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Determining the impact of multimodal text creation in the English communicative competences development in the normal school context.

By

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I, Natalia Andrea Salazar Castrillón, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad Pontificia Bolivariana)



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Abstract

This thesis describes the results from an action research study focused on strengthen the communicative competences in English through the multimodal texts creation, in a group of 19 12th graders of CTP from a “Normal” school located in east Antioquia in the municipality of Marinilla, Colombia. It was focused on finding out how the multimodality take place from the training of teachers in a rural context; and how these future teachers can increase their motivation and strengthen their competences towards learning and English teaching mediated by ICT. The new generations of teachers should be prepared to teach children and adolescents who belong to a new generation that is born and grown with technology where new skills and competencies are increasingly required, “demanding new forms of reading, writing and viewing skills and competences that were never required with traditional books” (Leu et al 2005, p2).

I am dedicating this work to my father and I hope when this work is finished he will be with us, so I will be able to share these ideas with him.

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Chapter 1

Multimodal Text Creation: Exploring the Theory

Many times when I enter my classroom, it is probable to observe that the pre-service teachers whom I teach do not seem motivated enough towards English learning. Many of them express apathy for this subject, in fact, they would not feel comfortable for teaching English as future teachers. It is the same situation when using Information and Communication Technologies (ICT), students are confident using them as means of communication through social networks, but it is not the same case when they are presented with an educational platform to generate learning and constructing multimodal texts using digital media. In these circumstances, expressions such as “technology is not for me”, “I cannot cope with technology”, “technology is not very friendly to me”, “I feel uncomfortable with the technology”, “technology runs me over”, to name a few seems to be the norm; in a nutshell, the pre-service teachers at my Normal School resist the idea that writing is changing (Hundley& Holbrook, 2013).

Additionally, in some of my systematic classroom inquires, pre-service teachers demonstrated a low-level in their English communicative competences as well as the use of language in particular contexts and other

[A]spects that are essential to the language learning process: the use of grammar and structures (linguistic competence), the proper use of language according to the social situation (sociolinguistic competence), the actual production of a text, including language choices (discourse or pragmatic competence), and the ways users compensate or enhance their language use (strategic competence). (Mora, 2015, p.1)

In brief, as Fakhruddinova and Yarmakeev (2014) had explained, these are the requirements for professional communicative competence of future teachers of foreign language.

Fakhruddinova and Yarmakeev (2014) also mentioned that written interaction is not an easy task and have to rely on Google Translate to express their ideas in a written way; besides they use some words in English to communicate a correct thought; this was the case of one student who answers “denankiu” when I said “thank you”. The student here mentioned stated that she considered the expression she used -as above- it was the correct way to reply to the grateful expression: “thank you”.

The same scenario was evidenced with the graduates of the Programa de formación complementaria (Ministerio de Educación Nacional de Colombia, 2008), many of whom come to serve as in-service teachers in rural areas of the municipality. Likewise, they have faced serious difficulties to English teaching and effective implementation of technological tools available in their contexts, such as electronic boards, Smart TV, computers and laptops now present in most schools in Antioquia through the Antioquia Digital and Computadores para Educar initiatives (Secretaría de Educación de Antioquia, 2012 and 2013). One of the grounds that created this situation is the lack of training in the use of these tools in their classrooms beyond the instrumental use, as many of these resources are on file and even still unused. Regarding language teaching mostly do not teach and who do usually work a basic vocabulary. Largely this reality is because the Normalistas (Normal school pre-service teachers) are graduating with low communicative competences in English language so choose not to teach otherwise teach what they know with the consequence that mistakes could be taught to students during lessons.

Finally, pre-service teachers mentioned, in informal interviews, in their evaluations and surveys, and in the practices of teaching, they carry out in the primary school in English

Language during this study, as well as in informal conversations and observations to graduates who are teachers in the schools from the municipality. They think learning and teaching English is important as well as the integration of ICTs in their classrooms but this issue is not for them. Then, bearing in mind the situations mentioned above, the purpose of this research is to show the experience carried out in the EDMODO platform and the use of other tools that enabled the creation of multimodal texts for strengthening the English communicative competencies in pre-service teachers in the Normal School context, where I work as teacher. Which will have implications in the training of teacher's tertiary in this setting of pedagogical use of information technology and communication for English teaching, a worrying topic of the Colombian Ministry of Education, who through their programs and policies are seeking a competent teacher, trained in the correct use of ICT and with good level second language proficiency (Ministerio de Educación Nacional, 2009 Mayo-Junio).

This research report connects the use of different digital resources to create multimodal texts for English teaching, in addition, to strengthening communication competences in PST, they are being trained in the design of virtual learning objects and at the same time are being strengthened communication competences in the language of elementary school children with whom it is being implemented the learning objects..

The understanding of the impact of multimodal text creation in the English communicative competences development in the Normal School context will contribute thoroughly to the solution of previously lacks, given that it would improve the teacher practices for L2 teaching in the initial teacher's training. The following research question will guide this study: What is the impact of multimodal text creation in the English communicative competences development in a group of pre-service teachers of Complementary Training

Program (Programa de Formación Complementaria, CTP) at the Normal School of Marinilla? To summarize, the present report shows the impact of use of Edmodo platform and the creation (construction) of multimodal compositions for improving teachers' communicative competences for L2 teaching.

Defining Key Terms

Down below I will explain certain concepts of my research study that are paramount to comprehend the field in which is carried out this study and how is understood the multimodality in the initial teacher training context.

Virtual Learning Object.

In this project, I define Virtual Learning Objects (OVA, as they are known in Spanish) as all those digital resources used for learning and where students can interact directly. In the use of OVAs, the teacher has the task of adapting and contextualizing their learning environment. That is where the issue of pedagogy takes action in the training of teachers, that is to say that the focus should be on the outcome of the instruction, and not on the OVA itself. The teacher is whom harness the affordances of the technology to support the needs of the learning situation. (Mesa, Valencia, Mejía & Flores, 2011. P. 15).

1.3 Normal Schools.

This study defines Normal Schools as institutions of pedagogical Education, specialized in initial teacher training for those individuals who would like to develop their teaching career

working in pre-school as well as in primary schools. Normal schools become, then, an institution that articulates the initial teacher training with research, and educational evaluation (Ministerio de Educación Nacional, 2004).

Initial Teacher Education.

The project is supported theoretically with the new teacher training proposals that precisely aims at training teaching new skills to meet the needs of today's context, such as the use of new technologies and proficiency of a second language to deal with a globalized world. They need the skills to construct and manage classroom activities efficiently, communicate well, use technology, and reflect on their practice to learn from and improve it continually. This means that programs must help teachers develop the disposition to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice (and from their colleagues). (Darling, 2006).

Pre-Service Teachers (PST).

In my study I used the terms pre-service teachers and teacher candidates interchangeably. I will refer to pre-service teachers' concept, taking into account what the Colombian National Education Ministry-NEM (2014) has defined, "the supplementary training program is conceived as higher education, although administratively corresponds to the preschool, elementary and secondary education to be offered by a Normal School in question as an educational institution" (p.17). In this way, pre-service teachers are who are being prepared as educational professional in the last level which corresponds to the supplementary training program, it is also identified as grades 12 and 13; nevertheless, this program has a curricular aspect established by the Higher

Normal School (HNS) for all levels, it is indeed is an open and optional training program, the bachelor candidate may or may not continue the further and university's pathway to become a teacher.

Literacy.

Literacy is not a recent concept but along the time it has been gaining force along the world. Literacy is not only the way we decode words, but it is also necessary to know the reality in which we are. To know the world, the context and the language must be always together to help to develop societies and to evolution in the society. As Kaestle (1985, cited by Mora Vélez, 2010) explained, there is a growing worry to research about literacy, and it has become in an item in the global educative and economic context. For that reason, empirical studies about literacy have had its heyday since the 1960s until now.

Exploring Different Perspectives of Literacy Theory

In order to comprehend and describe better the features that come together into this particular research study, this framework count on the discussion of a series of educational concepts that indeed are related to new approaches and new learning and literacy models in relation to construction of texts and the use of the ICT tools in teaching and learning. It is a theoretical exploration of the relevant concepts that are enhancing the analytical purposes of this research. Therefore, it is a conceptualization of Digital Literacy, multimodal texts and communicative competences.

Digital Literacy is a useful concept which helps to understand those new tools that because of their versatility and speed are offering new challenges and new ways of reading and

writing which are essentially different from traditional printed literacy, and as a consequence, future teachers must develop certain skills embedded within digital worlds.

Furthermore, there is the need to clarify what multimodal texts are, within the comprehensive concept of multimodality, adding that, there is an urgency to show the communicative competences theory from different author's points of view.

Multimodal Texts. Domingo (2014) argued that current research suggests that youth engagement with digital texts and popular media is central to developing critical scholars in the twenty-first century (Alvermann 2008; Buckingham 2003; Doering et al. 2007; Sperling and DiPardo 2008; Stone 2007; West 2008). Domingo (2014) further explained that it is necessary to engage to pre-service teachers with digital texts because in this way, they will help their future students to be engaged in a safe manner with digital texts. The author also mentioned that “multimodal text making as process that draws from a range of semiotic and linguistic resources” (p.263).

Conversely, Mirzeoff (1998) suggested that contemporary society is ocular-centric, not because visual images are more common, but because our experiences are better understood as totally constructed visual experiences. Kress (2003) stated that as readers interact with images on the computer screen, as well as in printed materials, we must remember the world shown is different from the world told. As Kress (2003); Unsworth (2002); Anstey and Bull (2006) cited in Serafini (2010) carry on explaining that semiotic resources used to construct multimodal texts -are different from the ones drawn upon to construct printed texts, and bring with them different potentials for making a linguistic meaning. This shift from a linguistic focus to a multimodal one requires readers to navigate, design, interpret and analyze texts from an interactive approach.

Going further on the analysis, Serafini (2010) stated that in our today's schools, the learners interact with traditional texts that contain multimodal elements, as well as contemporary texts contain hypertext, videos, music, and graphic designs. In fact, most contemporary written texts include an amount of visual elements and hyperlinks which require new skills and strategies for constructing meaning.

Scholes (1985), "drew a similar distinction, suggesting three dimensions of literary competence, reading, interpretation, and criticism" (p. 88). Along with this proposal, Serafini (2011, p.342) discussed some perspectives for comprehending multimodal texts such as art theory and criticism, the grammar of visual design, and media literacy. In the first one, Panofsky (1955) designed a method for analyzing the meanings referred to iconography and iconology and he identified these levels: pre-iconographic, iconographic, and iconological. Going further on the argument, iconology simply summarized as the "science of icons" (p.1). In this sense, Panofsky (1955) highlight the visual elements of the multimodal text that offer a high social significance and represent ideas according to the social and cultural contexts; for example, a "rose" signifies love or caring, at the same time the colors have a meaning, for instance in my culture the pink color is more usual in girls and blue one for boys, then, "color is used to highlight specific aspects of the overall message writing and image and color lend themselves to doing different kinds of semiotic work" (p. 2).

Multimodal texts present information through a variety of ways, including Visual Images, design elements, written language and other semiotic resources (Jewitt & Kress, 2003). As Kress and Van Leeuwen (1996) have outlined, multimodal texts that make a large percentage of our world consists of a series of modes (auditory, kinesthetic, spatial, visual, verbal, linguistic,

touch), the media (materials, colors, sounds, images, lighting, printing) and technologies (video games, cinema, photography).

Multimodality is the integration of a set of modes (e.g., sound, color, text, images, etc.) as resources for sending a message. They can provide people with a deeper look into the world and help to achieve capabilities. In this sense, new competences and digital literacy skills are required to carry, drag, copy, paste and download media to the extensive knowledge needed to create multimodal platforms and participate in social networks. Other skills needed include new ways of reading texts in digital format, new ways of composing texts and create forms of social interaction online, and different environments. Likewise, new literacies require different skills in order to construct meanings in new ways of managing, interacting, participating and collaborating with different genres and modes that are embedded into this digital world.

Finally, “in classrooms, mono-modal texts such as classic novels and standardized test passages often dominate what adolescents are expected to read and comprehend. As literacy educators move from the traditional texts used in classrooms to the multimodal texts used beyond” (Serafini, 2011, p. 348.). That is to say, teachers should be prepared to face these realities, the texts that adolescents encounter today are often multimodal, meaning they incorporate a variety of modes, including visual images, hypertexts, and graphic design elements along with written text, so that, the school should be synchronized and take advantage of the resources that multimodality provide.

Mora (2011a) defined the multimodality as the design and interpretation beyond of traditional ways. Mora followed Kress’ (2010) argument that a multimodal text, combines words, sounds, images, gestures, touch, and motion, to create a more complex message. Related to literacy and technologies, multimodality enables, in this case, pre-service teachers to rethink

the way they express their ideas and produce text. It forces them to rethink ideas such as grammar; semiotic resources that they need to look at it less from a linguistic standpoint and more from a semiotic one, to rethink how they talk about organization and presentation of ideas. As Mora (2011) also explained.

Multimodality also recognizes that today's text is neither linear nor unidirectional. The way how people read texts today, require us to look at things from right to left and left to right, from bottom to top and top to bottom, to realize that words, images, and sounds relate to each other and explicate one another. (p.21).

21st century texts will require teachers to adopt new skills, strategies, and pedagogical frameworks to support students' transactions with multimodal texts, this shift from a focus on mono-modal, print-based texts to a focus on the skills necessary for producing and consuming multimodal texts requires readers to navigate, design, interpret, and analyze texts in more complex and interactive ways. Mora (2011), stated that:

As the texts readers encounter grow in complexity, shifting from mono-modal structures to multimodal ensembles, and are distributed in digital forms in addition to traditional print-based texts, the requisite skills readers draw upon will need to expand to handle the demands of these new texts and experiences. (p.26).

Hence the importance of educate the future teachers with new competences for engage students in multimodal texts, given that schools unaware other ways to create text.

Kress (2003) proposed a multimodal theory of literacy that recognizes the 'increasing multiplicity and integration of modalities, wherein we have to re-conceptualize not only how we think about reading and writing, but also the very notions of communication and representation. Now, it is crucial to relate the Kress's theory with Hyme's model (1972) of communicative

competences which not only refers to grammar rules, communication involves verbal and non-verbal symbols, oral and written modes, and production and comprehension skills. It also implies the language learners' ability to relate what is learnt in the classroom to the outside world (Hymes, 1972, p.65).

In relation to multimodal texts and aesthetics, Hull and Nelson (2005) explained that multimodal texts harness the communicative affordances of various modes, as well as possessing an aesthetic power to convey new kinds of meaning not solely confined to one mode. This is particularly evident and possible with the increased availability of digital technologies to create digitally multimodal texts. This argument unfolded an important consideration that EDMODO as comic creator tools is an evidence of this statement. Consequently, these digital tools are offering potentialities and resources to create multimodal texts such as nonverbal landscapes, images among others.

Likewise, the New London Group (1996) discussed six design elements in the meaning-making process: linguistic, visual, audio, gestural, spatial meanings, and multimodal patterns of meaning which relate the first five modes of meaning to each other and the four components of the Pedagogy of Multi-literacies (situated practice, overt instruction, critical framing and transformed practice). They associated the information and multimedia technologies; this includes the representational means in a particular environment of communication such as visual images and their relationship to the written word - for instance, visual design in desktop publishing or the interface of visual and linguistic meaning in multimedia.

Now, discussing the new forms of reading and writing; email, SMS blogging and interactions on EDMODO for instance, it is important to recognize that from an educational approach these are new forms of multimodality and ICT tools and targets. Scholars such as

Cope and Kalantzis (2009) showed the relevance of the use of icon in SMS and the juxtaposition of image in MMS (Multimedia Message Service; sending images with text); the layout of blog pages, email messages and the use of avatars in different kind of educational platforms such as EDMODO. Different scholars agreed that this is in fact, a trend in all of these new forms of writing to move away from the grammar of the mode of writing to the grammar of the mode of speaking.

Finally, it is important to consider that a multimodal text used by pre-service teachers will be an essential tool to express their ideas in a second language. Multimodal design should not be understood as only one thing, given that all platforms of multimodal creation do not have the same purpose. This research therefore, will be focused on the semiotic resources used in each multimodal creation and on how it fosters the communicative competences in pre-service teachers.

Literacy and Digital Literacies.

According to research conducted by some scholars such as Mora (2012, 2013); Freire & Macedo (1987); and Lopez-Bonilla (2011), literacy is conceived as a process of interpretation and text creation using multiple forms and media, including technology, multiple languages and diverse aesthetic forms of expression other than oral and written word. In this regard, the point is related to a broader and more complex view of human being with a situated and contextual, in this sense Gutiérrez & Tyner (2012) claimed: “the point is that literacy is a concept that is vibrant and dynamic and constantly evolving. Its attainment provides the basic foundations for improving one’s life chances and engaging in society with purpose and dignity” (p.36).

Traditionally, literacy has been understood in its most basic form: how people read and write. By contrary nowadays, literacy, and its level of significance it will offer greater relevance to practical beyond school. Literacy has to do with being more aware of the social contexts and social environment, be more critical and to promote critical thinking processes in order to improve written in that context (Cope & Kalantzis, 2000) and the circumstances and oral practices. According to Tyger (2011), digital literacy has been defined as an umbrella framework for a number of complex and integrated sub-disciplines, or “literacies,” comprised of skill, knowledge, ethics and creative outputs in the digital network environment (Calvani, Cartelli, Fini & Ranieri, 2008, p. 17).

Digital literacies relate to the use of the technologies of the 21st century and the idea that people today must develop certain skills embedded within digital worlds and Web 2.0 environments; and digital technologies that have changed and have impacted heavily conventional literacies in schools. Digital literacies, then are about the administration, interaction, participation and collaboration with different genres and modes that converge in these digital worlds.

The constant presence of devices is requiring users to develop a new set of skills in order to use them correctly. Most of these devices have very similar usage patterns such as touch screens, applications, or functional buttons and more. These new tools, in turn, said Abdallah (2008) offer new challenges and new ways of reading and writing that are very different from traditional literacies and printing.

The range of skills include digital literacy skills required to carry, drag, copy, paste and download media to the extensive knowledge needed to create multimodal platforms and participate in social networks. Other skills needed include new ways of reading texts in digital

format, new ways of composing texts and create forms of social interaction online, and different environments. New literacies require different skills in order to construct meanings, managing, interacting, participating and collaborating with different genres and modes that are embedded into these digital worlds. According to Grunshka and Donnelly (2010), “Learning and communicating in the world of rapid will inevitably require the ability to produce meaning using combinations of digital technology, knowledge and skills” (p.84). Digital technologies have modified notions of literacy, the way of learning and communicating altering the cultural construction of life in contemporary society and impacting on the classroom, as well as the new ways of teaching.

In terms of relation to skills and knowledge (Digital Literacy, 2010), digital literacy incorporates more than possessing the knowledge, skills and abilities to use a computer and access the Internet. It involves an understanding of available components such as hardware, software, the Internet, cell phones, PDAs, digital devices and Web 2.0 tools. A person using these skills to interact with society may be called a digital citizen.

Taking into account the issues mentioned previously it is understood that digital literacy within the research proposal, rather than decoding words; in this sense, Abdallah, (2008) claimed that traditionally literacy revolved around the ability to read, write and comprehend printed texts. This narrow concept of literacy, which is still dominant in schools and teacher-education institutions nowadays, is no longer valid. Consequently, “many theorists prefer a broader definition of literacy that extend beyond the basic ability to read and write taking into account the social contexts of literacy practice” (Warschauer, 2002, p.5). In this way it is important to recognized that digital technologies allow opportunities to the pre-service teachers for communication in a second language that includes different modes of expression; however, not

all the digital tools have the same function, whereby it is important using a broad range of platforms.

Communicative competence.

Mora's (2015) working definition of communicative competence is based upon the work of Chomsky and Hymes which described the importance of the users of the language according to the context. Equally, the following aspects are essential in the language learning process:

The use of grammar and structures -language proficiency- proper use of the language according to the social situation (sociolinguistic competence) the current production of text, including language options -discourse or pragmatic competence- and ways compensate users or improve their use of language -strategic competence-. (Defining the term, pa.2).

According to this posture, the communicative competence is defined from a more holistic framework for understanding language learning, where language (and literacy) practical are socially and culturally situated. Subsequently and continuing with the analysis of the "competences, Bagarić (2007) defined the term competence as one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has generally been associated with Chomsky who in his work entitled: *Aspects of the Theory of Syntax*, drew what has been regarded today as a classic distinction between competence - knowledge of monolingual speaker-listener Language and performance -the actual use of the language in real situations-.

At this point, it is important to recover the idea that Namely and Hymes (1972) when defining communicative competence, they argued that it is the ability to use grammatical competence in a variety of communication situations. Was Dell Hymes (1972) who introduced

the theory of communicative competence for the first time to register their dissatisfaction with the terms of Chomsky (1965): Competence and performance. Chomsky used the terms grammatically and acceptance in order to develop their notions of competence and performance. For him, competence is all about grammatically language and acceptance is the only concern of performance. While Hymes (1972) argued that consideration of the social and cultural aspects is essential in any study of language use and consequently increases the number of parameters from two to four: optional, feasibility, appropriateness and occurrences.

Fakhrutdinova, Yarmakeev, & Fakhrutdinov, (2014) discussed some conditions for professional communicative competence of future teachers of foreign language such as

Speech quality and speech behavior as the correctness, accuracy, clarity, expressiveness, richness of language; logic, argumentation, evidence of given conditions, the ability to defend own point of view in a dispute; the ability to listen to the communication partner, tact, care; the ability to build a strategy of speech behavior in different situations. (p.37).

Furthermore, Saville-Troike (1996), distinctly divided a central construct of communicative competence into three types of knowledge: linguistic, interactional, and cultural knowledge [...] she argued that recognizing linguistic variations that carry certain social meanings sometimes pose serious problems even for advanced students of English. Therefore, “knowledge of the full range of the linguistic code, including those features that transmit social information, she concluded, needs to be viewed as part of one’s communicative competence” (Saville-Troike, 1996). These three areas of knowledge Saville-Troike proposed as basic constituents of one’s communicative competence are all related to Hymes’ appropriateness in communicative events in which interlocutors conduct verbal acts.

Canale and Swain (1980) proposed a theoretical framework in which they outline the contents and boundaries of three areas of communicative competence: grammatical, sociolinguistic, and strategic competence. Sociolinguistic competence was further divided by Canale (1983) into two separate components: sociolinguistic and discourse competence. He defined communicative competence as “the underlying systems of knowledge and skill required for communication” (p. 5).

In a succinct way, it is important to understand that communication skills, from the project according to Hyme’s position not only as a grammatical competence but also as a competition training teachers should know how to use different digital communication environments; and as mentioned Mesa, Mesa, Valencia, Mejia and Flores (2011),

"The hypertext, the multimedia, and storytelling in general, are part of the culture of" narrative DIY "described by Sherry Turkle. Which generate the challenge of developing in children specific communication skills to create stories, and in turn, use the narrative OVA to strengthen them (Mesa, et al., 2011, p .47).

My Leading Concept: Multimodal Text Creation as a Source for Effective Communication.

After reading and analyzing the literature that frames my study, I came up with my leading concept. I consider that multimodal designs, which present information through a variety of ways, including visual images, design elements, written language and other semiotic resources, allow the communicative competences development in the students. Multimodality helps improve the learning process, because it makes the simplest messages to understand, as a result of this integration of the modes (or synesthesia [Kalantzis & Cope, 2012]); in this sense, the use of different resources can improve understanding of a sample image, which would take

more time to read, written words say those difficult things to represent through images, color, and highlights important elements. The use of multimodality in creating text allows, at the same time, so that people understand concepts through the use and integration of different mental abilities, building the knowledge for themselves. Identical, I consider that, multimodal text creation is a valuable resource for effective communication of future teachers, as Hundley and Holbrook (2013) argue that, we must help our students to face technology changes.

“Pre-service teachers must not be so deeply tied to a particular notion of writing that they cannot learn, unlearn, and relearn literacy practices. If the teacher trainer is expecting the new qualified teachers to engage students in new literacy practices, then they must provide opportunities to develop pedagogies with innovative approaches”. (Hundley & Holbrook, 2013, p.508.).

Multimodality helps to improve learning processes, as it makes messages simpler to understand, as the result of said integration of modes (or synesthesia). In this sense, the use of different resources can improve comprehension an image shows what would take more time to read, written words say those things difficult to represent through images, and color highlights important elements. The use of multimodality in text creation allows, at the same time, for people to internalize concepts by using and integrating different mental skills, building knowledge by themselves.

Chapter 2.

Scholarship and Digital Worlds in the Teacher Education School Setting

In this chapter I have examined and explored literature from background studies related to how the multimodal compositions impact the communicative competences in second language of teacher candidates through different digital media, it is to be noted that after a careful searching in Colombia does not exist enough literature related to Normal Schools and pre-service teachers graduate of the teacher-training college, that is called: Normal School; as a result and accordingly, I had reviewed articles closely related to this study and adapt them to my inquiry.

Therefore, this chapter will present different researchers' discussions and theories about the concepts of multimodality, communicative competences and digital literacies. I will also explain how they carried out their studies and the cases that researchers address from different perspectives; describing how some authors underscore the importance of multimodal designs for effective communication in a second language. I will present an overview to the future research lines that these authors suggest and what other studies need to be covered specially in the context of digital literacies and teacher education in Colombia.

I explored different academic networks such as the academic network academia.edu looking for studies about children's literacy and databases such as EBSCO, ERIC, DOAJ, SCIELO; International Reading Association. Furthermore, I examined also journals in English education, Literacy research, language and education, English language teaching, Assessment and Evaluation. Also, I reviewed some newspapers from Colombian Ministry of Education such as Al Tablero. El periódico que educa y se educa; and educational laws concerning teacher education such as National Education plan (PNDE) and decrees that regulate Normal Schools.

Regarding multimodality concept most of the studies are based on the works of Heath (1983); Street (1984); The New London Group (1996); Hymes (1972); Kress (2003); Leu et al., (2011); and Serafini (2010). In addition to these studies the educational policies of Colombian Ministry of Education. Finally, most of the studies suggest that the research in the field is limited and they propose ideas for further research.

Researchers' view. My study is based upon the concepts of multimodal text, Digital literacy and communicative competences to identify the impact of multimodal text creation in the English communicative competences development in the Normal School context. It is to encourage the creation of multimodal compositions for improving the teacher's communicative competences for L2 Teaching, and I want to give an account of different postures of researches.

Multimodal and Digital writing in pre-service teachers (PST)

To start with, it is interesting to see a pedagogical approach for teaching future teachers proposed by Hobson and Cortland (2014). They worked on a pedagogical design that would foster professor and student knowledge construction about the affordances of multimodal textual analysis and composition for future teacher conceptions of writing instruction. Their main interest was on how to use multimodality to bridge teacher and adolescent literacies and to learn with trainee teacher on how to design writing instruction throughout the transfer of multimodal compositional principles to their everyday reading and writing.

Here it is crucial to point it out the outcomes of their work was to the pre-service teacher's skills for designing and interpreting multimodal texts. Pre-service teachers were positioned to formulate production and design-based understandings of reading and writing that

influenced their conceptions of writing instruction. Likewise, this study allowed the developing of understandings of the power of multimodal textual analysis and composition. Thereby this study is another view of multimodality with pre-service teachers and that I could consider it to future investigations, where not only it is the development of communicative competences in English but the analysis, the interpretation and criticism of conceptions over reading and writing.

On the light of digital writing, Hundley and Holbrook (2013) carried out an interesting research with pre-service teachers due to many of them maintained to conventional writing in ELA classrooms and they had positions such as the one expressed by Michael, one of their research' participants: "...as future teachers, we have to be able to teach real writing on paper, not that other stuff" (p.500.). This situation invited to reflection about the need for change of students whom will be the future teachers, given that, as the authors stated, most of the student's comments could have been made by teachers 20 years ago. It is interesting the approach of this study which was focused on the training of the students, first as composers of digital texts and then as teachers of digital text composition. The emphasis on their development as digital composers developed from assertions that teachers who teach writing must also write (National Writing Project & Nagin, 2006 and Ray, 1999, cited by Hundley and Holbrook, 2013 p. 503).

The researchers above expressed that teacher trainers must consider not only our students' immediate literacy needs but also the literacy needs of future generations. We must help our students develop a composition pedagogy that will adapt as technology changes; pre-service teachers must not be so deeply tied to a particular notion of writing that they cannot learn, unlearn, and relearn literacy practices.

According to the above, I identify with the same situation that was researched by Hundley and Holbrook (2013); in my inquiry, I have found the same gaps, my pre-service

teachers thought more important the teaching of writing on paper than use of digital media. They thought that it is necessary to rescue the writing on paper and reading on books given that technologies are destroying the meaningful learning of 20 years ago.

On the other hand, Dymoke and Hughes (2009) reported one aspect of a qualitative study about an online wiki community, which was developed to build collaborative knowledge about poetry among a group of pre-service English teachers. Their study explored pre-service teachers' experiences of writing in a digital medium and their perceptions of themselves as writers. I think that in this study, special importance is given to the wiki environment, which supports their professional learning, this support could have for their own future classroom practice as teachers of writing.

Unlike my inquiry, this one is focused on the developing of digital writing competences in PST through poetry writing. In my study is also the strengthening of communicative competences such as grammatical, sociolinguistic, and strategic and discourse competence. Therefore, Dymoke and Hughes' (2009) study has relation with mine, given that I used the EDMODO platform to enable the digital writing of pre-service teachers through forums and multimodal text creation and its potential as a pedagogical tool for their own future use and for developing their communicative competences.

Regarding ICT developments, other authors such as Grabill and Hicks (2005) were interested in how English educators might better prepare teachers to use ICTs effectively in writing instruction. In this study it is important the link done by authors between multi-literacies and the technologies, underscoring the need of English educators to take into account the ICT revolution. I agree with Grabill and Hicks' view about the importance of engaging to future

English teachers in the digital writing processes, since they are the ones whom will help to their students to participate effectively in the text creation through technologies.

Moreover, Hoban, Loughran, and Nielsen (2011) investigated how learners, such as pre-service elementary teachers, design and make a narrated animation to represent their science knowledge. The authors made it clear that further research is needed to study how learners in different contexts use their own technology to design and make multimodal animations to represent science concepts. This would include studies to develop insights into how pre-service teachers and school students might build understanding of science concepts through the creation process.

This approach is useful with the difference that in my research the main purpose was that pre-service teachers engage with English language; furthermore, in my inquiry, the participants used other tools such as EDMODO, audacity, comic creator and so on. However, even it is a digital tool program, slow motion strikes me, given that involves different actions such as to make an animation, audio and video recorded which would enable the communicative competences development.

Digital Literacy and ICT in Teacher Education

Just as Grabill & Hicks (2005), Mora (2011a) discussed some challenges and potential opportunities of the links between literacy and technology pose for second language educators in this decade and beyond. He described a series of considerations about the use of technology within literacy development, also suggested the creation of Web Quests within one of the pre-service courses at UPB-Medellin and the multinational research project called: Learning by

Design. In this study the author claimed that technology is not going anywhere and will continue influencing literacy practices. He invited teachers and students to rethink how social networks and online environments bring about new forms of involvement and expression.

It is relevant the proposal of the author about learning beyond the classroom and his interest in lead efforts in the Colombian and Latin American context and his constant reflection over connections between literacy and technology.

As Mora argued, we should think and reflect over how new technologies bring about new forms of involvement and expression; and how find ways for students to use technology appropriately and meaningfully. This issue was one of my concerns to start with my research study apart from how develop the English proficiency of pre-service teachers from Normal School “in terms of communicative competence: linguistic, pragmatic and sociolinguistic, beyond the traditional and bimodal instruction, while engaging in permanent critical and formative reflection about different elements of what it means to learn and teach English” (p. 15).

Another study by Mora, (2011b) was based on the research work that comprised his doctoral dissertation about the evolution of the literacy beliefs and practices of a group of faculty and graduates from an English teacher education program. Inspired by the idea of reflexivity as a social reflection process that leads to rethinking educational practices, and poses three challenges for teacher education courses, Mora (2011b) reflects upon “the arrival of social networks, advances in cellular and mass access to laptops that are only three events that have forced us to revise what we mean by reading, writing, and text” (p.5). And he presented an important critic in his inquiry.

It is not simply a matter of bringing computers into the classroom if we will develop with them activities to do likewise in a notebook; Bringing technology into the classroom should be the result of an analysis of how to integrate the curriculum will expand the creative and cognitive student options (Mora, 2011b, p.14).

Finally, the author explained the great challenge of how to generate open spaces at all levels of education and teacher training so that these juxtapositions really come to light. He poses the need “to balance the spaces where teachers listen to the spaces where teachers exchange ideas. Only then, can we get to that ideal of a non-insular interdisciplinary curriculum that generates more meaningful learning in our students?” (p.15).

I agree with Mora’s point when he says that “It is not simply a matter of bringing computers into the classroom if we will develop with them activities to do likewise in a notebook” (p.14). This was one of my concerns when I started to carry out this research, inasmuch as the Colombian Ministry of Education is bringing quantity of laptops, smartboards and electronic boards at schools for digital literacy, but the question is: Are teachers prepared to use these new tools in meaningful way? as Mora (2011b) claimed:

“We need to rethink the idea of literacy and start to talk more about literacy and we need to rethink what it means to prepare teachers involved in processes of literacy and second language in the social, political and technological context of this millennium” (Mora, 2011b, p.1).

Going further on this analysis and reaching the discussion on the issue related to the pedagogical challenges for teachers’ trainees, Kist (2007) asked the question: How can we prepare and encourage new teachers to take on the challenge of changing traditional views of literacy education and shares a first-year teacher’s story of incorporating new literacies within an

eighth-grade alternative classroom. In the article, she described a continuing conversation between a first-year teacher, whom she called Jason and the author. She showed the initial challenges that a first-year teacher had to face, who was attempting to break out of the mold of a more-traditional view of literacy in his classroom. It is really interesting due to the big responsibility that teacher's educators have regarding to train the future teachers. Of this kind of education, depend the new ways of teaching and literacy in the classrooms.

Tyger, (2011) researched perceived digital literacy levels and technology integration efficacy of pre-service teaching (PST) candidates. The relationship between PST candidates' perceptions of their digital literacy level and their level of technology integration efficacy was investigated. The purpose of this study was to investigate PST candidates' potential to become digital pedagogists. Both PST candidates and COE faculty (Commons Georgia Southern) should realize that digital pedagogy practices are liberating for digital natives. Her future researches suggestions should include an investigation to determine how PST candidates, who are only average in digital literacy at best and who claim to be very confident to integrate technology into the classroom, actually define or perceive technology integration. Should include observation of PST how candidates 'use technology in their future classrooms. Future research should also include an investigation to determine if there is a disconnection between the understanding of digital literacy and what role it should have in technology integration for our PST candidates.

Finally, "a pre and post-test design research project should be done to see if the current instructional technology courses found in COE (Commons Georgia Southern) programs of study are effective by using a digital literacy and technology integration efficacy instrument" (p.139).

Although this study was based on the pre-service teacher's technology integration, it is undeniable that if teacher candidates create multimodal texts using digital tools, probably as

future teachers will integrate technology in their classrooms. In my research study pre-service teachers, design multimodal texts for English teaching such as podcasts, comics, photo stories and so on; which assure in somewhat, that they will integrate technologies in their future classrooms.

Voinea, (2009) focused on the impact of the information and communication society on the teacher and teaching. She stated that the contemporary society requires a new type of culture and civilization. The teacher training must redefine itself according to the new standards of society and students' needs. Teachers must be dynamic and creative to be an example of that pedagogical constructivism in this line of thoughts she highlighted:

“The teacher should be able to create a learning context in which students can develop active and constructive processes of acquiring knowledge and skills that stimulate students to set their goals and take responsibility for their own learning activities and processes. The constructivist paradigm can help the teacher to assume the new role” (Voinea, 2009, p.129).

Also, establishing that teachers own the platform to inspire social change, she claimed that: “Teachers are the main factors who can make the change because they are forces of changes. Therefore, we need teachers who are innovative, who have social competences, who are able to promote the desirable changes” (p.130).

Then, the results of her research showed that relationship between pedagogical progress reflected on a positive reflection and innovative behavior, consequently, she stated her idea of the key role of a consistent teachers' training program where teachers who were involved in a constructivist teacher training program have developed their capacity of reflection and the motivation to progress in their teaching career. This training program offered the opportunity to reflect and develop personal pedagogical behavior, including innovative behavior. She concluded

pointed out that a training program based on development of innovative behavior is necessary in our contemporary society, because “unless teachers are seen as agents of innovation in the educational system, it will be very difficult for them to hold on to an important role in schooling at all” (p.133).

According to Voinea, (2009), it is clear the need of new capacities and skills to face the challenges of society and logically, the teachers are the main factors that could allow students and communities to face those possible social changes. Here it is important to agree with her because there is a need of teachers with new competences, teachers who are innovative and who can respond to the society’s demands. From a sociological and pedagogical understanding, it is really disappointing that our surrounded world is changing but schools continue showing a historical and pedagogical shortsighted dynamism. Finally, it is important to recognize that Normal Schools as institutions of teacher training education in Colombia are indeed a key factor to be committed with educational and social empowerment and change.

Preservice Teachers’ Communicative Competence in L2 Learning

Fahrutdinova, Yarmakeev and Fakhrutdinov (2014) founded the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence. In addition, they argued that a future teacher of English must be fluent in a foreign language and must demonstrate high foreign language communicative competence. Also express that the communicative competence defined as a significant component of the key competencies and the result of modern education includes

linguistic, discourse, sociolinguistic and socio-cultural competences as well as socio-personal interactive component correlated with cooperation and tolerance of the student.

They carried out their research on the formation of students' foreign language communicative competence in learning the English language through interactive learning technologies, 54 students participated in the experimental work, 27 students in the experimental group, and 27 in the control group. Taking into account the structure of foreign language communicative competence, on their research methodology and control cases, they developed a group of tests on all mentioned above competencies such as: English tests by SMC Practical course of foreign language, tasks on filling the gaps in the sentences, questioning, completion, drill, expansion, gap-filling, jigsaw activities, matching and so on. The authors concluded that foreign language teaching will be based on the development of the FLCC (linguistic, social, socio-cultural, strategic, discursive and linguo-professional). The use of interactive learning technology will provide the effectiveness of the formation of foreign language communicative competence in the learning process up to university level.

Now, the practical value of the research is regarding to the theoretical concepts, conclusions, and recommendations on the students training in foreign language (English) communicative competence through the interactive learning technologies can be used by foreign language teachers, methodologists, heads of educational organizations while formulating new educational standards in the system of higher professional education as well as the training and retraining of teaching staff.

This research is useful, as it delivers a range of strategies for measuring each one of communicative competences in pre-service teachers, as well as the ability to work in the internet for developing socio-cultural competence of pupils. Similarly, this information is appropriate to

ground the data analysis, which some of it coincide with the concepts and teaching and research good practice applied by the scholars already referenced in this thesis.

For Kamiya (2006) the notion of communicative competence has come to play an important role in the fields of sociolinguistics and SLA over the years. Also, she asked the question: how communicative competence should be incorporated into L2 teaching at the college level in Japan? To answer the questions above, she explained that are three suggestions were made to add extra communicativeness to the teaching syllabus. “They are not new ideas for L2 teaching, but each one of them has a place in CLT and will help language learners acquire the knowledge of appropriateness in all facets of their target language” (p.83).

Moreover, into the analysis Kamiya (2006) refers to use of strategies in learning a target language inside the class room and quoted Brown (1994a) she pointed out that “Focus in a classroom should be on all of the components of communicative competence of which grammatical or linguistic competence is just part” (p. 75). It must be highlighted that this paper is not referring especially to pre-service teachers; nevertheless, it delivers important insights regarding the role of communicative competence in L2 learning.

In a Turkish setting Saricoban, and Huseyin (2014) examined whether such factors as study abroad, gender and academic achievement reveal any differences in their ICC. A total of 89 participants completed the Intercultural Communicative Competence Questionnaire. This study set out with the aim of assessing the intercultural communicative competence (ICC) of pre-service English teachers in English as a foreign language (EFL) teacher education program. Results revealed that participants achieved a high level of ICC, with higher mean scores in the knowledge dimension.

In a further correlation of the research above with data on pre-service teacher training schemes, findings showed strong positive correlations between the participants' studying abroad and their ICC levels. Studying abroad was strongly correlated with knowledge, skill, and attitude dimensions of ICC. Therefore, study concluded that encouraging pre-service teachers to participate in study abroad programs and giving them the opportunity to take elective intercultural education courses will promote their ICC.

Summarizing and taking into account that the findings of the current study enhance our understanding of the intercultural dimension of language teaching, the scholars had suggested that for future researches that ICC training deserves instructional time for both language learners and prospective language teachers.

This study highlighted the relevance given by authors to socio-cultural knowledge and especially when the researches explained that learning an L2 does not involve merely knowing the grammar, syntax, and vocabulary of a language, but that it is more appropriate to learn a systematic means of communication to accomplish an individual's communication goals (Zhou and Griffiths 2011; Huang 2014, cited in Saricoban, A., & Huseyin, O., 2014, p. 523). Indeed, this is a key factor for taking into account in my research study where culture and communication cannot be separated from each other (Kramsch 2001; Valdés 1986, cited in Saricoban, A., & Huseyin, O., 2014).

As an example of that relationship between culture and communication, Kissau, (2014) conducted a case study on the Oral Proficiency Interview (OPI), of one such program that recently implemented the OPI as part of its licensure requirements. The results confirmed earlier research with respect to expected proficiency outcomes of foreign language teacher candidates.

The results also suggested that the OPI requirement did not negatively affect program enrollment, nor did teacher trainees negatively perceive the OPI requirement.

Finally, the study provided evidence of the positive impact the OPI may have on a foreign language teacher education program. “It recommended practices for implementing the OPI in teacher training programs and ways to support foreign language teacher candidates who must complete the assessment are discussed” (Kissau, 2014, p.527). In the research Kissau (2014) made clear that “while multiple studies have documented the growth in OPI implementation and the proficiency rates of OPI completers, few have focused on foreign language teacher candidates or on the skills of practicing, lateral entry teachers” (p.542)., which is the same situation that was stated at beginning of this chapter, few studies are focused in the strengthening of communicative competences of pre service teachers mainly with teacher candidates from Normal Schools. Indeed, the study’s greatest contribution is the evidence that supports the positive impact that the OPI may have on foreign language teacher candidates’ overall skills, as well as on the way in which the teacher education program is designed and delivered.

Lastly, future research should compare teacher candidate's' performance outcomes during their internship pre- and post-implementation of the OPI requirement, “It would also be important to compare the performance outcomes of candidates who meet the Advanced Low requirement with those who do not. Follow-up studies surveying employers of foreign language teachers whose teacher training programs did or did not implement the OPI requirement represent another interesting direction for future related research” (Kissau, 2014, p. 542).

Low, Chong, and Ellis (2014), investigated graduating student teachers' English language proficiency, as measured by IELTS tests scores, of graduating EL student teachers. In their paper they concluded that teachers need to know about the English language given that English has been the medium of instruction (MoI) for Singapore schools since 1987. Given such a context, "English language proficiency is an important consideration in the preparation of pre-service teachers in Singapore. Implications for additional training and preparation in language skills are also proposed" (Low, Chong, and Ellis, 2014, p.64).

Also, the authors (as above) stated that in order to communicate successfully, teachers should be adapted to structuring the linguistic forms of their messages, in a way that promotes clear understanding to their students. Both teacher preparation and professional development programs should include intensive language programs that can help pre-service and in-service teachers to improve their pedagogical content knowledge about language as well as their own language proficiency. The end as Low, Chong, and Ellis, 2014 suggested a "goal is to prepare teachers who can bring about effective learning using English as a medium of instruction" (p.72).

In summary, they concluded for further researches that internationally, cross-comparative research data is needed to help improve test construction and validity of existing tests. For example, a study like the present one can be extended to include more than one country and comparisons can be made which can improve the quality and validity of the IELTS.

"Moving ahead, longitudinal studies need to be undertaken that aim to correlate and track teachers' performance with higher language proficiency levels compared to those with lower ones over various points in their career in order to provide information that can further enhance existing pre- and in-service programs and inform teacher selection and recruitment policies" (Low, Chong, and Ellis, 2014, p.74).

Chapter 3

Methodology: A new Paradigm for Teachers and Teacher Trainees

“The main priority of educational action researchers is to educate educators” (Selener, 1997)

“The idea is that the curricular research should feed a teacher’s personal research and development program through which he is progressively increasing his understanding of his own work and hence bettering his teaching” (Stenhouse. L. 1975, p.143)

This chapter introduces the methodological elements that I took into account to develop this master thesis. It explains why this study could be place under the umbrella of the action research methodology. There is also the information concerning to the kinds of data collections tools that I used, the data analysis procedures that I applied as well as, the relevant information about the categories that emerged together with a which permit to understand the whole data analysis process.

Questions and Paradigm

The purpose of this research project is to study the impact of multimodal compositions in the strengthening of communicative competences in L2 with pre-service teachers of Complementary Training Program (Programa de Formación Complementaria, CTP) at the Normal School of Marinilla. In order have answers, I addressed the following question: What is the impact of multimodal text creation in the English communicative competences development in a group of pre-service teachers of Complementary Training Program (Programa de Formación Complementaria, CTP) at the Normal School of Marinilla?

The nature of this research belongs to the kind of a qualitative research or qualitative inquiry with a methodology approach of Action Research. The qualitative paradigm has become one of the key foundations of teacher education of elementary school or who exert university teaching education, given that, its main purpose is to ensure that within the scope of their teaching where the teacher works, it can be strengthened the ability to read and understand the events that occur and the role therein. Thus, following Forero's (2010) approach, the teacher has the power to analyze their classroom problems from their own pedagogical act, those that occur in the institution or other contexts. This notion takes on inclusiveness, contextualized, hence it takes place in natural settings, that is, where there are the facts and in relation to them.

In order to entail the data collection process, here it is important to explain in detail what an Action Research is. Elliott (1990, 1994) considered the IA as the thoughtful study of a social situation with the aim of improving the actions that occur: "The actions are aimed at changing the situation once achieve a deeper understanding of the problems "(cited by Arnal et al, 1992, p.248). This kind of paradigm therefore, will lead to reflection on human actions, in order to advance the understanding of the situations and experiences of teachers in social settings or in the classroom. Therefore, each one of the actions that I have implemented in my English classes are addressed to modify the situation mentioned foregoing in the chapter one, the low level in the English proficiency as well as the apathy and training for using ICT in meaningful way.

According to Nolen & Putten (2007) and McGlinn (2009), "educators see it as a practical yet systematic research method to investigate their own teaching and their students' learning in and outside the classroom" (p.401). In this way, I have seen Action Research as a useful method to my study, given that I am inquiring about a situation presented in my own classroom practices with pre-service teachers I am inquiring myself regarding the learning and teaching processes in

a second language of my students, as well as Mills (2003) defined Action Research as a systematic enquiry focus on the whole pedagogical process, he said:

Action research as any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process, for the purpose of gathering data about how their particular schools operate, how they teach, and how students learn (p.401).

My interest precisely, consists of how learners could learn better and strengthen their communicative competences and how, I can implement strategies to get that, as Burns (2009) stated: “in AR, a teacher becomes an "investigator" or “explorer" of his or her personal teaching context, while at the same time being one of the participants in it” (p. 3).

By contrast Hine (2013) in the line of social responsibility defined action research as a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people (Bogdan & Bilken, 1992; Lewin, 1938; 1946; Stringer, 2008, p.151). In this case, the situation not only affects a pre-service teacher’s problem, also affects a reality of my context since the graduates from Normal School are graduating with a low level in the English language communication skills so consequently, they will teach, which they know.

Based on the type of population and the way on how this population was approached, Action Research is a methodology appropriate for this type of research and for the profile of my stakeholders, for scholars such as: (Holter and Frabutt, 2012; Perrett, 2003) “Action research plays an important role in the preparation and professional development of teachers and pre-service teachers” (p.53). The authors added that, action research should be an essential method in teacher preparation degree programs to improving practice within classrooms, schools, and communities.

Participants and Settings

The participants in the study were teacher candidates attending a public high school in the east of Antioquia; the Institution where I conducted this study is specialized in teacher training for preschool and elementary school. I collected the data from twenty trainee teachers, however for this study there were samples of seven pre-service teachers (6 females & 1 male) of CTP, second semester.

Oscar (pseudonym) was selected due to the impact of this research study in his learning process and his levels of improvement, so unfortunately he was the only male in the group, besides, the statistics of teachers in Colombia Normalistas most are women above 90% historically linked with the profiles of Normalistas. Teacher training in Colombia has not incorporated gender equity. Studies from Calvo, Rendón & Rojas (2006) showed that teacher training has been carried out primarily in the Normal Schools; these institutions have been the vast majority women and the knowledge and practices that have constituted their curricula have favored the teaching of subjects associated with traditional female roles, such as home economics.

The participant's age, ranged between 16 to 23 years, I selected these people because they were my students in the "English teaching course". Some of the students showed better level in their English language and use of ICT, and others of them showed discouragement for both issues, as well as a low level in English proficiency as the case of Oscar. That is to say that I selected these group of students because they demonstrated increased progression in the experience carried out as well as the quality of their productions, which let me to do a deeper analysis.

In the following table, I introduce the participants, there was the importance of using pseudonyms for all participants so the school to preserve their identity, as well as covered up their own names in the figures.

Table 1

Participants' names.

No.	Name	No.	Name
1	Zayra	5	Ofelia
2	Eliana	6	Zoraida
3	Andrea	7	Oscar
4	Sofía		

3.2.1 Selection process. I decided select seven participants from the twenty pre-service teachers of second semester of CTPat Normal School where I work. I taught “English” then, I collected the data during lessons time. So I talked and negotiated with the principal and she signed an informed consent letter to accept the participation of the school in the research.

First, I started to explain the aim of this study to the group and then I classified which students demonstrated interest in creating multimodal compositions and for strengthening their English competences. Furthermore, I chose one male participant who at the beginning presented strong apathy, fear and low level in their English level; and finally and as for my surprise, and after several observations, I found out that he was the best of the group regarding to motivation for using digital tools, creating multimodal texts and English Language. I told them about my

research study and invited them to participate in the data collection process, they accepted and they signed the informed consent letter.

Collecting Multimodal Data

According to Johnson (2005), Action Research is not simply writing about what you think to be true; rather, it is collecting data and making conclusions based on that data. Brown (2012) stated that “data collection provides the unique opportunity for the researcher to consider data in new ways” (p.14). The data collection techniques that I will describe the following will be useful in my research study in order to answer to my research question: What is the impact of multimodal text creation in the English communicative competences development in a group of pre-service teachers of Complementary Training Program (Programa de Formación Complementaria, CTP) at the Normal School of Marinilla?

This section describes each instrument, the reason why I had to choose them and the procedures I had followed to apply them. The data, therefore, consist of multimodal compositions obtained from EDMODO and other tools such as comic creator, audacity and PowerPoint. I choose EDMODO for the reason that, compared to other social networks, EDMODO has the utmost privacy. Also this tool has been specially created for education, its design and interface let me creating and sharing multimodal texts for its combination of different semiotic systems, “as a platform to mediate and distribute multimodal practices; and as a way to engage in multimodal authoring/designer processes that involve an active audience, composed by all the students of the network” (Thibaut, 2015, p. 87). During later analysis I found that EDMODO has the chances for creating multimodal texts which are beneficial for the context.

In addition, the use of EDMODO platform responds to an institutional issue, the managers expected that teachers used it with their students and created their virtual classroom. However, most of teachers did not have success with its implementation. The students only could create their personal account but they never used it. This situation was a reason for becoming a challenge for me, and select this platform for carry out my research.

English test. I administered an English test with the purpose to diagnose the communicative competences of pre-service teachers at the beginning and at end of the study through EDMODO (See appendix A). The platform provides the possibility to create test for performing online, this one was a multiple choice test that included five sessions of 20 questions for assessing each one of communicative competences and skills. They were given a choice of taking the test either on a computer at home or at the assigned lab in the Normal School. If they used a computer at home, they needed a headset with a microphone.

The original purpose of the test was to diagnose students the level of communicative competences in English. Students had to take the test between January and late February before their first semester started; and between June and July at the end of semester. I divided the sessions as follows: listening comprehension, reading comprehension, grammar structures, vocabulary usage and verbal structures. The purpose of the writing test was to measure students' general writing proficiency including grammatical competence, and essay writing ability. The writing test used a direct measure of productive skills. The test consisted of a letter addressed to any friend.

This data collection source in addition to let me know the level of communicative competences in the language of the PST, it is also an evidence of the digital literacy competence, thus refers to being able to understand digital information and other combination of technical-

procedural. In this case, literacy requires understanding of and competence using Web 2.0 tools and technologies for instance in this case, answering the test in EDMODO.

Multimodal artifacts. I used samples of students' work as data sources, as well their multimodal compositions and Virtual Learning Objects (OVAs) through use of digital resources as comic creator, audacity and PowerPoint. EDMODO was the platform to mediate and distribute multimodal practices and the site where PST shared their productions. As Hatch (2002) explained, virtual artifacts can be a good source of data, artifacts in education research can vary from lesson plans, documents, participants' work, or just materials that I used and can help the researcher to collect important data without altering or influencing the context.

I chose to have artifacts in my research because I wanted to analyze students' literacy events and the communicative competences development. In the artifacts were photo stories, comics, podcasts, forums; among others. They were authentic artifacts because the pre-service-teachers made them. They also had different meanings such as: artistic, personal expression, liberation, communication, and ways of expression their thought and feelings, etc., since they were a way of the pre-service-teacher's own creativity and expression. The creation of these multimodal artifacts reveal the strengthening of the digital literacy competence in the pre-service teachers, as the ability to use Web 2.0 tools and technologies, which include blogs, the use of EDMODO, podcasts, photo sharing, comic creations, online discussions, and social bookmarking. "As Individuals who are literate in Web 2.0 will be able to actively participate within the World Wide Web by creating and sharing digital information and artifacts using these tools" (Tyger, 2011).

I designed the following activities that were developed through the English teaching classes as part of the data collection exercise.

Forum on EDMODO. Edmodo is a social media platform often described as a Facebook for schools (Edmodo teacher guide, 2015). It is that and much more. Edmodo attracts teachers and students with a social element that resembles Facebook, but there's even greater value in the educational applications. Edmodo (designed by educators) enables exceptionally secure cloud-based collaboration. A teacher, a school, or a district, easily can manage a system that provides the best features of the cloud while practically eliminating the anxiety that we associate with students on the internet. I carried out forum activity based in the song: "the wall". The students listened to the song and then they participated in the forum at EDMODO platform over different guide questions that generated discussions and reflections about teaching apart from strengthen the writing skill in English (Salazar, 2016). According to Andresen (2009), "...it is clear that asynchronous discussion forums can achieve high levels of learning, but people in decision-making positions must be aware of the conditions for this to occur" (p. 254). Forum identification refers to the extent to which users include the forum in the self-concept.

I carried out other forums regarding English teaching topics such as: discussions of Colombia Very Well program and the Common European Framework of Reference. In the dynamic of the forum the teacher began the arguing and then the students continued moderating the debate. "Researchers such as (Ellison et al., 2007, 2011; Shah, Kwak, & Holbert, 2001; Pendry & Salvatore, 2015) had suggested that internet use that promotes information acquisition and community building – such as online discussion forums, social networking and blogging is more positively correlated with social capital than uses that instead pertain to entertainment and diversion such as gaming or watching online movies.

The forums on EDMODO allowed collecting information in the categories raised for this research, digital literacy competence, grammatical, strategic, sociolinguistic and discursive competence. The first one refers to the ability of the PST for using the platform for participating in online discussions. Also the critical thinking skills necessary to evaluate information therein. The discursive competence refers to the skill of PST for using the internet, specifically EDMODO to communicate with each other. The pre-service teachers participated in the forums as well in the chat of EDMODO for communicating with their partners. As Paltridge, (2006) states someone using MSN Messenger, for example, learns sets of abbreviations that are commonly used in this sort of communication as well as how they are interpreted, such as OIC to mean Oh I see and bb to mean Bye Bye. They also learn that strting a sentence without a capital letter is acceptable on MSN Messenger (as it is in text messaging) and that they should keep their exchanges short so they are easy to read at the other end.

Strategic competence refers to the ability of PST for using language to achieve communicative goals and enhance the effectiveness of communication during the discussion. The development of the sociolinguistic competence was noticeable in the proper use of the language according to the social situation. In the case of the forum, the rules of appropriate behaviour, and expressions related with the topic of discussion without offend to their classmates. Finally the development of the grammatical competence, pre-service teachers should know the rules of grammar, but also acquiring the ability to use language to communicate in the forums, how transfer the message during the discussion.

Comic creations. For this activity, participants created comics over different topics for English teaching, using digital tools such as: play comic, comic creator, Illustrator Cs6, power my learning, toondoo, Bitstrips, Comic Strip It, Creaza Cartoonist, pixton and comic maker.

According to Nixon (2012), “Comic texts and comic strip writing practices and artifacts are rich literacy resources for teachers” (p. 91); Scanlon (2015) adds, “comics are especially rich for exploring multimodal composition because they combine image and text interdependently” (p.106). The comics were useful data for strengthening the grammatical competence in the proper use of the sentences in English while composing stories. The digital literacy competence in the use of the digital tools for the creation of the multimodal text, PST need resources appropriate to the task, they required access to new tool and material resources for their compositions. The skills related with image conveyance, page order, speaking order, dialogue balloon/narration placement, cross-reference, and page design elements such as color, style consistency (gutter size, page numbers, etc.). The sociolinguistic and strategic competence were strengthened in the proper use of the language and the dialogue sustained by the characteres. Comics can show daily habits, customs, ornaments and responses associated with an individual cultural reality. Hence, by an appropriate selection of comics that show cultural aspects. PST also developed the strategic competence with the creation of comics, they used verbal and nonverbal communication strategies, and for instance the selecting the images and the emotional charge that accompanies these images for achieving the communicative goals.

Photo story. In this activity, teachers in training created histories using photographs of themselves over adjectives in English. Thereby, the students had to take the pictures using their devices such as: cell phone, tablet or digital camera; then, they had to choose the best pictures which best told the story. Likewise, they used the power point program for creating the story, with the condition of do not use text, the images should defend themselves. Wikan, Faugli, Molster, and Hope (2010), quoted the point of view of a teacher over photo story creations and integration of ICT,

They have made a Photo Story presentation. I had experienced during my English lessons that the pupils were more motivated and work harder and even they learn a good deal when they use the Internet. I have seen that pupils who didn't like to write now have managed to do their homework and the bright pupils achieve high score and marks. I think the pupils found it great fun to work with Photo Story, it was not at all a problem to motivate them to work. (p. 142).

This artefact provided the strengthening of communicative competences (sociolinguistic, strategic, grammatical and digital literacy competence) inasmuch as PST wrote a story by using a sequence of their own pictures, the students were encourage to use specific tenses (such as past simple vs past continuous), vocabulary or functional language in their story - for example, describing a conversation at the school. In this sense I could analyze the progression in the grammatical competence as well as discursive competence when they talked about their stories, for instance the means that they used for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc.

The digital literacy competence was developed inasmuch as PST were encourage for browsing, selecting and sampling strategies incorporating images, symbols, colors, sound and interactive elements in their photo stories. Also, their ability for using their cellphone's camera and the different applications for editing the images, and of course the sociolinguistic competence was evident in their ability to use a given field language in ways that are grammatical and socioculturally appropriate.

Podcast. For this activity, I invited pre-service teachers to write sentences where they used adjectives and animals for third grade children, record it into the computer using audacity program, then apply it with the students in their teaching practices. According to Smythe and Neufeld (2010),

Podcasting is a learning tool where learners can create content quickly and easily, often collaboratively, podcasting does not require a high level of technological knowledge, its product is reusable and portable, and it supports learning in that the creative processes involved. (p. 489)

Thus, the main proposal of this activity was that pre-service teachers designed their multimodal text which includes audio recording for strengthening their speaking skills in the language.

With these constructions, pre-service teachers increased the digital literacy competence inasmuch as they were encourage to design their multimodal texts using several semiotic resources. These multimodalities included written narrative, audio recording, music and sound. This competence also refers to the PST skill for using the tool audacity beyond its technical use, rather in meaningful way where they have to comprehend and analyze the various multimedia sources for creating their multimodal text and achieving of purpose communicative. The grammatical, discursive, strategic and sociolinguistic competences were improved in the oral narrative regarding the cohesion in form and coherence in meaning, as well as the level between grammar and non-linguistic organization, and the use of the language taking in to account the context and whom is addressed to, in this case children of elementary school.

Data Analysis Procedures

I analyzed pre-service teachers' skills through the following categories; Teachers' Grammatical competence, Teachers' sociolinguistic competence, Teachers' strategic competence, Teacher's discourse competence, and Teachers' digital literacy competence. These categories are closely related with my research question and I described them in form of clusters according to Canale and Swain's theory of communicative competence whom suggest four

competences in their model. In this sense, I connected it with the multimodal design to describe the effect of those texts in my student's communicative competence, consequently I proposed an additional category; Teachers' digital literacy competence:

Teachers' Grammatical competence.

This category involves accurate knowledge of sentence formation and vocabulary. The correct sentences and communicative competences of pre-service teachers in a particular situation, how they structured the messages in their participation through the forums and multimodal creations. "We do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes."(Widdowson, 1978). That is to say, in this category is as important the use of sentences for communicating as acquiring the knowledge of the rules of grammar.

Finally, I define this category based in the Canale and Swain proposal, whom determine that "Grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence—grammar semantics, and phonology. They point out that grammatical competence will be an important concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances" (Canale& Swain, 1980).

Teachers' sociolinguistic competence.

This category focuses on the use of language according to the social situation, taking into account the sociolinguistic rules of use and rules of discourse. EDMODO is a clear example the

use of language in a social media platform, which provided a truly collaborative work space for students beyond the classroom walls. Language, according to Halliday, is a product of social process. In this sense, this category involves the knowledge and ability of participants for using the language in a given field, for instance through use of EDMODO and other digital tools such as comic creator, audacity and power point, keeping in mind that it be grammatical and socio-culturally appropriate.

Teachers' strategic competence.

This category provided with the information about what kind of strategies pre-service teachers used to achieve communicative goals and enhance the effectiveness of communication in their multimodal compositions. In the model of Canale and Swain these strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, modifications of messages etc. Canale (1983) pointed out that this competence can also be used to enhance the effectiveness of communication.

Teacher's discourse competence

In this category, I analyzed the discourse competence the written as the spoken communication. Cohesion (grammatical connections) and Coherence (sociocultural rules) available in the utterances that are evidenced in the participant's multimodal texts. Canale (1983, 1984) described discourse competence as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning.

Teachers' digital literacy competence

The artifacts played an important role in this category because they gave me information about pre-service teacher's skills to communicate through comics, hypertexts, photo stories, social platform and other information resources necessitates the development of new literacy skills. Moreover, I analyzed each participant's multimodal creation about how they use the digital resources and technological tools beyond of instrumental use, which was the initial problematic. Also, other digital literacy competences developed in the participants such as UNESCO describes: "The five basic skills for media and information literacy that were recently identified by UNESCO (understanding, critical thinking, creativity, cultural awareness & citizenship)" (Abdallah, 2008).

Analyzing the data. I began with the analysis of the English test, with the purpose to diagnose the communicative competences of pre-service teachers at the beginning and at end of the study using the same platform. Taking into account that EDMODO allowed me see the Quiz Overview results I could see who (of the seven PST participants in the research that completed the quiz) received high scores and a pie chart graph that shows a collective breakdown of correct/incorrect answers for each quiz question. According to these data, I interpret the results of each participant and I took note. Subsequently, I analyzed the postings on EDMODO and I wrote on a notebook the interpretation I did of the data in relation to my research question and the categories determined. When I finished the analysis of the postings in the platform, I continued with the online discussions and finally with the pre-service teacher's artifacts. During all of this process, I connected what I were discussing with the literature review and the conceptual framework to make sense of what I were finding.

Mapping out the information. At the beginning of the data collection, I did a chart (Miles & Huberman, 1994) where I related the main research question with the instruments that I going to answer them. I began to find the categories that would guide my analysis.

Table 2.

Mapping out the information

Research Question		Conceptual Framework	Participants	Data Sources	Categories	Chapter 5 Headings	Literature review
What is the impact of multimodal text creation in the English communicative competences development in a group of pre-service teachers of Complementary Training Program (Programa de Formación Complementaria, CTP) at the Normal School of Marinilla?		Digital Literacies Multimodality Communicative Competence	Zayra Eliana Andrea Sofía Zoraida	Forum on EDMODO	Teachers' grammatical competence	Proficiency and multimodal skills	Multimodal and Digital writing in pre-service teachers (PST)
			Oscar Ofelia	Comic creation	Teachers' digital literacy competence	Grammatical challenges	Digital Literacy and ICT in Teacher Education
				Photo story	Teachers' sociolinguistic competence	Rural literacies	Preservice Teachers' Communicative Competence in L2 Learning
				Podcast	Teachers' strategic competence	ICT achievements.	
				English test	Teacher's discourse competence	Teacher education	

Source: Made by myself

Reducing the data to charts. For reducing the data, I decided to do a chart where I could write the main ideas that I interpreted evidenced by each participant in their creations about each category. I also based in some rubrics for analyzing each multimodal artifact. This was a base for the analysis. (See appendix B and C).

Ethical considerations

This research is fully engaged with the ethical issues because as researcher, I have a greater personal and professional responsibility in my work place. thus, this research project took into account the care for those who are being investigated, recognizing that to research is, in a sense a noble and humility activity in respect to any other; then, this is a part of my skills as a researcher upon which I should establish the relationship between caring and knowing that these concerns may affect the ethical issues concerning the research process itself; as Costley and Gibbs (2006) say: The being of the researcher within an ethic of care (as the reflective practitioner) is a radical transformation.

The teacher candidates who participated in the research were my students in “English teaching course”. It was important to explain to them that their participation was just to collaborate; it did not represent a grade in the class or any academic reward. I used pseudonyms for all participants and schools to preserve their identity.

Secondly, my research has applied the ethical principle of beneficence, rests on a utilitarian framework which views actions as acceptable if they minimize risks of harm and maximize possible benefits; thereby, I try to benefit for the participants involved in the project,

the Normal Superior school and in general, the context of Marinilla to reduce to a minimum risk, without ignoring, as I quoted at the outset of this paper, all research carries its own risks.

Thirdly, this study has kept respect for persons; as researcher, I should respect the privacy, confidentiality and cultural sensitivities of the participants and, where relevant, of their communities. This means that my students have to agree to participate, so my duty requires explaining them the purposes and nature of the research so they can freely choose whether or not to become involved.

Chapter 4

Understanding Communicative Competence Development in Multimodal Compositions

In this Action Research, I intended to describe the impact of multimodal text creation in the English communicative competences development. I had the help of some pre-service teachers from the CTP who gave me light to support the report I will present in this chapter.

Process Carried Out in the Classroom Setting

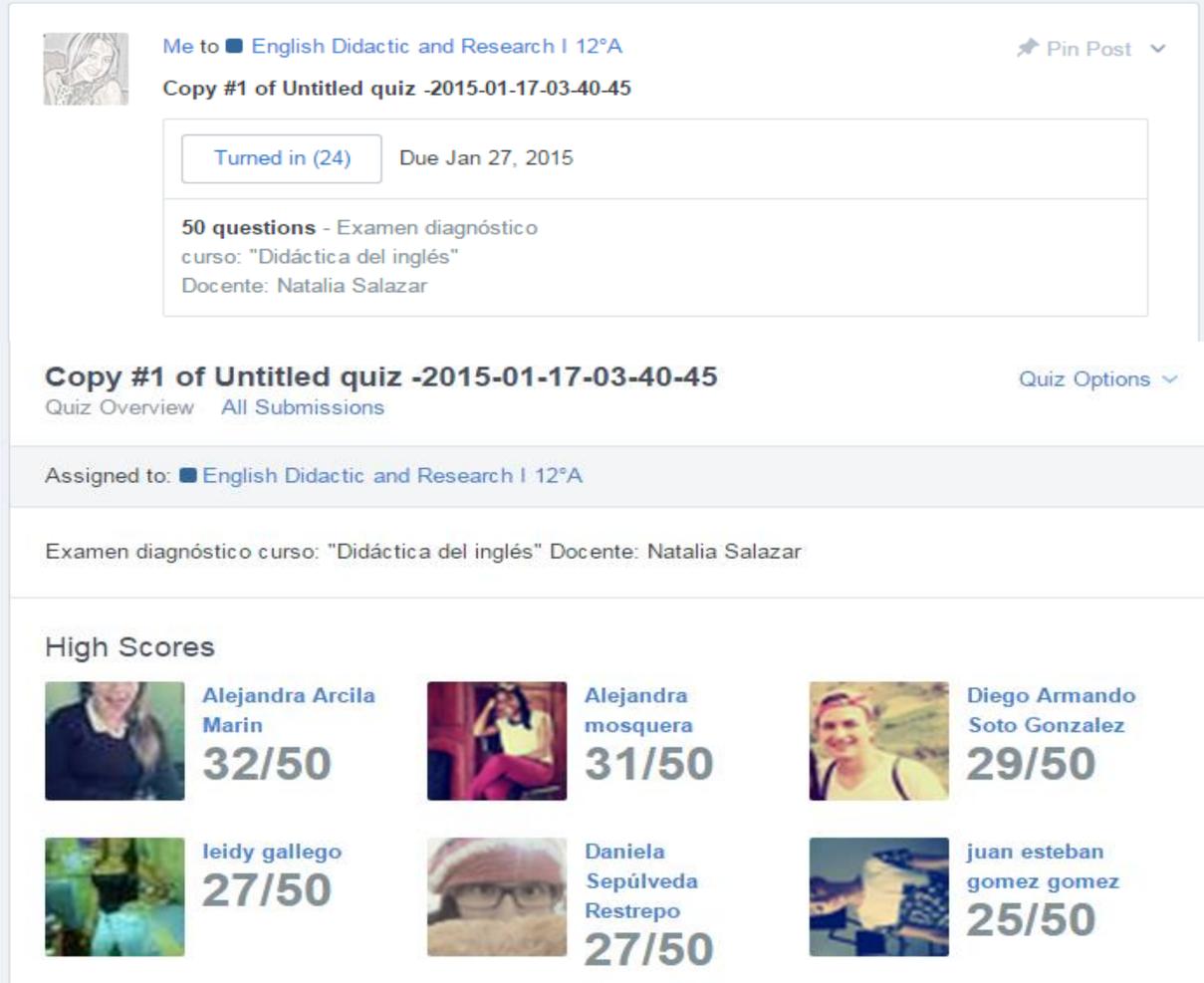
I began with this proposal when in my English classes I detected the discouragement from the pre service teachers towards learning English as well as the use of technologies. Furthermore, their English level was very low taking into account that they were in an advanced education. Quite a few pre-service teachers showed apathy and fear for these subject areas and they, in fact, would not feel comfortable teaching English as future teachers. They were confident using ICT as means of communication through social networks, but it was not the same case when I suggested them academic platforms focused on educational uses; the surveys that I carried out at the beginning of this study reveal the PST confidence for using technologies where the 42.11% is not so good. (see Fig. 1 below).



Figure 1. Survey applied to pre service teachers at the beginning of the study

Regarding communicative competences in the language, pre service teachers demonstrated a low proficiency, some cases were noticeable such as fusing languages (English and Spanish), and the use of dictionary frequently for expressing their ideas; or such as the particular case where one student answered “denankiu” when I said thank you. The student here mentioned stated that she considered the expression she used -as above- it was the correct way to reply to the grateful expression: “thank you”. The diagnostic test applied at the beginning of the process shows the low level in the English communicative competences. Students had to take the test between January and late February before their first semester started; and between June and July at the end of semester. The sessions were divided as follows: listening comprehension, reading comprehension, grammar structures, vocabulary usage and verbal structures. Figure 2 indicates the high scores in the diagnostic test that although these are the highest score remains a low level in the communicative competences assessed here.

During the process of this study, I started to implement the use of an exclusively academic micro-blogging platform named EDMODO, an interactive semiotic space for developing digital competences in pre-service teachers. I designed my English course there and I gave them the code to access the platform. Participants created their Edmodo login if they did not have one already, and I invited them to join the group named, “Research and English Teaching 14B” already established on the site. Figure 3 illustrates the interface of Edmodo in the group I created for invite my students to join in it.



Me to **English Didactic and Research I 12°A** Pin Post

Copy #1 of Untitled quiz -2015-01-17-03-40-45

Turned in (24) Due Jan 27, 2015

50 questions - Examen diagnóstico
curso: "Didáctica del inglés"
Docente: Natalia Salazar

Copy #1 of Untitled quiz -2015-01-17-03-40-45 Quiz Options

Quiz Overview All Submissions

Assigned to: **English Didactic and Research I 12°A**

Examen diagnóstico curso: "Didáctica del inglés" Docente: Natalia Salazar

High Scores

	Alejandra Arcila Marin 32/50		Alejandra mosquera 31/50		Diego Armando Soto Gonzalez 29/50
	leidy gallego 27/50		Daniela Sepúlveda Restrepo 27/50		juan esteban gomez gomez 25/50

Figure 2. High scores in the diagnostic test

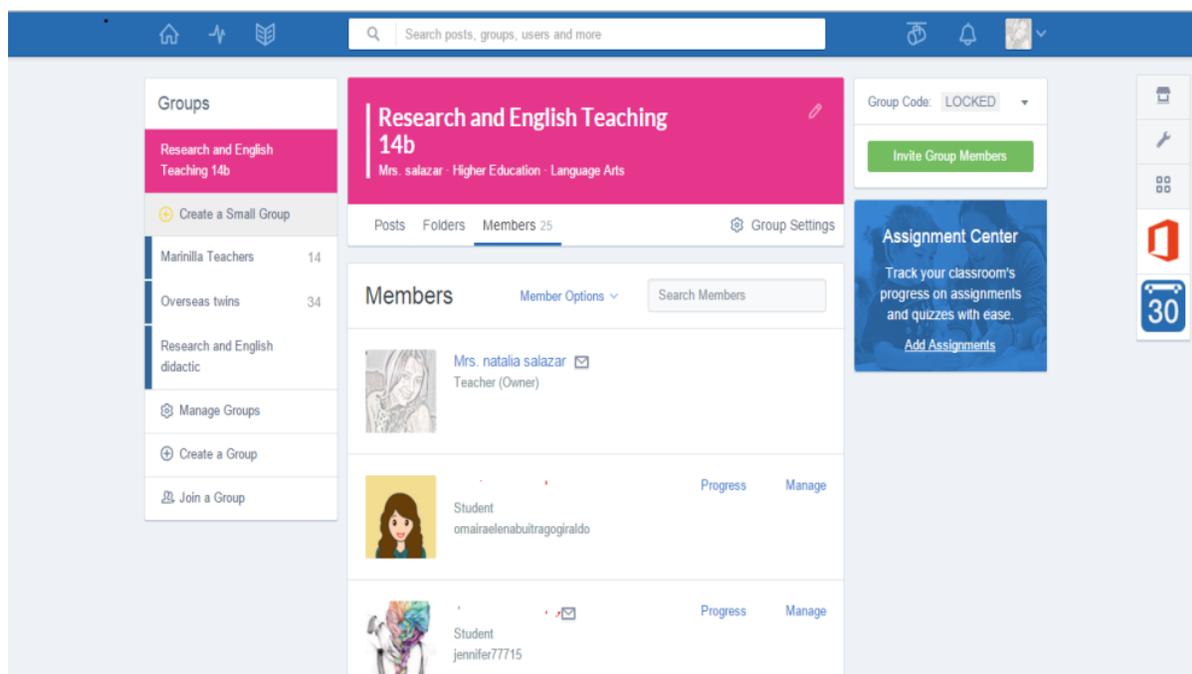


Figure 3. Edmodo group interface

In this first session the pre service teachers had their initial contact with the platform and they explored its interface. Some of them felt confident and others students felt fears still in fact, some of them needed my help to create their username and access with the code given. Then, teacher candidates created their username and profile, some used their own photo and others of them created avatars for identify themselves.

The use of avatars demonstrated the participant's ability to use this element, in addition to their literary intention to express a meaning through of their avatar, it is to say represent themselves visually by choosing an avatar, an icon-sized graphic image, which is part of multimodality; avatars are one way users express their online identity, just some students used their own photo graphics. This is the case of Zayra, who in the real world is a shy lady, however her interaction inside the platform was crucial; the anonymity of interacting in the platform via a programmable avatar enabled her to communicate and express with more confidence. Figure 4

illustrates the use of avatars or photo-graphics to create pre service teachers' identity as a members of group. I covered the real names of the participants to protect their identity.

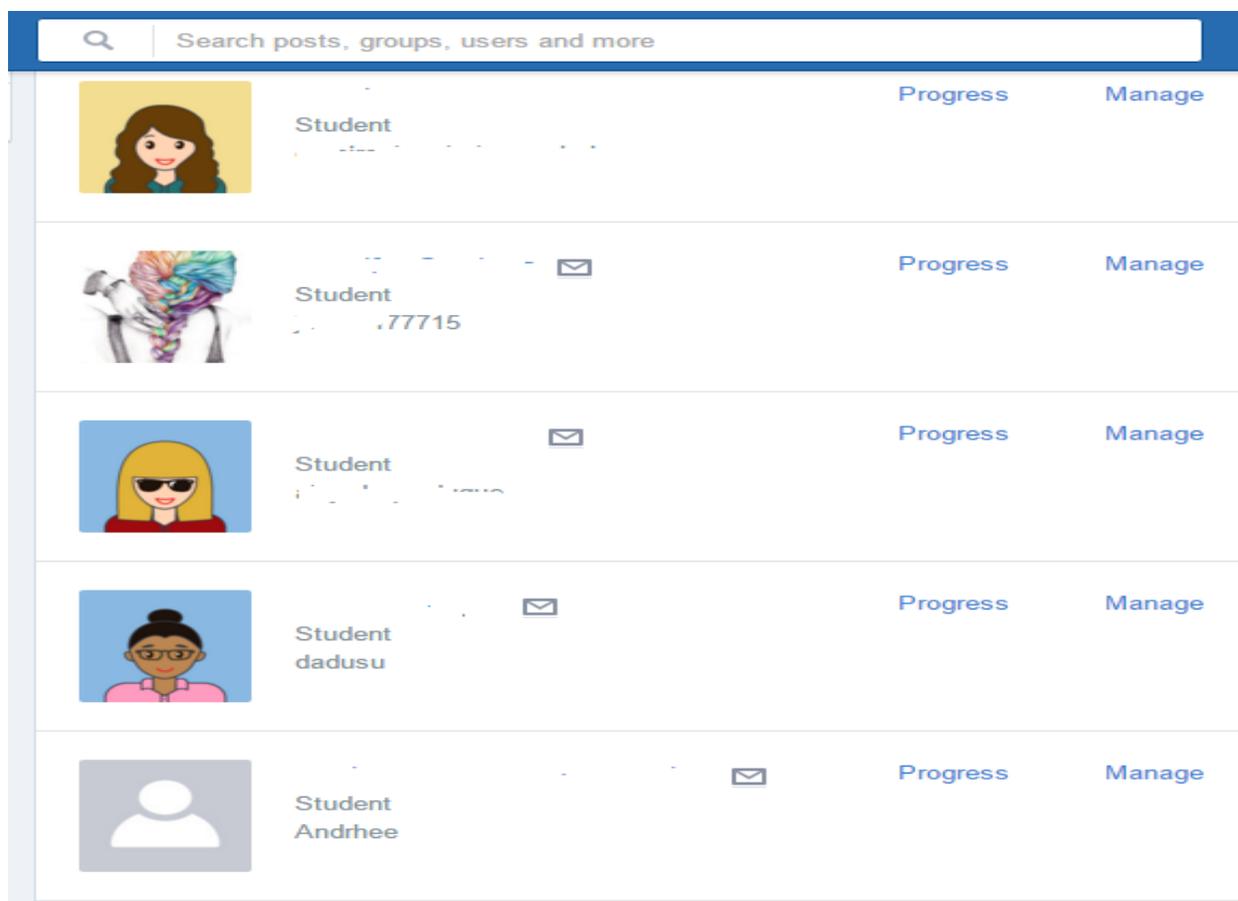


Figure 4. Avatars or photo-graphics used for the participants

Creating Multimodal texts in an English Class Setting

During the sessions, all students interacted in the platform, posting at least one message per week related to English teaching, use of ICT, motivation message or sharing digital resources for English teaching with children to the whole group. The impact was evidenced in the increase of participation of the PST in the platform, for the quantity of modes that are there different to the traditional way to stand in front and talking, the tool has diverse ways of expression as

illustrated in Figure 5 PST are more confident for participating on the platform and posting their own reflections. . Other ways of interaction on Edmodo included submitting their tasks regarding to the course, taking the quizzes, answering the polls as well as storing their papers, articles and materials in their own library. Likewise, PST joined to learning groups, academic networks and communities such as Computer Technology, Language arts and World languages available on Edmodo. Also they used applications and digital resources for learning and teaching English.

Among other ways of interaction in this learning environment were the calendar to schedule the activities for each session, monitoring their own learning progress within the course and participate in online discussions. Also, PST enjoyed the design of texts in interactive semiotic spaces as comic creator, audacity and power point for creating photo stories, their compositions were creative in which students demonstrated their digital skills.

Another part of the process was the creation of multimodal text using certain digital tools for English teaching, with the aim of use these texts in their educational practices with children from elementary school. The first task was to design stories about a specific topic for English teaching in this case “the adjectives” using photo graphics of themselves. For that, they integrated a set of modes such as visual images, colors, photographs, symbols and other semiotic resources in power point for transmitting the message. . Thereby, the students had to take the pictures using their devices such as: cell phone, tablet or digital camera; then, they had to choose the best pictures which best told the story. Likewise, they used the power point program for creating the story, with the condition of do not use text, the images should defend themselves.

Through photo stories PST sent the message using only symbols and pictures as a means of analyze texts in new and more interactive ways. It should be noted that I, as researcher created

my own photo story to exemplify the task and motivating to PST towards the effective construction of their multimodal texts as is shown in the figure 6.

PST show their progression in the communicative competences through of the creation of photo stories, which evidenced coherence between the image, color, symbols, objects used and the intention of the content (digital literacy competence). They used non-verbal strategies of communication for transmitting the message, using their own photographs for example expressions of shout, scary, sadness, happiness. They also, used onomatopoeias, arrows, and balloons (strategic competence). Likewise, the photo stories evidenced situations that generally happen, such as the fear that cause the big and strange animals in our context which involves the sociolinguistic competence.

Figure 7 and 8 are a proof of the PST progression specifically in digital literacy skills and instrumental skills, they are able for exploring different tools to edit their pictures and they started to recognize the importance of using technologies for teaching as Ofelia thinks “The class is pleasant and enriching due to the use of ICT and other strategies that can be created starting in the use of technologies are varied and facilitate the work of teachers”. In the construction of these texts the pre service teachers showed confidence for the use of these tools so simple but so useful for creating multimodal texts such as the cellphone camera and power point. Likewise, they enjoyed using different programs for editing their photo graphics which was pleasant and funny.

Group Posts

Filter posts by ▾



to Research and English Teaching 14b ▾

REFLEXION

Everyone has inside of him a piece of good news. The good news is that: You don't know how great you can be! How much you can love! How much you can accomplish! And what your potential is! - Anne Frank - See more

Like • Reply • Share • Follow

May 13, 2015

Figure 5. PST post motivation messages per week.



Figure 6. Researcher's photo story

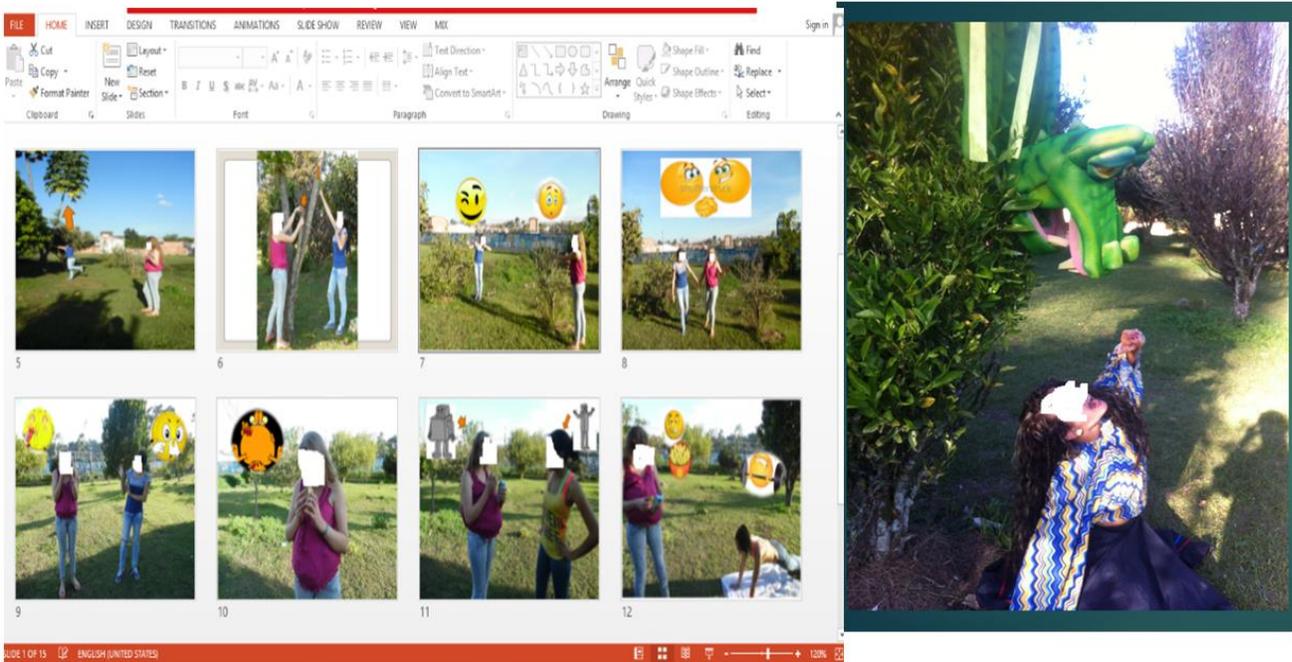


Figure 7. Photo story in Power Point

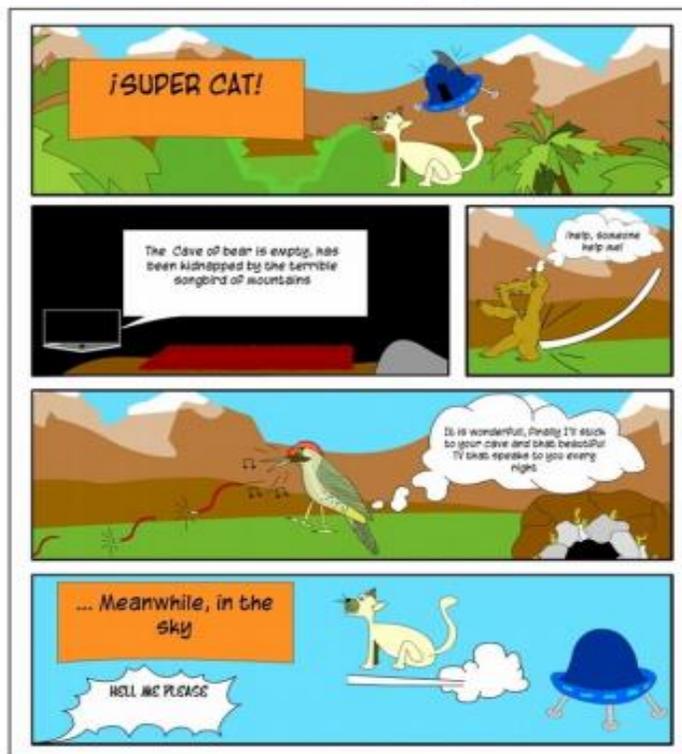


Figure 8. Pre-service teacher's photo graphics edited.

In the second session, PST chose one topic for creating comics using any technological tool. The comics created by them were highly multimodal creation in which the visual mode of communication, primarily in the form of images and dialogues, played a central role. Students used text, objects, colors, and different scenarios depending to their communicative purpose; effects, animation, characters dialog box and other semiotic resources. The comics were also multimodal resources for strengthening digital literacy competences in PST, because they combine image and text interdependently.

Students produced multimodal texts in English different from traditional compositions in which the students would take a piece of paper for writing an essay or developing a guide in a student book. In this way, the participants strengthened their digital skills through the interdependent combination of images and text, meanwhile they had to engage in multiple learning modalities. Each student showed their comic and read it aloud, after which they explained some reasons of why they chose the topic and the digital tool.

I think that this PST increase was raise in part, due to the motivation generated for the knowledge of other strategies and tools that they not used before which allowed that they strived to make these creations with more attention and enjoying it. Oscar for instance, when he knew other strategic of creating multimodal text as the comic, stated: “why did not we learn this before?” Andrea is other sample of motivation and progress in the English competences development using ICT, who at the beginning of the study showed fear to English language and she was selfless for using ICT, in fact, she said did not have access to cellphone, laptop and other applications and finally not only she had these tools but also her fancy tablet, which she brought to all research meetings as illustrate figure 9. Figure 10 also is an evidence of my notes when I wrote the aforementioned.



Submitted on Apr 20, 2015 @ 2:38 PM



DIBUJA UN CÓMIC

Objetos

- Car keys, Backpack, Suitcase, Potted plant, Hammer, Car, House

Escenario

- Room, Beach, Park

Bocadillos

- Speech bubbles, Text boxes

Efectos

- Starburst, Motion lines

Personajes

- Man in red, Man in blue, Man in yellow, Man in black

de 24

VERSION 2

VOLVER A VISTA GENERAL

PULSA LA VINETA

Mensajes de ayuda

I go to the park

Figure 9. Andrea's Comic composition shared through Edmodo.

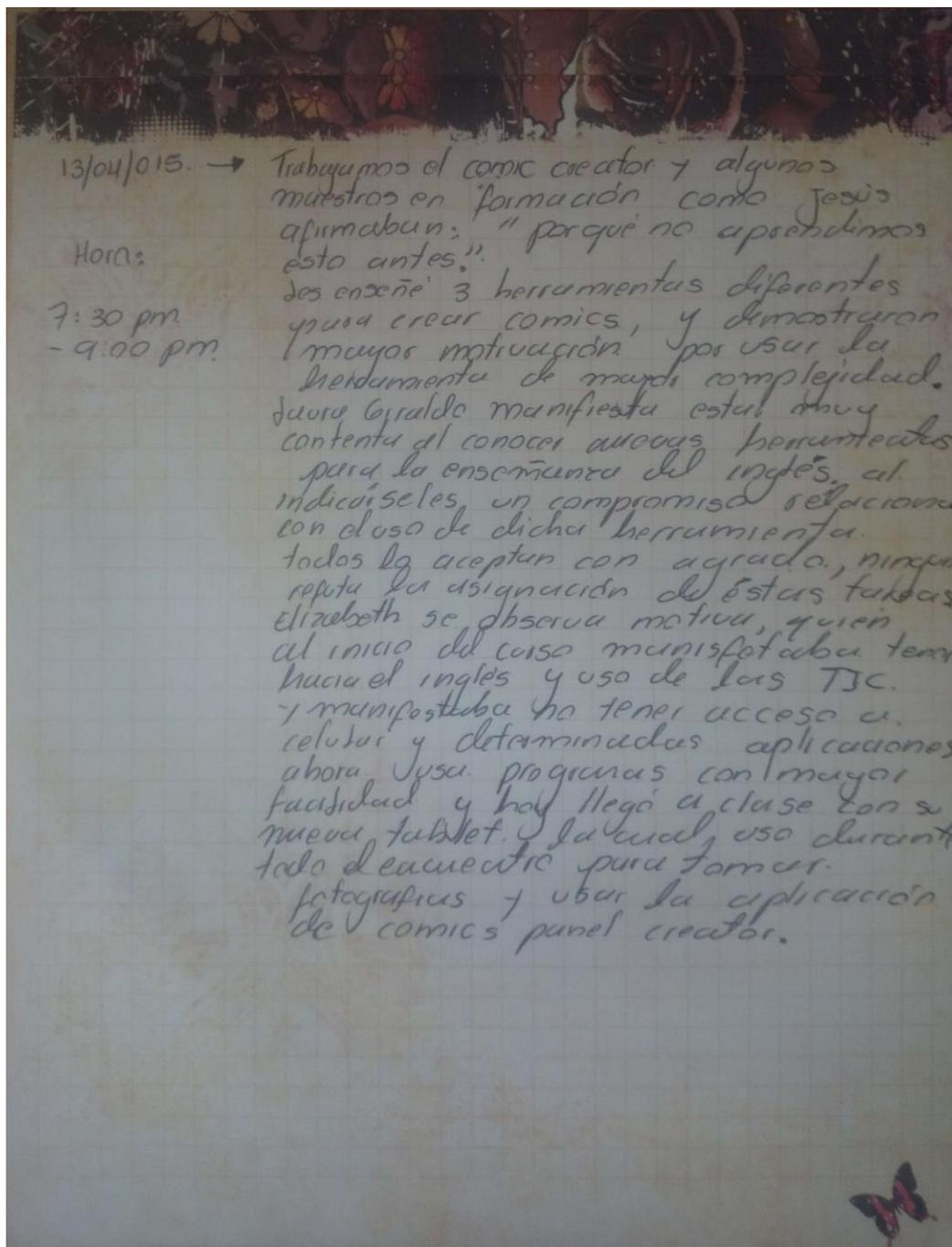


Figure 10. My research notes

The use of programs for creating multimodal designs through comics and photo stories is a sample of instrumental skills; in the English classes I proposed them the use of comic creator

tool, however they explored other sites such as play comic, Toondoo, Bitstrips, Comic Strip It, Creaza Cartoonist, Pixton and comic maker. Oscar, however, used power point tool for designing his comic, even he used this tool for feeling more confident with technology he showed digital literacy competences to achieve his communicative purpose, Figure 11 is a sample of mentioned earlier. It is important to underscore that, at the beginning of the research process, Oscar was afraid for a second language and for using digital tools, he did not show the enough instrumental skills, nevertheless at the end of the inquiry his change was notorious.

Oscar's multimodal text included grammatical structures with basic mistakes. His communicative purpose in the dialogue was just that the character asks a question about how is the correct way to say in English "professor" and "hermano", however the sentence "teacher and hermano as is said" shows a limited control of a few simple grammatical structure. In this case the sentence is a WH question, which begin with "how", to ask for information. By contrary, the correct structure of this question should be formed with the word: "with".

How+ an auxiliary verb (do) + subject + main verb or with wh- + a modal verb + subject + main verb: "How do you say professor and hermano in English?" Furthermore in the figure 11 as in the 12 are observed a case of linguistic interference the occurrence of cross-linguistic transfer between two languages, English and Spanish. It is possible that Oscar had not enough previous knowledge of how he says "brother" and the question about the word cousin in English.

Likewise, in the Figure 12 below, there are some errors of the spelling of words such as "gransmother" (grandmother), "grandpather" (grandfather), "tanks" (thanks). Therefore, the participants showed only limited control of a few simple grammatical structures and sentence patterns for example tends to mix up tenses and forget to mark agreement. Nevertheless, it is usually clear what they are trying to say. PST used sentences through their multimodal texts to

achieve their communicative purposes, albeit participants presented basic mistakes of grammatical rules was remarkable their progress regarding this competence. English test applied to diagnose the grammatical competences of pre-service teachers at the beginning and at end of the study through EDMODO shows their progress.

Critically, I think the comics were useful data for developing communicative competences in pre-service teachers. In addition to that, they can increase accessibility to complex concepts, engage multiple cognitive meaning-making processes; and aid memory through improved retention of concepts learned. Unlike when the study started, PST showed meaningful advances remarkable in their productions and that it is linked with each one of categories. For instance, in the comic creation, Most of PST use non-verbal communication strategies for transmitting the message such as: onomatopoeias, symbols and graphics (strategic competence).

Zayra began the conversation in the comic with a greeting “good morning” and a short personal presentation between the characters, indicating courtesy rules. Oscar also used “Hello” for starting the conversation. Other expressions of courtesy are common used by PST in the comics such as: “sorry”, “see you” “bye” “are you okay?” “No problem!” “How are you”? Likewise the way in that characters present their self in the conversation, greeting, say goodbye, saying their names. PST also, could establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, among others. (Sociolinguistic competence).

Other evidence found in the analysis of data regarding the discursive competence development was the use of a determined language to achieve the communicative purpose, such as: the form of the balloons, lengthening of the words, for example “Hiiiiiiiiiiiiiii”; “oh my

goooooooood”. Most of PST used short sentences and exclamations. For example: “¡help, someone help me!” Likewise, the content is sometimes correct; ideas and concepts are sometimes clearly explained and understood and captions are sometimes related to the scenes and the connections are sometimes easy to understand.

The achievements in the digital literacy competence were more evident, when PST design elements such as color, style consistency, they selected images and objects that accompany the scenes. They demonstrated in their comics, quality of design, legibility and use of space, color, font, and other design elements (for writing that is meant to be seen). The main characters were usually identified, Most of them selected two characters for the conversation, and their actions and dialogue are usually well-matched. Landscape and props were usually related to the theme or purpose of the comic and enhance understanding of the scene as figures 11 & 12 illustrate.

In summary the creation of comics had impact in the strengthening of communicative competences of PST and in their motivation towards using ICT and English learning, which was the problem identified and was the ground for carrying out this study. One evidence of this, is the comment of Zayra in her diary: “The production of the comic was a didactic very agreeable and interesting strategy for the teachers in formation” (Abril 13 de 2015). I transcribed the comment, just as she wrote in English.

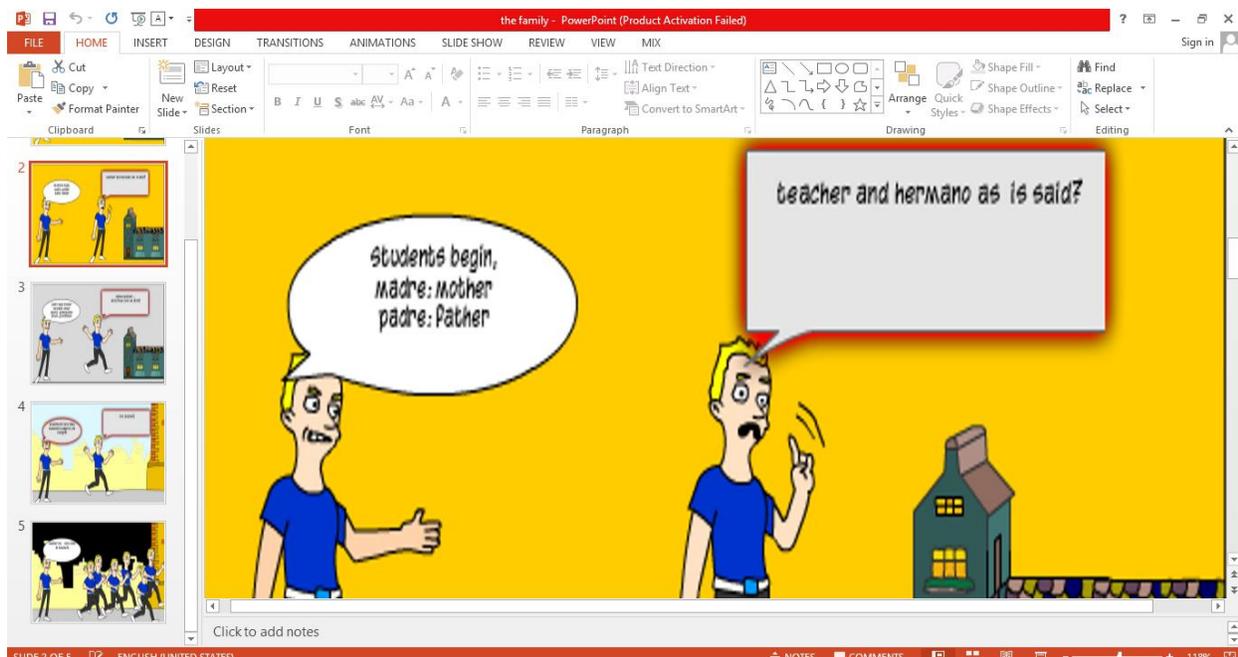


Figure 11. Oscar's comic in power point. Limited control of a few simple grammatical structure

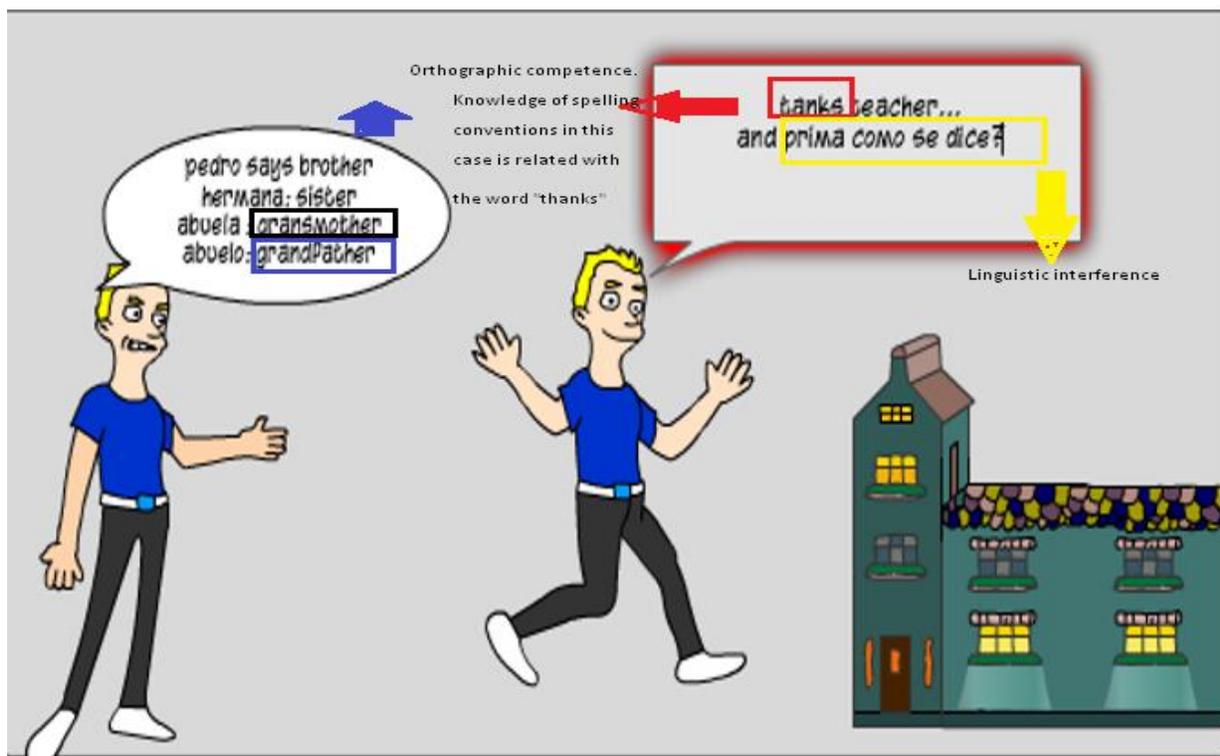


Figure 12. Linguistic interference and errors of spelling

After that, students were asked to create a podcast with the topic of wild animal, before of that we studied the topic in the English classes as well as explored some web sites for downloading sound effects. For this activity, I invited pre-service teachers to write sentences where they utilized adjectives and animals for third grade children, record it into the computer using audacity program, then apply it with the students in their teaching practices and to share their podcast to their classmates. Thus, the main proposal of this activity was that pre-service teachers designed their multimodal text which includes audio recording for strengthening their speaking skills in the language.

The use of Audacity is another proof of the developing of instrumental skills, podcasting as a learning tool allowed to PST create content relatively quickly and easily. The semiotic relationships established among written, visual, and spatial modes of communication provide evidence of digital literacy skills of PST. The podcasts as multimodal texts created by pre-service teachers included semiotic resources that helped to develop their digital literacy competences for example, with their vocal musical apparatus, written narrative, audio recording, sound effects and speech. Aforementioned is based in my data analysis and the notes that I took given that, at the beginning of the study, PST did not dare to talk in English despite I talked in English most of the time and I also invited them to talk. For this reason, the speaking skill was the biggest fear of the students. Sofia manifested this panic in her diary that I transcribe following:

January 26 th of 2015

This class was a little frustrating for me, because in the diagnosis was verbal and though I am no evil for English, yes me gives fears talk this idiom because in the pronunciation I fail a

little. In the moment to do the letter for some classmate, I felt good because writing is more easy.

“Learning is a matter of dedication”

Their advances were reflected in the participations in class and the podcasts creation. The strengthening of their strategic competence was demonstrated when PST recorded short sentences, maybe due to their insufficient level of Communicative Competence. Likewise, they did not vocalize clearly and recorded with low voice, maybe they did not have confidence in their oral speech. This competence also was developed, when PST planned their speech, they wrote it in a piece of paper using the online dictionary and Reading it while recording. Also was noticeable that PST spent the most part of the time with the music and sound effects and they spoke less time. However, during the process PST began to talk in English with increased confidence although their pronunciation of a very limited repertoire of learnt or read words and phrases.

One fourth activity as was mentioned at the beginning, was posting messages in the Edmodo wall over motivation, English teaching and educational resources. I invited to PST to write freely in English in collaborative way. Initially it was difficult, they did not dare to write however during the process they felt safer in fact they wrote frequently and to shared their feelings and likes. In this way, the interactions on EDMODO demonstrated feelings related with the participant's personal life, their skills, likes and thoughts regarding English language and use of the platform. I mean that even at the start of the study there were not PST postings, while they were familiarizing with the platform were emerging postings as illustrate the figure 13 & 14.



Figure 13. Strategic skills (1).

In figure 13, Andrea shared with their partners a quote from Mahatma Gandhi about physical strength. It is important to highlight that she practices soccer sport in her daily life, and protrudes as soccer player in her community. Consequently, she posted a quote regard to her personal likes. Furthermore, I think her post “Friends happy night” is her strategic skill for practicing the communicative competences in English, then for communicating with her friends. Some of the examples students expressed for the conclusion were: “I liked talking on the computer. Questions were fun. I liked having two people discussing.” Edmodo was better because you get to talk with your group members.

As I discussed before, at the beginning Oscar was afraid and uncomfortable, in the English classes he was shy and did not talk in English, when I asked him some questions he expressed dislike for the language and use of digital tools. He said “I not!! Professor, someone else can talk” “I do not like talk in English” “I do not know handling those technologies”. Despite, he engaged in the study and showed meaningful changes in the process, interacting in the platform frequently. Moreover, he explored other virtual environments and social networks such as Facebook and Skype. Even, now after we finish our research study and after graduation from Normal School, Oscar is whom create the groups on Facebook and posting usually as figure 14 illustrates.

The image shows a screenshot of a Facebook group page titled "MAESTR@S 2015...". The group is closed and has 26 members. The main post is by a user named "oscar" from July 8th, 2016. The post text reads: "Atención compañeros ESTO ES PARA EL CONCURSO DOCENTE 2016 'VENTA DE PINES': Desde el 27 de julio al 31 de agosto de 2016 en todas las oficinas del banco popular a nivel nacional. 'INSCRIPCIONES': Desde el 27 de julio hasta el 2 de septiembre las cuales se podran realizar ingresando a la pagina web de la 'CNSC' www.CNSC.gov.co o a traves del link [http://accion.gov.co/acciones/2016/venta-de-pines-2016-convocatoria-2016.html](\"http://accion.gov.co/acciones/2016/venta-de-pines-2016-convocatoria-2016.html\")". Below the post, there is a link to "gestion.gov.co" and a comment by "oscar" from July 7th, 2016, which says: "Apreciados Maestros y Maestras ya esta publicada la Convocatoria Docente 2016 para ingreso a la carrera. Debe de registrarse para visualizararla en SIMO -Sistema de apoyo para la Igualdad, el Mérito y la Oportunidad- SIMO.CNSC.GOV.CO". To the right of the main post, there is a photo of a group of women in formal attire, with a caption that says "Me encanta la foto del grupo". Below the photo, there is another post by "oscar" from July 7th, 2016, with the text "que un amigo es quien entre todo..." and "CANCION PARA UN AMIGO. Intim Cancion dedicada a un gran amigo. CANCION DE AUTORA DE GABRIEL LOZANO DE LOJA - ECUADOR".

Figure 14. Oscar interaction with ICT after finish research study

The screenshot was edited with his pseudonym and the faces security of him and the members of the group. Regarding the language, were emerging postings, with more often in English, as well as sharing useful information in this language, Figure 15 and 16 are illustrations of these outcomes.

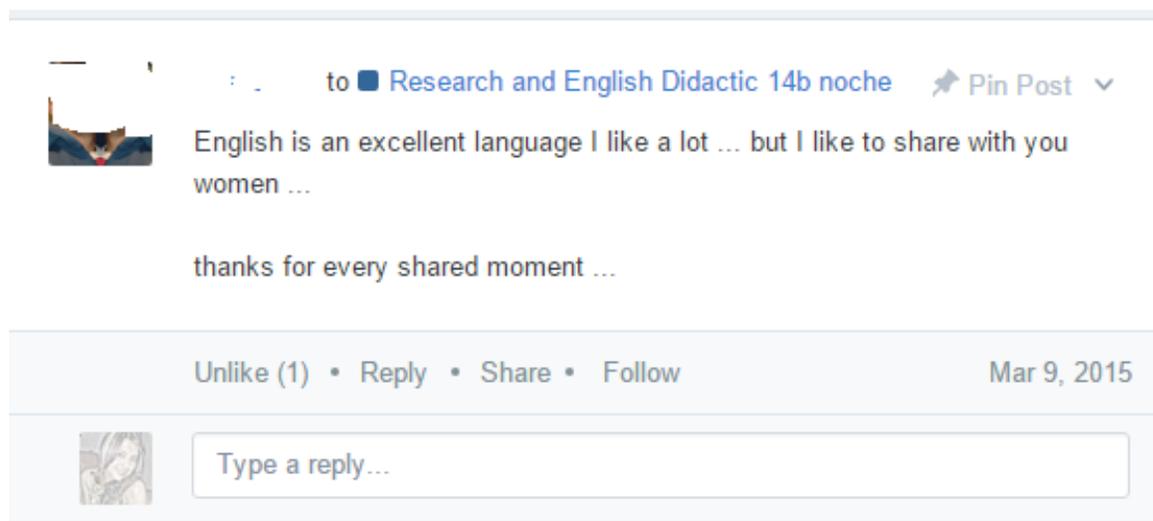


Figure 15. Strategic skills (2).



Figure 16. Strategic skills (3).

Concluding the study the interest and motivation of Oscar for English language and ICT was so notorious that for me as researcher signified a big achievement, I gave to Oscar a complete compilation of texts for English learning. Currently, he is studying English at “English for you” Institute in Marinilla. The following quote from Oscar, is an evidence of aforementioned about his final conception of English learning and the use of ICT:

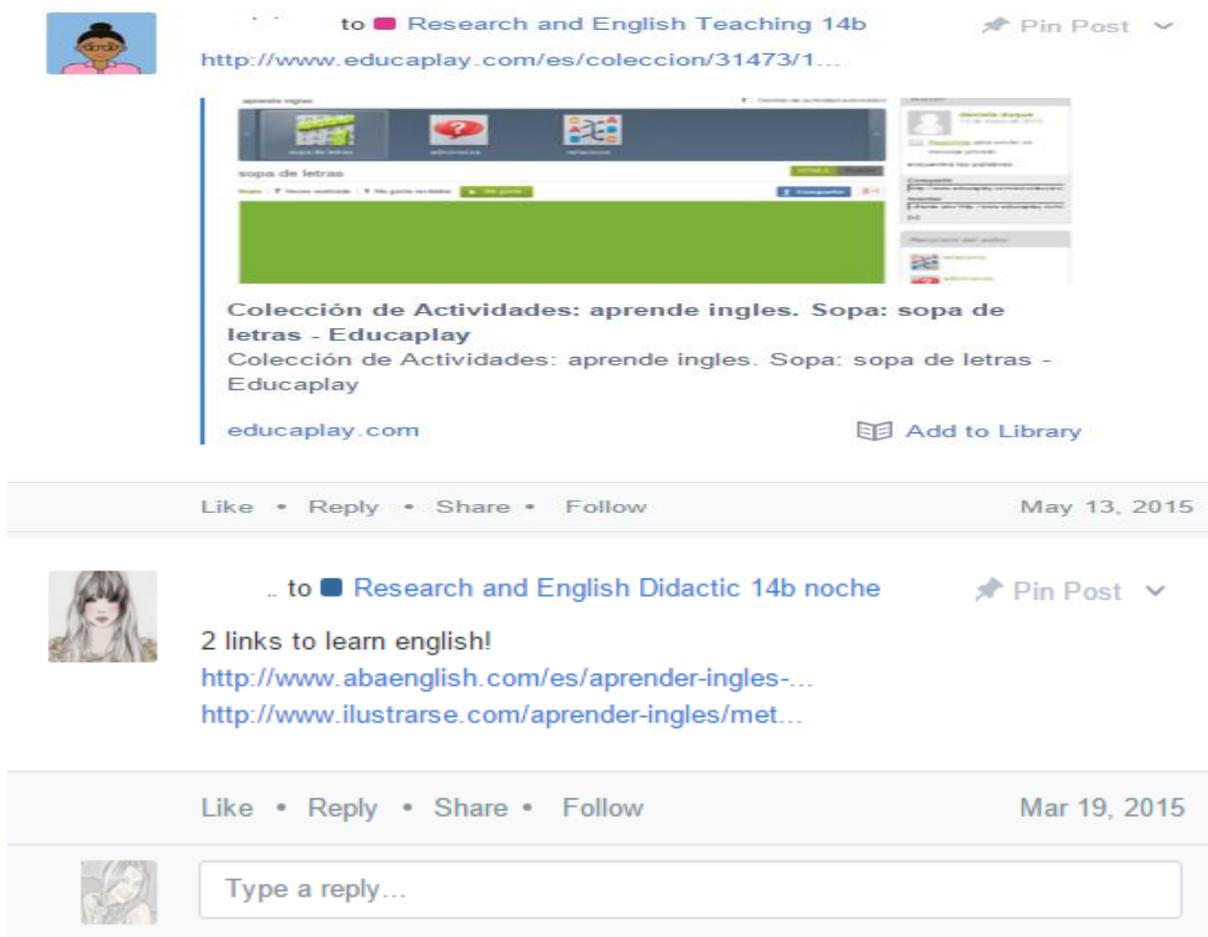
“Besides, the use of a second a language is a necessity nowadays because it give access to information and better possibilities of jobs. These are reasons for upgrading the English level and more if we are the people who teach the second language”.

In this sense some PST developed instrumental skills, interacting with the platform, breaking the ice and overcome the difficulties of initiating a conversation or sharing useful information. This is the case of Ofelia and Andrea who were uncomfortable for writing in English on the platform, so that their interactions were seldom. They often said: “professor, this is the first time that I write in English in a collaborative site as this”. Likewise, the most of their interventions were quotes taken from internet about Education. Figure 17 is a sample of previously mentioned. In this sense, PST showed more level of confidence with the interface and with the people they interact with.



Figure 17. Interventions of Ofelia and Andrea on EDMODO

This task is one proof of structural skills in PST; their free interaction in the platform in frequent use. They shared useful information such as resources for English teaching and digital tools. Figure 18 shows some illustrations of these practices. Also, the pre-service teachers engaged in the platform use they often interacted in it, wrote messages and shared useful information about English learning and teaching; which is an indication of structural competences development.



.. to Research and English Teaching 14b Pin Post

<http://www.educaplay.com/es/coleccion/31473/1...>

sope de letras

Colección de Actividades: aprende ingles. Sopa: sopa de letras - Educaplay

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educaplay.com Add to Library

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2 links to learn english!

<http://www.abaenglish.com/es/aprender-ingles-...>

<http://www.ilustrarse.com/aprender-ingles/met...>

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Type a reply...

Figure 18. PST share resources for English teaching.

Additionally, the data provided examples of grammatical competence, given that, PST created their multimodal texts in a second language (English) which included vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules by the way, it was common that most of pre- service teachers used google translator for expressing their ideas in English which are, in some cases deliberately decontextualized. In this sense, I would say that the use of online dictionaries to generate written

texts in English could be a strategic and structural competence developed by PST in the use and handle of digital tools as well as an aid for creating their texts.

Some PST in their multimodal creations recognized having written first the text in their mother language, entered it into a machine translation engine (usually Google Translate), then fixing the output and presenting the final text as their own work. It is important to note that the most common mistakes were due to the de-contextualization presented in some expressions or written words incorrectly in Spanish to translate to English language, thus the translator did not recognize it. Figure 19 shows some samples of grammatical mistakes using online dictionaries. However these type of PST interventions in the platform was an evidence of progression in the participants who originally did not do. Therefore, the EDMODO platform allowed to PST fostering their communicative competences in the language as well as gain confidence for writing in a second language meanwhile they used a virtual site as Andrea said in her diary:

February 23th of 2015

The use of new methodologies allow refresh the class, because is a new element that involve to teachers and students, as is the case of the virtual forum, the which help to integrate new topics using the technologies in pro of new knowledge.

 said Mar 2, 2015

I think it's a good way to link the entire community in this process, because the **progueso** reflected in transcending and one of those ways is to acquire a second language.

 to **Research and English Didactic 14b noche**  Pin Post 

Guys, wish you a nice week to reflect on life regardless of their beliefs. It's good **encontrarse** themselves occasionally.

Like • Reply  Share • Follow Mar 28, 2015

*written word incorrectly
in its original language in
any translator, which
could not be translated*

 Type a reply...

 said Feb 28, 2015

I think these messages are well addressed as they have different point of reference as the Ministries Education , Teachers , Guiding **Padres of Family** and students. allowing know what the purpose and objective of each of these communities

Figure 19. Decontextualized translations

Another activity was online discussions; I carried out this activity based in the song: “the wall”. The students listened to the song and then they participated in the forum at Edmodo platform over different guide questions that generated discussions and reflections about teaching apart from strengthen the writing skill in English. I carried out other forums regarding English teaching topics such as: discussions of Colombia very well program and Common European Framework of Reference; in the dynamic of the forum the teacher began the arguing and then the students continued moderating the debate. This way of interaction on EDMODO, also enabled the fostering of communicative competences in the teacher candidates inasmuch as they could link words or groups of words with very basic linear connectors like ‘and’ or ‘then’. When they participated in the forums following the rules of a forum. For instance, starting their statement with “in my opinion” “I think” (discursive competence). Likewise, when they could perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way using online dictionary (Sociolinguistic competence). The Figure 20 is an evidence of aforementioned.

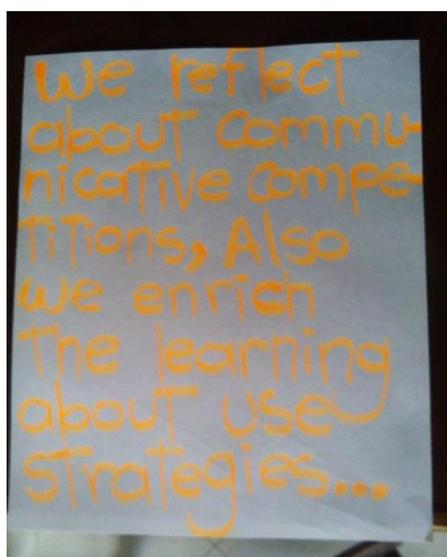


Figure 20. Sofia´s reflection

The grammatical competence also was developed through online discussions. PST started to write in English and corrected their comments with the dictionary as aid and the postings of their classmates. Some of them used some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and both language (English and Spanish). Likewise, Some PST participated in the forum with short sentences separated by a vignette and with a limited repertoire of short memorized phrases; frequent breakdowns as Figure 21 shows. However this situation was a step forward for PST, who participated with more openness in the second language.

To summarize, I have seen evidence about how the creation of multimodal texts through different digital tools such as Edmodo platform, comics, podcasts and photo stories can be an effective way for pre-service teachers to strengthen their digital literacy skills. As Tyger (2011) had explained that there is currently no requirement that candidates demonstrate that they are digitally literate and capable of applying those skills utilizing 21st century technologies. The Andrea´s comment in her diary is also an evidence of aforementioned:

13 of April 2015

As time progresses the English becomes increasingly necessary. Is important that teacher handle also increasingly using tools that allow student motivation; is precisely what the teacher should ago in their encounters. The micro teaching provides teaching tools to make learning of the English it fun. New technologies are not threats to the teacher, are tools that can be used of positive form in the meetings.

Finally, taking account the principles raised by Lindorff (2010), my project requires that my community or individuals, in this case the pre-service teachers from the Normal school not bear the burden in terms of time, energy, discomfort/ distress or disclosure, while others receive

the benefits. In this sense, the principle of justice also requires that I demonstrate fairness in the selection of participants and not exploit those who are vulnerable because of availability, compromised position, or manipulability.

This study raised, due to that pre-service teachers did not seem motivated enough towards English learning. Many of them expressed apathy for this discipline; in fact, they would not feel comfortable to teach English as future teachers. This situation was demonstrated too with the use of ICT for educational purposes. I believe that it was a helpful study for changing the curriculum and methods for educate pre-service teachers, specifically in their oral competence that it is one of the big gaps in the English teachers of public education sector in Colombia. One evidence of this statement are the notes of PST at the end of the study that I quote down below.

In our classrooms we are invaded by technological devices that most often become a headache when teaching a class, due to poor pedagogical use that give students. Why should adopt a strategy to help the development of a class, with the variety of devices that are making it more didactic account. (Andrea)

As time progresses the English becomes increasingly necessary. Is important that the advance teacher also using increasingly using tools that allow student motivation; is precisely what the teacher ago in their encounters. The micro teaching provides teaching tools to make learning of the English it fun. New technologies are not threats to the teacher, are tools that can be used of positive form in the meetings. (Ofelia)

 said Feb 28, 2015
I think it is well designed communication strategy, and linking all those who are part and are involved in the educational process.

 Me · Feb 28, 2015
Good!

 said Mar 1, 2015
"One swallow does not make summer". A excellent formation of English, it is not only committed teacher, is the all educational community.

 said Mar 2, 2015
I think it's a good way to link the entire community in this process, because the progress reflected in transcending and one of those ways is to acquire a second language.

 said Mar 2, 2015
Involving the community in the english process is a good method of introducing the importance of this asigature. Because sometimes, parents don't know the importance of knowing a second language, even more some people who are around the process

 said Mar 9, 2015
is a good way to link to the community is a good way to introduce the importance of this INGLES Subject

 said Apr 11, 2015
would inquire first is that disability is the teacher in training , and according to her start PLS visual and hearing aids according to applicable; as can be evidenced a child with autism , for them it is easier to identify and learn with visual aids.
Primarily I do not see it as a child with a disability if not a world for us as teachers to teach and learn.

Figure 21. PST participated with more openness in the second language.

Chapter 5

Training of English Teachers, from Multimodality in a Rural Context

This chapter will introduce a discussion according to the units of analysis which group the main aspects that were studied in this research project. In this chapter summarizes the implications these findings have for the multimodality and literacy from teachers training in a rural context, as well as how enhance the English proficiency and the meaningful use of ICT in the classrooms of these future teachers.

In this chapter there are also some limitations that I found while implementing this proposal of creating multimodal text for strengthening communicative competences in pre-service teachers, paired also with some suggestion for future studies on training of English teachers in a rural context.

The Impact of Multimodal Text Creation in the English Communicative Competences Development in a Rural Normal School in Antioquia

Before talking about each of the categories analyzed, I would like to answer the research question directly. The idea behind this project was to strengthen the English communicative competences in pre-service teachers from Normal School in Marinilla through the use of technology and the creation of multimodal texts inside the classroom. I think that at the end of the process and based on the analysis and inspection of the data, it was a helpful study for improving the language in pre-service teachers, specifically in their oral competence that it is one of the big gaps in the English teachers of public education sector in Colombia.

PST enjoyed the design of multimodal texts in interactive semiotic spaces as Edmodo, comic creator, audacity and power point for creating photo stories, their compositions were creative in which students demonstrated their digital skills. Students had to develop digital literacy skills at the moment of compose their multimodal texts. The participants strengthened their digital skills through the interdependent combination of images and text, meanwhile they had to engage in multiple learning modalities (visual-spatial, kinesthetic-tactile, and auditory-sequential). Some of them developed instrumental skills, interacting with the platform, breaking the ice and overcome the difficulties of initiating a conversation or sharing useful information. In a nutshell, I saw to pre-service teachers more proficiency in the language and motivated for using the ICT for teaching, as future teachers.

Educational advantages.

After a comparison of different educational proposals for English teaching, there is a strong strategy to use ICT tools and language skills. The data showed that teacher candidates used their artistic creation to combine language with thoughts and feelings. Literacy, therefore, becomes a dynamic activity where the traditional way of sending messages is overlapping the normal structures of language and consequently new expressions and words are used to communicate locally and even universally. It is not only the way we decode words, it is necessary to know the reality in which we are.

There is a growing worry to research about literacy, and it has become in an item in the global educative and economic context, for this reason, as literacy educators move from the traditional texts used in classrooms to the multimodal texts used beyond” (Serafini, 2011, p. 348.). That is to say, teachers should be prepared to face these realities, the texts that adolescents

encounter today are often multimodal, so that, the school should be synchronized and take advantage of the resources that multimodality provide.

The teaching practices are constantly renovated in the sense that teachers need to create pedagogical ways to teach and to interchange classroom practices where pupils are the direct creators to change and to innovate language and communication.

Proficiency and multimodal skills.

Edmodo structure is itself a multimodal resource which includes elements of the linguistic mode of communication (written language, spoken language, font, boldface, images) as well as striking colors, and spatial distribution. “Design features of social network sites allow interaction through a range of semiotic resources and types of interactions. Hence synchronous, asynchronous, print-based, audio, visual and multimodal modes can be supported using sites like Edmodo” (Thibaut, 2015).

Taking into account what Thibaut (2015) suggested, Edmodo could be used as a platform to mediate and distribute multimodal practices; and as a way to engage in multimodal authoring/designer processes that involve an active audience, composed by all the students of the network (p.87). Thus, this multimodal resource allowed also the development of pre-service teachers’ digital literacy competences of which were evidenced in different ways that it is not reduce to decode written text (to read) and to produce alphabetic and numeric texts (to write). This decoding and encoding process also included audiovisual codes and languages. (Abdallah, M. 2008, p.5).

One simple example was the use of avatars to show that they are members of the group, which demonstrated the participant’s ability to use this element, in addition to their literary

intention to express a meaning through of their avatar, it is to say represent themselves visually by choosing an avatar, an icon-sized graphic image, which is part of multimodality; avatars are one way users express their online identity, just some students used their own photo graphics. Avatars have been defined by Peterson (2005) as ‘online manifestations of self in a virtual world, and are designed to enhance interaction in a virtual space’ (p. 30).

“The anonymity of interacting in the virtual world via a programmable avatar often enables individuals to communicate and express themselves in ways they may have been incapable of doing otherwise, thereby enhancing their level of social connection and feelings of confidence” (Martino, 2007, p. 9).

PST enjoyed the design of texts in interactive semiotic spaces as comic creator, audacity and power point for creating photo stories, their compositions were creative in which students demonstrated their digital skills; this situation is explained by Serafini (2010) who argued that “contemporary texts contain hypertext, videos, music, and graphic designs. In fact, most contemporary written texts are accompanied by visual images” (p.87). Actually, readers interact all the time with multimodal resources as images on the computer screen, as well as in printed materials, indeed adolescents develop digital skills easily for interacting in this kind of spaces.

According to Serafini, (2011) “visual symbols represent ideas that are conventionalized through their use in sociocultural contexts, for example a rose signifies love or caring” (p.346), through photo stories PST sent the message using only symbols and pictures. “This shift from a linguistic focus to a multimodal one requires readers to navigate, design, interpret and analyze texts in new and more interactive ways” (Unsworth, 2002; Anstey and Bull, 2006), which means that students had to develop digital literacy skills at the moment of compose their multimodal texts.

The concept of digital skills made by Steyaert (2000) cited in Jos de Haan et al (2012), refer to three groups of these skills: instrumental skills, structural skills and strategic skills. “He referred to basic skills as instrumental skills, knowing how to deal with the technology as such, in other words keyboard knowledge (there is a dimension of complexity to these skills)” (p.133). According to him, some PST developed instrumental skills, interacting with the platform, breaking the ice and overcome the difficulties of initiating a conversation or sharing useful information.

The use of Audacity is another proof of the developing of instrumental skills, “podcasting does not require a high level of technological knowledge, its product is reusable and portable, and it supports learning in that the creative processes involved. One of the attractions of podcasting as a learning tool is that learners can create content relatively quickly and easily, often collaboratively, with the intention and capacity to reach an authentic audience” (Smythe, & Neufeld, 2010).

On the other hand, a second cluster of skills the author called structural skills “which refer to the (new) structure in which information is contained, for instance the skill to make use of hypertext (jumping via keywords to other information sources) or looking for dynamic information (via discussion sites, rather than via static information on websites). The use of search engines and especially the capacity to search, to find and to evaluate information also fall within this category.” (p.33). One proof of structural skills in PST was their free interaction in the platform in frequent use. They shared useful information such as resources for English teaching and digital tools. It is important to emphasize that, the concept of digital literacy involves among its aspects, the ability to locate information and the efficacy and competence to use the information. (Tyger, 2011, p.37). The pre-service teachers engaged in the platform use

they often interacted in it, wrote messages and shared useful information about English learning and teaching; which is an indication of structural competences development.

Additionally, they discussed about different issues in critical way through the forums were carried out on EDMODO. Jos de Haan et al (2012) stated that “being digitally literate thus not only refers to being able to understand digital information, but also to using digital information in a critical way and for one’s own good, as well as being able and willing to participate in a digitalized society” (p. 134). Now the term strategic skills therefore, “includes the basic readiness to search proactively for information, the attitude of taking decisions based on available information and the continuous scanning of the environment for information that is relevant to work or personal life” (p.133).

Grammatical challenges.

For scholars who traditionally explained that language was develop for the relationship between men and events or situations in life, the ICT, MFL and the multimodal texts are a real challenge not only for their pedagogical development of their subject but also for the grammatical rules that has been challenged by those different texts and applications that are constantly use over the internet and mobiles phones. Grammar rules need to be updated, and dictionaries such as the Oxford dictionary and the Cambridge dictionary are constantly updating words and expressions that could be changed and appear on the everyday use on the media and social networks. In fact, the oxford dictionary publishes every year the new words that people are using in the everyday life busting both: the popular as well as the academic jargon. One of the clearest examples is the inclusion of the word: “selfie” in the dictionary during 2012. Selfie means: “the photography that one has taken oneself typically using a smart phone or a webcam

and share via social media”. This linguistic relationship between language development and vocabulary was indeed one of the academic premonitions of theorists of language and social capital such as Chomsky and John Elliot respectively.

Grammatical competence can be referred as Ohno, (2010) claimed that deals with producing and understanding grammatically correct sentences and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation (p.6). In this case both elements of producing and to understanding sentences are necessary to achieve communicative purposes. To analyze this competence, besides of Ohno (2010), I defined it in terms of authors such as Widdowson (1978), Canale and Swain theory, Hymes (1972) and Bagarić (2007).

The data provided examples of grammatical competence, given that, PST created their multimodal texts in a second language (English) which include vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules by the way, it was common that most of pre- service teachers used google translator for expressing their ideas in English which are, in some cases deliberately decontextualized. Inasmuch as pre-service teachers created their sentences using online dictionaries, they were understanding the grammatical rules to use in a particular situation. Also, the collective interactions on Edmodo and multimodal compositions allowed to PST improving their grammatical competences from exercises of peer assessment and my evaluation as teacher.

However, studies demonstrated the effectiveness of online dictionaries in the language learning, for instance Laufer and Hill (2001) “found that the use of electronic dictionaries had a positive effect on learners' incidental vocabulary learning, probably attributed to the wealth of

contextual information provided by electronic dictionaries, including L1 translations, L2 synonyms, and audio files providing models for pronunciation “(Cited in Jin et al. 2013, p.516).

Lantolf and Thorne (2006), argued that “the awareness of this perceived deficit indicates FL learners' competence in selecting and strategically using appropriate tools to facilitate their language learning, a great sign of self-regulation” (cited in Jin, & Deifell, 2013, p.525). Thus, as Garcia, (2010) says, some PST in their multimodal creations recognize having written first the text in their mother language, entered it into a machine translation engine (usually Google Translate), then fixing the output and presenting the final text as their own work (p.1).

It is important to note that the most common mistakes were due to the de-contextualization presented in some expressions or written words incorrectly in Spanish to translate to English language, thus the translator did not recognize it. Galvao (2009), defined this situation as “interference in translation” that may occur on different levels, in this case occur in the syntax (“word-for-word” or “literal translation” (p.5).

The cases of linguistic interference the occurrence of cross-linguistic transfer between two languages, English and Spanish was common in the Pre service teacher's compositions. According to Benson (2002:69 cited in Galvao, 2009.), transfer or cross-linguistic influence may occur consciously, where there is a gap in the knowledge of L2 learners; and unconsciously, where the correct form has not been learned or automatized. (p.4).

However, Widdowson (1978), elaborated a distinction between ‘Usage’ and ‘Use’ based in the rules of Cohesion and Coherence, that is to say it is not sufficient for the communicatively competent user to produce only the grammatical sentences, among other things, if the grammatical language is used accompanied by Cohesion and Coherence, it is ‘Use’; and grammatical language without these devices is ‘Usage’. Communicative Competence requires

'Use' (cited in Hymes, et al. p.102). According to Hymes, et al. (1972), "by Cohesion, is meant the inter-sentence and intra-sentence grammatical and lexical linkages. Coherence therefore means: "the semantic links among and within the sentences of the discourse" (p.102).

Widdowson, (1978) stated that: "language learning not merely as acquiring the knowledge of the rules of grammar, but also as acquiring the ability to use language to communicate. He said that knowing a language is more than how to understand, speak, read, and write sentences but how sentences are used to communicate". Thereby, PST used sentences through their multimodal texts to achieve their communicative purposes, albeit participants presented basic mistakes of grammatical rules was remarkable their progress regarding this competence.

Finally, there is important to recognize that the initial question on the Impact of multimodal text and the creation and the achievement on the Modern Foreign Languages competences has been proof not only by the scholars and linguists referenced throughout the research, but also by the observation and immersion I have done during my teaching time in the Normal school. PST who create texts in different language combining them with the gadgets and tools they have, their knowledge of English and their competence in that Second language had improved at levels never experienced and obtained in the school.

Implications and Future Research for Training of English Teacher Candidates

ICT achievements.

Society must recognize that the ICT and MFL skills that pupils could develop in the classroom are needed, and logically, they are an essential part that will allow students to develop

any activity in the school, university and even more, in their future professional life. Going further, ICT is essential to the everyday activities because almost 8 out of 10 people use different tools that imply a simple to complex applications either by using mobile phones or computers. We cannot deny that the social media websites such as Facebook, twitter, Linking and others are increasingly motivating pupils to learn more about applications and to use different words and language structure creating ways of communication people never thought 35 years ago.

Inconsistencies between ICT together with MFL and normal subjects are evident, some traditional teachers never use in an innovative way instead they stay on traditional teaching practices of reading copies of books and copy texts without allowing pupils to create new words or to use words use as second languages. Therefore, traditional teaching practices need to be more creative up to the point that they need to allow students to express their selves in different ways using ICT tools and applications. That is the challenge for future teachers.

Teacher education.

Normal Schools and Faculties of Education must help teacher candidates develop the disposition to continue bearing in mind the digital topic for teaching. The digital media should be essential part for strengthening of skills for multimodal text interpretation and creation in English Language. The training of Normalistas imply for the Universities a major challenge given that, Normalistas tend to have training for multiples disciplines and teaching methods, with gaps in the language while academics are more likely to solid training in their discipline with considerable advantages in their language. “The Normalistas teachers, unlike academics, are aware of teaching that involves each of the contents of the subjects they teach. This situation can occur because, in their training, the Normal School seen as necessary to use the teaching of the

contents that will impart; in the case of university professors, the didactic training is not included in the curriculum of their undergraduate training, this only happens in the degrees that deal strictly with education or postgraduate studies. The Normalistas teachers use more teaching materials for exhibition to university teachers. “(Zapata and Reyes, 1998).

Rural literacies.

This inquiry was carried out in the municipality of Marinilla. It is a town and municipality in the Colombian Department of Antioquia. Part of the sub region of Eastern Antioquia. By its conditions, it could be considered as a rural area where the context and culture are completely different to the city, in this case Medellin. It is important to highlight that few studies have been done in rural areas, even though we know that rural students represent a significant population. As Azano (2015) said “rural people and places are not only marginalized by economic disadvantage but also often stereotyped as lazy, backward, or ignorant” (p.267). According to the author, most studies and policies are addressed in the city, leaving out the rural population.

Keeping in mind the aforementioned, I considered the rural context as a place to do this inquiry with features specific of rural schools; Apathy and a lack of Preservice teachers’ engagement have also been cited as behaviors associated with rural students (Budge, 2006 cited in Azano 2015, p. 268); rural teacher candidates show several gaps in the language unlike of urban PST thus, this proposal responds to the demand of 21st-century of addressing rural literacies. Hence the importance of preparing rural teachers with critical literacy believe that the cultures represented in their classrooms influence the ways students learn. From Freire, we learned that teaching the word means understanding the world (or context or culture) in which a text is written, read, and understood. (Azano, 20015, p. 267).

Finally, this study enabled me understand the multimodality and literacy concept from teachers training in a rural context, and how enhance the English proficiency and the meaningful use of ICT in the classrooms of these future teachers. My analysis of the data showed how the creation of multimodal texts through different digital tools such as Edmodo platform, comics, podcasts and photo stories can be an effective way for pre-service teachers to strengthen their digital literacy skills. As Tyger (2011) had explained that there is currently no requirement that candidates demonstrate that they are digitally literate and capable of applying those skills utilizing 21st century technologies.

The key further recommendation will be focused to change pedagogical aptitude of teachers towards autonomy and to encourage the pre-service teachers to that learning and teaching autonomy for using technologies in their English classes. The training of English teachers in a rural context unlike pre-service teachers from the city could be too a potential research. The training of Normalistas imply for the Universities a major challenge given that, Normalistas tend to have training for multiples disciplines and teaching methods, with gaps in the language while academics are more likely to solid training in their discipline with considerable advantages in their language.

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Appendix A: English Test

Question Prompt: 1

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

Three weeks ago.

Since last month.

At about December.

Question Prompt: 2

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

Maybe Martha, my teacher's son.

She is Mr. Palmer's nephew.

She is my cousin.

Question Prompt: 3

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

English and French are beautiful languages.

Just two, German and Italian.

I was born in London, so I am native in English.

Question Prompt: 4

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

I should like investing on a cruise ship.

Don't worry. I never win nothing.

I would buy a new bigger house.

Question Prompt: 5

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

Yes, it really cost \$89,000 in 1996.

Yes, it really cost \$890,000 in 1986.

Yes, it really cost \$8,900 in 1886.

Question Prompt: 6

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

He asked her if she had gone to the movies.

She didn't like the film she saw last night.

She went to the movies and she liked the film.

Question Prompt: 7

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

He went to the movies regularly in the past.

He never went to the movies.

He usually goes to the movies.

Question Prompt: 8

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

She heard that Lisa won a car.

He heard that Lisa won some money.

Lisa did not win a car.

Question Prompt: 9

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

He had borrowed a book from her.

She will return the book this afternoon.

She had lent him a book.

Question Prompt: 10

Total Points: 1

LISTENING COMPREHENSION Pulsa los enlaces para escuchar cada audio y circula la mejor respuesta.

They are talking about asking for a job.

They are talking about leaving a job.

He thinks she should quit her job.

Question Prompt: 11

Total Points: 1

READING COMPREHENSION Lee con atención cada pregunta y circula la mejor respuesta.

QUESTION 11: Read these instructions for a medication: FLUTEX. Adults: 2 tablespoonfuls;

Children: 2 teaspoonfuls. If relief does not occur consult your physician. Shake well before

using. -- Most probably, Flutex medication is...

A pill

An injection

A liquid

Question Prompt: 12

Total Points: 1

QUESTION 12: Read this sign: PASSENGERS MUST BE IN POSSESSION OF A TICKET

BEFORE TRAVELING -- What does it mean?

You pay when you get off.

You have to buy a ticket before your ride.

You have to book a seat before traveling.

Question Prompt: 13

Total Points: 1

QUESTION 13: Read this text from a biography: English novelist Jane Austen was born in

Hampshire, her father being a clergyman, and she lived for most of her life in the area. She had

six brothers, and an elder sister, Cassandra, to whom she was very close. --Cassandra was younger than Jane.

True.

False.

We don't know.

Question Prompt: 14

Total Points: 1

QUESTION 14: Read this text from an article: In order to enjoy fine wine, one should drink it slowly, a little at a time. -- What does DRINK IT mean in the sentence above?

Sip it

Stir it

Spill it

Question Prompt: 15

Total Points: 1

QUESTION 15: Read this comment: Some people treat you so badly and think that's as long as they give you a few dollars. -- What is his job?

Flight Attendant

Police Officer

Waiter

Question Prompt: 16

Total Points: 1

QUESTION 16: Read this sign: WARNING: DIGITAL SECURITY CAMERAS IN USE AROUND THIS BUILDING. -- What does it mean?

This area is guarded by cameras.

You can buy a digital camera here.

Cameras cannot be used in this area.

Question Prompt: 17

Total Points: 1

QUESTION 17: Read this text from an article: The cost of living in the United States has risen at a rate of 10 percent per year during the last ten-year period. -- What does TEN-YEAR PERIOD mean in the sentence above?

Quarter

Decade

Century

Question Prompt: 18

Total Points: 1

QUESTION 18: Read this text from an article: Old Faithful geyser in Yellowstone National Park, United States, erupts almost every hour, rising to a height of 125 to 170 feet and expelling thousands of gallons during each eruption. -- Old Faithful geyser erupts...

Every 60 minutes

Every 125 minutes

Every 170 minutes

Question Prompt: 19

Total Points: 1

QUESTION 19: Read this text from an article: A vacant apartment in New York City is very difficult to find. -- What does VACANT mean in the sentence above?

Good

Large

Empty

Question Prompt: 20

Total Points: 1

QUESTION 20: Read this text from an article: Reality TV is a genre of TV programming which presents dramatic or humorous situations with ordinary people rather than professional actors.

The explosion of popularity dates from around 2000 and covers a wide range of formats. --

Reality television...

Has been popular since well before 2000

Has only been popular since 2000

Has been popular since approximately 2000

Question Prompt: 21

Total Points: 1

GRAMMAR STRUCTURES Lee con atención cada pregunta y circula la mejor respuesta.

QUESTION 21: Lucy: What's her new job? Paul: She's ____.

An actress.

An actress.

Actress.

Question Prompt: 22

Total Points: 1

QUESTION 22: Mark: ____ book is this? Lisa: Oh, it's my brother's.

Which

Who's

Whose

Question Prompt: 23

Total Points: 1

QUESTION 23: Is there any food left?

Yes, there is any.

No, there aren't.

No, there isn't.

Question Prompt: 24

Total Points: 1

QUESTION 24: There aren't ____ people downtown today.

Much

A lot

Many

Question Prompt: 25

Total Points: 1

QUESTION 25: We got married five years ago, but we don't have ____.

Many children

Any children

Some children

Question Prompt: 26

Total Points: 1

QUESTION 26: Mark: What does Victor do? Bill: ____.

He's teaching.

He's a teacher.

He's teacher.

Question Prompt: 27

Total Points: 1

QUESTION 27: She never works ____ Saturdays

At

In

On

Question Prompt: 28

Total Points: 1

QUESTION 28: Diana: How do you get at work? Betty: ____.

By car.

On car.

By the car.

Question Prompt: 29

Total Points: 1

QUESTION 29: The United States are ____ than Canada.

More small

Smaller

Smallest

Question Prompt: 30

Total Points: 1

QUESTION 30: Mark smokes more than twelve cigarettes ____.

By day

A day

Everyday

Question Prompt: 31

Total Points: 1

VOCABULARY USAGE Lee con atención cada pregunta y circula la mejor respuesta.

QUESTION 31: Lisa: Where can I buy a magazine? Mark: At the ____.

Library

Grocery store

Newsstand

Question Prompt: 32

Total Points: 1

QUESTION 32: She was ____ those expensive sunglasses she bought in Italy.

Carrying

Wearing

Supporting

Question Prompt: 33

Total Points: 1

QUESTION 33: Take your umbrella. It's raining ____.

Heavily

Much

Hardly

Question Prompt: 34

Total Points: 1

QUESTION 34: He has started a new job. It is more interesting and he ___ more money.

Earns

Wins

Spends

Question Prompt: 35

Total Points: 1

QUESTION 35: I need to look up some words. Can I ___ your dictionary, please?

Give

Borrow

Lend

Question Prompt: 36

Total Points: 1

QUESTION 36: I'm ___ living at home, but my girlfriend and I will ___ move into an apartment.

Already / always

Yet / still

Still / soon

Question Prompt: 37

Total Points: 1

QUESTION 37: I'm really ___ the party. All my friends will be there.

Waiting

Enjoying

Looking forward to

Question Prompt: 38

Total Points: 1

QUESTION 38: This new car is too expensive for us. We can't possibly ____ it.

Assume

Afford

Cope

Question Prompt: 39

Total Points: 1

QUESTION 39: She ____ the baby carefully out of the perambulator

Lifted

Carried

Pulled

Question Prompt: 40

Total Points: 1

QUESTION 40: The word for the land along the edge of a lake or sea is ____.

Bank

Shore

Coast

Question Prompt: 41

Total Points: 1

VERBAL STRUCTURES Lee con atención cada pregunta y circula la mejor respuesta.

QUESTION 41: ____ over 700,000 people studying English at Normal Superior School.

They are

There are

There is

Question Prompt: 42

Total Points: 1

QUESTION 42: My kid has never ____ DisneyWorld in Florida.

Gone at

Was to

Been to

Question Prompt: 43

Total Points: 1

QUESTION 43: I can't stand ____ in this freezing cold weather.

Walking

To walk

To walking

Question Prompt: 44

Total Points: 1

QUESTION 44: They usually ____ at home, but today they ____ lunch in a restaurant.

Are eating / have

Eat / have

Eat / are having

Question Prompt: 45

Total Points: 1

QUESTION 45: My wife and I ____ breakfast when the phone ____.

Had / rang

We're having / was ringing

We're having / rang

Question Prompt: 46

Total Points: 1

QUESTION 46: If you don't want to burn yourself, you ____ lie in the sun all day.

Shouldn't

Won't

Couldn't

Question Prompt: 47

Total Points: 1

QUESTION 47: ____ for the bus, a man with a gun ran out of the bank across from us.

When we waited

As soon as we waited

As we were waiting

Question Prompt: 48

Total Points: 1

QUESTION 48: I haven't heard from Mr Reynolds for ages, I wonder ____.

How is he

What is he like?

How he is

Question Prompt: 49

Total Points: 1

QUESTION 49: I ___ be late for work this morning. I've got a lot to do before midday.

Couldn't

Don't

Mustn't

Question Prompt: 50

Total Points: 1

QUESTION 50: A lot ___ to the house before we can move in.

Needs to be done

Needs doing

Needs to do

Link: https://www.edmodo.com/quiz?quiz_id=6375061&print=true

Appendix B: Chart Data Analysis

Teachers' Grammatical competence.	Teachers' sociolinguistic competence	Teachers' strategic competence.	Teacher's discourse competence.	Teachers' digital literacy competence.	Resources
Pronunciation of a very limited repertoire of learnt or read words and phrases		PST record short sentences, maybe due to their insufficient level of Communicative Competence		PST explored several sites for downloading sound effects	Podcast
		PST do not vocalize clearly and record with low voice, maybe they do not have confidence in their oral speech.		PST used different modes for creating their multimodal text such as music, audio recording and sound	
		PST plan their speech, they write it in a piece of paper using the online dictionary and Reading it while recording.		PST demonstrate an effective use of the medium	
		PST spend the most part of the time with the music and sound effects and they speak less time.		The technical qualities (audio, sound effects) were acceptable in the production	
Zayra wrote "good mornin" which is an evidence of mistake in the Word "morning".	Zayra begins the conversation in the comic with a greeting "good morning" and a	Most of PST use non-verbal communication strategies for transmitting the	Oscar in his comic did not achieve the communicati	PST explored other sites such as play comic, toondoo,	Comics

	<p>short personal presentation between the characters, indicating courtesy rules. Oscar also used “Hello” for starting the conversation. Other expressions of courtesy are common used by PST in the comics such as: “sorry”, “see you” “bye” “are you okay?” “No problem!” “How are you”.</p> <p>Likewise the way in that characters present their self in the conversation, greeting, say goodbye, saying their names.</p>	<p>message such as: onomatopoeias, symbols and graphics.</p>	<p>ve purpose. One example is: “students for next class homework is says tio tia in English”</p>	<p>Bitstrips, Comic Strip It, Creaza Cartoonist, pixton and comic maker their self.</p>	
<p>Oscar did not demonstrate ability to use his knowledge of linguistic rules in the construction of the conversation in the comic. Some examples are: “teacher and hermano as is said” “tanks” “gransmother”</p>	<p>PST can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.</p>		<p>PST use a determined language to achieve the communicative purpose, such as: the form of the balloons, lengthening of the words, for example “Hiiiiiiiiiiiiiii” ; “oh my goooooood”. Most of PST used short sentences and exclamations. For</p>	<p>PST design elements such as color, style consistency. They selected images and objects that accompany the scenes. Most of PST selected two characters for the conversation.</p>	

			example: “¡help, someone help me!”		
Most of PST write the conversations in the comic, following the same grammatical structures that they use in Spanish			Content is sometimes correct; Ideas and concepts are sometimes clearly explained and understood.	Oscar, used power point tool for designing his comic, even he used this tool for feeling more confident with technology he showed digital literacy competences to achieve his communicative purpose	
in the dialogue was just that the character ask a question about how is the correct way to say in English “professor” and “hermano”, however the sentence “teacher and hermano as is said” shows a limited control of a few simple grammatical structure. In this case the sentence is a WH question, which begin with “how”, to ask for information. By contrary, the correct structure of this question should be formed with the word: “with”.			Captions are Sometimes related to the scenes and the connections are sometimes easy to understand	PST demonstrate an effective use of the medium that each one selected	

<p>There are some errors of the spelling of words such as “gransmother” (grandmother), “grandpather” (grandfather), “tanks” (thanks).</p>				<p>PST demonstrated in their comics, quality of design—legibility and use of space, color, font, and other design elements (for writing that is meant to be seen)</p> <p>The main characters are usually identified, and their actions and dialogue are usually well-matched. Landscape and props are usually related to the theme or purpose of the comic and enhance understanding of the scene.</p>	
<p>Some comics, for instance Oscar’s comic cannot be understood because there are too many spelling and grammar errors</p>				<p>The story seems to need more editing. It is noticeably too long or too short in more than one section.</p>	
	The photo stories evidenced situations that	PST use non-verbal strategies of	The photo stories evidenced	PST designed stories using photo graphics	Photo Stories

	generally happen, such as the fear that cause the big and strange animals in our context.	communication for transmitting the message, using their own photographs for example expressions of shout, scary, sadness, happiness. They also, use onomatopoeias, arrows, and balloons.	coherence between the image, color, symbols, objects used and the intention of the content	of themselves. They integrated a set of modes such as visual images, colors, photographs, symbols and other semiotic resources for transmitting the message.	
				PST used power point and photographic camera with learning purposes. Also, they explored different tools to edit their pictures	
				PST demonstrate an effective use of the medium that each one selected	
				PST demonstrated in their comics, quality of design— legibility and use of space, color, font, and other design elements (for writing that is meant to be	

				seen)	
The most common mistakes were due to the de-contextualization presented in some expressions or written words incorrectly in Spanish to translate to English language, thus the translator did not recognize it.		Zayra, who in the real world is a shy lady, however her interaction at the platform was crucial.	Participants do not use abbreviations for communicate in online discussions.	PST used avatars to show that they are members of the group, which demonstrated their ability to use this element	Postings on EDMODO
There is not an appropriate use of grammatical rules.		Ofelia and Andrea showed more level of confidence with the interface and with the people they interact with.		PST shared useful information such as resources for English teaching and digital tools.	
PST can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, and set phrases used regularly.		The interactions on EDMODO demonstrated feelings related with the participant's personal life, their skills, likes and thoughts regarding English language and use of the platform		PST engaged in the platform use they often interacted in it, wrote messages and shared useful information about English learning and teaching	
Some PST use some simple structures correctly, but still systematically makes basic		Regarding the language Oscar attempted post in English and to share useful information in		PST used online dictionaries and handle of digital tools as well as an aid	

mistakes – for example tends to mix up tenses and both language (English and spanish).		this language		for creating their texts.	
		Andrea shared with their partners a quote from Mahatma Gandhi about physical strength.		PST demonstrate an effective use of the medium (EDMODO)	
		Most of pre-service teachers used google translator for expressing their ideas in English which are, in some cases deliberately decontextualized.			
PST have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	PST can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way using online dictionary.		PST can link words or groups of words with very basic linear connectors like 'and' or 'then'.	PST discussed about different issues in critical way through the forums were carried out	Forums on EDMODO
Some PST use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and both language			PST participated in the forums following the rules of a forum. For instance, starting their statement		

(English and Spanish).			with “in my opinion” “I think”		
PST have a limited repertoire of short memorized phrases; frequent breakdowns and misunderstandings occur in non-routine situations.					
Some PST participated in the forum with short sentences separated by a vignette					
Most of PST mix up both languages (English and Spanish)					

Appendix C: Rubric for each category

Teachers' digital literacy competence rubric

Audience: Project demonstrates awareness of audience's perspectives/knowledge/attitudes of the topic
Image Selection: Do they convey a clear meaning for the intended audience?
Purpose: Achieves the assignment's overall purpose by effectively establishing a problem and proposing solutions.
Creativity: Demonstrates an effective use of the medium
Source Use: Properly uses source material through correct citation methods according to MLA guidelines
Quality of design—legibility and use of space, color, font, and other design elements (for writing that is meant to be seen)

Adapted from electronic document Creating Rubrics for Multimodal Composition

Assignments

Comic Rubric

Category	5	4	3	2	1
Content	Content is always correct; Ideas and concepts are always clearly explained and understood.	Content is usually correct; Ideas and concepts are usually clearly explained and understood.	Content is sometimes correct; Ideas and concepts are sometimes clearly explained and understood.	Content is seldom correct; Ideas and concepts are seldom explained and understood.	Content is rarely correct; Ideas and concepts are rarely explained and understood.
Captions	Captions are always related to the scenes and the connections are always	Captions are Usually related to the scenes and the connections are usually	Captions are Sometimes related to the scenes and the connections are sometimes	Captions are seldom related to the scenes and the connections are seldom	Captions are Rarely related to the scenes and the connections are rarely easy

	easy to understand.	easy to understand.	easy to understand.	easy to understand.	to understand.
Characters/Setting	The main characters are always identified, and their actions and dialogue are always well-matched. Landscape and props are always related to the theme or purpose of the comic and enhance understanding of the scene.	The main characters are usually identified, and their actions and dialogue are usually well-matched. Landscape and props are usually related to the theme or purpose of the comic and enhance understanding of the scene.	The main characters are sometimes identified, and their actions and dialogue are sometimes well-matched. Landscape and props are sometimes related to the theme or purpose of the comic and enhance understanding of the scene.	The main characters are seldom identified, and their actions and dialogue are seldom well-matched. Landscape and props are seldom related to the theme or purpose of the comic and fail to enhance understanding of the scene.	The main characters are rarely identified, and their actions and dialogue are rarely well-matched. Landscape and props are rarely related to the theme or purpose of the comic and fail to enhance understanding of the scene.
Spelling, Punctuation, and Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, and grammar errors.	There are more than 5 spelling, punctuation, and grammar errors.	The comic book cannot be understood because there are too many spelling and grammar errors.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	

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Kathy Schrock (kathy@kathyschrock.net)

URL of page:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Assessment and Rubrics

Teacher's discourse competence rubric

Proficient	<ul style="list-style-type: none"> • Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers. • Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity. • Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. • Can create coherent and cohesive text making full and appropriate use of a variety of organizational patterns and a wide range of cohesive devices.
Advanced	<ul style="list-style-type: none"> • Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. • Can easily keep up with the debate, even on abstract, complex unfamiliar topics. • Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. • Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. • Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices

<p>Early</p>	<ul style="list-style-type: none"> • Can keep up with an animated discussion between native speakers.
<p>Advanced</p>	<ul style="list-style-type: none"> • Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly. • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. • Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. • Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. • Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. • Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. • Can participate actively in routine and non-routine formal discussion. • Can follow the discussion on matters related to his/her field, understand in detail the points given <ul style="list-style-type: none"> • prominence by the speaker. • Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. • Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. • Can adjust to the changes of direction, style and emphasis normally found in conversation.

	<ul style="list-style-type: none"> • Can vary formulation of what he/she wants to say. • Can intervene appropriately in discussion, exploiting appropriate language to do so. • Can initiate, maintain and end discourse appropriately with effective turntaking. • Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to though he/she may not always do this elegantly. • Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. • Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. • Can use a variety of linking words efficiently to mark clearly the relationships between ideas. • Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
Intermediate	<ul style="list-style-type: none"> • Can follow much of what is said around him/her on general topics provided speakers avoid very idiomatic usage and articulate clearly. • Can express his/her thoughts about abstract or cultural topics such as music, films. • Can explain why something is a problem. • Can give brief comments on the views of others. • Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. • Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. • Can give or seek personal views and opinions in discussing topics of interest. • Can make his/her opinions and reactions understood as regards solutions to

	<p>problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).</p> <ul style="list-style-type: none"> • Can express belief, opinion, agreement and disagreement politely. • Can follow much of what is said that is related to his/her field, provided interlocutors avoid very • Idiomatic usage and articulate clearly. • Can put over a point of view clearly, but has difficulty engaging in debate. • Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. • Can adapt his/her expression to deal with less routine, even difficult, situations. • Can exploit a wide range of simple language flexibly to express much of what he/she wants. • Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. • Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. • Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points • Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<p>Early Intermediate</p>	<ul style="list-style-type: none"> • Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly. • Can discuss what to do in the evening, at the weekend.

	<ul style="list-style-type: none"> • Can make and respond to suggestions. • Can agree and disagree with others. • Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. • Can discuss what to do, where to go and make arrangements to meet. • Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. • Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary. • Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she • Can ask for repetition of key points if necessary. • Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution. • Can expand learned phrases through simple recombinations of their elements • Can use simple techniques to start, maintain, or end a short conversation. • Can initiate, maintain and close simple, face-to-face conversation. • Can ask for attention. • Can tell a story or describe something in a simple list of points • Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. • Can link groups of words with simple connectors like 'and', 'but' and 'because'.
Beginning	<p>Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</p>

Adapted from the Common European Framework of Reference for Languages: learning, teaching, assessment.

Teacher's Grammatical competence rubric

Proficient	<ul style="list-style-type: none"> • Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity . . . No signs of having to restrict what he/she wants to say. • Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning • Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). • Writing is orthographically free of error.
Advanced	<ul style="list-style-type: none"> • Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. • Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. • Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. • Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. • Layout, paragraphing and punctuation are consistent and helpful. • Spelling is accurate, apart from occasional slips of the pen.

<p>Early Advanced</p>	<ul style="list-style-type: none"> • Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. • Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. • Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. • Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. • Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. • Has acquired a clear, natural, pronunciation and intonation. • Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. • Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence
<p>Intermediate</p>	<ul style="list-style-type: none"> • Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. • Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

	<ul style="list-style-type: none"> • Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. • Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. • Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. • Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. • Can produce continuous writing which is generally intelligible throughout. • Spelling, punctuation and layout are accurate enough to be followed most of the time.
Early Intermediate	<ul style="list-style-type: none"> • Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. • Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. • Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. • Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

	<ul style="list-style-type: none"> • Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. • Has a sufficient vocabulary for the expression of basic communicative needs. • Has a sufficient vocabulary for coping with simple survival needs. • Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. • Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. • Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. • Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
Beginning	<ul style="list-style-type: none"> • Has a very basic range of simple expressions about personal details and needs of a concrete type. • Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. • c in a learnt repertoire. • Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group • Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. • Can spell his/her address, nationality and other personal details

Teachers' sociolinguistic competence rubric

Proficient	<ul style="list-style-type: none"> • Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. • Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. • Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.
Advanced	<ul style="list-style-type: none"> • Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. • Can follow films employing a considerable degree of slang and idiomatic usage. • Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
Early Advanced	<ul style="list-style-type: none"> • Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. • Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. • Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. • Can express him or herself appropriately in situations and avoid crass errors of formulation.
Intermediate	<ul style="list-style-type: none"> • Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.

	<ul style="list-style-type: none"> • Is aware of the salient politeness conventions and acts appropriately. • Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.
Early Intermediate	<ul style="list-style-type: none"> • Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. • Can socialize simply but effectively using the simplest common expressions and following basic routines. • Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
Beginning	<ul style="list-style-type: none"> • Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.

Teachers' strategic competence rubric

PLANNING

Proficient Speaker	<ul style="list-style-type: none"> • Can plan what is to be said and the means to say it, considering the effect on the recipient/s. • Can rehearse and try out new combinations and expressions, inviting feedback.
Advanced Speaker	<ul style="list-style-type: none"> • Can plan what is to be said and the means to say it, considering the effect on the recipient/s. • Can rehearse and try out new combinations and expressions, inviting feedback.
Early Advanced Speaker	<ul style="list-style-type: none"> • Can plan what is to be said and the means to say it, considering the effect on the recipient/s. • Can rehearse and try out new combinations and expressions, inviting feedback.
Intermediate	<ul style="list-style-type: none"> • Can work out how to communicate the main point(s) he/she wants to get across,

Speaker	exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
Early Intermediate Speaker	<ul style="list-style-type: none"> • Can recall and rehearse an appropriate set of phrases from his/her repertoire.
Beginning Speaker	No descriptor available

COMPENSATING

Proficient Speaker	<ul style="list-style-type: none"> • Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
Advanced Speaker	<ul style="list-style-type: none"> • Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
Early Advanced Speaker	<ul style="list-style-type: none"> • Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
Intermediate Speaker	<ul style="list-style-type: none"> • Can define the features of something concrete for which he/she can't remember the word. • Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus). • Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say. • Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').
Early Intermediate Speaker	<ul style="list-style-type: none"> • Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say. • Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').

Beginning Speaker	No descriptor available
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MONITORING AND REPAIR

Proficient Speaker	<ul style="list-style-type: none"> • Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
Advanced Speaker	<ul style="list-style-type: none"> • Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.
Early Advanced Speaker	<ul style="list-style-type: none"> • Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. • Can make a note of ‘favorite mistakes’ and consciously monitor speech for it/them.
Intermediate Speaker	<ul style="list-style-type: none"> • Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem. • Can ask for confirmation that a form used is correct. • Can start again using a different tactic when communication breaks down.
Early Intermediate Speaker	No descriptor available
Beginning Speaker	No descriptor available

Adapted from electronic document

using scoring rubrics to assess language proficiency

Author's Biography

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