Virtual Learning Communities: A Contribution to the Pre-Service Teachers' Learning*

Comunidades virtuales de aprendizaje: una contribución al aprendizaje de los futuros profesores

* Original Research Article

Catalina Herrera Mateus**
Brenda Julieth Herrera Varela***
John Jairo García Arjona****

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** Magister in Education, Academic Coordinator, Corporación Universitaria Minuto de Dios UNIMINUTO, catalina.herrera@uniminuto.edu https://orcid.org/0000-0002-9703-8608.
*** Bachelor Degree in Language Teaching, Academic Coordinator, Passport Language Center, bherreravar@uniminuto.edu.co https://orcid.org/0000-0002-2641-6181.
**** Bachelor Degree in Language teaching, Language teacher, Corporación Universitaria Minuto de Dios UNIMINUTO, jgarciaarjo@uniminuto.edu.co https://orcid.org/0000-0002-2961-516X.

Abstract

This paper presents the pre-service teachers' learning of didactics and language teaching methodologies during their participation in a virtual learning community. Three main concepts were defined: Virtual Learning Communities (VLCs), reflective practice, and learning from a sociocultural perspective. 25 pre-service teachers from a bachelor's degree in language teaching participated in the VLC. A focus group and the pre-service teacher's reflection in the VLC were used to collect information. The results show pre- service learned to reflect on and use effective teaching materials; to select, adapt and combine language teaching methodologies, and to criticize themselves, their lessons plan, and their performance in order to improve their teaching practice.

Keywords: Learning, reflective practice, virtual learning communities.

Resumen

Este trabajo expone el aprendizaje de didáctica y metodologías de enseñanza de idiomas de los profesores en formación durante su participación en una comunidad virtual de aprendizaje. Se definieron tres conceptos principales: comunidades virtuales de aprendizaje (CVA), práctica reflexiva, y aprendizaje desde una perspectiva sociocultural. Participaron en la CVA 25 profesores en formación de una licenciatura en enseñanza de idiomas. Para recoger la información se utilizó un grupo de discusión y la reflexión de los profesores en formación en la CVA. Los resultados muestran que los profesores en formación aprendieron a reflexionar y a utilizar materiales didácticos eficaces, a seleccionar, adaptar y combinar metodologías de enseñanza de idiomas, así como a criticarse a sí mismos, a su plan de clases y a su rendimiento, con el fin de mejorar su práctica docente.

Palabras clave: aprendizaje, práctica reflectiva, comunidad de aprendizaje virtual.

Introduction

In the field of language teachers' training, learning about to teach does not only come from formal learning experiences such as pedagogy, methodologies and didactic classes, but mainly from informal learning activities such as conversations with colleagues which involve specific ways of thinking, taking and acting (Johnson, 2009).

Thus, how pre-service teachers learn to teach cannot be only seen from a behaviorism, cognitive or constructivist point of view, since learning is not just an accumulation of information, a mental construction, such as adding new information to the current one (Pritchard, 2018). Teachers' learning is more connected to a sociocultural theory of learning (Johnson, 2009), insofar as interactions and experiences with other teachers in informal social contexts contribute to their learning about methodologies and didactics. In this sense, learning is transformed and constructed collectively, and it is not an individual construction of information accumulation.

Previous studies on teachers' learning have focused on examining what teachers learn from collective activities (Xingfeng et al., 2021), formal, informal and independent learning activities, or promoting mechanisms for learning such as communities of practice, video clubs, workshops and coaching (Witherspoon et al., 2021). Those mechanisms and activities confirm that teachers expand and reflect on their knowledge when they have the chance to share their knowledge and experiences with their coworkers.

The studies mentioned above focus on analyzing the mechanisms for encouraging teachers' learning, but there is little evidence that they are implemented with pre-service teachers. In this sense, it is necessary to explore how the dialogue with teachers with little teaching experience and whose knowledge come mainly from formal learning experiences as students might contribute to their didactic and pedagogical knowledge. In that vein, as part of the research project called

"Reflective-practice about professional life and beliefs about teaching", a group of pre-service teachers of the bachelor's degree of an English program of a private university in Bogotá were invited to participate in a virtual learning community (VLC) to share and reflect on their teaching practices as a way to learn and contribute to their own and others' pedagogical and didactic knowledge. Thus, the purpose of this article is to report what pre-service language teachers learnt in terms of language teaching methodology during their participation in a VLC.

Theoretical Framework

Virtual Learning Community

Virtual learning communities (VLC) are technological spaces in which a group of people, most likely students of a specific career or school grade, think collectively about a specific issue or question. As stated by Ortega et al. (2016), a virtual learning community "allows to consolidate a teaching from the perspective of mutuality and multi-participative collaboration" (p. 4). It is to say, this is not only about individual tasks in which each one thinks and feels differently on a situation, but also it promotes collaborative work in which the members are expected to be able to meet certain competencies or learning skills.

Dillenbourg (1999) remarks that there are two kinds of VLCs: formal and informal. On the one hand, the formal VLC takes place in an educational context during a given period, and it is led by a teacher. On the other hand, the informal VLC is that in which (in most cases) a teacher is lacking. Also, it is unstructured, and it does not necessarily depend on a designed course. However, members are free to share their own knowledge on the topic they prefer to discuss or figure out about.

Benavides (2012) and Hernández (2014) coincide in some characteristics of the VLC, among which are accessibility through communication channels, participation involving the exchange of diverse information flows, and the acquisition of communication skills that strengthen the construction of concrete and clear

knowledge. For example, in the learning process of a foreign language, Hernández (2014) states "the design of virtual areas focuses on tasks learning with collaborative working that promotes the oral and writing communication and listening competence and English understanding between the members" (p. 17).

Another important aspect to have in mind is the benefits and difficulties of virtual learning communities. Firstly, a VLC ensures greater interaction and participation among its members. It has limited availability; it is free and offers enough time for learning. The incorporation of the VLC within the language learning programs establishes an integral education of the student inside and outside the educational context, and it is a learning process that is active and collaborative; for instance, in the process of learning a second language, the most developed aspect is the vocabulary. However, according to Botero (2013), some do not feel benefited because they have encountered people who explain concepts poorly, since they do not have training or experience in teaching a language.

To sum up, a VLC is open to everyone, the accessibility is simple and the opportunities that can be seized in the space are huge. A VLC is an innovative tool for new learners and professionals who are seeking for fresh knowledge that can be collected by the participants' competencies and the monitors' faculties. Additionally, any VLC needs someone well-trained to address the parameters in order to make the experience pleasant and organized.

Reflective Practice

Reflective practice is the skill that allows people to contemplate their performance and to design new next best actions. This reflective practice is carried out during a specific action or operation. In this case, within the educational field, this ability helps teachers to enhance their awareness of teaching. Moreover, through this activity of thinking, the academics guide the learning process to increase effective teaching and professional development within the classroom. The reflective practice helps

teachers to abandon the impulsive and routine practice, create their daily tasks, to act purposefully and appropriately, to increase their own awareness of teaching, to improve understanding and introduce positive changes (Osmanović, 2019).

Different models of reflection are proposed. Schön (1987) suggested a model with two moments; the first one is a reflection in action which takes place during the class, it is said that the teacher evaluates the things that are happening at the moment. The second one is a reflection on action; it means after the action is over. A third moment, called reflection in action, was proposed by Farrell (2007), the teacher analyzes the things that happened in the class and considering the difficulties encountered, he or she takes measures to improve future sessions. For instance, time management, students' motivation, classroom management, among others. Figure 1 shows the three moments of reflection developed in the VLC.

Note: moments of VLC b application

Figure 1. Reflective practice process
Source: Schön (1987) and Farrell (2007) models

There are different mechanisms for conducting reflective practice; the most common ones are diaries and one-on-one interviews (Cote, 2012). Nevertheless, there are some drawbacks when these mechanisms are implemented. On one hand, pre-service teachers feel diaries become repetitive, tedious and boring, since they must write them as part of the classroom activities, or they reflect on the same aspects all the time. On the other hand, interviews require teacher trainers to spend time with

each pre-service teacher, as a result, reflections cannot be deeper or not all pre-service teachers would have the chance to reflect.

Less common mechanisms for reflection are portfolios, blogs, metaphors, conferences, questionnaires, and autobiographical diaries (Bozu & Imbernon-Muñoz, 2009; Zahid & Khanam, 2019; Morrison, 1996; Insuasty & Zambrano, 2010). These mechanisms allow pre-service teachers to reflect in a more dynamic and deeper way, forasmuch as they are not repetitive tasks, or have a unique way to develop.

Pre-Service Teachers Learning

From the sociocultural perspective, learning is a "dynamic social activity that is situated in physical and social contexts" (Johnson, 2009, p. 1). From this perspective, learning can be reconfigured according to the prior experiences, culture, language, and interactions given in social or academic situations and then internalized by the individual.

The zones of development become essential in the sociocultural theory of learning, as they emphasize that learning focused on human development justifies the learning process of the human being through interpersonal actions in different environments. In the Vygotsky's (1978) proposal of zone of proximal development (ZPD), there is a huge connection between what the learners are able to do with the support of other people to jump to a larger stage where the person is capable to control and regulate several activities by himself or herself, and finally the activities that definitely the person cannot carry out easily.

On the other hand, Valsineer (1987) proposed two zones of development called the zone of free movement (ZFM) that include students' behaviors, motivation, abilities, and teaching resources. The zone of promoted action (ZPA) boosts teaching and learning approaches with a big effort from the teachers and pre-service teachers.

Additionally, these zones help teachers to reflect on instructional choices and know-how teachers understand notions of practice about his or her potential for development.

In the field of language teaching, Borg (2006) suggests that teachers learn to teach based on their own experiences as learners, and the influence of the previous teachers throughout their educational field. To know in depth how it works, it is important to understand that learning can be seen as a dynamic social activity that is progressing day by day throughout many conditions, such as context, population, learner attitudes and motivation, that intersect in the human being's life. Additionally, these zones help teachers to check practitioners' performances, allowing them to understand and increase their potential, reflect on instructional choices and increase their potential as teachers.

Methodology

This research was carried out under a qualitative approach and adopted the praxeological model proposed by Juliao (2011). It was selected because it allows pre-service teachers to reflect and analyze their own and others' teaching practices in order to improve them, thanks to the learning given from experiences and interaction with colleagues.

In the praxeological research, Juliao (2011) proposes four moments: observe, judgment, act, and prospective. The first moment, "observe", looks around to identify the difficulties or issues in the practice. The second moment, "judgment", centers on identifying the possible causes of the problem, while in the "act" moment, action plans are designed to find solutions. The last stage, "prospective", is a reflective moment to assess the action and identify what was learned from it. Figure 2 describes what actions were done in each moment of the praxeological model.

Observe	Pre-service teachers reflected and shared their teaching practices to reconfigured their knowledge and beliefs about language teaching and learning
Judge	**Causes** 1. The reflective mechanisms for reflection implemented in the bachelor's degree such as diaries, seemed to be tedious and bored for pre-service teachers 2. Lack of reflection with their peers to reflect on their beliefs, language teaching methodologies, and performance.
Act	A virtual learning community was created to help pre-service teachers to create awareness, reflect and promote learning opportunities about language teaching and learning. It was split up into three stages: ● **Part 1: Case study:** The first part presents a hypothetical case study. The purpose of this task was to engage pre-service teachers with the three moments of reflection (in, on, for), analyze and learn how some methodological approaches work in context. ● **Part 2: Create your lesson plan:** The aim was to make pre-service teachers reflect on their own beliefs and practices by designing their own lesson plan that was implemented subsequently. ● **Part 3: Reflection on other pre-service teachers' classes:** In this part of the VLC, pre-service teachers watched their colleagues' videos in which they implemented what they had planned before and read their lesson plans. Later on, they analyzed, reflected and learned about each technique and methodology used by them.
Prospective	A focus group was organized for reflecting on pre-service teachers' participation and examine what they learned during the development of the VLC.

Note: actions done in each of the moments of the praxeological model

Figure 2. Praxeological Design
Source: Juliao (2011)

Participants and Sample

25 pre-service teachers, 10 men and 15 women, from seventh semester in a bachelor's degree in language teaching from a private university in Bogotá were invited to participate in the research. They were between 20 and 50 years old. This was a purposeful sampling due to participants were intentionally selected for belonging to the same demographic group and having some experience in teaching methodologies, planning, and being in professional practicum.

These participants were taking practicum 1 class which is made up of three parts. In the theoretical part, pre-service teachers discussed, reflected and learned about how to handle different situations that happened during their teaching practice, how to review language teaching methodologies, didactics, and lesson planning. Moreover, they had tutoring sessions with their mentor to review and receive feedback from their lesson plans. In the practical part of the class, pre-service teachers were assigned 1-2 courses in different private and public institutions, in which they had their first teaching experiences and the chance to put into practice what they have learned, as well as experiencing new learning.

The participation was voluntary and anonymous; for that reason, students will be reported as student 1, student 2, student 3, etc. in the results section. They did not have any assessment or compensation for contributing to this research, since they were just participating in their current classroom activities. That is why from a group of 25 participants, just 10 finished all the activities till the end of the project and were chosen as the main sample of this research. The other pre-service teachers were not considered, as they only completed the activities of the first and/or second part of the VLC.

Instruments

Pre-Service Teachers' Activities in a Virtual Learning Community (VLC). The activities promoted reflection in three different moments of the teaching practicum (in, on, for). Additionally, it gave students the chance to share the learning acquired by them during each activity proposed in the VLC.

Focus Group. There were 17 questions focused on exploring the experiences reflecting on different moments of reflection (in, on, for), and determining what pre-service teachers learned from the class and lesson plans shared in the VLC. The

first 4 questions emphasize what the pre-service teachers reflected before participating in the virtual learning community (VLCs).

Data Analysis

To analyze the data, the Interpretative Phenomenological Analysis (IPA) proposed by Pietkiewicz and Smith (2014) was used. It is a descriptive process to examine and organize the information. IPA allows researchers to have a deep examination of participants' experiences, thoughts, and perspectives of their own world.

IPA suggests three stages: in the first stage, the principal aim is to read or listen to different resources many times in order to understand the background and participants' ideas in a close way. In this first step, researchers analyze and make their own observations by taking notes about the most relevant ideas. Later on, the researchers transform notes into emergent themes to search for possible concordances between the participants' responses and generate some analysis and conclusions from these reflections. In the last stage, the researcher seeks relationships and cluster themes, that is, after analyzing and reading the information carefully, the purpose is to create themes that can group the findings to see the similar ideas, points of view, and perspectives expressed by the target population about the same concern. With this in mind, this IPA led to identify 3 main themes related to what pre-service teachers learned during their participation in a virtual learning community. They are summarized in Figure 3.
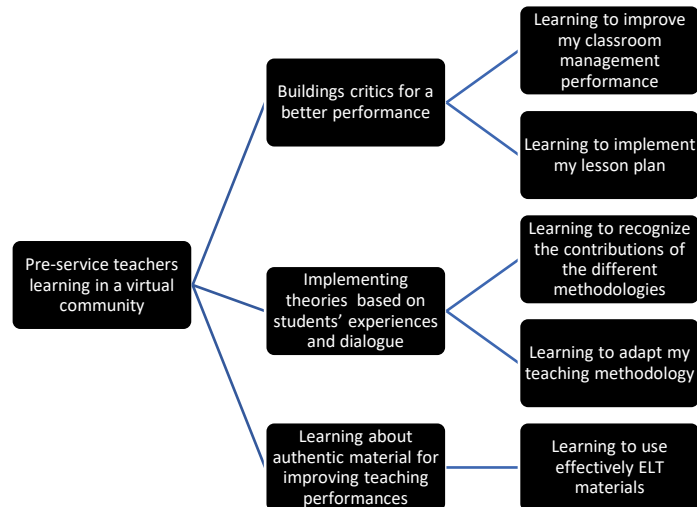
Note: themes and subthemes emerged after gathering and analyzing the information provided by pre-service teachers in the VLC and focus group.

Figure 3. Pre-service teachers' learning in a virtual learning community

Building Critics for Better Performance

This theme looked at how the critiques given by others help to strengthen the teacher's teaching skills and gave a deep understanding of what strategies are best to implement in their teaching. The critics were based on the issues they could see regarding classroom management and lesson plan implementation.

Learning to Improve my Performance in Classroom Management. This sub-theme served as an overall tutorial to understand possible difficulties as well as outstanding ideas in running an English class. It was found that time management and identification of students' needs, help to foster participation and engagement during the class. For instance, in the focus group, student 1 mentions:

> **Estudiante 1:** Yo veía los videos de los demás que son de una institución privada, creo que son más o menos 10 o 12 niños que están en mesa redonda y es un poco más fácil trabajar y moverse uno como maestro dentro del aula. Pero, por ejemplo, en mi caso son 30, 35 por cada curso y el salón es un poquito más grande que este, entonces es supremamente difícil utilizar como ellos esa ventaja que tienen para enseñarles a los niños. En mi situación, por ejemplo, me puedo hacer a un lado y ya, y los estoy monitoreando así, en caso de que me pueda quedar sentado en una clase, o hacer ese tipo de cosas.

> **Student 1:** I watched the videos of the others who are from a private institution. I think there are 10 or 12 children, who are at a round table, and it is a little easier to work and move as a teacher within the classroom. But, for example, in my case, there are 30, 35 for each course and the classroom is a little bigger than this, so it is extremely difficult to use that advantage to teach the children like they do. In my situation, for example, I can step aside and that is it, and I am monitoring them like this, in case I can sit during the class or do something like that.

The excerpt above shows that the pre-service teacher learned that to control students' behavior during the classes it is necessary that teachers create a productive environment with minimal disruptions as well as selecting a location in the classroom that facilitates the monitoring of the students. Also, it demonstrates that pre-service teachers learned to be more aware about the importance of having classroom's parameters to organize students easily, foster strong and good relationships and reduce energy consumption in discipline control.

It also shows that pre-service teachers learn from the performance of their colleagues, which contribute to the construction of new strategies. For instance, the excerpt above can be contrasted with the theory of the (ZPD) (Vygotsky, 1978) because individuals learn by interacting and observing others doing the same around them, which gives them insight and understanding of what they need to do to overcome limitations and become better. In the same line, it ratifies pre-service teachers are learners exposed to build knowledge from previous experiences, beliefs and practices (Johnson, 2009) that could contribute to broaden or reconfigure their knowledge about language teaching.

Learning to Implement my Lesson Plan. From the reflections during the VLC, pre-service teachers learned that more than worrying about completing the activities proposed, the most important part of a lesson is to check that students are understanding and fulfilling the stated learning objectives. The following contribution from student 5 shows his concern:

> Aprendí de sus comentarios que uno está con el afán de completar el plan de estudio, de completar todo el vocabulario que uno quiere introducir, pero de pronto uno en ese afán de si entendieron o no.
>
> I learned from their comments that, well, one is as eager to complete the lesson plan, to complete the whole vocabulary that one wants to teach, but perhaps one in that eagerness to know whether or not they understood (Student 5, focus group). (Authors' translation)

The previous thought makes clear that pre-service teachers focus more on completing the lesson plan than on checking whether students are learning correctly. Johnson and Golombek (2011) remarks that teachers learn and understand how students learn while teaching; in this sense, learning to focus on the process rather than in completing the learning activities is a process that requires pre-service teachers' reflection on what they are doing in the classroom.

It implies teachers should reflect on how the session is developed to see if the learning activities are meeting the objectives and if the students are acquiring the language. This contributes to adjusting the future lessons and ensures the achievement of learning objectives. That is why it is necessary for pre-service teachers to learn to reflect on the three moments (in, on, for) proposed by Farell (2007) and Schön (1987) to improve the teaching practice.

Application of Theories Based on Learners' Experiences and Dialogue

This theme illustrates that pre-service teachers have learned that their view of language, teaching and learning may not always be applicable in all contexts. They recognized that they had to adapt their methodology according to students' background and contextual conditions.

Learn to Recognize the Contributions of Different Methodologies. This sub-theme explores how pre-service teachers learned to select, adapt or combine language teaching methodologies and teaching strategies to meet student's learning and social needs. Their reflections revealed that even though pre-service teachers

have certain beliefs that they have constructed as language learners, sharing experiences caused pre-service teachers to reflect about the strengths and weakness of those methodologies in order to reconstruct their beliefs and reconfigure the kind of teacher they are. The following excerpt is an example of a pre-service teacher recognizing the contribution of a traditional learning methodology to his of belief system:

> **Student 4:** Many times, when we plan a lesson, we do not have many changes. I consider that the method used by my classmates is good. Each one of them has something valuable to rescue, the repetition to achieve good pronunciation in the students or the audio-lingual method that captures the attention of students and creates a good atmosphere in the class are important, and one cannot base their classes in only one method. (Taken from the virtual learning community)

The excerpt shows that a first pre-service teachers' belief about teaching comes from a behaviorist perspective on language teaching in which the teacher becomes the central part of the class and the learners follow the model (Skinner,1985). It implies that students have less opportunity to produce the language because the students merely model what the teacher indicates.

Despite this traditional view of teaching, they recognize the need to take elements from traditional methodologies to respond to students' learning needs; but they are aware that it cannot be used as the only approach to achieve learning goals. In this sense, beliefs are enriched and reconstructed with colleagues and their own teaching experiences.

Learning to Adapt my Teaching Methodology. This sub theme shows that classroom experiences forced pre-service teachers to adjust their beliefs about teaching and to adapt their methodology to the situation, the context and the students. In that sense, the following extract illustrates that pre-service teachers are aware of the possible changes they can make in their classes to be successful and achieve the learning objectives.

> **Student 5:** The most difficult part of the school process is getting to know the group of students. It takes time because according to the students, I as a teacher can plan good activities. I have been working in a school for 2 years and I have realized that it is possible to follow the lesson plan completely, but it took me a year to achieve it.

In this case, teachers learned to reflect on different methodologies and strategies that address different types of students by recognizing their main needs, learning styles and their backgrounds. It goes in the opposite direction to the ideas of Johnson (2009), who states that preservice teachers tend to stick to the use of a specific methodology in concordance with the community in which they are inserted, their beliefs and teaching rules. The institution they were once part of as learners, the educational programs they participated in during teaching training, and even the place where preservice teachers apply their pedagogical knowledge. However, this attachment is not permanent, and can be modified after further experience.

Learning Authentic Material for Improving Teaching Performances

This theme shows how pre-service teachers recognized which teaching resources are appropriate to foster language learning. Additionally, pre-service teachers acknowledged the importance of designing authentic material to promote positive learning experiences. In the following subtheme, preservice teachers recognize the importance of using different resources for teaching practices.

Learning to Use Effectively ELT materials. This subtheme shows how pre-service teachers recognized the appropriate teaching resources to foster language learning. Additionally, pre-service teachers admitted the importance of designing authentic material to promote positive learning experiences. The following samples taken from the focus group illustrates the finding:

> **Student 6:** I think that the elements that I use for the classes are the correct ones because the audiovisual resources will always be interesting for any type of students, and when relating sound with image the stated topic will be clearer to them. I have had good results with my classes because I see in most of my students an advance in their communication in English, they can communicate with simple sentences and

make themselves understood. For this reason, I think the use of several methods and different techniques is very important when teaching English.

Student 1: La diferencia en las planeaciones de algunos de ellos. Creo que fue Lina quien hizo su planeación con material que uno podía tocar de poesía, pero yo no soy bueno para eso, lo mío es el Authentic Material y pues la ventaja que tengo en los dos colegios es que está el televisor, el computador, entonces eso también motiva mucho, y a mí me gusta que, si nos tocó cantar, pues cantamos; sí nos tocó bailar, pues bailamos, eso es muy bueno, como ser creativo.

Student 1: The difference in the planning of some of them. I think it was Lina who did her planning with material that one could touch about poetry, but I am not good at that. I prefer Authentic Material and the advantage that I have in both schools is that there are television and computer, which also motivate a lot, and I like, for example, that if we have to sing, then we sing; if we have to dance, then we dance, that is very good, that is being creative. (Authors' translation)

The above excerpts demonstrated that pre-service teachers showed an important understanding of pedagogical knowledge, in which they recognize when and how to use different resources to teach the content they plan to develop during the lessons. What is more, this understanding helped them to create a better and effective teaching-learning atmosphere, allowing pre-service teachers to comprehend that these instructional materials are just extra aids used to facilitate and maximize students' learning processes, rather than being the main tool that students must complete with hundreds of exercises.

Additionally, pre-service teachers learned the importance of designing and adapting materials according to the students' learning styles, multiple intelligences (interpersonal, intrapersonal, musical, spatial, kinesthetic, logical-mathematical, linguistic, spiritual and naturalistic) proposed by Gardner and Moran (2006) that gives each learner the opportunity to embrace the information easily with all their capabilities. What is more, based on Tosta (2001) and Small (1997) ideas, teachers should design materials that help to accomplish the learning objectives of the class, foster learning spots where learners can interact, and better retain information.

Conclusions

Bearing in mind the purpose of this paper, which was to report the learning of pre-service teachers in a virtual learning community, there were five significant findings during this research. First, pre-service teachers learned from their own experiences and those of their colleagues; they discovered meaningful and interesting activities to solve the needs of the learners, and identified through the practice in the classroom the interests and impressions of their students, thus they were able to plan engaging activities that helped them easily achieve the learning objectives.

Second, although pre-service teachers planned their sessions and attempted to complete all the activities planned in the class, they learned that the most important part is to ensure that the students achieve the learning objective, rather than completing all the activities. Johnson (2009) addressed the teacher's tendency to educate in the same way they were taught, that is, by using a single methodology based on their own beliefs. However, pre-service teachers abandoned these patterns thanks to their teaching experiences.

Third, at the same time, the classes they taught allowed them to check if they were able to apply the different teaching methodologies they had learned theoretically. They realized that there is not a single methodology to teach each aspect of the foreign language, since it depends on the requirements of the contexts.

Fourth, pre-service teachers learned about classroom management, techniques and strategies that enrich their didactic knowledge, which can also be shared with colleagues. They could recognize the flaws in the activities that divert the students' attention from the main learning target and develop different approaches to address the flow of the session as planned.

Finally, pre-service teachers learned to provide feedback to each other by discussing with their colleagues what they observed in class; for example, how to use different

materials, audiovisual resources, and grammar and vocabulary teaching techniques. They also learned that the most important purpose of a class is to meet the learning objectives rather than to do the activities included in the lesson plan.

The limitations found during the research were seen on the students' performance and the accomplishment of the class activities. Not all pre-service teachers completed most of the activities in the VLC. Therefore, researchers could not collect enough information from all pre-service teachers. That is why they could not provide considerable feedback to enrich class performance, research and their colleagues.

Considering the previous reflections, it is necessary that in future investigations researchers use virtual learning communities to explore the way in which pre-service teachers construct different types of knowledge. In addition, it is relevant to propose reflective models that allow pre-service teachers to continually reflect on their learning, beliefs and theories of language teaching in order to enrich their learning and practices.

By the same token, language teaching programs should promote more reflective settings where pre-service teachers have the chance to reflect on what they have learned about language teaching and its implications in order to promote best practices. Additionally, further research should explore different types of social and personal learning.

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