If producing content and providing consumer information to social media companies were difficult and made explicit, users might balk at doing it for free. To support users retaining a sense of action, developers focus less on help buttons and more on user-friendly, intuitive interfaces that get users actively participating and producing as quickly as possible. Interfaces teach new users through implicit and experiential means, with minimal tutorials or training periods, and encourage learning through exploration and socialization with other users. This is perhaps one reason "digital natives" (Prensky, 2001) are thought to be (and may think of themselves as) naturally "good at computers"—it may not be so much that children are better at using technology than adults, but that technology interfaces have become better at implicitly teaching children how to use them through experience, rather than explicit instruction.

In this way, digital literacies for most users of social media are learned informally (footnote here: Clearly, issues of the digital divide are considerable here. Many students enter L2 classrooms without having developed many digital, computer, or information literacies because they have little or no access to personal technologies. The "digital native" myth may unfortunately perpetuate the false assumption that these students can naturally and quickly learn how to use technology for formal uses without explicit instruction. For this reason, it is important to assess student backgrounds thoroughly before using technology in the L2 classroom, and adjust instruction accordingly). Traditionally understood, literacy is the cognitive ability to read and write— something a person has or doesn't have. In contrast, a sociocultural view of literacy (Gee, 1996; Lankshear & Knobel, 2006; Barton, 2007) recognizes that reading or writing is better understood as *language use as social practice*— symbolic activities that are recognized by communities as meaningful. Because of the range of registers, varieties, domains, genres, and modalities, that meaning making entails, "literacy" may be better conceptualized in the plural as "literacies". Digital literacies, in turn, are social literacy practices in digital, technology-enhanced contexts. They share several characteristics:

1. They can be multimodal, transcultural, and polylingual in nature, and may include multiplicities of literacies in a variety of languages, cultures, identities, and affiliations.

2. They entail shifting dispositions — attitudes, inclinations, or stances — towards authorship (e.g. remixing, repurposing, sharing), identity (e.g. how

to self-present and network online), and social value (e.g. status, prestige, capital), among others.

3. They are often learned experientially through immersion, trial-and-error, and integrated tutorials. This means digital literacies are vernacular, ad hoc, and eventually everyday, habitual, and usually unanalyzed. They become part of our "habitus"—our dispositional 'taken-for-granted' understanding of the social world (Bourdieu, 1984).

As spaces for informal digital literacy practice, social media have readily become arenas for everyday socializing, entertainment, and play—domains that are often framed metaphorically in opposition to work, learning, and other school-related domains. If we are to exploit digital literacies for L2TL, we have to acknowledge we are dealing with something learned informally, bottom-up, and through socialization—quite differently than how L2TL is traditionally framed in the classroom. Moreover, different users have rather different repertoires and may be unaware of what they know and how they know it. They may feel social media are indispensable to everyday life, but not understand why or how they got that way. They may actually resist and even reject formal, explicit activities that ask them to critically situate and defamiliarize their social media habits, especially if they are forced to do so without having a say in the matter.

Developing social media enhanced learner-autonomy

As learning moves outside the classroom and boundaries between informal and formal contexts blur, autonomy becomes ever more crucial to successful, lifelong learning and a key part of career preparedness. Social media-enhanced L2TL has great potential to develop autonomy, but it requires carefully balancing the provision of agency with the tools for awareness. Developing autonomy requires both awareness and agency—agency because it offers the possibility to explore and invest in new identities (Vandergriff, 2015), and awareness—(meta)linguistic, (inter)cultural, and (socio)pragmatic—because awareness provides the meta-cognitive tools for intentional, self-directed learning. Without agency, awareness is frustrating and even debilitating, but without awareness, agency cannot lead to sustained, autonomous learning. As noted above, social media users may be afforded agency in their informal, everyday digital practices, but it is, for the most part, without the awareness

necessary to transform those practices into autonomous and productive L2 learning activity.

Recently, scholars in L2TL have questioned the potential of traditional communicative language teaching (CLT) frameworks (e.g. Breen & Candlin, 1989) to truly develop the linguistic, cultural, and pragmatic awareness needed for L2 proficiency that can be sustained and practiced autonomously (e.g. Byrnes, 2006). In response, proponents of literacies-focused frameworks (e.g. Kern, 2000; Byrnes, Maxim, & Norris, 2010) have argued that focus on texts and the various meaning-making choices users make in designing them is a more effective pedagogical framework than CLT, especially considering that the multiplex and digital nature of meaning making today goes far beyond transactional communication. A literacies approach focuses not just on basic comprehension or production of a text, but on developing awareness of why and how particular linguistic and symbolic choices are made, and how these relate to the sociocultural purpose of a text. Texts are understood broadly as not simply print artifacts, but any spoken, written, or otherwise expressed communicative event. Grammar is presented as inextricable from context, and connected to not only ideational meaning, but also interpersonal, textual, and poetic meaning.

Several literacies-focused pedagogical frameworks have been proposed and applied to technology-mediated L2TL contexts (see Reinhardt & Thorne, 2011; also Kumagai & López-Sánchez, 2016), including multiliteracies (e.g. New London Group, 1996; Kern, 2000; Allen & Paesani, 2010), language awareness (e.g. Bolitho *et al.*, 2003), and genre awareness frameworks (e.g. Hyland, 2001). Although they are not immediately language focused, media literacy frameworks that focus on developing awareness of the production, linguistic, representational, and audience-focused aspects of media (e.g. Buckingham, 2003) also have potential. Thorne and I (Thorne & Reinhardt, 2008) developed a "bridging activities" approach that aligns with multiliteracies and awareness approaches, to "facilitate the experiential and analytic awareness of digitally-mediated student selected or created texts and literacy practices" (Reinhardt & Thorne, 2011, p. 2016). In bridging activities, like most literacies-focused approaches, learners alternate through activities involving action and reflection with guidance to focus on comparison and analysis of relationships between use and social meaning.

Following a literacies-based approach, social media can be used as playgrounds or practice spaces for using language and taking on perspectives

not possible in face-to-face environments, which, when followed by reflection, can lead to awareness. For example, Mills (2011) had university-level advanced French learners use *Facebook* to develop simulated identities and interact with classmates through them. In social media-based interactions and self-presentations, learners showed evidence of the joint enterprise, mutual engagement, and shared repertoires indicative of situated learning. With Ryu (Reinhardt & Ryu, 2013), I describe a project where L2 Korean learners used *Facebook* to role play interactions among Koreans of various statuses and ages, in order to practice the use of Korean Internet language and socio-grammatical markers in an authentic, relatable environment. Learners analyzed each other's interactions and discussed the relationship between language register and socio-pragmatic meanings. Yen, Hou, & Chang (2015) had teams of EFL learners use social media as a space for business role-plays and practicing a variety of business interaction types—negotiation, brainstorming, and discussion. In short, when social media is used as a learning space for both action and reflection, awareness can be raised if learners retain agency and perceive the instructional parameters as authentic.

To leverage the potentials of social media, user agency should be allowed through thoughtful task design. Learners should be provided with the true capacity to act by being allowed choices and control where possible, to engage in self-directed activity, and invest in activity outcomes. Tasks should mirror genuine uses of social media, promoting multimodal, transcultural, and polylingual expression of identities where appropriate, and practicing what might be understood as social networking literacies—which include not just simulation and performance, but appropriation, judgement, and networking (Solmaz, 2015). When learners can practice agency and have a say in the parameters of their learning, awareness of how to make meaning in new L2 digital contexts can be empowering, not debilitating. Awareness activities can focus on developing linguistic, cultural, and pragmatic knowledge at increasing levels of meta-cognition—familiarity, comprehension, and mastery. It is important to develop critical awareness of social media itself, how and why it functions as it does, and how our experiences with it and dispositions towards it impact our lives both positively and negatively. While technological determinism is to be avoided, it does not mean that media, including social media, is entirely neutral and without influence, as recent elections in the USA and Britain have shown the world. Developing awareness of not only how language means and what it means, but how it is used to construct social realities in digital spaces is a key aspect of true proficiency, in both first and second languages.

Conclusion

Digital technology was once exotic and accessible to most people only in schools, and CALL scholars like Bax (2003; 2011) thought that integration and normalization to the point of seamless invisibility was key to harnessing its potential to afford learning in new, more effective ways. Since then, social media technologies have ironically themselves become invisible and normalized into nearly all walks of everyday life, except the classroom. As they break down this final barrier, educators are obliged to situate them critically and teach how to use them, or else they and their students risk being used by such tools. Formal learning tasks that leverage these affordances must take into account the fact that learners come into the classroom with unexamined dispositions, beliefs, and habitus towards these technologies because they are no longer exceptional, but habitual. If we want language learners to use social media for autonomous, intentional learning, formal applications need to foster, maintain, and respect user agency while developing learner awareness of the socio-cultural, technological, symbolic and interactional dynamics that impact how social media are, and can be, used for both informal and formal learning purposes. Learners with considerable experiential knowledge may resist formal uses that conflict with their informal repertoires and expectations, while those with less may be quite grateful for direct training. A pedagogy that leverages social media practices for developing L2 learner autonomy should support learner agency by promoting user choice and self-directed learning, at the same time it develops critical awareness of how technological mediatization and language choice together impact meaning making.

We are witnessing disruptive effects by digital social media on traditional educational structures, which for many have become socially irrelevant and disconnected from the real world. Formal schooling increasingly seems to privilege standardized assessment and "teaching to the test", thereby delegitimizing informal, creative, and social literacy practices, including those involving digital media—even though they are often highly specialized and demonstrate considerable semiotic facility and agility. The novelty of this disruption, however, may be overstated. Standage (2013) shows that throughout history communication technologies—from the cuneiform tablets of Mesopotamia to the message scrolls of ancient Rome to the commonplace books of 17th century England—have always supported vernacular, everyday literacy practices like note-taking, gossip and news sharing. They have always had disruptive effects on formal, standardized literacy practices because they flatten access to information (Jenkins, 2006), and support multiple authorship,

multimodality, non-linearity, and virality, which enable dispositions antithetical to traditional norms. In other words, the stuff of transformative practice has always been hidden in the mundane and vernacular, and if we recognize the authenticity and legitimacy of the everyday in social media, we might harness its potential to great educational benefit. Research shows social media can serve as authentic arenas for social interaction, windows onto genuine linguistic and cultural practice, mirrors for reflective learning, and stages for self-presentation and the development of new identities. Social media offer the means to develop L2 learner autonomy, as long as we allow learners to practice agency in them, and are thoughtful in how we raise learner awareness of why and how to do so.

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English teachers' profiles and technology-related professional development

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Introduction

This chapter discusses the possible contributions of virtual learning environments (VLEs) to the English teachers' professional development and teachers' profiles. It explores how English teachers that favor the use of new information and communication technologies (ICT) and VLEs have developed skills to design, monitor and assess teaching-learning activities, promoting an area of professional development focused on the self-transformation and the creation of new learning opportunities (Lee, M.-H., & Tsai, C.-C., 2010, Coppola, N., Hiltz, S., & Rotter, N. 2002). The emphasis on professional development recognizes technology as an important engaging practice that helps teachers to create work strategies, follow up and monitor learning (Paulson, K. 2002) while they re-signify the roles of teachers in face to face and virtual interaction (Savin, 2003, Lee & Tsai, 2010; Major, 2010; Natriello, 2005, Leyva, 2010).

English Teachers are required to incorporate teaching and learning practices in virtual environments, to do so, they are expected to be aware of the relevance of ICT in the English classroom as a part of the cultural, social

and political demands to promote collaborative and autonomous learning (McDougald, Jermaine S., 2013). This may turn into a challenge when they should create real opportunities for their students to practice the language and promote communities of practice in contexts where institutions are still struggling with the needed investment for the training and infrastructure to support this type of initiatives as a vital part of the process of teaching and learning (McShane, K., 2004) in face-to-face teaching[1]. One important factor to be considered, regarding teachers' roles in VLEs in relation to time, space and interactions forms, is the teachers' response to changing and adapting to promote regulated activities to combine face-to-face teaching with VL activities. Although some teachers recognize that using VLEs implies a task on their own profile and personal investment, there are still a number of them who avoid the use of the virtual learning environment and prefer to assign it as an optional component of the student autonomous work due to the extra work it involves[2]. So far, we have highlighted some aspects related more to the agentic and investment roles of English teachers to work on themselves to design, monitor and assess meaningful activities than their fulfillment of ideals and language visions.

The following pages provide a reflection on the competencies and roles developed by English teachers who favor VLEs, remarking a critical review of some implications for the promotion of a professional profile and detailing some of the characteristics that different circuits of VLEs provide to strengthen teachers' skills. In doing so, we have approached some research works in the field of virtual teaching but as well face-to-face and virtual combined teaching and some local policies and recommendations done by United Nations Educational, Scientific and Cultural Organization (UNESCO (2004)) to train teachers in technology use in terms of basic skills acquisition and professional development competences.

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1 According to Natriello (2005) the technology incorporation in face-to-face teaching has been modest. Some researchers point out that the transfer of traditional methodologies to virtual learning environments is one of the reasons that has not favored a major impact on VLEs (Kreber & Kanuka, 2006).

2 According to Howard, S. K. (2013) the resistance to change cannot be regarded as a rejection to the innovation but to the roles and time/space requirements to support to their students on line, which entails a high workload.

The case of Colombia in the technology-related training of teachers

The notion of technological competence has been prioritized to strengthen teachers' professional development through the promotion of some training programs,[3] launched to seek for the education of a new teacher profile capable to face the social and political demands of competitiveness and monetary development[4]. Precisely, this technological competence understood as a vocational integration in the higher education setting in terms of competencies has affected not only the teacher's role in face-to-face education but the institutional guidelines to assess and account for a teacher's profile consistent with these demands (Leyva, 2010). Indeed, the integration of technology in education is even more encompassing, thus the training strategies aim for merging ICT to the day-to-day life of teachers to increase their awareness of the technology benefits and motivates them to use technology in their workplace[5].

For some institutions, the design and implementation of ICT training programs for teachers have meant an endeavor with profound political and educational reforms. While some teachers are open to connect ICT, and use VLEs as a complementary and integral part of face-to-face teaching; some others just prefer to use them to communicate with their students (e-mail, WhatsApp groups), underestimating VLEs potentialities to improve learning and their own professional development. Motteram, G. (2013) argues in favor of digital

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3   According to the Colombian Ministry of Education, the last two decades have been decisive to empower the innovation and technology culture in the country. In the National Development Plan 2010-2014, under the slogan "Nurturing innovation to support prosperity", the education setting and particularly, the universities are responsible to connect and promote this innovation culture among young people and teachers. This document emphasizes the crucial component of ICT and VLEs as part of a quality system of higher education.

4   In the 2019 document: Colombia Vision and Bicentennial (Documento 2019 Visión Colombia II Centenario) the ICT targets promote the innovation for the competitiveness and the strengthening of human capacities to use CT+I to position Colombia in 2019 as a country that produces, distributes and uses knowledge due to the human talent and its social development in this area (p. 54). In this respect, the training of human talent in ICT must be a priority in the teachers' profile to make them able to create chains in different education levels to facilitate the promotion of knowledge and skills in science in technology among children, young people and adults.

5   In particular, the National Program Use of new technologies and mass media. Path of teaching professional development for the use of new technologies (2008, p. 5) (Programa Nacional de uso de medios y nuevas tecnologías. Ruta de desarrollo profesional docente para el uso de nuevas tecnologías, 2008) pinpoints the teachers training strategy as a key one to help teachers to cope with the affective and cognitive demands of ICT use in their work and daily routines. The program addresses the teachers' subjective preparation (inclusion and awareness-raising) and the teachers' cognitive preparation (disciplinary integration).

technologies, which are ideally placed to help teachers working with learners, and learners working independently (p. 34). Teachers as mediators and peer as mediators (Guerrero, C. H. 2007, p. 225) are fundamental to obtain good results in L2 classrooms. The importance of teachers' monitoring skills to revise students' work is an opportunity to set a different kind of relations. UNESCO (2004) considers the technological competence of teacher educators as an essential component of these teachers' professional development. In fact, UNESCO (2004) urges teachers to teach and share exemplary practices of technology use to make them worthy of emulation by student teachers and colleges (p. 38).

English Teacher Professional Development program situated

The promotion of ICT/VLs as opportunities for growth and professional development is crucial to increase the use of technology beyond the technical aspects. A real connection with the pedagogical potentialities of its use might result appealing for teachers who are not interested yet or for those who resist it for different reasons. Savin (2003) explains it within the notion of an effective professional development that includes progressive stages in a space-time continuum to help teachers have clear ideas about the benefits of technology for teaching and learning. Accordingly, Savin (2003) suggests 5 points to achieve an effective professional development that we will discuss in the light of implications for English Teachers case.

1. The teacher professional development must be connected to the intellectual significance, the social and emotional commitment, the ideas and material available within and outside teaching.

A TPD program for English teachers must consider English teachers' ideals and visions of language in a dialogic way. In this sense, the integration of VLEs is subjected to some English teachers' principles in relation to their pedagogical practices and forms of seeing the world. This implies an exploration of teachers' interests and expectations within and outside teaching to create a TPD program flexible and open to be fed and updated.

2. The teacher professional development works with the teaching context and the experience of teachers.

The case of English teaching in Colombia is mediated by different conditions. It is not the same to teach English for clients, at public and private schools and even at public and private universities. The access to technology and connectivity can be an issue to reconsider when some lessons are designed. The type of topics to be covered during a course is regulated by some institutions, while some English teachers are more autonomous to design syllabi and lessons according to an ample repertoire of ideas and experiences that are decisive to work with a CLIC emphasis for instance. A TPD program accessible to everyone needs to pay attention to English teachers' experiences, which are not all the same, and vary from teacher to teacher and from context to context.

3. The teacher professional development that brings support for the informed dissent.

Dissenting voices should be well received. The attention given to these voices cast light on aspects that need to be re-considered promoting different types of programs in which some recommendations might work later to invite teachers who dissent.

4. The professional development that helps teachers to situate their practices in a broader context than the classroom, based on a perspective more encompassing of purposes and preparation practices with the tools to observe and experience what students do using technology.

Some ELT strategies incorporate mobile learning activities to consolidate projects where teachers and learners share with the city, the life outside the classroom with different purposes. English is used to post messages or identify places and people in images. It is about taking advantage of what students can do to practice English.

5. The teacher professional development that prepares teachers (and as well families and students) to use techniques and perspectives to ask themselves.

The invitation is to move from a consumer perspective to a producer one, allowing every English teacher to assess the reliability of the activity placed on the VLEs.

ICT teaching competencies

According to some studies (Lipponen, & Simons, 2007; Anderson, Rourke, Garrison, & Archer, 2001; Berge & Collins, 2000; Goodyear, Salmon, Spector, Steeples, & Tickner, 2001; Graham, Cagiltay, Lim, Craner, & Duffy, 2001; Guasch, Alvarez, & Espasa, 2010; Salmon, 2004), roles and competencies developed in VLEs differ from roles and competencies enacted in face-to-face teaching. This affirmation is based on some aspects that stress a specialized pedagogy in which net-work collaborative practices, technical and legal and social aspects are stressed (UNESCO (2004).

Some expert English teachers in VLEs recognize that transferring methodologies used in face-to-face teaching to VLEs is an ineffective move for students, whose responses are evasive and lack consistency and creativity in terms of expected results (Kreber & Kanuka, 2006). Murname, (2009) argues the need of a specific pedagogical knowledge to obtain, assess and make information meaningful. In this sense, an English teacher development program must incorporate pedagogical practices that allow teacher to understand technology as an object-tool that should be exploited to get the most of it in this new culture of innovation. In this way, the pedagogical competence is understood here as a "macro-competence conformed by other ones, making possible relations among them and the emergence of a specific discipline domain and its learning and teaching conditions" (Hernández, 2008, p. 9). In other words, this domain straightens dimensions such as receptiveness, adaptability, flexibility and commitment to making decisions on an ad hoc basis.

Hernández, F. (2006) explains that the integration of some other competencies (communicative, technological, social) to the pedagogical one is key for the articulation between theory and practice to post problems and teaching contents. Similarly, Hernández, F. (2006) stresses the importance of the didactic and research competencies to design English learning activities to learn English learning while improving knowledge in general. the focus is shifting to the understanding of pedagogy as a complex patchwork of knowledges that complement each other to facilitate teaching mediated by technology. It draws the attention to the teachers' intellectual capacities to distinguish not only between methods and techniques but discern good information from noise one to use it with pedagogical purposes.

Another important aspect is noticed by Tobon, M. (2007, p. 17) is the role of cultural advances and social transformations that link local and global contexts

to relate pedagogy and technology within pedagogical scenarios in VLEs. In this line of thought, Tobon found relevant the pedagogical model introduced by Gomez (2003) that integrates three angles: knowledge, teaching and information. As a result, the way English teachers cope with the information is crucial to design an appropriate content for the VLE.

Given these considerations, some authors (Lipponen, & Simons, 2007; Anderson, Rourke, Garrison, & Archer, 2001; Berge & Collins, 2000; Goodyear, Salmon, Spector, Steeples, & Tickner, 2001) claim that a digitally competent teacher has a digital literacy profile that enables him to overcome the actual everyday use of any other user. The pedagogical purposes are vital to mediate the use of technology and signify the teaching practices, the connectivity and knowledge production (Cabello, 2006, p. 4). The technological competence has been explained through the digital literacy concept to note a cross-cutting approach to literacies rather than (Hagel 2012a) digital technologies per se that emphasize in the ways users work with the information (finds it, uses it and disseminates it). In the case, of English teachers this aspect is relevant to create teaching learning processes which enact the use the information to read critically and solve problems, among other activities that had been formulated as objects of knowledge. Briefly, we can understand the teacher digital competence as the skill to use technology with teaching purposes, which means acquiring technological knowledge and adapted it pedagogically.

In sum, VLEs competencies foster teachers' attitudes and metacognitive skills to perform different type of tasks (UNESCO (2004), Hagel, 2012a). Some of these characteristics can be clustered as follows:

- An English teacher with a technology-related profile finds in ICT a potential richness to favor forms and learning styles in which English is not an end but a means.

- Has a higher literacy competence to facilitate students' social action educational intervention, where bi-literacy is important in EFL contexts.

- Enjoys the virtual interaction as an everyday user of ICT, being open to receive feedback and opportunities for improvement.

- Creates appealing VLEs to work with students' senses and forms of interaction

- Invests quality time for his own training on specialized programs and software to elaborate tasks and practice to check their effectiveness.

- Helps students to get familiarized with ICT and acquire some experience to push them to learn not only the technology use but the language.

- Keeps up to date through new technologies and networking communities.

- Considers VLEs a scenario to empower himself while students learn.

- Has a better understanding of opportunities and ICT implications for the curricula in teaching and learning dimensions.

- Provides assessment within a flexible and open environment.

Trends in VLEs have become the English learning in a revolutionary activity, CALL Computer-Assisted Instruction and L2 Learning), CMC (Computer Mediated Communication), E-Learning and E-Culture among others, can be considered complementary scenarios for teachers to trace students' performances. Indeed, some skills in the planning, control, assessment and monitoring stages are considered relevant to strengthen the teachers professional profile due to some key aspects in the design of tasks (Romero *et al.* 2002, p. 30).

Planning. This skill involves the development of a strategic knowledge to select materials and resources, design tasks and anticipate students moves to execute the activities. Galvis (1992) argues that the design of Virtual learning environments is a multi-scale planning process in which the analysis of learning needs must be crossed with the problem-posing stage, the role of the technology (web sites, web Quest, editing programs, etc.) and the type of information provided and needed.

Control. This skill subsumes an examining position, in which the teacher pays attention to details to identify problems and their solutions. According to BECTA (2012) in the most controlled environment of a school, online assessment could prove useful for summative testing.

Monitor and assessment. The former refers to the given values to regulatory processes and the products of comprehension and learning, and the latter refers to the evidences gathered through observation of strategies and modifications during the process in the planning session to guarantee results. Monitor process

for is important because it allows English teachers to plan several tasks to get to know information in terms of their students' progress, according to levels of difficulty on a specific topic. The established rules to have access to on-line readings and chats is part of a collaborative network between teachers and students.

The most important feature of this teaching mediated by technology is teachers' control of contents, processes and times to perform activities and the corresponding evaluation of the cognitive components of the resources used. In this sense, some skills are developed, namely:

Skills to judge the achievement of a task, intervene requalifying a course of action, discern on the spot the execution process of a task, identify sources to give answers to questions, capacity to comprehend what is going on with their students and give recommendations to them, recognize knowledges in action, detect levels of understanding and difficulty. These skills are intertwined with processes of self and peer assessment that according to Martín Pérez (2002, p. 39) help teachers to encourage their students to reflect upon ideas and challenge them, to collaborate and being able to take risks. In terms of professional development, teachers learn to postpone their opinions to give students opportunities to create and, in that sense, teachers are more open to work on students' ideas than in their own constraints.

General guidelines to work in VLE in resistance contexts

Although teaching practices mediated by technology in the Colombian context have widespread political support that has oriented some institutional decisions in schools and campus to improve research, connectivity and teaching, clearly two tendencies coexist in teachers' profile, one of them has involved technology as part of professional development and everyday work and the other still resists to incorporate technology and work in VLE. The causes for this resistance has been broadly studied by Howard, S. K., (2013) and Howard, S. K. & Mozejko, A. (2015) as rejection to a high workload that this type of monitoring demands. Some institutions do not include the work done in VLE as part of the work schedule to be included in the salary. So, the amount of time devoted to these activities, as well the roles adopted (facilitator, instructional designer, social, managerial, and technical roles)

if the programs and software are not efficient to deliver results, can be too massive to be handled.

As a result, some recommendations have been made, for instance UNESCO (2004) has considered 5 features to set technology as innovation in education in this type of scenarios. Based on the teachers' need analysis in relation to the reason to incorporate it. 1) relative advantage: to prove the benefits of learning mediated by technology in relation to traditional learning without it. 2) level of compatibility: to demonstrate that the use of technology is not opposed to the viewpoints, values and current educational approaches. 3). Complexity: to show technology handiness implementation to teaching. 4) empirical testing: to give teachers opportunity to try ICT in not threatening environments, which means technical support and time. 5) observation: give teachers the opportunity to observe successful technology implementation to teaching. According to Palomo el al (2006, p. 24) to get teachers' acceptance a good innovation meets the following characteristics:

- An innovative project that foresees activities with possible ends.

- Coherence between objectives and means to get objectives fulfillment.

- An innovation fully integrated to the educational process.

- And finally, an innovation negotiated and discussed for the whole community.

One of the most relevant aspects in English teachers' profile within a technology-related professional development is the possibility to be engaged in academic networks to share ideas, materials and even their own insights about English teaching in different contexts. The communicative and interactional potential of ICT surpasses the limits of a classroom and gives teachers opportunities to learn new things and cooperate with peers around the world. Some social aspects emerge as part of this network. UNESCO (2004) has recognized that teachers who engage in these collaborative roles have a critical position to judge learning opportunities not only for students but for themselves. For instance, in a setting of new teachers' education program, Pilkington *et al.*, (2000) explains that student teachers using online seminars can increase their participation and performance.

Resistance to technology is an aspect that should not be considered negative, indeed teachers' reasons to reject technology implementation must be the components to reflect upon the convenience or inconvenience of some training courses and the reasons to provide budget to cover real expectations

in terms of workload. According to Rienties, B. *et al.*, (2016, p. 4) based on the theory of Technology Acceptance Model state that the intention to use ICT (and thus a VLE) is influenced by two main factors: the perceived usefulness (i.e. the extent to which a teacher believes the use of a VLE will, for example, enhance the quality of his/her teaching, or increase students' satisfaction with the module) and the perceived ease of use (the perceived effort it would take to use a VLE). In our point of view, an innovative project needs to work with these teachers and not force them to use technology. Teachers' will to work in VLE can be modified for self-assessment processes in which they decide which aspects can be accepted and what aspects refused[6]. Technology is a tool, and as such is there to serve those who see some utility on it. That is precisely, the pedagogical component of an educational ICT course, to show some experiences and environments in relation to professional development programs, where distinctions between teachers' professional profile of those who integrate technology and those who do not, are not located in hierarchy but considered different modes of being teachers.

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6   Resistance is not a negative aspect when it is associated with declared modes of being a teacher. In Méndez, P. (2012) resistance discourses are relevant to note how discourses become spaces for the construction of subjectivities. When teachers' refusal to incorporate technology is related with preferences and affirmations of other type of interactions, it is important to understand these positions as legitimate.

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Part II - Researching

Support from Web 2.0 tools to improve lesson planning and classroom management in a pre-practicum experience[7]

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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.

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

<u>Title:</u> Technology to improve student teachers' performances before and while delivering their lessons

   <u>Objective</u>: 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.

   <u>Student teachers' role:</u> 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.

   <u>Students' role</u>: 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.

   <u>Methodology:</u> 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.
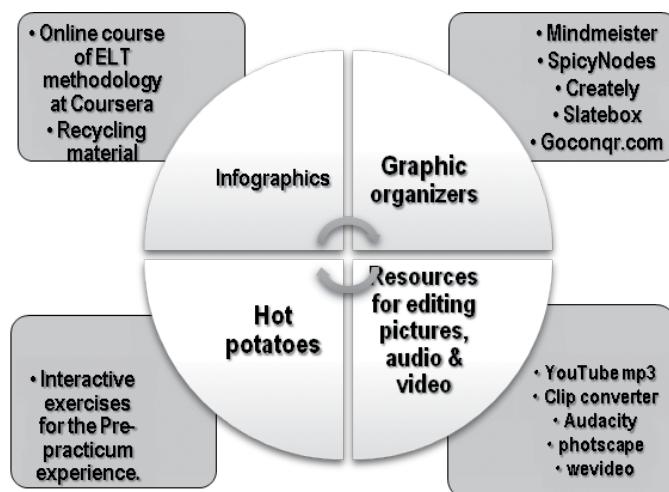
Graph 1. Web 2.0 tools explored to refine material development skill.

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 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 the 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.
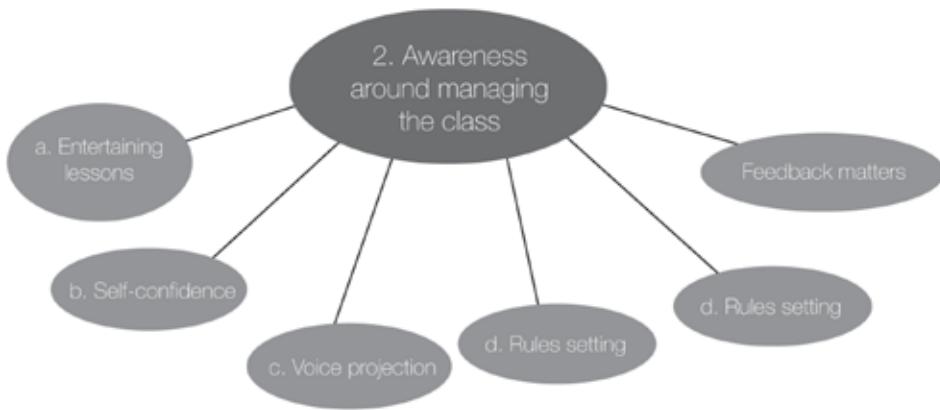
Figure 2. Second Category and subcategories.

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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Foreign Language Teachers' Education: Challenges and Implications in Integrating Technologies of Information and Communication

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Introduction

The process of globalization and the rapid development of science and technology have brought up challenges to education systems at all levels. The Society of the 21st century demands creative, critical citizens who have the capacity of adapting to working and social circumstances which are continuously evolving. Accordingly, the formation of the agents who directly drive the educational process - the teachers - is a vital issue for education systems, and modern societies (White, 2003). Subsequently, this entails that the processes of teacher training and development are rearranged to integrate new technologies with two fundamental purposes: first, to streamline and make educational processes more efficient and relevant; and second, to empower teachers and learners in the pedagogical use of new technologies. These two aspects are of paramount importance for any teacher of the 21st century. Nonetheless, integrating new technologies with formative processes encompasses re-creating the curriculum, the syllabus, and the transformation of current instructional and learning practices; this, in turn, entails thinking of the aforementioned elements from a holistic, systemic, and complex perspective in line with the current socio-cultural dynamics. Therefore, educational institutions and agents are permanently devising strategies and mechanisms that promote the use of information and communication technologies (ICT) to enhance formative processes and empower educators in the methodological and pedagogical use these tools.

In this scenario, this paper presents the results and conclusions of a pedagogical experience about integrating ICT with the formation process of foreign language teachers, in a B.A in foreign languages in Bogotá, Colombia. The purpose of this pedagogical experience was to identify the challenges and implications in integrating information and communication technologies (ICT) with the formative process of foreign language teachers. To do so, researchers used several technological tools and activities in one of the subjects during three semesters, 2015-1 to 2016-1. This pedagogical experience emerged in response to two needs; on the one hand, enriching and improving the formative processes, and on the other, finding strategies that empower future foreign language teachers in the pedagogical and methodological use of ICT to boost their professional practice and professional development.

Data were collected by means of surveys and students comments related to their experience using ICT in the selected class. The theoretical tenets that framed the study are: the role of the language teacher and learner when using Information and Communication Technologies (ICT), and the theoretical framework TPACK (technological and pedagogical content knowledge). These tenets allowed the interpretation and discussion of the results which led the researchers to conclude that ICT -mediated language learning experiences boost interaction, the development of critical thinking skills, afford access to a range of learning activities and resources, and empower the teacher with the capacity of creating learning scenarios and activities that go beyond the face to face experiences. These results also indicate some challenges and implications when integrating ICT with the formative process of pre-service foreign language teachers: First, effective teachers´ development and training in integrating new technologies is ensured by the development of TPACK (Mishra & Koehler, 2006), which ultimately makes possible a comprehensive integration of new technologies in foreign language learning and the development of new attitudes and skills on the part of the teacher and the learner. Second, ICT integration entails the reconstruction of the current status quo of curricular and administrative dynamics that give way to the new possibilities and affordances that come along with the use of ICT.

It is expected that the insights presented in this article shed some light on areas that have to do with the integration of new technologies with the formation of foreign language teachers, professional development leveraged by a comprehensive use of ICT, and understanding of the role of ICT in curriculum design and management.

Literature review

The theoretical tenets that underpinned the study are: the role of the language teacher and learner in ICT-mediated learning experiences, and the theoretical framework TPACK.

The role of teachers and students in the information era

Prensky (2001) mentioned that the dissemination of digital technology from the last decades of 20th Century has caused a "singularity", which in his words is "an event which changes things so fundamentally that there is absolutely no going back" (p. 1). This "singularity" has caused changes on students, who "live surrounded by and use computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age". Prensky (2001) coined the term "digital natives" to describe those generations that have been in that singularity surrounded with new technologies since they were born. Consequently, this fact has made young people able to understand and use technological devices better than most of the teachers, who, according to the author and the year they were born, are considered as digital immigrants (Dudeney & Hockley, 2007; González, 2008).

Dudeney and Hockly (2007) mentioned that the effects of living surrounded by technologies have affected the way students think and process the information, which demands transformation on the way of teaching and using materials and resources.

The use of new technologies in teaching have led the teachers to rethink their own practices, causing a change of their beliefs, conceptions, and assumptions about teaching and learning, and in doing so, they have given way to more effective technology-mediated teaching practices. The former has caused a redefinition of the whole conception of the language teacher; the notions of the teacher as the leader, the mentor, the guide, the facilitator, the organizer and even the manager of the learning process are notions that are becoming part of the repertoire of ideas that drive the teaching practices of those who are successfully integrating new technologies in language educational processes.

In consequence, this transformation leads to new attitudes in teachers and the development of new skills and competences. Teachers must be willing to innovate, take risks in pedagogical and didactic decisions, and being conscious that they do not have the control of the whole learning process;

they should share that responsibility with learners. These changes promote language learners' empowerment, and it also indicates that teachers see learners as agents rather than objects of the learning process (Salinas, 2004).

These transformations, and the development of these attitudes and skills, do not take place overnight and just because information and communication technologies are handy, even more, in most of the cases not even after teacher development courses in using these technologies. In this regard, Mishra, P., & Koehler, M. J. (2006) stated that the relationship between technology and teaching can transform the conceptualization and the practice of teacher education, teacher training, and teachers' professional development (p. 3). Teacher development in using new technologies is a primary concern in educational institutions because the integration of new information and communication technologies affords teachers and learners effective means to ameliorating learning (Salinas, 2004; Sigales, 2004).

According to Gisbert (cited in González, 2008), teachers who assume the challenge of using new technologies in their classes have to adopt the following roles:

- Look for information.

- Collaborator in group.

- Lonely worker.

- Facilitator.

- Resources provider.

- Academic supervisor.

These roles show that a teacher who integrates ICT needs to get constantly updated; checking students' performance, even more than in the classroom; leading and assessing learning activities that allow students to understand and to be autonomous in their learning journey.

According to González (2008), educational institutions are trying to incorporate new technologies to improve the effectiveness of learning processes without having a clear understanding of their needs and the administrative, pedagogical and didactical implications of this endeavor. These educational institutions are constantly making efforts to give way to

the use of new ICT tools: educational software, devices to present content, devices to share information such as mobile phones, virtual learning platforms, web resources, etc. Nonetheless, far from being an advantage, such amount of information and ICT tools availability can be overwhelming, especially, in the educational field. Despite educational institutions efforts, some of the attempts to integrate new technologies produce negative effects; for example, some degree of frustration, anxiety and outcomes that do not match the initial intended purposes, the amount of invested work, and the used resources.

Salinas (2004) stated that if institutions want to successfully include technology in their regular courses, they have to become more flexible in regard to the procedures and administrative structure. Hence, it is necessary for institutions to evaluate the educational and administrative policies and adapt them to include alternatives in formation modalities that suit better the new society requirements, challenging the traditional role of teachers and learners, their practices, conceptions, and methodologies.

Apart from the curricular and organizational implications of integrating ICT mentioned thus far, it is relevant to turn the view to the role of the learner in formation processes mediated by ICT. Overall, the foreign language learner is viewed as someone who has the capacity of taking over the control of the learning process (White, 2003). This implies the development of particular skills and attitudes; the capacity of renovating and adapting to changing circumstances and conditions; the ability to read, analyze and interpret diverse contexts and their connection with educational processes, the ability to create and participate in virtual learning scenarios; devise experiences and mechanisms oriented towards the achievement of learning outcomes, and creativity in using diverse tools and resources in pursue of given learning purposes.

Retaking Prensky's (2001) idea of "digital natives" as young people who are experts in using technologies just because they were born in a technological era, we can say that this condition of expertise is not a guarantee of being able to use ICT to make learning processes more effective and efficient, this due to factors such as socio economical background, the social environment where they live in, the features of the school they study at, etc. In this sense, White (2003) stated that students need to be aware of the use of technology in their educational process since it is not just a matter of looking for information and having access to many sources of information; it is of paramount importance to look into how information is obtained, processed, analyzed

and used; teachers and students ought to understand the importance of these processes and their role in the learning process. Now, the development of these skills and attitudes does not merely depend on students; educational institutions and teachers have a relevant role in creating the scenarios and experiences that encourage the development of competencies that lead the learner to use ICT efficiently and effectively in learning processes. Hence, it is fundamental to acknowledge that the inclusion of information and communication technologies in the curriculum demands a more active and informed role on the part of educational intuitions and agents (education communities); they need to prepare to face the challenges implied in the process of integrating ICT into educational processes (Salinas, 2004). This encompasses the understanding of a broader theoretical framework that provides the rationale that articulates all the elements, agents and actions; such rationale is provided by the conceptual framework TPACK (Technological Pedagogical and Content Knowledge), which is presented in the next section.

Technological pedagogical and content knowledge

This concept builds on Shulman's construct of Pedagogical Content Knowledge (PCK), which was defined as the blending of content and pedagogy into an understanding of how particular aspects of the subject matter are organized, adapted, and represented for instruction. (Mishra, P. & Koehler, M. J., 2006, p. 5). Based on this concept, Schmidt *et al.,* (2009, p. 3) defined technological pedagogical content knowledge (TPACK), as the knowledge required by teachers for integrating technology into their teaching in any content area. This means, teachers understanding of the complex interplay between three basic components of knowledge: content knowledge (CK), pedagogical knowledge (PK), and Technological knowledge (TK). This concept was introduced to the educational research field as a theoretical framework for understanding teacher knowledge required for effective technology integration (Mishra & Koehler, 2006, p. 1). The relationships between the three primary areas mentioned before producing six relevant subareas whose connections and relations determine the core of the conceptual framework (TPACK). The authors describe these subareas as follows:

1. Technology knowledge (TK): Technology knowledge refers to the knowledge of various technologies, ranging from low-tech technologies such as pencil and paper to digital technologies such as the Internet, digital video, interactive whiteboards, and software.

2. Content knowledge (CK): Content knowledge is the "knowledge about the actual subject matter that is to be learned or taught" (Mishra & Koehler, 2006, p. 1026). Teachers must know about the content they are going to teach and how the nature of knowledge is different for various content areas.

3. Pedagogical knowledge (PK): Pedagogical knowledge refers to the methods and processes of teaching and includes knowledge in classroom management, assessment, lesson plan development, and student learning.

4. Pedagogical content knowledge (PCK): Pedagogical content knowledge refers to the content knowledge that deals with the teaching process (Shulman, 1986). Pedagogical content knowledge is different for various content areas, as it blends both content and pedagogy with the goal being to develop better teaching practices in the content areas.

5. Technological content knowledge (TCK): Technological content knowledge refers to the knowledge of how technology can create new representations for specific content. It suggests that teachers understand that, by using a specific technology, they can change the way learners practice and understand concepts in a specific content area.

6. Technological pedagogical knowledge (TPK): Technological pedagogical knowledge refers to the knowledge of how various technologies can be used in teaching, and to understanding that using technology may change the way teachers teach.

7. Technological pedagogical content knowledge (TPACK): Technological pedagogical content knowledge refers to the knowledge required by teachers for integrating technology into their teaching in any content area. Teachers have an intuitive understanding of the complex interplay between the three basic components of knowledge (CK, PK, TK) by teaching content using appropriate pedagogical methods and technologies. (p. 3)

This framework unveils a diverse and complex interplay of elements whose relations and connections have multiple implications in different areas. In this sense, Mishra, P., & Koehler, M. J. (2006) stated that:

The traditional view of the relationship between the three aspects argues that content drives most decisions; the pedagogical goals and technologies

to be used follow from a choice of what to teach. However, things are rarely that clear cut, particularly when newer technologies are considered (p. 6).

Pedagogical Experience and Research Design

Among the several interests and preoccupations that as language teachers we shared in the B.A. in foreign languages, the use of new technologies to facilitate foreign language learning was an issue that intrigued us very often. Separately, each of us attempted to use diverse technological tools, platforms, social networks, blogs, wikis and other available resources with the common purpose of enriching language learning process and making teaching more effective and suitable to students´ needs and interests, as well as, meeting the programs formative objectives. Many concerns, questions and issues arose from these empirical attempts to integrate new technologies with our teaching practices. It was evident that there were issues that we needed to elucidate. The first common concern had to do with understanding why, despite the careful planning and well intention implementation of technology-mediated learning activities, sometimes went wrong, or had unexpected outcomes. Another issue was the effectiveness of ICT-mediated learning activities. Moreover, didactic, methodological, curricular and planning issues puzzled us when trying to integrate ICT-mediated learning activities. The discussion of the aforementioned worries led us to the need of looking into our concerns in a systematic rigorous way which allowed us to collect, to systematize and to analyze information in order to gain empirically grounded insights. To do so, we structured a virtual classroom using the LMS MOODLE (learning management system MOODLE) for one of the academic spaces in the sixth semester. The implementation of this virtual classroom started in 2015, first semester and went on until 2016, first semester Different kind of activities were designed and carried out in this environment (forums, workshops, wikis, quizzes, blogs), a part of this kind of activities, the virtual classroom was also used to organize and facilitate access to different kinds of resources and materials (links to web pages, printable materials, videos and online lectures).

Data were collected by means of a student's survey at the end of the semester, teacher's journal (one entry every other week), student's products and comments about their experience in the virtual classroom (one unstructured interview in mid-semester and another one at the end). The survey consisted of 24 questions about six different aspects: relevance, critical thinking,

interactivity, tutor support, peer support and interaction; four questions for each aspect.

- 2016-1 45 surveys.

- 2015-2 32 surveys.

- 2015-1 30 surveys.

At the end of each semester, we looked into the collected data. This helped us to design strategies and ideas as to how to structure ICT-mediated language learning activities for the next semester.

Findings

In the field of language learning, the use of ICT is steadily increasing. Language teachers are permanently exploring new ways of enhancing literacy processes in which ICT are used somehow; blogs, webpages, platforms, diverse online resources are frequently included in activities or tasks aiming at promoting language development. Nonetheless, most of these attempts in using these technologies are exploratory and sometimes not well informed. As a result, the real value and effectiveness of ICT in language learning is blurred (Salmon, 2003).

Having in mind the main purpose of this experience, the data collected helped us to understand some key points about the integration of TIC in the learning processes of B.A. Language students from their perspective. Thus, the information gathered through the survey and the questionnaire contributed to understanding students' perception in four different categories. The pre-established categories analyzed were: the relevance of the activities designed for the virtual on their learning; how they perceived the role of the teacher in the process; the role of those activities on promoting the development of reflective thinking; and how they perceived the role of their peers in such a process.

The relevance of ICT-mediated learning activities

This category describes the view of the students in relation to the importance of the activities for the future professional practice as well as their current interests.

	My learning focuses on issues that interest me.	What I learn is important for my professional practice.	I learn how to improve my professional practice.	What I learn connects well with my professional practice.
2015-1	3,90	4,47	4,03	4,20
2015-2	3,81	3,84	3,94	3,97
2016-1	3,98	4,36	3,98	4,07
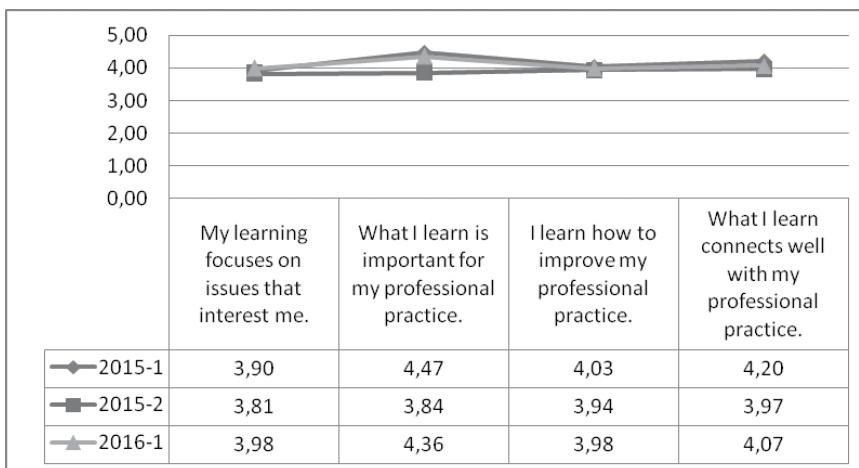
Figure 1. Relevance of the learning activities in the learning process.

In the first aspect, "my learning focuses on issues that interest me", students perceived that the topics of the activities in the virtual classroom were moderately meaningful for them. Having in mind that the equivalence of the figures (5: almost always; 4: often; 3: sometimes; 2: seldom; and 1: almost never), the mean for each semester was 2015 -1: 3.9, 2015-2: 3.8, and 2016-1: 3.98, this indicates a tendency towards "often". These results imply that there are some topics that are not that interesting for the everyone; one of the reasons that might explain this perception is that students do not have the possibility of selecting the topics they are interested in. In this sense, one of the comments of students asserted that "It is important to take into account the students' context" (Student 2, Questionnaire 2, 2016-1).

However, for those students who found something related to their interests, the activities became meaningful, as it is evident it this quote "…the topics were relevant for my personal and professional growth" (Student 6, Questionnaire 2, 2015-1).

These results indicate that it is necessary to look for strategies that improve the relevance of the topics and issues that are addressed in the activities in the virtual classroom. These strategies can be divided into three kinds: first, strategies that promote an active role of the learners in selecting and proposing meaningful topics; second, strategies that afford variety of topics availability to students; third, strategies that allow an early identification of meaningful topics for students so that they can be included in the syllabus from the outset.

The other three elements looked into the de importance of the activities for the professional practice in relation to three aspects: what is learnt, how to improve, and the direct relation with the professional practice. The mean of the results of each semester shows that the ICT-mediated activities in the virtual classroom are OFTEN (4) relevant for the future professional practice. In this sense, one of the students commented that "the class helped me to improve as an English teacher" (Student 4, Questionnaire 1, 2015-1); likewise, other student remarked that "… this class helped me to improve some of my professional and personal development" (Student 5, Questionnaire 1, 2015-1). The former comments indicate that the activities in the virtual classroom contribute to the formation of the future language teacher; even more, students perceive that activities enriched their personal growth. These quotes also show that students perceived that the activities were linked with their professional practice and that they contributed to "enrich (their) knowledge about teaching" (Student 5, Questionnaire 2, 2015-2).

The previous results indicate that the use of the virtual-classroom, and the ICT-mediated learning activities implemented are relevant and effective for the initial formation of the future foreign language teacher because of the relation between the topics, the interests of students and their future professional practice.

The results also shed light on the kind of material to be included in the virtual classroom, which should be varied in the sense that it shall cover different topics and use different strategies oriented to understand English language and language teaching processes. Additionally, these materials ought to be constantly updated so that the information is pertinent to the professional practice of the future teacher.

The role of the teacher in integrating ICT-mediated learning activities

This category describes the perception of the learners in relation to four specific roles of the teacher: 1. Promoting thinking, 2. Encouraging participation, 3. Modeling discourse, and 4. modeling critical self-reflection. Figure 2 shows the perceptions of students in this regard.

|	The tutor stimulates my thinking.	The tutor encourages me to participate.	The tutor models good discourse.	The tutor models critical self-reflection.
2015-1	3,63	3,93	3,97	4,00
2015-2	3,25	3,31	3,34	3,44
2016-1	3,78	4,00	4,04	4,18
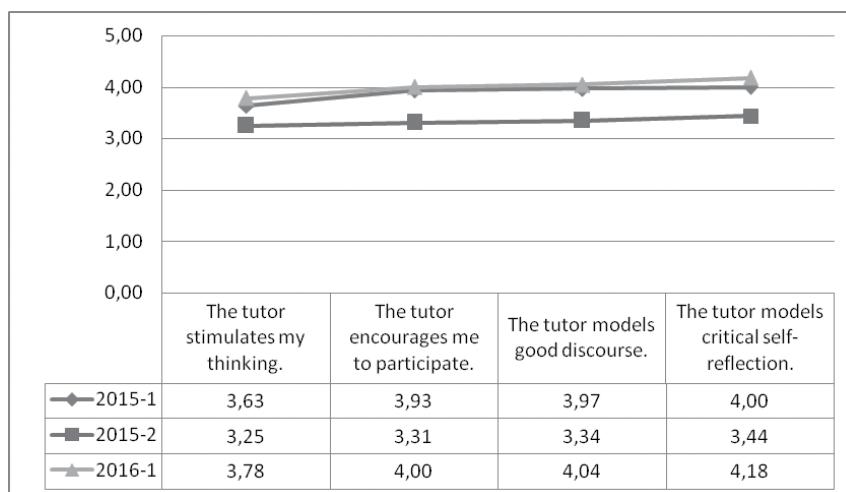
Figure 2. The role of the teacher in integrating ICT.

According to the results, the first aspect, the role of the teacher in promoting thinking through the ICT-mediated activities in the virtual classroom, we can see that the mean of 2015-1(3,63), and 2016-1 (3,78) indicates a tendency towards OFTEN (4), but the mean of 2015-2 (3,25) is closer to SOMETIMES (3), all in all, the mean in the three semesters is in the band between SOMETIMES (3) and "OFTEN (4). This shows that the perception of learners in regard to the role of the teacher in promoting thinking by means of the ICT- mediated activities is acceptable (activities have some positive impact in this aspect). Nonetheless, there are two relevant aspects to take into account: The first one barely varies during the three semesters, and second, the mean of this element is the lowest of all the four in this category. Consequently, it is evident that it is necessary to rethink the strategies so that they are more relevant in engaging students in thinking. One of the learners stated that "It is important to have more help of the teacher" (Student 3, Questionnaire 2, 2015-2). This indicates that the assistance that the teacher provides in ICT- mediated learning activities is valuable and necessary for learners.

The second aspect, the role of the teacher in encouraging students 'participation by means of ICT-mediated activities, shows that in 2015-1 the mean was 3,93, in 2016-2 was 3,31 and in 2016-2 was 4,0. In general, the perception of the learners is half the way between SOMETIMES (3) and OFTEN (4); this indicates that the learners perceived the role of the teacher in promoting participation through ICT-mediated activities as being moderately effective (there was some positive impact).

The two last aspects of the category look into the role of the teacher as a model of discourse and self-reflection. In this regard, the data show that the level of effectiveness of the teacher in modeling discourse and self-reflection is between SOMETIMES (3) and OFTEN (4). This shows that the discourse and the self-reflection models that the teacher conveyed by means of ICT-mediated activities are perceived as having some positive impact and value for students. Data also unveils the need of looking for strategies that improve these two aspects. Data also indicate that there are communication flaws between students and teachers when implementing ICT-mediated learning activities. In this sense, students informed that:

"ICT's […] requires clear and precise instructions to set goals, schedule, and basically rules to develop the course, however, sometimes teachers forget to establish that kind of things, generating in students' attitudes and wrong issues in face the subjects and transversal educational tools" (Student 7, Questionnaire 3, 2016-1).

Additionally, some students demanded more support from the teacher, "It is important to have more help of the teacher" (Student 4, Questionnaire 1, 2015-1); consequently, the instructions, directions, comments and questions that the teacher uses in ICT-mediated language learning activities convey models and promote attitudes. Thus, it is of paramount importance to develop effective communication strategies when integrating ICT-based language learning activities.

Development of critical thinking and ICT-mediated foreign learning activities

This category explores the perception of students in relation the role of the ICT- mediated activities in developing four critical thinking aspects. The first two elements have to do with the role of the learner in reflecting about how he learns, and the second, reflection about his own ideas. The other two sub-categories lay out the perception of learners in relation to the extent to which the activities promote critical thinking about other learners' ideas and the ones presented in the readings. Figure 3 illustrates the learners' opinions in each one of the aspects mentioned earlier.

|	I think critically about how I learn.	I think critically about my own ideas.	I think critically about other students' ideas.	I think critically about ideas in the readings.
2015-1	4,17	4,47	3,70	4,17
2015-2	4,19	3,97	3,66	3,78
2016-1	3,96	4,13	3,80	4,09
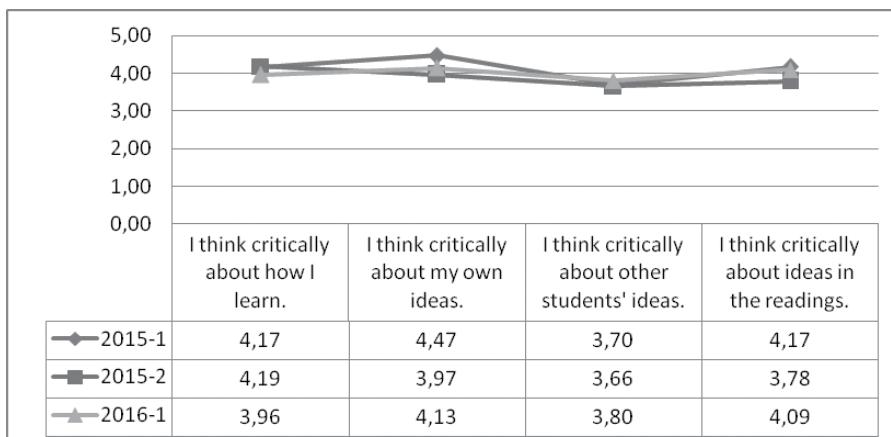
Figure 3. ICT-mediated language learning activities and critical thinking development.

The data in the graph indicate that the ICT-mediated activities, in the first the first two subcategories (thinking critically about how I learn and thinking critically about my own ideas) OFTEN (4) promoted critical thinking in these two aspects. In this regard, one student stated that "[the] Virtual classroom is a good tool to encourage student's knowledge and stimulate reflection and autonomy…" (Student 2, Questionnaire 1, 2015-1).

In the case of the last two subcategories (critical thinking about other students´ ideas and critical thinking about ideas in the readings), the mean of the results during the three semesters ranges between below OFTEN (4) and slightly above. In the particular case of the third subcategory (I think critically about other students´ ideas) the mean in the three semesters is below the band of OFTEN (4) during the three semesters (2015-1: 3, 7; 2015-2: 3, 6; 2016-1: 3, 8). One of the reasons that might explain why the results are not better is the lack engagement in collaborative work of learners. In this regard, one student commented that "…collaborative writing could be a good proposal, but most of the times it was really difficult to work together because everyone was not involved and committed." (Student 2, Questionnaire 1, 2015-1). These results indicate that promoting engagement and ownership are essential for activities that implied critical thinking development.

Finally, the fourth aspect (I think critically about ideas in the readings) students perceived that the IC-mediated activities OFTEN (4) promoted a critical stance. It is, however, also evident that there are some difficulties

that need to be addressed. One of them is to ensure the variety of topics and activities, another is to find strategies that allow students to express ideas and acknowledge them; in this sense, one student stated "it is […] important to work on different types of texts, videos and take into account students' point of view and productions too." (Student 2, Questionnaire 1, 2015-1).

Additionally, the comments of students indicate that it is necessary to think of activities that give them the opportunity to develop critical stances towards the topics and ideas of the readings in the face-to- face class. In this regard, one of the students commented that "The material worked in class was interesting in many ideas but that in some points it was not possible to discuss them in the classroom. So, I would say that the activities can be related more in the development of the main ideas." (Student 4, Questionnaire 1, 2015-1). Another issue that emerged in this sense is the lack of synergy between the regular in-class activities and the ICT-mediated activities in the virtual classroom. In this sense, one of the students commented that "(It) is important to take into account the students' context, and the virtual class cannot turn into a place to do and post lots of activities without really developing critical thinking." (Student 5, Questionnaire 3, 2016-1).

Accordingly, it is evident that the synergy between the ICT-mediated activities in the virtual classroom and the face to face in class activities need to be better articulated. These results also reveal the need for strategies that assure closure and completion of the activities and topics that are covered by means of ICT-mediated activities.

Promoting interaction by means of ICT-mediated activities

This category lays out the perception of the students around the extent to which ICT-mediated actives promoted interaction among foreign language learners.

|	I explain my ideas to other students.	I ask other students to explain their ideas.	Other students ask me to explain my ideas.	Other students respond to my ideas.
2015-1	4,10	3,27	2,80	3,53
2015-2	3,59	3,00	2,81	3,13
2016-1	3,78	3,49	3,51	3,47
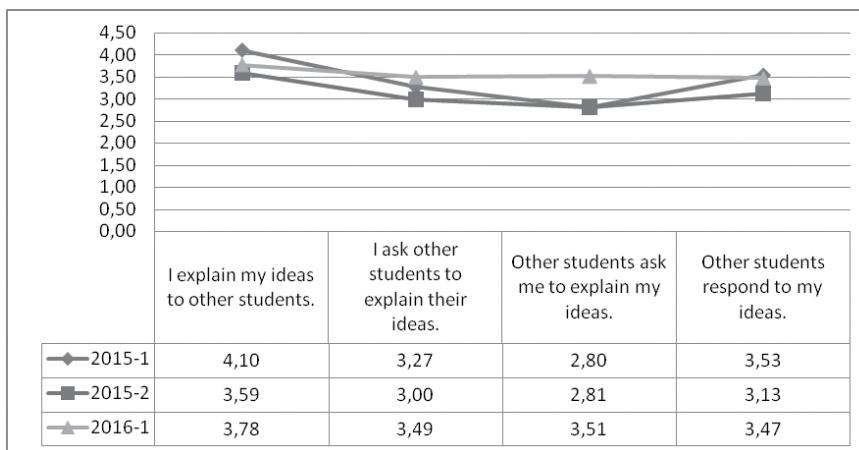
Figure 4. Promoting interaction by means of
ICT-mediated activities.

The mean of the results in the first sub- category (I explain my ideas to other students) shows that the perception of learners about the extent to which ICT-mediated activities allow them to explain their ideas is half the way between SOMETIMES (3) and OFTEN (4).

In the second subcategory (I ask other students to explain their ideas) the mean of the results show that the perception of students is that the ICT-mediated activities were SOMETIMES (3) effective in promoting interaction.

The data in the third sub-category (other students ask me to explain my ideas) show that ICT-mediated activities SOMETIMES (3) promoted this aspect during 2015-1: 2, 8, and 2015-2: 2, 8 and that there was an improvement in 2016-1: 3, 5. The data show that this is the aspect with the lowest level of effectiveness.

Finally, in the last subcategory, the mean of the results during the three semesters (2015-1: 3, 5; 2015-2:3, 1 and 2016-1: 3 4) show that the perception of the students is half the way between SOMETIMES (3) and OFTEN (4).

In short, it is evident that it is necessary to find strategies that promote peer support an interaction so that learners feel comfortable asking questions and responding their peer's inquiries. Issues like fear to harsh criticism and lack of effective communication strategies on the part of learners might result in poor peers´ feedback and diminishing comments that hinder positive and effective interaction among participants in ICT-mediated learning activities.

Conclusions

The results indicate that the use of ICT in the formation process of pre-service foreign language teachers provides a whole new range of relevant learning experiences. However, the relevance of ICT-mediated learning activities requires a variety of topics, activities, materials, and the active participation of learners throughout the process.

In addition, ICT provide a whole new range of information access, subject matter representations and possibilities which defy the existing balance among the agents and elements of the curriculum. An effective process of integration of ICT with learning and teaching leads to the transformation of language teachers' practices, conceptions and assumptions about teaching and learning. This in turn, empowers teachers with new tools and strategies that allow them to devise ICT-mediated language learning experiences that power up and enrich learning attainments. This implies a deep understanding of the intersections and relations of three areas; content (language system), pedagogical (views about teaching and learning) and technological knowledge. Koehler & Mishra (2009) stated that "TPACK is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content". This leads to another element that is part of this transformation: the developing of sensitivity to the subtle synergy among these components of knowledge which are situated in unique contexts. The first one is addressed by Mishra, P., & Koehler, M. J. (2006) who affirmed that technologies have constrained and afforded a range of representations, analogies, examples, explanations, and demonstrations that can help make subject matter more accessible to the learner. (p. 7). This entails a reconceptualization of the teachers' assumptions and role as an information and knowledge source. The students' responses show that they recognize and value other sources of information and language models different from the teacher. This aspect contributed as well to enhance students' critical self-reflection; since students had to reflect, not only upon what the teacher said, but also on other participants, and write reflections that contributed to the different discussions.

Another emerging element is the capacity of the language teacher to permanently transform and redefine his practices in response to the permanent change of new technologies. According to Mishra, P., & Koehler, M. J. (2006), teachers will have to do more than simply learn to use currently available tools;

they also will have to learn new techniques and skills as current technologies become obsolete. (p. 7) This ability demands an open-minded attitude as well as critical and reflective stances, which constitute the engine that allow the teacher to permanently transform his practices in an informed and effective way. The teacher becomes an agent who avoids indoctrination or prescribed ways because "the incorporation of a new technology or new medium for teaching suddenly forces the teacher to confront basic educational issues, new technologies or medium reconstructs the dynamic equilibrium among all different elements, subjects and agents involved in the teaching and learning process (Mishra, P., & Koehler, M. J. 2006, p. 30).

Furthermore, effective integration of ICT implies that the teacher develops effective communication skills by means of the use of ICT tools. These skills are quite relevant so that the teacher can effectively assume the role of motivator and assistant throughout the process. These roles are essential to ensure effective interaction and learners' engagement in ICT-mediated language learning experiences.

Another important aspect has to do with the development of critical thinking by means of ICT-mediated language learning activities. The results indicate that the role of the teacher is of paramount importance in structuring activities that encourage students to deeply think about the ideas and topics. Besides, permanent feedback and prompt responses are essential to the ongoing discussions and the high motivation of students. Reading posts, asking guiding questions, and giving feedback demand time from the teacher, which is a challenged indeed, even more if the time provided by institutions is not enough for doing the multiple tasks ICT and language learning integration requires.

Pedagogical implications

The results of the research indicate that the use of ICT-mediated language learning activities, in the formation process of pre-service foreign language teachers might effectively contribute to: promote the development of critical thinking, enhance interaction among language learners, afford a whole new range of activities and access to information and materials, and empower the teacher with the capacity of devising ICT-learning experiences that effectively leverage the effectiveness of his face to face practices; nonetheless, the integration of ICT in the formation process of pre-service foreign language teachers convey the following curricular and administrative challenges:

- Permanent teacher's development in integrating ICT that merges pedagogical, technological and content knowledge.

- Learning outcomes-based instructional planning that gives way to a comprehensive integration of ICT.

- Administrative and curricular adjustments that embrace ICT-enriched learning experiences.

- Strategic planning that establishes clear objectives, stages, evaluation and follow up support to orient and articulate the procedures and mechanisms that allow collaborative work and permanent reflection on issues regarding the use and integration of ICT on the part of the teachers and students.

- Promoting a culture of permanent reflection and transformation of the teaching and learning practices that give way to ICT-enriched learning experiences.

- Designing online learning environments and ICT-mediated activities which not only leverage the formation process of pre-service foreign language teachers, but also train future teacher in the pedagogical use ICT in their future professional practice.

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KANKURUBA: The use of Second Life for English Language Teacher Education

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Introduction

In order to understand educational practice(s), it seems paramount to understand praxis within teacher education in the context of pre-service English language teachers. Kemmis (2010) claims a philosophical ground where practices are comprehended as ways of living in any field being teacher education one of them. In that sense, and inspired by the Aristotelian perspective, praxis should not be claimed as merely action. Praxis "is action that comes together and coheres in the context of a way of life, in a way of orienting ourselves in any and all of the uncertain situations we encounter in life" (Kemmis, 2010, p. 418).

The end purpose of such idea of praxis is to contribute to the good of humankind. This noble aspiration implies that praxis interrelates logic (sayings), physics (doings) and ethics (relatings) where they inform each other. These interrelations shape practice architectures which "are the densely interwoven patterns of saying, doing and relating that enable and constrain each new interaction, giving familiar practices their characteristic shapes" (Kemmis, 2009, p. 466). This means that practices are organized nexuses of actions (Schatzki, 2002). Consequently, "practitioners are co-habitants of sites along with other people, other species and other objects, and ... are in interdependent relationships with these others, not only in terms of maintaining their own being and identities, but also in and through their practices" (Kemmis, 2012, p. 788).

A good number of studies in the Colombian scholarship have dealt with pre-service English language teacher education published in specialized local journals like Profile, such as Journal, Íkala, Lenguaje, Gist, Voces y Silencios and CALJ. In a research review, Viáfara (2011) identifies two foci of study

reviewing the intersection between foreign language teacher education and technology. The first one relates English language teachers' attitudes and educational effects of technology use in language teaching. The second one focuses on teachers' interactions with colleagues. However, few studies have ever been conducted focusing on the interplay of Second Life and pre-service English language teacher education. Far less is known about how this intersection could promote the (co)construction of practice architectures. This chapter interrogates practice architectures within Second Life environments where future English language teachers are educated aiming at narrowing the literature gap that characterizes the field at least at the local level.

Practice Architectures

Castañeda-Peña, Rodríguez-Uribe, Salazar-Sierra & Chala-Bejarano (2016) have investigated pre-service English language teachers' practice architectures through narrative events. These authors recommend longitudinal practice architecture studies. This stance could better inform moments where future teachers long imagined communities (Pavlenko & Norton, 2007; Kanno & Norton, 2003). Such longing could constitute dynamic practice architectures where sayings, doings and relatings (Kemmis *et al.,* 2014) are not stable. This instability also manifests in actual communities of practice (Wenger, 1998). Castañeda-Peña *et al.,* (2016) also contend that most research about language teacher education focuses on the making up of professionals. However, investigating narrative events makes it feasible to comprehend how future language teachers praxize (Sharkey, 2009) their own reflections theorizing their practices whilst practicing their own theories (Díaz-Magglioli, 2012).

In that line of thought, Castañeda-Peña *et al.,* (2016) claim that practice architectures and communities of practice help to understand the micropolitics shaped when doings and relatings are shared in educational contexts. This sharing is supported by the constitution of sayings. In their view, it is in the "sayings where mutuality, disputes and agreements are constituted as forms of relatings where knowledge is shared *in situ* guaranteeing simultaneously possibilities to belong to professional and academic communities" (Castañeda-Peña *et al.,* 2016, p. 130). From this perspective, according to Kemmis *et al.,* (2014) the sayings constitute a space of semantic order in which meanings are (re)signified and negotiated, understood, received and reacted to in specific ways, according to the diversity of intentions and the use of language modes (Rowsell and Walsh, 2015). The doings constitute a space of temporal

order where actions and activities that simply happen are interwoven (re) accommodating the spaces to the extent that the individuals assume the activities. Finally, the relatings reveal how individuals connect and relate to each other, what roles they assume, their formal and informal relationships, the meaning of power, trust and solidarity, and how individuals are understood in social space.

MMORPG and Second Life

Castañeda-Peña, Salazar, González, Sierra & Menéndez (2013) have profiled research on Massively Multiplayer On-Line Role-Play Gaming (MMORPG) and found four research trends: "i) the game itself as a researchable object, ii) game experiences, iii) systems architecture and iv) educational MMORPG and all of them could be in one or another direction be related to educational research" (Castañeda-Peña *et al.,* 2013, p. 92). In relation to education, it seems clear from these authors' research study that the most preferred topics being searched are learning communities, mobile learning and language learning. It also appears that research on language teaching and learning started in 2007. There is a good concern for understanding what learning in such context of language teaching means. An emerging area of research curiosity is language learning trajectories. There is also interest in studying skills development, methodologies and literacy. A network of these research interests is illustrated in figure 1.

However, language teachers have become a less manifest topic. As stated in the introduction to this chapter, specialized literature exploring in a concrete way Second Life and education have dealt with topics such a speaking development (Deutschmann, Panichi & Molka-Danielsen, 2009; Zhang, 2012) and its affective factors (Melchort-Couto, 2016), listening development (Levak & Son, 2017), language learning motivation (Wehner, Gump & Downey, 2011), general reviews in general education (Pellas & Kazanidis, 2015; Wang & Burton, 2013; Wang, 2015; Warburton, 2009), general teacher education (Cheong, 2010; Mahon, Bryant, Brown & Kim, 2010) and foreign language education (Uzun, 2017).

Within such panorama, it could be said that virtual worlds (VWs) are basically "graphical environments that enable geographically distant individuals to interact via graphical avatars (i.e., digital representations of users). These environments are no longer academic prototypes but have become mainstream

interaction platforms" (Yee, Harris, Jabon & Bailenson, 2001, p. 5). Second Life has been understood as a VW where "behavioral changes over time do occur as users acclimate to interacting via digital avatars but that these changes occurred across all users" (Yee, Harris, Jabon & Bailenson, 2001, p. 6). In agreement with Kemmis & Mutton (2012, p. 188) "changing practices requires not only changing the awareness, understanding, concerns and skills of individual participants in the practices, but also changing the practice architectures that hold existing practices in place". This study discusses partial findings related to practice architectures when pre-service English language teacher interact in a VW like Second Life.
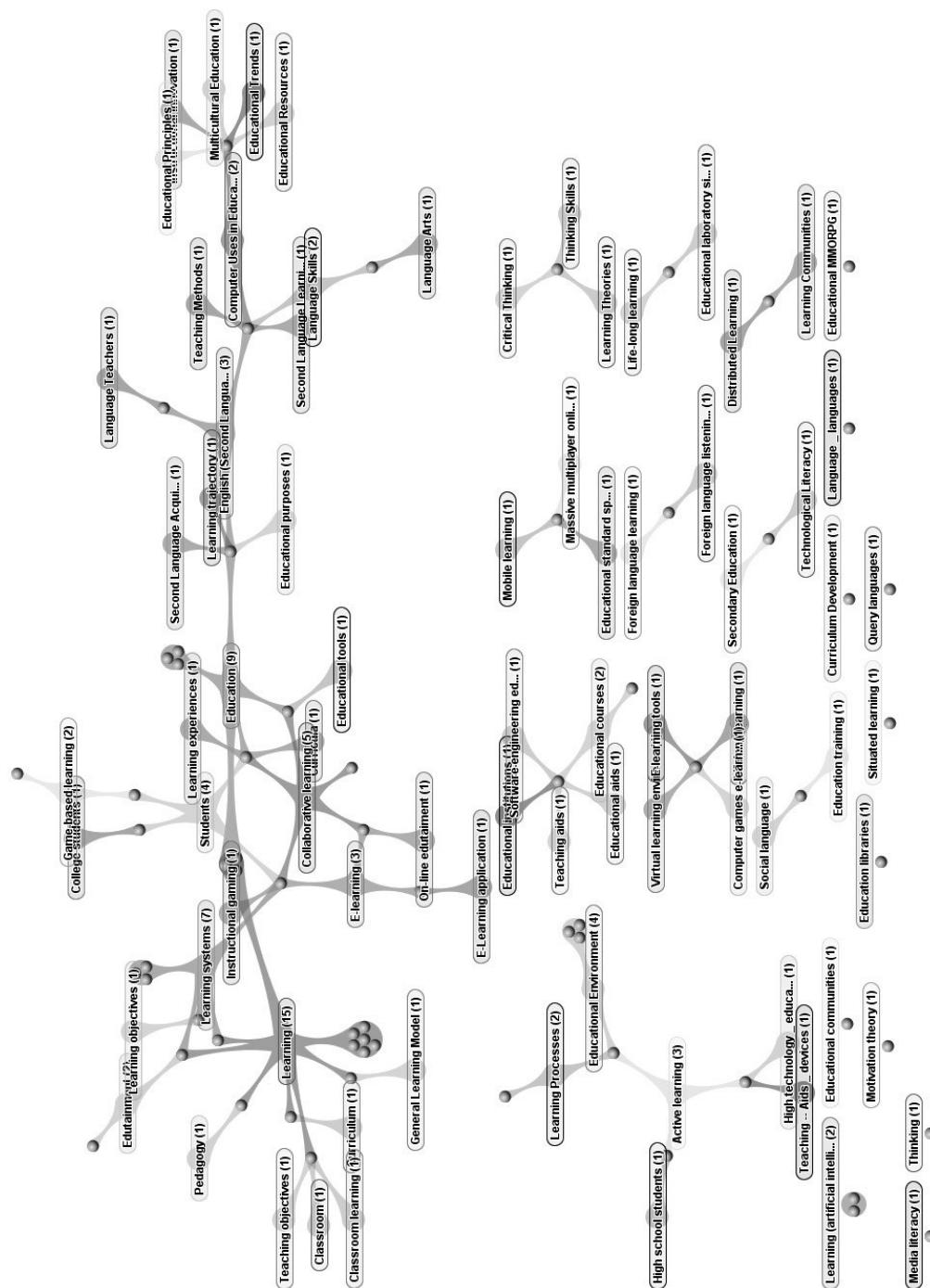
Figure 1. Aduna map illustrating topics that relate MMORPG and
language teaching and learning.

Methods

The methodological background of this study implies a design that puts together teacher education contents within a specific technological context (e.g. a *VW* such as Second Life). The study is descriptive and exploratory in nature.

Participants

Future English language teachers taking a pedagogy class participated in the experience on a voluntary basis. Students were simply notified of the meetings at Kankuruba so we never knew who was going to show up at the virtual meetings. Students did not know beforehand the types of activities they were going to be faced with in Kankuruba. There were 10 sessions that lasted approximately 90 minutes each over a three-month period (September, October and November, 2016). All interactions were videoed and transcribed verbatim.

Kankuruba: The use of Second Life for English Language Teacher Education

The group of researchers were first immersed into Second Life and through real-time collaboration and web-conferencing became "literate" as VWs' users. Snapshot 1 illustrates members of the research team travelling using a flying carpet in one training session. After this stage, the researchers gathered and developed a WV through collective thinking strategies in a rented Second Life land. The VW was named Kankuruba and was designed by a VW architect according to the ideas provided by the research team. The name Kankuruba comes from a Colombian indigenous language and honors the ceremonial house of the indigenous Kogi, who live in the Sierra Nevada de Santa Marta. The design resulted in four VWs (scenarios) within Kankuruba.

Snapshot 1. Research team on a flying carpet touring Second Life worlds.
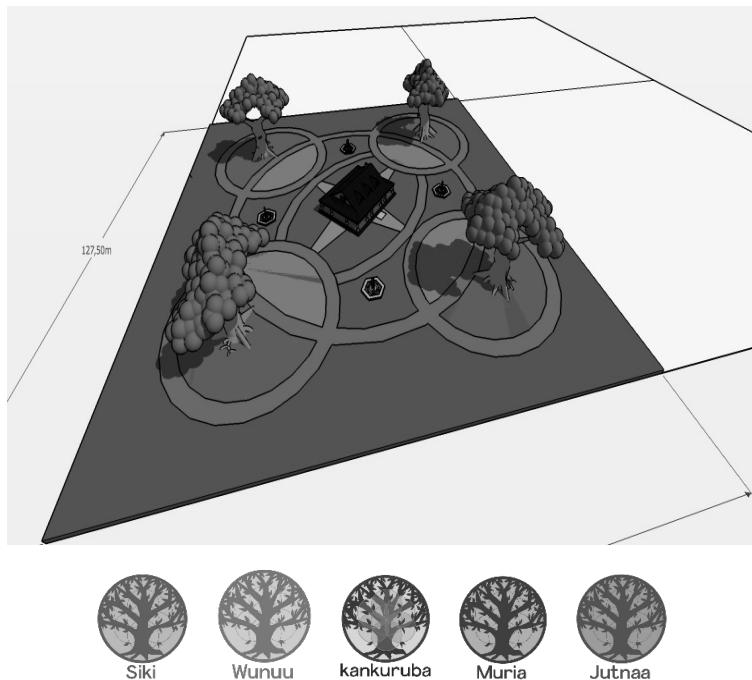
Snapshot 2. Kankuruba's planimetry and the four teleporting
vortices to Siki, Wunuu, Muria and Jutnaa.

These scenarios have teleporting vortexes found in four trees around Kankuruba that teleport to other four VWs as illustrated in snapshot 2. Participants' avis were able to teleport from Kankuruba in a fraction of seconds and rematerialize digitally on any of these VWs called Siki, Wunuu, Muria and Jutnaa. The research team with the help of the VW architect constructed in these other four WVs a number of sub-scenarios to practice language skills and vocabulary, to reflect upon pedagogical contents and to simulate social situations that could potentially mirror actual classroom situations.

Data analysis and results

Transcriptions were coded keeping in mind three analytical categories: sayings, doings and relatings (Kemmis *et al.,* 2014). Since the ten Kankuruba sessions occurred over three months (September, October and November) during 2016, it was decided to report in this chapter a temporal categorial analysis as shown in the frequencies in table 1.

Category	Subcategory	Sep	Oct	Nov	Total
Sayings	Asking for information	95	141	55	291
	Giving information	88	102	57	247
	Giving instructions	29	190	101	320
	Explaining activities and tasks	23	60	13	96
	Expressing positive assessment	6	27	16	49
	Acepting information	4	3	1	8
	Verbally responding to instructions	3	31	26	60
	Greeting	2	27	15	44
	Asking for participants' attention	2	2	8	12
	Expressing doubts about activities and tasks	2	0	3	5
	Thanking	1	40	32	73
	Replying to greetings	0	8	9	17
	Explaining language aspects	0	0	1	1

Doings	Asking about activities	94	132	23	249
	Keeping social etiquette	45	111	41	197
	Configuring the space verbally	31	24	28	83
	Organizing the virtual space	29	132	47	208
	Showing understanding about the space	29	28	32	89
	Helping participants to move around the space	9	88	37	134
	Following instructions	7	16	21	44
	Assessing positively	6	27	15	48
	Making assumptions about space social organization	1	1	1	3
	Socializing work agendas	0	1	0	1
Relatings	Sharing information	109	110	67	286
	Playing the role of the questionner	97	142	49	288
	Playing the role of the organizer	28	220	87	335
	Keeping in touch with others	12	73	86	171
	Accepting information informally	4	5	0	9
	Making people feel recognized	3	74	46	123
	Using courtesy rules	3	43	25	71
	Making hypotheses for others about what they are supposed to do	1	0	1	2
	Agreeing with others	1	0	0	1
Total		764	1858	943	3565

Table 1. Frequencies of the subcategories found in Kankuruba's verbal interchanges.

In general, it could be argued that October was the month were most of the subcategories were salient. This could be because of the familiarity at the time with the VW but also because of the type of tasks performed. It should also be noticed that most of the subcategories are salient in all the categories

along the timeline. In the following sections, we will try to briefly analyze how each category developed through time.

Sayings

It was argued before that the sayings refer to shared discourses and contents as they are part of a semantic dimension. The most frequently used speech acts have to do with asking for and giving information and giving instructions. This seems logical as the VW was a new space for the student participants to negotiate meaning, in that sense they found information about the tasks and they also responded to instructions verbally. This could be assumed as a way for the participants to negotiate meaning which is later on translated into actions (doings) and the structuring social relationships (relatings). The following examples illustrate the type of instructions centered on telling participants what to do to develop the tasks.

1:50 shouts: asnweeeer the riiidles…

1:52 shouts: hurry up!!

1:54 shouts: defeat the beast!!

The instructions "answer the riddles", "hurry up!" and "defeat the beast" correspond to the group meaning making that resulted after comprehending an activity in an ancient castle where participants were challenged to read riddles placed in an in-door cemetery guarded by a type of Jabberwocky. So, in order to have access to the gravestones where the riddles were carved participants have to get their own guns and swords to fight with the Jabberwocky. After killing the beast, they read the riddles, discussed the vocabulary and interpreted the meaning. Interacting through avis and responding to a challenge created in a VW helped them to start using the language in a naturally-occurring context. It seems interesting to highlight the fact that meanings were constructed around the tasks and the activities and not necessarily around language aspects. This could have been caused by the language level student participants displayed and that they have gained through their experience as language students in a higher education institution. More importantly, the negotiated meaning implied to act as fighters, explorers and to shout due to the excitement of the activity. This, we would like to argue, would never happen in a language centered classroom. The sayings are of course closely related to the doings.

Doings

The doings were conceptualized before as part of a space of temporal order where actions and activities happen and are interwoven (re)accommodating the spaces to the extent that the individuals assume the activities. So, how were the VW activities assumed by the participants? Form the examples above participants had to think strategically, had to act as warriors and demonstrated joy whilst fighting the beast. Most participants have to (re) configure the virtual space where they were interacting and this of course occurred through language as shown in the examples below:

> 13:15 Well, this is the: fair, the Kankuruba's fair, so, welcome to it and (as) you see, there are some signs on the floor, please follow them/ or follow Sebastian, he is another guide/ in this opportunity (450:450)

> 13:21 Yeah, let's go// this is a race, a horse race//. Kmigo94, if you want, follow me, there are two attractions where you can get an award, so, try// (461:461)

For students to travel to the moon and develop a pedagogical task where they had to reflect upon the use of information and communication technologies, they had to find another vortex located in a fair. Kankuruba's fair was an amusement park with attractions with hidden clues. What seems interesting is that participants have to verbally organize themselves within the VW from what they saw on the screen. And they interacted with other peers acting as guides in the fair assuming such role. So, the activity was a type of pretend-to-be someone in a context that became real for the participants. This pretend-to-be simulation demanded specific organizational skills within the VW. Participants actually were part of a horse race riding the horses of their choice whilst collecting information of how teleporting to the moon. In the examples below, participants constitute themselves as virtual interactants just giving instructions that could accommodate participants' doings in an initial stage (e.g. teleporting, talking to others, etc.).

> 13:44 Ok, this is the next tree, you can see a wooden sign, so please, Who can read it? Remember you can talk, you (should touch the) microphone on your conversation box, so please, Jane Johnson, Kmigo94 or Asggard read the wooden sign/ or Alejandra… (517:517)

> 13:48 Yeah, I suppose, ok, the name is Muria, Muria Tree, "this teleports you to a medieval castle, where you will get awesome

adventures and games". So, goa head, please touch the Green Poporo… (525:525)

Interestingly, an emergent social etiquette was also salient. People acknowledged the virtual presence of others, for example, "9:133 Lucy, hi Lucy, I'm Rose (1412:1412)". They also evaluated in a positive way what others did, for example: ""1:117 Very good Majo (265:265)" or "1:139 That's right the skull (350:350)". This was implicitly creating bonds and ways of relating to each other.

Relatings

Trust and solidarity became salient as forms of relatings in this group of pre-service English language teachers. They used to make people feel recognized through thanking (e.g. "1:120 Thanks to all of you for your help (275:275)") or by keeping in touch with others (e.g. "2:37 Welcome Silbermond! (75:75); "13:25 Wow, you won a gift, congratulations/// 466:466)"). They also played the roles of organizers and questioners. In general, solidarity was present because apparently students recognized each other as new comers in a VW so they tend to have a similar social status even though they played different roles.

Conclusions

The practice architectures (Kemmis *et al.,* 2014) that participants (co)created in Kankuruba were changing from month to month. It could be argued that these changes in the sayings, doings and relatings demonstrate that practices are not static but socially constructed. For that reason, these practices tend to differ from normalized teaching practices occurring in face to face interaction. Using a VW as an educational scenario for teacher education allows the emergence of practices that affect the architecture in terms of sayings (e.g. participants created their own social meanings according to the challenges they faced), doings (e.g. participants teleported, were warriors, enjoyed themselves in an amusement park, etc) and relatings (e.g. participants were organizers of the social space, performed the activities with others with no prescription, shared a social status and trust and solidarity were socially salient). More empirical research is needed to examine practice architectures in language teacher education taking place in VWs such as Second Life in order to established advantages and challenges. Therefore, more research is needed in order to locate this type of instruction as a pedagogical innovation that could

complement, or not, face to face classrooms. However, these partial results seem to back up the idea that we hypothesized before: "changing practices requires not only changing the awareness, understanding, concerns and skills of individual participants in the practices, but also changing the practice architectures that hold existing practices in place" (Kemmis & Mutton, 2012, p. 188).

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Part III – Re-experiencing

Optimizing the writing component of your EFL class through writing workshops

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Introduction

Planning for writing in an English as a Foreign Language class is usually a difficult task given the time constraints faced in the classroom and the little preparation and expertise students have in terms of writing. Besides, English textbooks tend to offer a rather simplistic approach to writing where the product is favored over the process. Therefore, writing tends to be neglected in the classroom or relegated to homework turning it into a daunting task for students to face on their own. However, given its importance in the current world and the myriad of written tasks people have to perform on a daily basis, it is still important to teach this skill. Flipping the writing component of your course can optimize its potential and offer your students with the opportunity to develop this important skill thoroughly without having to sacrifice any of the other skills (Buitrago & Díaz, 2018). The present chapter will present how flipped writing workshops could be structured in any EFL program to solve this situation. This paper is based on a presentation delivered by the authors in the 51st ASOCOPI conference aiming at bringing professionals together in order to discuss the implementation of technology in language classrooms.

Theoretical underpinnings

The main concept supporting the workshop presented in this chapter is flipped learning. However, it is also substantiated with the teaching of the writing process, and the creation of flipped writing workshops.

Flipped learning

Flipped Learning has become a buzzword in education since 2012 when Bergmann and Sams coined the term "flipped classroom" to describe the inversion of class time and homework time and space. They envisioned how it was logical to have students watch video lectures at home and then apply Chemistry concepts while doing experiments in the laboratory. Since then, many scholars and teachers around the world have inverted class time and homework and have gotten positive results (Missildine, Fountain & Summers, 2013; Tune, Sturek & Basile, 2013; Kerr, 2015; Domínguez *et al*., 2015; St. John & St. John, 2014; Han, 2015; Sung, 2015; Garay & Torregrosa, 2016; Torres & Hernández, 2016; Rodríguez-Buitrago & Díaz, 2018). However, in 2014, the Flipped Learning Network, an international organization created with the mission of "providing educators with the knowledge, skills, and resource to implement flipped learning successfully" (FLN, 2014 para. 5), created a definition that has guided the use of flipped learning the world over since its inception. According to the FLN,

> Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (FLN, 2014, para. 1).

As suggested by Torres and Hernández (2016), decomposing the definition of Flipped Learning and exhuming its driving components is pivotal to understand its true educational power. Thus, the components of the definition are individual space, group space, dynamic, interactive learning environment, educator's role and students' role. Even though new definitions of FL have emerged, our work abides by the one proposed by the FLN.

First of all, it is important to clarify that flipped learning (FL) extends the concept of the flipped classroom since in FL not only the inversion of the physical space is what matters, but the creation of a new environment where students' knowledge generation, active and authentic learning are the primal goals. As a result, the thoughtful rearrangement of individual and group learning spaces favors the acquisition of new knowledge. Considering the FLN's definition, learning can happen anywhere for students in their individual space (i.e. an internet café, a library, a bus, their home), reason why merely discussing home and school is not enough. Also, the individual

learning space is where the pre-class activities that give life to the model take place. Students are expected to be prepared for the class session, and this preparation happens when they are alone. Similarly, the group learning space extends the physical classroom since it refers to the learning instances where students work collaboratively and with the presence of others (i.e. peers, teachers, etc). For that reason, these two components of flipped learning are crucial in understanding how the configuration of flipped writing workshops varies from a regular writing class.

The second concept to examine in the definition is the dynamic, and interactive nature of the learning environment. In the words of Marshall (2015), the robustness of instruction in flipped learning helps "create fertile teaching and learning spaces" generating more meaningful learning and teaching experiences. That's the reason why in flipped instruction the design of impressive videos for students to watch individually is not the most important aspect to make the model work, but the restructuring of the group space and the generation of an interactive learning environment. In creating flipped writing workshops, this aspect of the definition gains special importance since, thanks to the liberation of time by sending the direct instruction to the students' individual learning space, the teacher can concentrate on helping students, providing feedback, reading their work while students write; all in class. In EFL writing, as most of the times the product is the focus, only changing the focus to the process can generate positive results for students and teachers alike.

The third component to highlight in the flipped learning definition is the educator and their role in this paradigm. This component in the definition is also one of the pillars of F-L-I-P™ and it refers to the new role a teacher has in a flipped learning environment (FLN, 2014). As the classroom is transformed, and students gain different responsibilities, the teacher's role also needs to be modified to meet the demands of the new setting. Thus, practices like ongoing assessments during class, data recording, the provision of group and individual feedback in the classroom, collaboration with other educators and the responsibility to transform one's practice become requirements for a teacher (FLN, 2014). Some teachers believe that in flipped learning they will take on a secondary role, and even though that might be true for the classroom setting, the role of the teacher remains pivotal for the approach to work in planning, assessing and restructuring the learning experience.

Last but not least, the final component in the FLN definition is the students and their role in the model. Motivation and learner engagement are proven

results of Flipped Learning (Bharali, 2014; Garver & Roberts, 2013; Wong & W. K. Chu, 2014, Webb, Doman & Pusey, 2014; and Sung, 2015) as well as increased student achievement (Overmyer, 2014). Since teacher loses the "sage on the stage" role (King, 1993), the student claims it. The students and their needs become the center of the lesson and their learning transforms in the primal goal of the educational process through the application of concepts and creative engagement while in the group space. For writing, having students at the center means having them write while in the classroom. Doing this in a traditional language class is not possible due to time constraints and other limitations. However, in the Flipped Learning paradigm, it is not only possible, but also desirable.

Bloom's taxonomy (Krathwohl and Anderson, 2002) is another aspect to consider when implementing flipped learning even though it is not part of the FLN definition or the pillars of F-L-I-P™. Bloom's taxonomy has been widely used in education for lesson planning given its practicality and clarity in the development of low-order and high-order thinking skills. The revised version proposed by Krathwohl and Anderson (2002) rearranges the tiers initially proposed by Bloom and enhances its concepts. Figure 1 illustrates the changes made to the taxonomy in the revision.
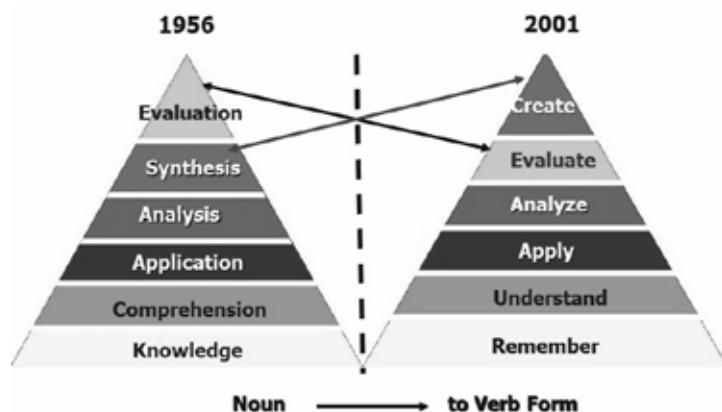
Figure 1. Bloom's taxonomy revised by Anderson and Krathwohl, 2001.
Source: https://news.nnlm.govnto/2016/10/11/
5-gorgeous-depictions-of-blooms-taxonomy/

According to Krathwohl and Anderson (2002), the low-order thinking skills (LOTS) are remembering and understanding and the high-order thinking skills (HOTS) are applying, analyzing, evaluating and creating. Thus, in flipped

learning, Bloom's taxonomy is also turned upside down. According to Brinks-Lockwood (2014), class time should be spent in the higher-level skills (apply, analyze, evaluate and create) while students can access the lower-levels (remember and understand) while alone. Figure 2 illustrates what Bloom's taxonomy look like when being flipped.
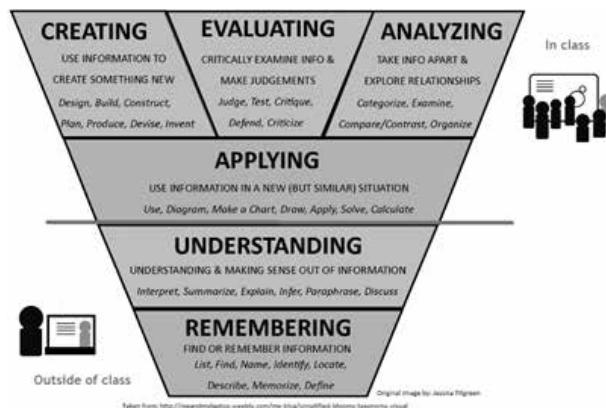

Figure 2. Authors' adaptation of Pilgreen's version of Bloom's taxonomy for flipped learning.

In Flipped Learning, students take advantage of teacher-designed activities that scaffold their learning while in the individual space in order to develop LOTS. Thus, for instance, in the case of a flipped writing workshop students would watch a video or read a text explaining the rhetorical structure of a paragraph or study a list of cohesive devices. The lesson would be designed considering that the out of class work in which students receive input on different aspects of the tackled writing task mirrors the work to be executed in the group learning space the following class. In addition, in the face-to-face class, learners are driven through activities where they can apply and analyze what they remembered and understood to finally evaluate their own or their peers' work. Using this methodology, learners use their time wisely to follow steps to create an improved version of their writing tasks.

Flipped learning is a transformation at many levels, and even though it presents some challenges in terms of organization, planning, time management, material creation and other aspects, it is worth trying since it has been proven that it dynamizes any learning process.

Writing process

Writing is a process that requires an outcome which usually requires the writer to follow some steps and his knowledge in a long period of time (Nunan, 1999); hence most of the time it is a skill that is relegated or avoided in the classroom (White & Arndt, 1991). Despite the fact that students can take advantage of it for personal/academic purposes.

Writing in the EFL context might be tackled to trigger grammar, sentence structure and proper use of cohesive devices; however, it requires organization and development of ideas (Hedge, 2005). There are several authors who discuss the multiplicity of steps available in the writing process. However, most agree on important steps such as prewriting, drafting, revision and editing (Brown & Abeywickrama, 2010; Hedge, 2015).

The writing process has parts in order to create a final product. This process aids learners to apply the information they understood from the independent work and wisely use their time to go through the four steps in the writing process.

Planning and outlining: In this phase, learners decide on a topic to write about. Then, they brainstorm and generate a list of ideas or vocabulary about the topic. Teachers encourage students to not only include vocabulary or cohesive devices they might need while writing, but also organize their ideas in a coherent way by including graphic organizers and other forms of visible thinking. This step is crucial since students think carefully about their ideas.

Writing the first draft: Learners use the information gathered in the outline to write the first version of the text. In this step, they create texts that include details and arguments to support main ideas of a chosen topic. The draft is the first opportunity to organize main and supporting ideas following the rhetorical structure learned in the independent work and applying proper cohesive devices.

Revising: In this phase, students have the possibility of working in pairs. They take advantage of this writing phase by providing peer feedback. Each learner reads a classmate's text in order to improve it. During this phase, by means of a checklist, students analyze and evaluate their partner's text in terms of rhetorical structure follow-up, use of cohesive devices, vocabulary, mechanics and grammar use. Brown (2007) emphasizes on the importance of promoting interaction between learners through peer feedback. As suggested by Lin & Yan (2011), research has supported the advantages of peer-feedback in student

writing since it helps them increase their writing confidence. In addition, it is crucial that students experience peer feedback and self-correction since they harmonize with an relevant pedagogical principle: formative evaluation (Hinkel, 2004). Peer feedback, in order to redraft a text, is in a broad sense a way for students not only evaluate their partners, but also to self-evaluate by means of a checklist.

   Editing and getting ready for publication: Based on the feedback provided by a partner, students edit their work and create a final version of it. This final phase reinforces what students have learned in terms of proper use of cohesive devices, grammar and vocabulary and also tests whether they have been able to implement an organized rhetorical structure. Having time to go through these four writing process steps create a formative environment in class. Learners have the opportunity to put into practice what they gained independently and they use in class time to create a revised and clear product.

Writing workshops

Writing workshops are way to engage students in their learning process by offering them assistance and guidance while performing writing tasks. Johansen and Cherry-Paul (2016) define the writing workshop as "a natural venue in which to increase differentiation, engagement and efficiency and promote choice and independent learning" (p. xx). For the authors, writing workshops are composed by a multimodal guide containing the different steps and tasks for students to perform a given written task (Appendix A). Even though the work of Johansen and Cherry-Paul (2016) and Calkins (1994) in regards to writing workshops stems from the field of literacy and not English as a Foreign Language, its principles can be applied to the context discussed in the present chapter because learners in both settings share similarities in their learning processes. However, given contextual differences and varied educational systems, what our students learn in college in terms of writing is what learners in English speaking countries are learning in third grade of elementary school.

   Even though Johansen and Cherry-Paul (2016) have identified steps to plan flipped writing workshops, the work of the authors precedes them and it bases the generation of the writing workshops booklet on the design of structured in-class and out-of-class activities. At the moment of designing a writing workshop, the teacher needs to consider which aspects she can flip

and which ones can be developed in class to boost students' production. Our flipped writing workshops contain two sections:

Out-of-class activities: As mentioned before, the students need input material such as videos to understand the rhetorical structure of a type of text. When students explore the video, they can identify the elements of a specific structure using charts provided in the workshop. In addition, based on the given input, they can use color coding to identify the elements of a paragraph or essay in a given example. At the same time, students might also take advantage of this materials to classify and recognize the importance of proper cohesive devices for the text. The writing workshops provide myriad of possible tasks that can be developed independently. It depends on the target writing task and the purpose of the face-to-face class.

In-class activities: Taking into consideration that learners gained some knowledge on the rhetorical structure of an essay or characteristics of a text, they are ready to use their time wisely in writing a text that complies the requirements of the task. Teachers use writing workshops to organize activities that help learners write their paragraphs or essays. Teachers can design activities that help learners go through the writing process. This set of workshops starts with drafting tasks that help students choose a topic to write about, create a list of vocabulary and choose proper cohesive devices. Then, teachers give students time to write the first version of their text. In this writing process step, learners use the information they work on their outlines to write coherent and cohesive sentences that compare and contrast two items. In this step, learners work in pairs to peer evaluate their paragraphs. By means of a checklist, students can revise different aspects the teachers want them to focus on, such as task fulfillment, cohesion, coherence, mechanics, grammar and vocabulary. Finally, learners have the time to improve their draft considering what their partners suggested.

The writing workshops enhance the writing process. And flipping them allows learners to write an essay in different moments of the class or in different classes with the support of peers and teachers optimizing the result and enhancing the writing experience.

Lesson planning for writing workshops

During the 51st ASOCOPI conference workshop, the presenters asked the participants to brainstorm a type of text they currently worked with the students in their settings. This text depended on the syllabus of the program, population and English level. Topics such as different types of essays, e-mail messages, compositions, short stories, timelines, letters, etc. emerged during the session. As soon as the participants had chosen a specific text by means of a brainstorming exercise done with sticky notes pasted on the wall, presenters offered them a lesson planning format designed based on the writing process steps and Pilgreen's (2014) version of Bloom's taxonomy tweaked by the authors for flipped learning (Appendix B). This resource was meant as a guide for participants to create a lesson that considered all the aspects already mentioned.

During the lesson planning stage of the session everyone discussed the steps they would take and the activities they would do while in class. Participants to the session generated many interesting ideas for in-class and out-of-class activities they could do at every step of the process. They filled in the lesson plan format given by the presenters and mentioned having found it useful and easy to use.

During the lesson planning stage, the presenters shared websites and tools that can be used before class in order to facilitate the writing process. These websites are presented in Table 1 below.

Writing process	Tools/Websites
Planning and outlining	Padlet www.padlet.com Lino Wall en.linoit.com
Writing the draft	Essay map Smart Art Graphs www.popplet.com www.bubbls.us
Revising	Google docs Kaizena complement
Editing	Blogger Wordpress Storybird/Mystorybook

Table 1. Websites and apps to support the writing process.

The inclusion of apps and websites gives an interesting twist to the flipped writing workshops for students since it facilitates some processes for them. Students appreciate and enjoy the use of technology since they feel it is more connected to their reality (Prensky, 2015). For example, a site like *Padlet* or *Lino* allows students to see what others are writing facilitating the process of generating new ideas. Also, as it can be used with a smartphone, so students can access it anywhere, anytime making learning pervasive and allowing them to have access to their ideas whenever inspiration strikes. These websites also present interesting benefits for teachers such as assisting them to collect information regarding students' mistakes and to providing timely and individual feedback.

After presenting the different websites that could be used, participants were invited to design their writing workshops using the lesson plan format designed by the presenters. As every pair (group) selected a different type of writing, the discussion turned noisy and went in many different directions. Teachers worked towards a full writing workshop and realized the myriad of opportunities for flipping in their own settings and with their available resources. Participants finally included different technological tools for in-class and out-of-class activities. In their groups, they agreed to include web pages and tools that corresponded to a text they wanted to focus on. Also, most of them mentioned they would flip the direct instruction of the rhetorical structure of the text, while for in-class activities, participants agreed on including tools to boost their students' writing and help walk the different steps in the writing process. As discussion progressed among the participants, the presenters circulated holding conversations with them about their particular type of workshop and assisting in shaping the different ideas that emerged from the exercise. As a debriefing exercise, the benefits of flipping were discussed and teachers shared their enthusiasm towards trying this new approach in their own writing classrooms.

Assessing the lesson plan

Participants were invited to complete a checklist (Appendix C) to assess other groups' lesson plans. According to the Flipped Learning Network (2014) there are four pillars that a flipped class should have: Flexible environment, Learning culture, Intentional Content and Professional Educators.

In the checklist, participants could find nine criteria that described indicators from each pillar and that as are observable helped them assess their own work. The participants assessed different aspects of their lesson plans such as objectives setting, out-of-class and in-class activities, use of time in each activity, meaningful activities that encourage learners to write, differentiation and self and peer assessment. In this final stage of the presentation, participants reflected on their lesson plan design. They could discuss what they learned from the workshop and what they could do to improve their lesson plans. It was evident that participants understood the importance of flipping writing and designing workshops to help learners enhance their writing results.

Recommendations

As Bergmann and Sams (2012) suggest, one of the most important questions to ask yourself when flipping your class is *what is the best use of my face to face time?* In writing workshops, time with the teacher is best spent generating ideas, drafting, erasing and re-writing, asking for clarifications regarding grammar structures to be used to convey certain message, getting assistance in vocabulary use, clarifying punctuation doubts, to name a few. Thus, for teachers flipping their writing classes, one of the recommendations the authors give is think about those tasks for which your assistance would be most valued and not easily provided in the traditional teaching paradigm where instruction is given directly by the teacher. Then, think of the best way to provide that assistance to students (individually, by pairs, by small groups, in stations) and device your lesson plan around these decisions. Remember to consider Bloom's taxonomy when planning. You may want to use a readily available resource online for the possible outcomes to be completed and goals to be achieved at every step of the way. You may want to use the Bloom's Taxonomy Teacher Planning Kit designed available on Google or any other ready-made resource. It is not always easy to think of tasks to develop the different levels of thinking, so using these resources can save you precious time.

Once you have thought of the full lesson, you can start designing out-of-class activities. Remember that in the individual learning space students are expected to perform the lower-order thinking tasks and receive direct instruction on the writing process. So, activities like watching videos or reading materials about given aspects in the rhetorical structure of a specific type of writing, researching and noting lists of connectors or transitional phrases,

studying punctuation rules would help students be ready for the productive stage of your lesson the following day.

After you have thought of the pre-class work, you need to decide on the way you will hold your students accountable for the work they did in the individual learning space. Accountability is key for the flip to work since it will show your learners the importance of doing the out-of-class activities and differentiating them from traditional homework. Thus, having an entrance ticket (Johansen and Cherry-Paul, 2016), using a website such as Playposit to build accountability in the video (Marshall and Rodríguez-Buitrago, 2017) or having a designed booklet with all the steps for students to complete as they progress through the activities (Rodríguez-Buitrago & Díaz, 2015) is crucial for them to realize their work in the individual space is crucial for their success.

Conclusion

Flipped Learning is a methodology that has shown to be successful when teachers understand the importance of using class time to create fertile learning spaces. Consequently, prepare for an EFL classroom where learners not only write a clear and complete product, but also can interact and reflect on their learning. Flipping your writing workshops will help you differentiate your classroom and provide students with personalized and relevant feedback about their written products guiding them to improvement and higher levels of achievement.

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Appendix A. Part one of the workshop "How to write a compare and contrast essay" designed by the authors

HOW TO WRITE A COMPARE AND CONTRAST ESSAY

PART 1

AIM: To analyze and understand the process of writing a compare and contrast essay.

ACTIVITY 1 (At home)

Individually, watch the video http://bit.ly/1RESCoShttp://bit.ly/1RESCoS (from 00:00 to 2:38) and complete the chart.

Definition			
Tip	a)		
Structure	Introduction (1 paragraph)	1. _____: 2. _____: 3. _____:	
	Body	1. Block Method Paragraph 1: _____ Paragraph 2: _____ 1.1. Subject to Subject Paragraph 1: _____ Paragraph 2: _____	2. Point-by-Point method Purpose: _____ Body: Paragraph 1: _____ Paragraph 2: _____
Conclusion (1 paragraph)	1. _____ 2. _____		

ACTIVITY 2 (In class)

In groups of 4, identify the structure described and explained in the video in the sample essay you received and mark it with different colors (Mark the introduction in green, the body in red, and the conclusion in blue).

ACTIVITY 3 (In class)

In pairs, SS discuss the following questions

1. How do you think the author arrived to that product?

2. What did the author have to think about to produce that piece?

ACTIVITY 4 (at home)

3. Watch the video to understand the importance of an outline: http://bit.ly/1RiZEwHhttp://bit.ly/1RiZEwH.

4. Individually, structure an outline about the following topic: **Television vs Internet videos**

ACTIVITY 5 (In class)

Share the outline you created for step 5 with a partner. Give feedback!

ACTIVITY 6 (at home)

Check http://bit.ly/2aWwzy6http://bit.ly/2aWwzy6 and either choose the topics from the list or decide on your own topics for your essay. Write your essay topic in the box below. Use the template in the following page to write your ideas about your chosen topics.

Appendix B. Lesson plan format designed by the authors for flipped writing workshops.

Enhancing your writing lessons through flipped learning

Lesson plan format

Name:		Writing type:		Writing process stage(s):
Aims:				**Date:**
LOCATION	**Bloom's taxonomy stage**		**Actions**	**Outcomes**
\n\nOutside of class	REMEMBERING (Find or remember information)			
	UNDERSTANDING (Making sense out of information)			
\n\nIn class	APPLYING (Use information in a new situation)			
	CREATING (Use information to create something new)			
	EVALUATING (Critically examine info & make judgements)			
	ANALYZING (Take info apart and explore relationships)			
ASSESSMENT	How will you assess your students?			

Appendix C. Lesson plan peer feedback checklist

Lesson plan peer feedback checklist

Read each criteria and tick Yes/No based on your partner's performance. Please include comments if you ticked No.

CRITERIA	YES	NO	COMMENTS
My partner states objectives for in class and out of class activities			
My partner clearly differences between Bloom's taxonomy stages from In class and Out of class activities.			
My partner uses meaningful in class activities that positively affects his students' writing process.			
My partner uses meaningful out of class activities to provide input and prepare students for the face-to-face class.			
My partner's lesson plan makes the best possible use of face-to-face time.			
My partner establishes spaces and time frames that permit students to interact and reflect on their learning as needed.			
My partner gives students opportunities to engage in meaningful activities without the teacher being central.			
My partner differentiates to make content accessible and relevant to all students.			
My partner makes himself available to all students for individual, small group, and class feedback in real time as needed.			Not observable item

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Introduction

The 51st ASOCOPI conference held in Bogota in October 2016 gathered professionals from all over Colombia and the world around the topic of technology in the ELT classroom. It was a vibrant event where themes such as gaming, research, differentiation, blended learning, flipped learning, platforms, collaborative learning, and innovation were featured by speakers from different educational contexts. As one of the main purposes of the conference was to inspire Colombian language teachers to use technology purposefully in their classrooms, the authors of the present chapter led a session on in-class flip; an innovative approach towards flipped learning for particular contexts, the Colombian setting being one of them. This chapter presents the experience of training teachers to create their own in-class flips by means of experiencing one, what is known as *loop input* (Woodward, 1988). It also outlines the main stages of an in-class flip for teachers who think a regular flipped setting does not apply to their contexts, learners or conditions. Moreover, it suggests loop input as an effective way to train language educators for situated learning to occur.

In that sense, loop input allowed the authors to deliver a practical and experiential session for preservice and in-service teachers not only to learn about a teaching strategy, but for them to see its real value for their own teaching situations. The session promoted situated learning, "within a context that [resembled] as closely as possible the practice environment" (Stein, 1998,

para. 6), where students (in this case, ELT teachers) transfer learning to real-life situations through "immersion in and with the experience." (para. 5).

Since the authors started to flip, the concepts of time, assessment, content, as well as teacher and student roles in learning have been altered, optimizing the teaching and learning resources and processes. Consequently, direct instruction has lost its protagonism in their classrooms, and is being accessed by students through different means, whether in the individual space at home, or in stations or other means within the classroom walls. Just the same, their classrooms have been transformed "into a dynamic, interactive learning environments where the educator guides students as they apply concepts and engage creatively in the subject matter." (FLN, 2014, para. 1).

Flipped learning

Flipped learning has become a buzzword in the last couple of years due to its attractiveness and potential for any educational setting. However, it goes beyond being just a trend. Flipped learning, as defined by the Flipped Learning Network (2014) is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (para. 1).

It is important to mention that the implementation of this methodology precedes the definition. In 2000, Lage, Treglia and Platt inverted the lectures in their economy classrooms in order to provide their students with active learning opportunities while in class. However, Bergmann and Sams (2012) coined the term *flipped classroom* which has spread rapidly around the globe.

The philosophy behind flipped learning is simple. Resources (i.e. time, space, the teacher, etc.) in the classroom are optimized by assigning direct instruction for students to access by themselves while in the individual space in the form of videos, audio files, texts, textbook pages, etc. Yet, even though most early implementers of flipped learning tend to think so, the videos and materials for students to "learn" are not the most important aspect in a flipped classroom. What matters the most in this setting is the optimal use of the newly acquired class time. Bergmann and Sams (2014) ask educators who are interested in flipping their classes the following critical question: *what is*

the best use of your face-to-face time? In TESOL, the answer to this question is far-reaching, since lecturing is not necessarily a part of language classes, thereby offering a myriad of opportunities for teachers to use class time more productively with students. Still, in teacher education and especially in the context of conference presentations, the answer is more transparent.

For flipped learning to be implemented successfully, and for educators to have a clear navigation chart when flipping, it is important to consider the four pillars of F-L-I-P™ provided by the FLN (2014), and the more recent 187 Global Standards (AALAS, 2018). The pillars are: Flexible Environment, Learning Culture, Intentional Content and Professional Educator. These terms will be understood as follows:

The *Flexible Environment* pillar refers to the flexibility in terms of time and spaces that flipped learning promotes. According to the official pillars document issued by the FLN (2014), not only do educators arrange flexible spaces for students to work in different ways, but they are also flexible about students' processes and learning pace. In a flipped learning paradigm, educators care about their students learning processes and different learning rhythms. As a consequence, they create appropriate class environments for every student to achieve the proposed learning goals at their own pace and in accordance with their own level.

The term *learning culture* encompasses the need for an open, respectful, and tolerant classroom culture. Bearing in mind that students are at the center of their learning process in a flipped classroom, the idea of creating "fertile learning spaces" for them becomes essential (Personal Communication, Marshall, 2015). As a result, educators in flipped settings ought to give students opportunities to master content at their own pace and must scaffold activities for students through differentiation.

The third pillar of flipped learning is *Intentional Content*. It refers to the decisions educators need to make regarding the relevance of the content given to students. The curriculum takes new importance in a flipped environment; by moving lectures outside of the classroom with the recording of video lectures, the newly gained classroom space allows teachers to plan for authentic, active learning opportunities for students. In TESOL, for example, teachers can decide to remove the grammar portion of the lesson from the class and give it to students for independent access at home, freeing up classroom space for more practice-oriented activities where they can live the language, not

only study it. Though FLN (2014) makes direct reference to video lectures as a means for replacing direct instruction, it is important to clarify that there is a variety of instructional resources that can also be used.

The fourth pillar of F-L-I-P™ is called *Professional Educator* and it's pivotal for the flip to work, since it refers to the necessary mind-shift teachers need to undergo to design and execute all the aforementioned activities. According to the FLN (2014), "professional educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms." (para. 4) Even though they are less controlling of the classroom situation, they are still essential for the learning process to successfully occur.

Flipping Bloom's Taxonomy

Most advocates of flipped learning have proposed flipping Bloom's taxonomy for ensuring student success (Bergmann, 2016; Brinks-Lockwood, 2014; Rodríguez-Buitrago & Díaz, 2015). In Bloom's taxonomy, low-order thinking skills (remembering and understanding), and high-order thinking skills (applying, analyzing, evaluating and creating) (Krathwohl, 2002) represent the cognitive processes students have to go through to really learn something. In flipped learning, the proposal is to invert Bloom's Taxonomy as illustrated in Figure 1.
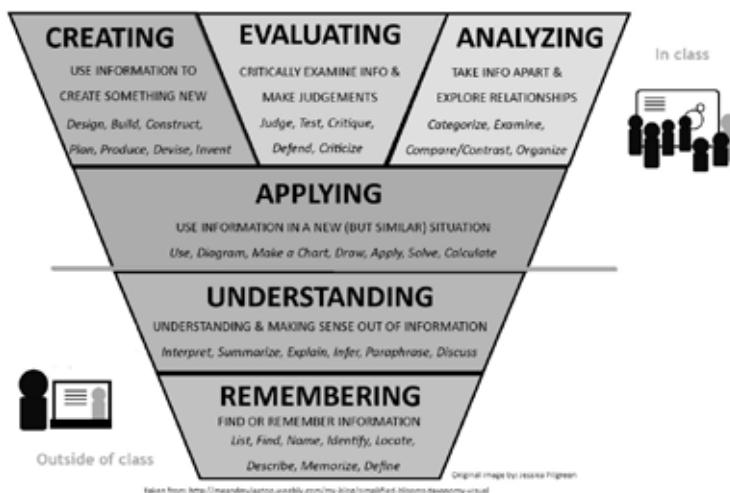

Figure 1. Inverted Bloom's taxonomy based on Pilgreen's model (2014).

In traditional settings, teachers explain concepts and students have to regurgitate them, while the more complex tasks are assigned as homework. In flipped learning, due to the inversion made, students remember and understand concepts in the individual learning space, and then, in class, they develop high-order thinking skills with the guidance of the teacher. Thus, flipping Bloom's taxonomy is an effective way for teachers to be able to make the pillars a reality in their classrooms.

In-class flip

In 2014, the term in-class flip was coined by Jennifer Gonzalez. It offers an alternative to flipping outside the classroom. In other words, instead of assigning direct instruction to be accessed by students from home, the actual flipped content is done through station rotation work within the classroom. Consequently, the in-class flip presents a way to bypass the various obstacles that come with assigning homework such as the lack of "a working device, a reliable, consistent internet connection, and an environment conducive to concentration" (Barnes & Gonzalez, 2015, p. 75). These are some of the reasons that have led to some teachers' abandonment of flipping or denial to even try it. Barnes and Gonzalez (2015) explain that the purpose of in-class flipping is precisely for the flipped process to remain in school, avoiding the 'mess' that comes with the different variables that appear outside the classroom.

This model can work through station work and non-station work (Ramírez & Rodríguez-Buitrago, 2018). Within the station work setting, the planning of the class consists of organizing stations where at least one contains direct instruction (through a video, reading, audio, etc.) which, in simple words, will free the teacher's instructional (content) time so that the focus can be on students' learning and on providing guidance, support and facilitating learning; with this model, the teacher is no longer a "content provider" (Barnes & González, 2015). The other stations can contain practice or application activities related to the topic being learned and others can be independent or "stand-alone" stations that do not have a previous station requirement to be worked on. This means that there are stations in which students can work at any time and there are others that will require a sequence in order to fulfill the learning goal set behind them, which might mean that some stations will be left alone until students are prepared for the task they propose. On the other hand, in non-station work, the teacher can also structure a learning

experience around a learning object (i.e. worksheet, HyperDoc, online lesson, etc.) and have students work with it individually, in pairs or in groups (Ramírez & Rodríguez-Buitrago, 2018).

Ramírez (2017) has divided the in-class flip configuration into two main types: *mixed sequence* and *simple sequence*. The first type refers to in class work where students can do activities at their own pace by moving from one station to another, depending on their specific learning needs and previous knowledge. In the latter, students must follow a specific order so as to complete the activities set in each station, thus, following a pre-established work rate. Moreover, Ramírez (2017) clarifies that a need to duplicate stations could arise with a high number of students.

Horn and Staker (2015) present a blended learning *rotation model,* with similar elements to an in-class flip, which consists of four sub-models that contain a fixed rotation between different learning modalities such as small or whole group instruction, tutoring, paper-based assignments, and online learning. For the purpose of this chapter, only the *station rotation* sub-model will be explained in order to clarify the difference it presents with an in-class flip.

The station rotation is composed of three elements: a) online instruction, b) collaborative activities and stations, and c) teacher-led instruction. Despite the validity of the first two elements within an in-class flip configuration, the fact that instruction is provided by the teacher in one of the stations indicate that instruction is not being flipped. Therefore, it can be concluded that the station rotation model proposed by Horn and Staker (2015) is not synonymous to in-class flip.

Loop input for teacher education

As most professional development conferences and events are still organized under the *expert* paradigm, it is still common to see the speaker who holds the knowledge and pours it over teachers, whom are then expected to get back to their classrooms after the event and make magic happen in their students' learning. In other words, teachers are expected to apply the know-how in their real teaching contexts without having done the work in the teacher training learning space; professional development is normally t*old* rather than *shown*.

Professional development (PD) is a pressing need for most educators. As proposed by Stigler and Hebert, 1999; Guskey, 2009; Mourshed *et al.*, 2010; Opfer and Pedder, 2011, as cited in Carpenter, (2015), "many teachers, scholars and policy-makers consider PD to be pivotal to the enhancement of teaching and learning." (p. 70) Therefore, teachers search for PD opportunities in their area and teachers' conferences, like the one held by ASOCOPI every year, become the preferred scenario to receive training. However, even though teachers' conferences are a great opportunity for teachers to be exposed to new methodologies, to network with others in the profession, and to stay updated with the innovations in their field, they regularly feature a traditional transmission model, making teacher training unauthentic and ephemeral since, due to time constraints, teachers receive "short-term instruction in skills external experts have deemed sound" (Kennedy, 2005 as cited in Carpenter, 2015).

As a result, new alternatives to teacher training seem meaningful and necessary in order to provide teachers with more experiential learning during their valued professional development time. Edcamps and unconferences are PD alternative initiatives developing worldwide to offer participants the opportunity to "build upon the collective intelligence of those in attendance" (Carpenter, 2015: p. 79) instead of only offering expert teaching. In Edcamps and unconferences, teachers propose the topics to work during the day and a schedule is organically organized the morning of the event by the participants themselves (Edcamp foundation, n.d. para 1). Even though this technique might still be farfetched for Colombian conferences, it was the inception for the session being described in this chapter.

In the interest of providing a meaningful and experiential learning experience about the topic being shared in the 51st ASOCOPI conference, the presenters decided to use loop input (Woodward, 1988) as a way to engage participants further with knowledge in a very short period of time.

Loop input is a technique used to provide teachers with a hands-on learning experience where "the process is the content" (Woodward, 1988: p. 28) and teachers learn by doing. Loop input is different to other forms of experiential learning because it also features a "decompression time" (Woodward, 2003. p. 302) where teachers discuss the technique used and consider how to use it in their own teaching. With this technique, teachers live the content being shared and can really feel what their students would in that particular learning situation. Thus, loop input was a suitable mode of teaching for the

session about in-class flip. This, of course, is not only the case for the language classroom, but also for the teacher education setting where lectures are still the main mode of instruction for professional development. For that reason, when thinking about a session for teachers, it was logical to have them be active participants of their own learning instead of passive recipients of "cookbook recipes" to be used in the classroom.

Description of the procedure used at the 51st ASOCOPI conference

The workshop executed by the presenters was entitled "Make the best of your class with an in-class flip" and it lasted 45 minutes with a total of 32 attendees. In the following sections, the authors will describe the planning stage (before the session), the implementation stage and the reflection stage (both during the session).

Planning stage

One of the most difficult aspects of conducting an in-class flip is its initial configuration. For that reason, planning is a pivotal stage for the in-class flip to work appropriately, since there are a number of variables that might affect its successful execution. When planning the in-class flip reported in this chapter, the presenters did not know information related to the organization of the venue, the expected number of participants and their profiles or the setting, posing an important challenge and creating the need for the presenters to be creative, resourceful and flexible.

The presenters decided to plan a duplicated simple sequenced in-class flip (Ramírez, 2017), considering that thirty was the maximum number of participants allowed per session. With this number in mind, the attendees would be divided into four stations. Figure 2 illustrates the sequence used in the ASOCOPI conference session.
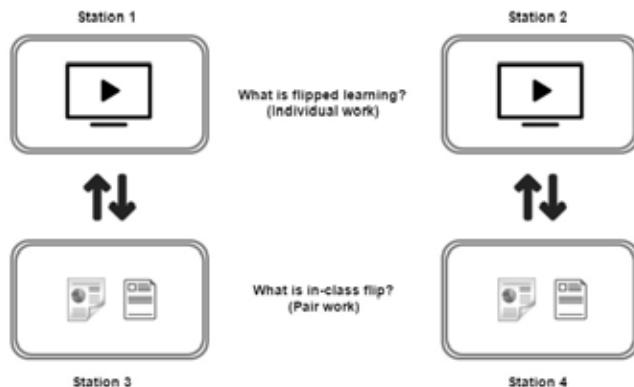
Figure 2. ASOCOPI workshop stations sequence.

Four stations were created to provide the content needed for thorough understanding of the concepts of flipped learning as well as of in-class flip in a short period of time. Due to the forty-five minute time frame provided for the workshop, stations were timed and twelve minutes were allotted to each one. Stations were planned to make evident the procedures of the in-class flip so that participants could experience the technique first-hand as proposed by Woodward (2003).

Stations one and two were intended to teach participants about the basic concepts and brief history of flipped learning. Thus, a nine-minute video created by one of the presenters along with a worksheet (Appendix A) was handed to participants. According to Bergmann and Sams, (2012) self-generated videos are more positively perceived by learners since they create an affective connection with the presenter (teacher). Moreover, as one of the main goals of the session was to offer attendees the full in-class flip experience via loop input, it was important to orchestrate every aspect of the session as similar to the class setting as possible. Consequently, materials were designed for participants to the session in the same way as they would be expected of teachers in an in-class flip setting. For instance, the video for the session was designed using a simple combination of *screencast-o-matic* and *Microsoft Power Point*, a user-friendly application for video and screencasting in a way to show the participants the kind of material they could work with for their own in-class flip.

Returning to the configuration of the session, it is important to mention that laptops for participants were not available at the venue, so the presenters

offered their own devices and invited attendees to provide theirs for them to watch the video turning the session in a Bring Your Own Device (BYOD) space. For video access, a short link was created using *bit.ly* and a QR code was also displayed on one of the PowerPoint slides. For the presenters, it was important to show participants the many variables that are at stake when planning this kind of lesson. For that reason, they tried to mirror the experience in full for the attendees showing normal situations that may arise.

While in stations one and two, participants completed a worksheet that contained a chart about the history of flipped learning, some boxes to write information about the four pillars of F-L-I-P™ and following Kirch's (2016) Watch-Summarize-Question (WSQ) model, they were prompted to write a question about the content for presenters to answer it during the debriefing stage of the session (Appendix A).

Stations three and four provided the definition of in-class flip, the different types and examples of its structure by means of colorful posters pasted on the wall. Participants were encouraged to read the information and complete a graphic organizer (Appendix B) regarding their understanding of the information presented.

The reason behind setting technological (stations 1 and 2) and non-technological instructional resources (stations 3 and 4) was to demonstrate how content can be flipped in different ways.

Implementation stage

Organizing the stations in the physical space is as important as the planning stage. With this in mind, different details were taken into consideration for configuration decisions to be made. Therefore, going to the working space before the workshop was essential. A clear understanding of the seating options, projection, wall space and Wi-Fi connection was crucial to determine whether the in-class flip could be delivered as planned. As a result, the presenters arrived at the assigned classroom 15 minutes prior to commencing the workshop and prepared the configuration. A station was located at each corner of the classroom, which implied making sure there was sufficient space for participants and presenters to circulate among stations. Moreover, folders with handouts were placed on each desk for easy organization and use.

In terms of projection and internet access, a laptop was connected to a video projector to display a PowerPoint presentation. Furthermore, the video for stations 1 and 2 was downloaded on another laptop due to a lack of Wi-Fi connection and this laptop was placed in station 2; each presenter also set their smartphone with earphones in case any participant would need to use it.

Turning now to the actual session, a total of 32 teacher participants were welcomed. As attendees walked into the classroom, they were surveyed on their access to a smartphone, earphones and a data plan (internet connection). This information became crucial when deciding which station to place them in, since those who did not have these resources were asked to listen to the video in the laptop in station 2. Fortunately, most attendees counted on these resources, so that at the moment of having to watch the video, all participants were able to do so through one resource (mobile phones, including presenters') or another (laptop). There were 8 participants working on their assigned station for twelve minutes. For the purpose of keeping time, an alarm was set using the website e.ggtimer.com. When time was up, the groups from stations one and two moved to stations three and four and vice-versa for another twelve minutes. The first time around brought some chaos in the organization and logistics. However, when the switch was made, the activities were carried out fluently, since participants were already familiarized with the dynamic and were aware of what they were expected to do.

Reflection stage

As part of a loop input teacher training session, "decompression" time is necessary to make connections between the content being learned and the teachers' own teaching contexts (Woodward, 2003). Therefore, during the in-class flip session at the 51st ASOCOPI conference, there was a reflection space for teachers to share their initial impressions about the model and their perceptions regarding its applicability in their own settings.

Teachers seemed highly impressed with the configuration of the in-class flip herein described. They also showed curiosity about the time invested in the planning stage. Furthermore, they mentioned having fears regarding classroom discipline when implementing this model in their own setting due to the number and age of students they serve. They showed enthusiasm and mentioned the need for post-conference guidance from the presenters for their application of the technique.

As a result, some enriching lessons were learned after planning and conducting this session regarding the setting and physical space, students' different levels, the availability of materials, and the importance of time management.

First of all, it is very important to consider the setting and physical space where the in-class flip will take place. As opposed to teachers' conferences, where it is difficult to know in advance the various elements within the teacher training setting, the fact that teachers count on the knowledge regarding their own classrooms, resources and what they can do with their teaching space is a great advantage. Teachers know what electronic devices are available in class as well as the arrangement of furniture, which lead to easier decision-making. Teachers could envision station work in their own classroom and make informed decisions beforehand. For instance, students can be asked to bring their own devices or content can be downloaded to computers beforehand if there is no Wi-Fi access (Ramírez, 2018).

Secondly, knowing the students and their level of readiness and cognitive skill makes a difference in planning and implementation. As suggested by Carbaugh and Dubet (2015) and Johansen and Cherry-Paul (2016), flipped learning favors differentiation and allows for teachers to cater to the needs of their students by freeing up classroom space and time. Moreover, Ramírez (2018) asserts that in-class flipping provides "an up-close view of students process while they are carrying out a variety of individual or group space activities or tasks" (p. 94). Thus, an in-class flip allows the teacher to take that differentiation even further, since support and monitoring are always in the class and the role of the teacher as a facilitator is even stronger given the configuration of this particular type of flip.

Thirdly, a lesson on materials was learned by participants and presenters alike. When in-class flipping, materials play an important role in shaping the experience for all and require preparation and clear objectives. Attainable outcomes are crucial in an in-class flip as they strengthen the sense of goal achievement and help students stay focused. It is important to keep in mind that the type of materials to be planned should be student-centered and meaningful. Furthermore, station work will inevitably invite the use of various materials for different practice and application purposes. From this perspective, planning for materials that will evidence students' learning and give account of their understanding of the topics is critical. Therefore, planning this kind of set-up cannot be taken lightly and teachers need to think ahead about what they want their students to achieve in each station and prepare the materials to fit the purpose.

Fourthly, time management and its value in an in-class flip was another lesson learned, since one of the presenters deeply believes in timing stations, while the other one trusts timed and untimed sessions alike. The lesson learned in this regard is that this method lends itself for personalization, which suggests that teachers should apply what they feel more comfortable with and play it by ear with their students. After all, teachers know their setting better and might find better ways of enhancing the method according to their context.

Results of the experience

After the session, some of the attendees have reported their work with in-class flip via informal communications with the presenters. Attendee teachers have shared different positive experiences that have gone from planning and carrying out in-class flips with learners as young as 4 year-olds up to the application of this type of flipping model within a research project. With this in mind, there is no doubt that in-class flip will soon start reporting results in various teaching contexts not only in ELT, but in other educational fields.

Limitations

Even though an in-class flip has multiple benefits for teachers and students alike, it is also important to mention some limitations this technique might have in specific contexts. Nevertheless, it is the presenters' belief that these limitations can be easily overcome.

First of all, there is an initial sense of chaos when conducting an in-class flip. Considering the physical arrangement, having materials for each station, guaranteeing clarity in the instructions given in each station, planning a meaningful lesson, and managing time (Ramírez,2018) can be an overwhelming amount of aspects to contemplate for every class. It is comprehensible that for some teachers the idea of relinquishing control and allowing a 'mess' into their classroom might discourage them from even trying in-class flipping for the first time. However, once teachers try it and realize that this initial chaos is precisely what sparks students' interest, teachers can learn to ignore it and continue experimenting with this technique (Buitrago, 2017). Secondly, time-management is crucial in any type of in-class flip whether it is sequenced, mixed, looped or half n' half; whether it is timed or not. In Bergmann and Sam's (2012) words, in any form of flipping "time is

completely restructured" (p. 15). As previously stated, students and teachers need to be focused on the tasks given so that time can be maximized and the goals of the session can be attained. Likewise, when implementing an in-class flip, focus becomes the backbone of the class. Students feel the need to stay on task before the clock or teacher indicates that time has ended and they need to move to the following station.

Another aspect that might discourage teachers from trying to in-class flip is planning. It is true that planning an in-class flip takes some time and effort, since materials have to be ready and posted on the walls, videos have to be tested, worksheets need to be designed, outcomes for class need to be clear and assessment procedures need to be thought of before starting the lesson. Nonetheless, planning is an inherent part of teaching. The real challenge in an in-class flip is the preparation of materials, but there are multiple ways to tackle that aspect. Teachers can use student monitors to prepare the materials for stations (i.e. putting worksheets and activities inside envelopes, labeling sheets of paper, cutting out jigsaw exercises); they can also reuse materials from past courses (i.e. videos, posters, explanations). The focus and deep learning that students will evidence after implementing this technique is worth all the effort in planning and preparing.

Suggestions for further research

While research about in-class flip is in its infancy, this alternative can be counted as part of the research findings on flipped learning and station rotation models. Studies regarding the implementation of this technique in language education and teacher training are needed to strengthen its application and solidify its principles. Moreover, a deeper look into how in-class flip contributes to differentiation and individual learner needs as well as to more significant learner assessment will, without a doubt, provide further advancement to the education field.

Conclusions

Even though flipped learning is a very successful pedagogical approach worldwide, sometimes a variation for its successful implementation is necessary due to contextual factors. By way of example, in Colombia, where Internet connectivity is still an issue in many institutions, where there are cases

of students with no homework support from family, and where many schools hold strict homework policies about the number of assignments students can have in a day (Ramírez, 2018), in-class flip becomes an ideal alternative to have the benefits of flipped learning without worrying about student buy-in and homework doing. On that account, this chapter is also an invitation for teachers to relinquish control in their classroom and to become professional educators who are not only willing to learn new techniques, but also to try new alternatives for generating student-centered classrooms and provide active learning opportunities to their students.

In-class flip is a way to differentiate the classroom and to transform learning for those involved. It becomes an asset to the teacher in providing new ways to generate student centered spaces and optimizing the group learning space; it helps students to stay focused and find learning more meaningful. Furthermore, it assists conference attendees in offering them an experiential approach to learning where the process in the session is the content being learned.

Finally, in terms of the application of loop input for teacher training, this is a technique that contributes greatly to better understanding of pedagogical practices by allowing the teacher participants to authentically experience new ways of teaching by putting themselves in the student's shoes. The presenters strongly believe that loop input should be welcome in any professional development context where the content allows itself to be looped.

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Appendix A. Worksheet used to take notes about the video on Flipped Learning

Make the best of your class with an in-class flip!
51ST ASOCOPI CONFERENCE
Bogota, Colombia
What's flipped learning worksheet

1. As you watch the video about flipped learning, please take notes in the graphic organizer below.

2000 Inverted classroom	2012 Flipped classroom	2014 flipped learning
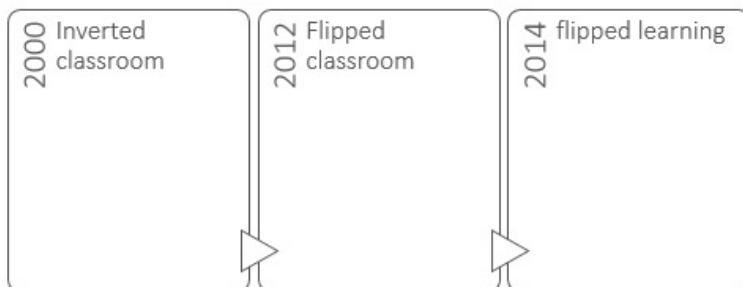
2. As you watch, answer the following questions in the corresponding spaces:

Mention some key words found in the definition of flipped learning given by the FLN **1**	What is the role of Bloom's taxonomy in Flipped learning? **2**	How is flipped learning different in EFL than in other fields? **3**

3. Write a question for us about flipped learning to be solved in the session.

Rodriguez-Buitrago, C. (2017) Make the best of your class with an in-class flip! This material can be used for educational purposes as long as attribution is granted. Creative Commons License 4.0

Appendix B. Graphic Organizer for In-Class Flip station
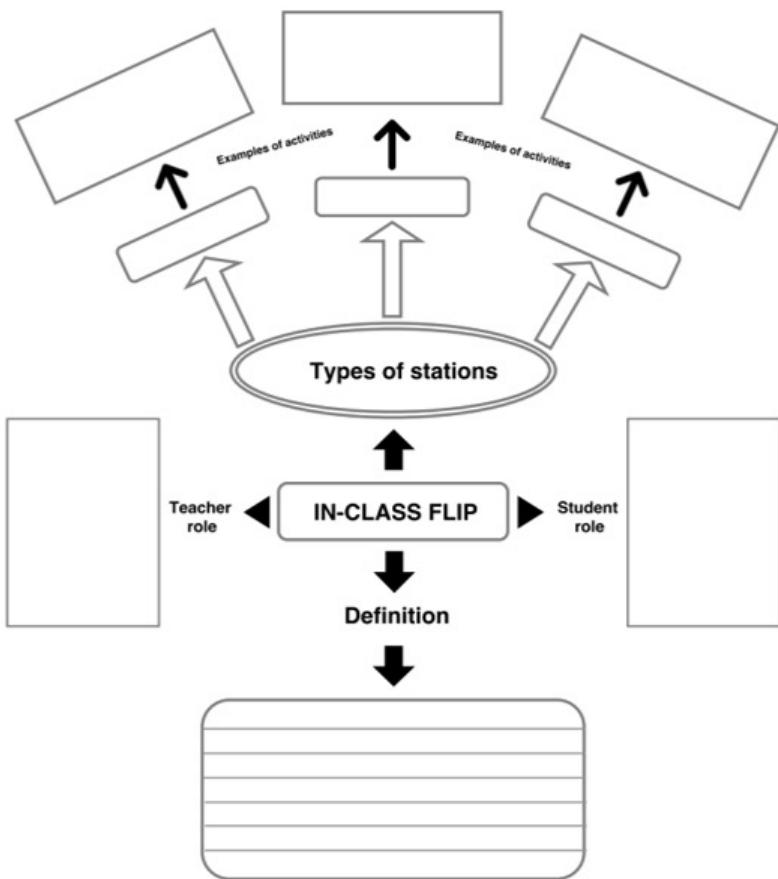
Ramirez, M. (2017) Make the best of your class with an in-class flip! This material can be used for educational purposes as long as attribution is granted. Creative Commons License 4.0

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"The Doctorado Interinstitucional en Educación, ELT Education Major, at Universidad Distrital Francisco José de Caldas was one of the stakeholders supporting the 51st ASOCOPI's Annual Congress. … This Congress was a vivid forum for English language teachers and experts interested in discussing how technology has been integrated into English language teaching (ELT) and learning. This book shows a selection of papers presented in the Congress that reflect achievements and challenges for English language teaching and learning development. There are three parts to this book which constitute the three Rs of technology in ELT as a contribution of this Congress for the academic community: Rethinking, Researching and Re-experiencing."

Harold Castañeda-Peña, PhD
UDFJC – DIE-UD