

Theoretical-Conceptual Framework of the Methodology for the Development of Language Competence in the Teaching of English as a Foreign Language at the Pre-University Level



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ABSTRACT: In the last five years, the Dominican educational system has undergone a series of transformations, as a result of the implementation by the Ministry of Education (MINERD) of a process of revision and update of the curricular bases, with a view to the implementation of a new curricular design by competencies. These reformulations seek, in short, the achievement of the goals set around the improvement of educational quality demanded by society and the "right to full and comprehensive human development of all citizens. The general objective of the study is to develop a methodology with the integration of technology for the development of linguistic competence in the learning process of the English language, as a foreign language at the pre-university level of the Dominican educational system, and thus positively influence in the fulfillment of the objectives foreseen in the curricular design (linguistic level B2)

For the fulfillment of the outlined objectives, the various scientific methods of theoretical, empirical and statistical-mathematical research are used. For data collection, two questionnaires were used for teachers to publicize the methodologies that are implemented for the development of linguistic skills in the teaching of English as a foreign language at pre-university levels, generating a scientific contribution for their contribution and perfect it.

The results obtained from the research indicate a group satisfaction index by teachers of 0.9, thanks to the strategies and their impact on the development of linguistic skills as a foreign language, taking advantage of the influence of families. Also, a favorable score was obtained in the activity plan for teacher training. On the other hand, the application of focus group techniques in which the methodological conceptions and the plan to train teachers are considered. Finally, recommendations are made for the strengthening of these activities and at the same time, collaborate to continue with the effectiveness of the strategies in linguistic competences.

KEYWORDS: Linguistic skills, foreign language, English teaching.

INTRODUCTION

Linguistic competence is essential for human development, as it enables people belonging to a community to understand each other through various linguistic and non-linguistic systems. This competition allows the expression of ideas, emotions, feelings, cultural and artistic values. It is essential for the construction of personal and collective identity and for the formation of a worldview that allows interpreting and acting in the world. In addition, it is a fundamental strategy for the organization and construction of thought. In this sense, the development of linguistic aspects (both oral and written production and comprehension) is within this great competence.

Language is the instrument of thought and learning. Through communicative competence (oral expression and comprehension, written expression and comprehension) we receive information, process it and express our thoughts. Therefore, communicative competence has a decisive influence on the quality and precision of the information we receive, in turn, this information is the raw material for the elaboration of our thoughts. It is not possible to have clear thoughts from diffuse information.

Linguistic competence becomes a reality when users are able to understand and understand each other both orally and in writing. In this regard, the Common European Framework of Reference for Languages states that "... when a foreign language is learned, linguistic and cultural competence in each language is modified by knowledge of the other language and contributes to

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creating an awareness, some skills, some intercultural capacities. They allow the individual to develop a richer and more complex personality, and improve the capacity for subsequent language learning and openness to new cultural experiences" (Council of Europe, 2002) Education in the Dominican Republic is regulated by the Ministry of Education, according to the General Law of Education 66-97, which guarantees the right of all the inhabitants of the Dominican Republic to education.

In the curricular design of the pre-university level, the English language is one of the nine subjects taught in public schools, in such a way that learning the English language from an early age (5th grade of primary school) is part of the purpose of said design. Dominican schools begin the first contact with the English language at the primary level. Specifically, most students are between 9 and 10 years old, which translates into a certain delay in coming into contact with this language.

According to what was published on February 11, 2013 by the Ministry of Education of the Dominican Republic entitled: "Identification of advances in the scientific and literary disciplines associated with the area of Foreign Languages that must be taken into account for the revision and updating of the curriculum ", it is stated that learning a foreign language responds to a fundamental need in the formation of the citizen of these times, since it develops the communicative competence of the students so that they can understand and express themselves efficiently, orally and in writing, with members of other societies in different contexts. In the same way, respect and appreciation of one's own cultural identity and that of other societies, as well as plurality, both in the local environment and in the global environment, are encouraged. Learning a foreign language contributes to the personal development of students because:

- Facilitates the search and processing of information.
- Offers a more efficient use of Information and Communication Technologies.
- Expands the cultural universe of the individual, by enabling greater exchanges of artistic, scientific, historical and technological Productions that humanity has been building.
- Facilitates access to more and provides opportunities in the educational, labor and professional areas.
- Promotes the development of linguistic and metalinguistic awareness, the formation of concepts, logical reasoning, creativity, Skills.

All these reasons create the perfect environment for the development of language skills to be of vital importance not only for students, but for all Dominican citizens. The methodological and curricular renewal of learning a foreign language begins by recognizing the needs of our time that is the key to understanding education in competencies: a know-how that resizes educational work.

The development of this competence is a process that occurs gradually during school life. The present study is based on the reality that graduates of the pre-university level of the academic modality of the Dominican educational system present low performance in the development of linguistic competences of the English language as a foreign language. According to what is stated in the Study on the reality of the English Language Teaching-Learning Program of the MINERD at the secondary level, from 2008 to 2012, it explains that: "The deficiencies in the teaching of English in the public schools of the Dominican Republic are perfectly salvageable, if greater support is given to the teachers that we have in the system, and they are provided with ongoing sustained training oriented to specific purposes for two or three years, both in the development of effective pedagogical skills, as well as in the development of a greater and better command of their language skills" (Professional Training Systems, 2016). Therefore, this study seeks to determine the conditions, factors, causes and variables that improve the development of this competence. Starting in 1995, through Ordinance No. 1-95 dated August 28, 1995, a new curriculum was established for initial, basic, secondary, special and adult education. In this scheme, basic education comprised eight years divided into two cycles of four years each: the first cycle, from 1st. to 4th grade, and the second cycle, from 5th. To 8th degree. It is in the second cycle of the basic level, in compliance with article 19 of the ordinance, where the subject Foreign Languages is assigned four class hours per week in each of the following grades: 5th, 6th, 7th. And 8th.

As for secondary education, it was comprised of four years, divided into two cycles of two years each. Articles 23 and 24 of Ordinance No. 1-95 established the workload for the area of Foreign Languages - French, where the first cycle was assigned two class hours per week, and in the second cycle, in the general modality, four hours were allotted, which was a significant step forward in learning and mastering French as a second foreign language. Undoubtedly, Ordinance No. 1-95 stamps a range of importance on the French language, since the established academic load guaranteed at least eight years of teaching this language in public schools and private centers.

Today more than ever it is essential for all public school graduates to have a B2 level in the English language, since it is one of the most advanced levels and describes a series of skills and knowledge that the student must have to reach said level. The English language is the language of the world today. It is in the era of globalization, the great international language, a "lingua franca" that

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has had repercussions in all non-Anglo-Saxon countries, including the Dominican Republic and that directly affects the various professional fields such as: health, industry, and education. Globalization, the internet, social networks and the possibility that our children will enjoy greater and better opportunities in the future than we do, are factors that are influencing us as parents to be more interested in giving them the possibility of speaking another language.

The author of this research coincides with the annual report Horizon Report (Report, NMC Horizon, 2017) where it is highlighted that the learning process resurfaces with the appearance of two technologies that have transformed the communication landscape in societies penetrated by ICT: The Moos (MOOC, acronym in English for Massive Online Open Course translated into Spanish as Massive and Open Online Courses) Google Classroom and the integration of computer applications (APPS) to the process of learning a foreign language.

The possibilities of connecting from anywhere and developing any of the components of the linguistic competence of the English language are becoming increasingly accessible to any student. Cell phones, for example, have revolutionized the era of communications, providing today not only the functionality of communication between people, but also include features such as Internet access, data transmission, teleconferences, etc. All these facilities have been used in recent times to be applicable in education, so that people can be in constant learning wherever they are.

According to the Dominican Institute of Telecommunications (Índotel), it was highlighted that in 2017 internet accounts grew by 26% and the use of the Internet in the Dominican Republic reaches 70% connectivity, which implies, according to studies, an impact of 3% in the growth of the economy for every 10% of connectivity. 50% of the students of the pre-university level of the Dominican schools own or have within their reach any mobile device that could be used in a pedagogical way and not as a learning distraction. 70% of public educational centers have a computer lab with technological tools, however, they are not used satisfactorily. The English language as a foreign language was included in Dominican schools as of 1950 through Ordinance No. 842-50, dated September 28, 1950. It was taught in the third and fourth grades of high school with a load of three hours. weekly class. Later, starting in 1970 and by means of Ordinance No. 1-70, three class hours per week are established from first to third grade of high school and four class hours in fourth grade of high school, in all modalities. This was established in articles 9 and 16 of the aforementioned ordinance. Later, in 1986, by means of Ordinance No. 1-86, the teaching of French was also included from the seventh grade of primary school, currently the first grade of secondary school, which was maintained until the year 1995 when the educational reform started from the year 1992.

In correspondence with the problem raised, and with the aim of achieving a positive impact on the development of the linguistic competence of the English language, the following is identified as a Scientific Problem of this research: How to contribute to the development of the linguistic competence of the English language in the pre-university level in such a way as to achieve adequate fulfillment of the objectives foreseen in the curricular design (linguistic level B2) of the same?

The object of the research is the teaching-learning process of the English language at the pre-university level and as a field of action the development of the linguistic competence of the English language with the integration of technology.

General Objective: To develop a methodology with the integration of technology for the development of linguistic competence in the learning process of the English language, as a foreign language at the pre-university level of the Dominican educational system, and thus positively influence the fulfillment of those of objectives foreseen in the curricular design (linguistic level B2).

Specific objectives

1. Analyze the theoretical foundations that support the elaboration of the methodology to contribute to the development of Linguistic competence in the process of learning English as a foreign language at the pre-university level, with an action-based Approach, with the integration of ICT.
2. Make a diagnosis of the problem to know the real situation of the graduates of the Liceo Morayma Veloz de Báez educational Center, pre-university level, and academic modality, used as a case study.
3. Design a methodology with integration to technologies based on the linguistic competences of the Common European Framework of References for Languages.
4. Assess the proposed methodology.

To fulfill the objectives set, theoretical, empirical and statistical-mathematical scientific research methods are used, among which the following stand out:

Theoretical methods

1. The systemic approach, to study the problem and the object, taking into account its components and the interrelationships, interconnections and links that are established between them. It also made it possible to organize the structure of the investigation, giving it the character of a system.

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2. Analysis - synthesis: It was applied throughout the investigative process to reach the multifaceted knowledge of the educational system, detail the essential elements that make it up, as well as the links and networks between them and the most general characteristics of the pre-university educational system of the Republic. Dominican.

3. Induction - deduction: It was used from the compilation of the empirical material to obtain generalizing conclusions, which together with the theoretical study allowed the elaboration and foundation of the proposal and its schematic representation

4. Deductive hypothetical: It allowed to elaborate the hypothesis for the solution of the negative aspects and weaknesses, which facilitated the projection and forecast of the expected results.

Empirical

1. Participant observation: It was used in the exploratory phase, framing the problem in a general way and assessing the most Outstanding effects that characterize the real state of the object to be investigated. It was also applied throughout the Investigative phase, as well as to compare the conditions and characteristics of the partial and total results during the conduct Of the investigation and its consequent analysis.

2. Survey: It was implemented in the diagnostic stage, to obtain information about the opinions on the fundamental aspects of The use of technology in the teaching of the English language.

3. In-depth interview: It was also applied in the diagnostic stage to complement the information from the survey, which would Make it possible to have information related to the opinions of personalities linked to the educational process and their criteria About the use of educational technology.

4. Documentary analysis: It allowed the study of the most recent publications on educational technology and on the best practices In the fulfillment of these purposes.

5. Experimental: It was applied in its quasi-experimental variant to verify in practice the effectiveness of the proposed Methodology.

6. Osgood Scale: To find out the teachers' assessment of the strategy and plan of activities for teacher training

7. Consultation with experts: The Delphi method was applied to find out the opinions of professors and experienced personalities About the strategy, in particular the validity, quality, dimensions and feasibility of applying the proposed strategy.

8. The Focus Group technique was used to validate the relevance and impact achieved with the application of the strategy.

The novelty of the work is given by the conception and foundation of a methodology with the integration of technology that contributes to the development of the linguistic competence of the English language, as a foreign language at the pre-university level, which favors the development of linguistic competences.

Theoretical contribution: foundation of the methodology, which integrates elements of the action-based approach and task-based learning in advanced technological environments.

Practical contribution: A procedure for the implementation of the methodology designed with integration to technology in the conditions of the development of linguistic competences in the learning of the English language at the pre-university level.

Methodological Contribution: Procedures, methods and techniques, applied to the pedagogical structure of the methodology, constitute the Dominican educational process due to its novelty and timeliness adjusted and contextualized to the current demands of international education under the UNESCO principles in which it is denoted the quality of education as a fundamental factor, so the results obtained can be applied for future research.

THEORETICAL-CONCEPTUAL FRAMEWORK OF THE METHODOLOGY FOR THE DEVELOPMENT OF LANGUAGE COMPETENCE IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE AT THE PRE-UNIVERSITY LEVEL

Communication occupies about 80% of the total time of human beings. This time is distributed to a greater extent in oral skills (listening and speaking) and to a lesser extent in written skills (reading and writing). This phenomenon provokes the need to reconceptualize and innovate in terms of teaching methodologies and instructional design theories, since the most recognized theories in these areas have been modeled mostly in educational contexts focused on the learning of disciplinary content.

Since 1995, the Ministry of Education has made great efforts to promote the development of language skills in schools, incorporating a bilingual monitor for each educational region into the schools, who is in direct contact with the good classroom practices of teachers.

One of the functions of pre-university schools in the Dominican Republic is to promote the development of students' linguistic competence in the English language, so that they become competent speakers. A competent speaker is one who manages both to produce and interpret statements appropriate to the situation in which he/she participates, who can use language as a tool to achieve different purposes and knows how to adapt his/her language to the situation.

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Already for the year 2000, the first didactic guide for the teaching of the English language supported by technology was proposed, consisting of four parts: the first two dedicated to the development of the basic vocabulary that the teacher requires and the last two parts are dedicated to the development of Didactic strategies for teaching the English language.

At the beginning of 2005, the design of the curricular update begins and a new conception for the teaching of English is incorporated and the language resource centers are created. It is proposed to deploy a learning strategy adjusted to the Common European Framework of Reference (CEFR) for languages: learning, teaching and evaluation.

The development of English language skills as a foreign language has expanded from the teaching of discrete grammatical structures throughout life. This chapter conceptualizes and reaches conclusions regarding advanced teaching-learning theories and methods in the field of curricular design and the didactics of foreign language learning and the technologies that can favor a better development of defined linguistic competence as a field of research action.

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EVOLUTION OF LANGUAGE LEARNING AND ITS RELATIONSHIP WITH TECHNOLOGICAL DEVELOPMENT

Current educational trends focus mainly on the learner, student or apprentice, and it is considered that this should be the protagonist of their own growth, which is supported by constructivist theories that emphasize the fundamental role of the student in the construction of their knowledge.

These constructivist theories are based on the idea that the individual is not a simple product of the environment or the result of their internal dispositions, but their own construction that is produced day by day as a result of the interaction of these factors (Ausubel, Novak, & Hanessian, 1983); (Baquero, 1996). That is why a quality education cannot be carried out without the active participation of the student in the educational project.

Faced with a changing society in which social and educational systems seem to be evolving day after day, in which there is talk of a crisis of thought and cultural impostures, where we see the consolidation of dominant political-social globalizing trends, which have accentuated abysmal differences between wealth and poverty, it becomes imperative to seek ways to mitigate these contrasts.

Technological advances that are increasingly embedded in teaching have led to the categorization of education, perhaps because they become facilitators and generators of autonomous learning or because they point to another path towards meaningful education; The truth is that since the appearance of the Internet, the information generated, dispersed at first, is reorganized over time and becomes a participant, now indispensable, in teaching.

A great growth of research that guides Web 3.0 towards the search for a more intelligent Internet, based on what is known as the Semantic Web (SemWeb): "making knowledge more accessible to computer programs", seeking to obtain relevant answers to the questions. It is sought that the Web platform becomes at the same time a development platform: more intelligent, more personalized, more contextualized and therefore more interrelated with education.

It is known that "the current information society, characterized by the widespread use of computer technologies in all human activities and by a strong trend towards economic and cultural globalization" (Domingo, 2019), leads to a new culture that supposes new ways of seeing and understanding the world, the use of new machines and instruments and the implementation of new values and norms of social behavior.

It is necessary to find a balance between the expectations, formulated in the minimum content to transmit and learn and the basic social behaviors expected of the participants in the educational process, and the differentiated demands and goals, exposed in the personal characteristics that must be had taking into account the capacity and pace of each participant, and the behaviors that should be developed gradually.

Among the objectives of current Dominican education is that related to the formation, training and preparation of citizens for life from a Social Constructivist perspective, as well as the achievement and graduation of professionals capable of facing the challenges and transformations that are manifested today in the different branches of science and who are in charge of solving the problems that arise in the sphere of production and services.

To achieve this objective, it is necessary to face an essential problem that lies in the preparation of boys and girls based on the performance of their work as future professionals, for which it is necessary to appropriate a host of technical-professional skills that They will allow us to face the quality required for the production process, having as a precedent an undergraduate training in tune with current transformations and that is materially evidenced in the conception of quality and scientifically justified solutions.

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The author of this research agrees with this approach and considers that the use of multimedia in the educational teaching process, based on establishing different technological modalities for the planned content, improves student concentration, is motivating and contributes favorably to the understanding of content in pre-university education.

These systems face the challenge of responding to what is essential and to the interaction of any human communicative situation. Today multimedia can mean many things, depending on the context and the type of specialist who defines it.

To promote learning, schools must personalize teaching, offer support and recovery to students who need it, encourage the less gifted with exercises and gradual evaluations that allow a slower but reasoned progress, and that motivates them to give the best of themselves, while encouraging the most gifted with stimulating jobs and opportunities to demonstrate their own abilities, and in this the use of technological resources is fundamental from an early age.

According to Ortega (2017), the introduction of ICTs in teaching cannot be done as if they were an external instrument detached from the didactic system of the subject, embracing its function as a means and integrating them into the didactic system: objectives-contents-methods-means, this it is a more complex system.

An encouraging pedagogical future is appreciated as long as these technological incentives really become tools that contribute to the common good; without losing sight, first of all, that the fundamental thing in the pedagogical view is to determine if we have digital skills to be able to exercise the teaching function in the 21st century. And, regarding the students, if the activities that we propose really develop digital skills or are they a mere transposition of traditional activities to the new tools; and these are some of the big issues that require constant rethinking (Ortega, 2017).

DEVELOPMENT OF LINGUISTIC COMPETENCE AND ITS RELATIONSHIP WITH TECHNOLOGICAL DEVELOPMENT

In order to carry out the tasks and activities that are required to deal with the communicative situations in which they are involved, students use various skills developed in the course of their previous experience. In turn, participation in communicative events results in further development of the learner's skills, both in immediate use and in long-term use.

All human competencies contribute in one way or another to the communicative capacity of the user and can be considered as aspects of communicative competence. However, it is useful to distinguish between general skills less related to language and language skills proper.

Curiel (2017) highlights that the current information society, characterized by the widespread use of information technologies in social life and by a strong trend towards economic and cultural globalization, leads to a new culture that involves new forms of see and understand the world, the use of new machines and instruments and the implementation of new values and norms of social behavior, although the theory on which the research is based must always be kept in mind, which is carried out in the educational field, especially when the recipients are children and adolescents.

Each individual must develop a prior reasoning that adequately identifies the most effective type of communication (who is the recipient, the communicative intention, how to express oneself, among others). Therefore, communication will begin as the response to a innate need that will become learned and become part of one of the most important skills of every human being.

According to Cañas & Chacón (2015) the neuroscientific orientation now taken to the educational field, demands a great challenge for the teacher in the sense of broadening the understanding of the learning processes, not only from the cognitivism or socio-psychological orientation but also from its anatomical action; conceived from deep analysis, reflections and contrasts.

In this society of mobility of cultures and access to knowledge, the English language becomes a primary tool to build a representation of the world; in a basic instrument for the construction of knowledge, to carry out learning, for the optimal management of new technologies and for the achievement of full social and cultural integration. Likewise, and as a consequence of the role it plays in the construction of knowledge, language is closely linked to thought processes and the mastery of linguistic skills, such as, for example, cognitive skills, motor skills or skills related to planning and control of the learning activity itself.

Ortega (2016) states that a survey conducted by the Society for Human Resource Management (SHRM) in 2014, on the gap between economic conditions and the skills in demand, found that the 2,583 respondents cited the thought critical/problem solving (40%), professionalism/ethical work conduct (38%), leadership (34%) and written communications (27%) as the top four skills employees fail at. The survey also stated that you can have the best processes and the best technology, but if your people are not able to communicate them, if they do not effectively demonstrate that they can work as a team, have critical thinking and emotional intelligence, they will not help your business be successful. The experts surveyed also agree that technical skills can be taught much more easily than linguistic skills. Also, he comments that non-cognitive or socio-affective skills are transcendental in today's society.

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The Ministry of National Education (2016), shows the benefits of mastering a second language, after having reached a certain level of cognitive development in a first language, this makes the individual develop a higher degree of metalinguistic awareness and an increase in ability to appreciate the arbitrary and the conventional in linguistic symbols.

The fundamental purpose is to ensure that they acquire and develop their competence in that code in such a way that they use the foreign language to relate knowledge, to understand and interpret the surrounding reality and to share ideas, feelings and opinions in communication situations in which some patterns of linguistic and social behavior typical of the cultures where the foreign language is spoken.

According to Cruz & Ramírez (2018), communicative competence is understood as the ability of a person to behave effectively and appropriately in a given speech community; this implies respecting a set of rules that includes both those of grammar and the other levels of linguistic description (lexical, phonetic, semantic) as well as the rules of language use, related to the socio-historical and cultural context in which communication takes place.

Another important concept in the opinion of this researcher is that offered by Fernanda (2016) "Communicative competence comprises the skills and knowledge that an individual must have in order to use linguistic and translinguistic systems that are available to them to communicate as a member of a community sociocultural given.

The Common European Framework of Reference for Languages speaks of communicative competences of the language, which include linguistic, sociolinguistic and pragmatic competences, and which -in turn- are integrated into the general competences of the individual, which are the following: knowing (general knowledge of the world, sociocultural knowledge, intercultural awareness); know-how (skills and abilities); knowing how to be (existential competence: related to attitudes, motivations, values, beliefs...); and knowing how to learn.

THE CONCEPT OF LINGUISTIC COMPETENCE

The concept of Linguistic Competence was already used by Chomsky in 1965, defining it as a system of rules that, internalized by the student, make up his verbal knowledge (expression) and allow him to understand an infinite number of linguistic statements (comprehension), referring to knowing how to use the grammatical rules of the language. On the other hand, Pragmatic Competence is defined as the ability that the learner acquires to know how to use a language properly, leading him to know the non-linguistic procedures: the needs, the intentions, the purposes, among others, referring to knowing how to use functions in communicative situations (García, 2018).

Linguistic competence includes lexical, phonological and syntactic knowledge and skills, and other dimensions of the language as a system, regardless of the sociolinguistic value of its variants and the pragmatic functions of its realizations. For effective communication in the English language, the satisfactory development of linguistic competence is required, for which the following must be mastered:

- Oral comprehension, which consists of understanding the oral messages received.
- Oral production, which is the verbal expression of thought.
- Written comprehension consists of interpreting a written text
- Written production, which is the representation of words by recognizable graphic signs.

This component, which is considered here from the point of view of the communicative linguistic competence that a specific individual possesses, is related not only to the scope and quality of knowledge (for example, the phonetic distinctions made or the extension and precision of vocabulary), but also with the cognitive organization and the way in which this knowledge is stored (for example, the different associative networks in which the speaker places a lexical element) and with its accessibility (activation, retrieval and availability) (Pérez & Trejo, 2013).

The knowledge may or may not be conscious and easily expressed (for example, once again in relation to mastery of a phonetic system). Its organization and accessibility varies from one individual to another, and also varies within the same individual (for example, for a multilingual person, depending on the inherent varieties of their multilingual competence).

The communicative linguistic competence that the student or user of the language has is put into operation with the performance of different activities of the language that include comprehension, expression, interaction or mediation (specifically, interpreting or translating). Each of these types of activities is made possible in relation to texts in oral or written form, or both. As processes, comprehension and expression (oral and, where appropriate, written) are obviously primary, since both are necessary for interaction (Cervantes Virtual Center, 1999 - 2020).

They are also important in many forms of learning (understanding the content of a course and consulting manuals, reference works and documents). Expression activities play an important role in many academic and professional fields (oral presentations,

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studies and written reports) and are given a certain social value (assessments made of what has been presented in writing or of the fluency in the articulation of oral presentations).

In interaction, at least two individuals participate in an oral or written exchange in which expression and comprehension alternate and may actually overlap in oral communication. Not only can two interlocutors be talking and listening to each other simultaneously; even when speaking time is strictly respected, the listener is usually already predicting the rest of the speaker's message and preparing a response (Centro Virtual Cervantes, 1999 - 2020).

According to Ramírez (2017) a foreign language is one that is different from the mother tongue, in the case of the Dominican Republic, since 1995 public schools have officially taught two foreign languages, adult users generally acquire a foreign language if learns it consciously, whether in a school, in the case of children, the earlier they are exposed to contact with the foreign language, the better their learning will be, which is manifested in the development of linguistic skills.

Many studies have highlighted the value of natural exposure through study abroad or other very particular extra-curricular experiences of sociolinguistic variation (Ramírez, 2017)

The Dominican educational society and the school itself require that knowledge be managed through the process of learning the English language. It is necessary for the school to contribute to strengthening the teaching of the English language, especially in the following aspects:

- Correct articulation, so that the pronunciation of sounds is clear.
- Intonation appropriate to the nature of the speech.
- Expression with voice audible to all listeners.
- Fluency in the presentation of ideas.
- Appropriate use of gestures and mime.
- Relevant and timely participation.
- Capacity for persuasion.
- Clear expression of ideas (Palomino, 2014).

RELATIONSHIP TECHNOLOGY AND TEACHING-LEARNING OF FOREIGN LANGUAGES

The English language is no longer just a necessity, it has become the international language, indispensable for diplomatic, scientific, political, and educational affairs. Today, there are many causes and very diverse reasons why English has become an international language. In fact, knowledge of it is almost an indispensable condition for professional success. Added to all this is the great boom in the use and development of technology in the learning process (Miranda, Montejo, & Morales, 2019).

Currently there are many benefits that the digital age offers to the process of learning English as a foreign language. The digital age is a driver of the quality of the educational process, and allows the overcoming of space-time barriers, greater communication and interaction between teachers and students, active participation in the process of collective construction of knowledge and development of skills. With them, both the student body and the teaching staff of the teaching and learning programs have the possibility of greater interaction with students and faculty of other programs, institutions and places, both national and international. This provides the opportunity to build knowledge with the use of updated content and teaching material, as well as access to an incalculable amount of free teaching resources both in face-to-face and online modalities.

ICTs, and especially educational applications, are the innovation of the moment and allow teachers and students to make decisive changes in the daily tasks of the classroom and in their teaching-learning process. The APPS favor schools that do not have a library or educational material. These technologies allow us to enter a new world full of easily accessible information for teachers and students. In the same way, they facilitate the learning environment, which adapts to new strategies that allow creative and fun cognitive development in the traditional areas of the curriculum.

The challenge that the new society poses to the teacher is not reduced to a scientific-didactic update on a series of contents of formal education, nor is it limited to school spaces, but rather they have to take part in the non-formal education of their students, promoting school-society interrelationships. The concept of teacher has undergone a profound change with ICT, since it goes from being a mere transmitter of knowledge to being a guide. The student also changes, and goes from being a passive subject to adopting an active role.

Learning occurs through interpersonal interaction, based on tasks and problem solving to exchange experience and knowledge while the content emerges from that collective interaction.

The social nature of language learning in virtual worlds makes Dogma an appropriate method for using the ideas, reactions and impressions derived from social interaction as teaching material, which is why the Dogma principles are:

1. Teacher-student and student-student interactivity as a fundamental way of learning.

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2. The commitment (Engagement) established between students that increases when creating the didactic materials under the teacher's guidance.
3. The dialogical principle contributes to social learning, students interact, build knowledge and develop their skills.
4. The scaffolding (Scaffolded conversations) occurs in pleasant, family, collaborative and cooperative conversations, mutual help In the construction of knowledge and the development of skills is fundamental.
5. The emergence of language and grammar occurs during learning with a different view than other theories on language Acquisition.
6. Learning opportunities (Affordances) and student identity (Voice) consists of optimizing learning opportunities and addressing The language that emerges from the exchange of knowledge, belief and experience.
7. Empowerment, relevance and critical thinking implies carrying out learning activities without textbooks, but with relevant materials that stimulate learning with a critical sense to discover their cultural and ideological premises.

From these principles emerge the three fundamental guidelines of Dogma:

Conversation-centered teaching that is based on conversational exchange through interaction and transaction, where the emphasis is more on the content than on the syntactic aspect so that the student focuses on the meaning of his speech. That is, teaching is based on conversation and learning is the result of interaction, real communication.

Free teaching of published materials focuses teaching on students, cooperative-collaborative learning and mutual help so that students are the authors of the materials that are used. Emergence supports learning as a process where language emerges in activities that lead to collaborative-cooperative communication so that students discover the linguistic forms they need and use them. It is important to review and highlight the linguistic forms used to stimulate the emergence of language and the development of content during the learning process.

Dogma restores the principles of communicative teaching by being compatible with reflective practice and humanizing the classroom through dialogic critical pedagogy, and shares the principles of task-based learning with the same philosophy, although using different methods. The tendency is to use the language naturally in communicative tasks and for knowledge to be built cooperatively and collaboratively.

TANDEM

The Tandem method has been treated by different authors, according to Álvarez, et al. (2007), Tandem is a method used by two people, natives of different languages to learn from each other, it is an open learning method between two people of different languages mother mothers who collaborate and help each other to learn their respective languages through the exchange of personal and professional experiences.

Tandem is an autonomous learning method and is based on real communication between native speakers, each user is a source of linguistic, social and cultural information on the language that their interlocutor is studying (González, 2012).

Tandem is characterized by:

- True communication in an act of authentic interaction between real and native people. The learning environment is natural, with almost no external control. Error inhibitions are reduced, learning is relaxed, and achievement is increased.
- Learning in real practice, in personal contact with natives and their cultural, social and professional environment. Each one is a Linguistic and extralinguistic model, with its taboos and way of expressing emotion, praising and accepting praise. These aspects Become familiar in the interaction with the native speaker of the language being studied.
- Reciprocity and mutual support because each one is responsible for the learning of the other and strives to help him. Success Lies in the confidence to request, give and receive help, together they decide what mistakes to correct, when and how often to Do it.

The use of Tandem requires a distribution of time in equal parts, it implies deciding the time to be used so that there are mutual benefits and learning without limitations in an open and fluid environment. The corrections are made in the language that is being used and without hindering communication, it is recommended to correct the most frequent errors that affect comprehension, not to look for words in the dictionary or use a third language. The frequency of the meetings is important, they must be planned according to objectives and schedule. The meetings must be systematic, scheduled and lasting over time, one hour a week is a good option.

TASK BASED LANGUAGE LEARNING (ALBT)

Task-based language learning is a method of interest addressed in numerous scientific publications. In a general sense, Zaldívar (2016) considers that task-based language learning (task-based instruction and problem solving) is a method that facilitates the

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understanding and production of language in social interaction. Tasks should be communicative and reflective, focusing on meaning without downplaying form. The teacher's job is to lead the student to perform the task by focusing their attention on the information or content and using the linguistic elements of the personal record of it. Error correction should be done at the end of the task.

The tasks available on the Web are varied in their form, they have the introduction of the subject, the objectives and the explanation of how to carry them out. These tasks include the following:

1. Tasks to list information and fill in the blanks. When the information is analyzed and the graphs, tables and diagrams are completed, the exchange and conversation between the participants is generated (List).
2. Tasks to organize information in a logical-chronological way, order data, categorize data into groups, extract-recycle information And compose texts or dialogues (Order and Classify).
3. Tasks to compare points of view, connect specific points and find similarities or differences when describing images or situations (Compare).
4. Logical reasoning tasks to solve communicative problems (Problem Solving).
5. Tasks to solve a communicative problem by exchanging ideas and experiences (Sharing personal experiences).
6. Tasks to work on projects under the guidance of the teacher (Projects) (Zaldívar, 2016).

According to Zaldívar (2016), this method is characterized by:

1. the lack of information in the tasks to develop significant communicative competence by solving communicative needs and problems and internalizing the language as a result of the inner psychic process through the use of the target language.
2. The understanding and production of language focused on the meaning and content of the message such that creative and Conscious learning is stimulated during the construction of knowledge with logical thinking and the participants' own strategies. Learning tasks should be about routine and professional activities so that students understand and communicate by concentrating on the content of the message rather than the form. For this, it is necessary to guide the objective precisely, negotiate with the students how to carry out the tasks and what means to use, in this way continuous learning and active participation is achieved.

On the other hand, the tasks must be real so that communicative competence is exercised and developed in open situations, reflecting what is done in daily and professional life (Zaldívar, 2016).

GUIDED DISCOVERY LEARNING

Guided discovery language learning (ALDG) is a method of interest reflected in different scientific publications. ALDG is a self-regulatory activity in problem solving that requires hypothesis testing as the logical center of discovery. It could be said that it is a constructivist learning theory that consists of the self-taught acquisition of knowledge. The content is not presented in its entirety to motivate interest in discovery, it is necessary to avoid the simple reception of the content to stimulate autonomous learning with the search and manipulation of information.

The ALDG is a method that guides the student to build their knowledge autonomously according to their learning style and pace. The design of the task must guarantee that the student progresses satisfactorily and assimilates the information. It is a non-passive learning method, the student discovers the concepts and their relationships, reorders them and adapts them to their cognitive scheme with investigative skills based on the inductive method and problem solving (Zaldívar, 2016).

This method requires adequate guides and materials to stimulate observation, comparison and analysis. The students discover the communicative functions and the linguistic forms necessary to carry out the learning tasks.

The ALDG helps to eliminate the limitations derived from mechanistic learning and stimulates the confirmation of intuitive assumptions; enhances metacognitive strategies and learning to learn to develop skills, cognitive strategies and communicative competence; lastly, this method raises self-esteem and security in learning, eliminating the psychological barriers that affect language acquisition.

The application of the ALDG has increased the methodological techniques and a balance has been achieved between the teaching of aspects of the language and the development of communicative competence. The student establishes significant links from what she knows to build knowledge and apply it in new contexts, deduces how the rules of the language work and learns from her own mistakes.

To correctly apply this learning method, students must be guided to use their skills and find the necessary norms and rules of the language to solve the learning tasks; delve into the way to acquire the content of the language with active methods; and prioritize the development of investigative skills.

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Also, the way in which ICTs are used in training is a form of guided discovery learning because strategies are developed to solve tasks and build knowledge.

The author of this research considers that the ALDG is used to guide the student to learn independently. This requires patience and effort from the teacher to assist and help students with materials and guides that stimulate the effort of discovery. The teacher must stimulate the development of habits of inquiry and study, dialogue, creativity, tolerance, critical capacity to analyze the contents in the socialization spaces where the solved tasks are shown, errors are critically analyzed and learning is done them (Zaldívar, 2016).

When conducting the ALDG, keep in mind that language works in real life and is learned in interpersonal interaction. This means that students must interact and exchange their experiences and personal and professional knowledge, after studying and working with the teaching materials.

The methodology for the development of oral expression in the EV3D must assume three of the methods used for language learning in virtual worlds because this environment has:

1. Spaces for social learning where students establish relationships of collaboration, cooperation and mutual help as they work in pairs, trios and teams and communicate synchronously and asynchronously. In this way they carry out virtual activities in real time and build their knowledge, Dogma.
2. Spaces with resources and learning activities based on tasks that the student studies to discover the linguistic elements that she needs to fulfill the communicative functions, ALDG.
3. Learning activities to transmit experiences on production and exchange knowledge on topics of the specialty, ALBT (Zaldívar, 2016).

The methodology for the development of oral expression in the EV3D "Learn in 3D" constitutes a novel way to develop oral expression in English. It is based on concepts and principles that stimulate collective intelligence and self-management of knowledge. Students are active actors in their learning and the teacher is the guide-organizer-facilitator (Zaldívar & Martínez, 2016).

The foundation is based on some concepts of the Historical-Cultural Approach, reflected in the didactic methods for language learning in virtual worlds assumed for the implementation of EV3D and the proposed methodology. These concepts are exposed in the following rationale:

- The educational nature of teaching and the active-conscious nature of learning;
- The mediation of consciousness in the regulation of action;
- Learning as a result of historical-social development, and educational conditions;
- The inter-psychological character of psychic processes;
- Teaching as a source of proximal development to acquire knowledge and develop communication skills, and learning as a result of that teaching;
- The scientific nature of the process of teaching foreign languages,
- The objective character to present the contents from the general to the particular.
- The assumed methods (Dogma, Task-Based Learning, Guided Discovery Language Learning) contribute to materialize these concepts in the following way:
- Active and conscious interaction between teachers and students and among the students themselves, such that help, collaboration and cooperation in the learning process are encouraged.
- The commitment of the students with the creation and socialization of the contents as a reflection of an active and conscious learning with an intra-psychological character and its respective inter-psychological influence.
- Learning as a social and dialogical process through which knowledge is built, as a reflection of the social nature of learning.
- Critical thinking when using materials in class and development of real tasks of the profession to stimulate problem solving, as a reflection of teaching as a source of development and learning as a result of teaching.
- Presentation of the content, not in its entirety, such that autonomous learning is stimulated in the self-management of knowledge (Zaldívar, 2016).

The foundation is also based on the characteristics of the educational resources developed and the learning activities designed according to the objectives of the Foreign Language V subject and the benefits of the EV3D and external tools.

In general, the methodology is based on the principle of mutual cooperation in a psychopedagogical environment that stimulates creative, entertaining, conscious and intelligent interaction and cooperation among the participants to advance to

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higher levels of learning according to collective and personal objectives. An appropriate student-student and student-teacher-content relationship is established.

The environment enables the socialization of the result of the independent study-work through the discussion of the course content, the simulation of workshops or seminars on topics of the specialty and the exchange of extra-class tasks. This interaction of the teacher with the students and between the students themselves allows the monitoring, assessment and evaluation of learning (Zaldívar, 2016).

The methodology applies concepts and principles of the communicative approach and three teaching methods used in virtual worlds (Dogma, Task-Based Learning and Guided Discovery Language Learning). The development of oral expression in English is achieved in a favorable learning psychopedagogical environment characterized by:

- Active students responsible for the construction of knowledge in constant cooperation and collaboration.
- A learning group organized in such a way as to establish cooperation and exchange in a favorable environment so that each student advances in their learning and perfects their command of the language.
- A space for the socialization of knowledge and tasks that contributes to the achievement of training objectives and progress in learning.
- The intra-psychological development of the student with the socialization and exchange of individual and collective experiences. Each student contributes what she knows and benefits from the contribution of her classmates.
- A teacher director, organizer and facilitator of the learning process, supported by educational and technological resources to guide independent study-work and achieve training objectives.

Online learning is based on the construction of knowledge through individual and social cognitive interaction. The internalization and transfer of knowledge are achieved at the request of social interaction from the virtual personal context.

These concepts are applied in the EV3D from connected learning to the interoperable virtual world with the course on the Moodle platform. The student builds knowledge from what he knows and in full collaboration with others, performs independent study-work and exchanges the result with the assistance, guidance and control of the teacher. Intelligence is collective and everyone's support is for everyone and constant (Zaldívar, 2016).

According to UNESCO (2008) within the standards of ICT competence, teachers need to be prepared to empower students with the advantages that ICTs bring them. Schools and classrooms, whether face-to-face or virtual, must have teachers who have the necessary ICT skills and resources and who can effectively teach the required subjects, while integrating their concepts and skills into their teaching. Interactive simulations, digital and open educational resources (OER), sophisticated data collection and analysis tools are some of the many resources that allow teachers to offer their students possibilities, previously unimaginable, to assimilate concepts, understand principles and assume theoretical frameworks in the different fields of knowledge.

According to Arteaga (2011) comments that one of the integrations of ICT in the field of education mostly implemented today is in the area of languages with the name of computer-assisted language learning (CALL, for its acronym). in English), as a new method that arises from the concern of professors and researchers to integrate the use of ICT in language teaching-learning processes. On the other hand, he comments that virtual learning allows interactivity and promotes motivation, efficiency and knowledge improvement in a flexible environment. Therefore, the most frequently used technologies at educational levels are computers, e-mail, and the Internet, and their application can be as varied as the circumstances of each institution allow.

With which we can conclude that the teaching-learning of a foreign language must be accompanied by the integration of technology to meet the need for students who have a B1 domain on the scale of the linguistic levels of the English language according to the Common Framework European Reference for Languages.

Morchio (2014) argues that due to the rise of new communication technologies, they have changed... (The) ways of knowing, thinking and learning (of students) and therefore they have to occupy vital space in training trajectories; school and college. Also, he comments that the pedagogical inclusion of technological resources is a difficult goal to achieve. In this sense, many of the pedagogical practices of teachers do not include ICT even when they are trained to implement them in the classroom, use them in their daily lives and the school offers the necessary infrastructure to do so. Thus, on many occasions the classes are organized from a subjectivity totally different from that of the real student, designed for a student who is not in that class.

The child who masters a language will not only be useful to practice in the supposed case of being able to go to another country one day, but "in situ", since the immense possibilities of establishing significant relationships with people from different countries. We have the possibility of interacting through email or chat within the reach of all schoolchildren from the moment they enter school (Parra & Galván, 2014).

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A series of authors have said that the end of the century and the entry into the new millennium are linked to a process of social, economic and political transformation, which can be said that we are not experiencing one of those periodic conjunctural crises of the capitalist model of development, on the contrary, we are experiencing the appearance of a new mechanism of forms of social, economic and political organization. It is also recognized that knowledge and information would be replacing natural resources and money as an entity in the generation and distribution of power in society. Knowledge would be the main source of power, which has important effects on the internal dynamics of society (Tedesco, 2011).

The depth of the cultural change is so significant that some authors tend to describe this period as a stage of great rupture. These changes are mainly associated with the rise of new information and communication technologies (ICT). These technologies have a significant impact on the set of social relations. The accumulation of information, the speed of transmission, the overcoming of spatial limitations, the simultaneous use of multiple media (image, sound, text) are, among others, the elements and factors that explain the enormous fertility of change presented by these new technologies. Its use forces to modify basic concepts such as those of time and space. The very notion of reality begins to be rethought, based on the possibilities of building virtual realities that pose unprecedented problems and questions of an epistemological nature, the analysis of which is just beginning (Tedesco, 2011). The knowledge society supposes new social, political and economic conditions that redefine the value system on which modernity was based and presents new challenges for educational organizations.

For Tedesco (2011) in a world where information and knowledge accumulate and circulate through increasingly sophisticated and powerful technological means, the role of the school must be defined by its ability to prepare for the conscious, critical, asset of the devices that accumulate information and knowledge. The main challenge of educational transformation is to manage the complexity of these processes and recognize the multiple dimension and the need to work with different and simultaneous sequences.

Rofle (2018) points out that the teacher does not teach his class in a glass bell, but rather develops his professional activity in an educational context determined by variables of time and space. Precisely the classroom reflects the changes experienced in society, which have impacted pedagogical subjects in different ways, which makes them approach (in the case of this communication) the English language from different subjectivities. This situation often leads to a decoupling in the classroom: in various instances, teachers implement didactic configurations that do not appeal to the media subjectivities of their students, a situation that does not contribute to their learning. This is equivalent to saying that the English teacher teaches a class for a student who is not present in the classroom.

ICTs have been naturalized in everyday life: cell phones, tablets, Skype, iPod, podcast, DVD, digital television, twitter, WhatsApp, text messages, tablets, cell phones, apps. It is difficult to find a member of society who does not use these resources to a lesser or greater degree. So if the classroom reflects the society in which we live, it is to be expected that ICTs have a leading role or at least exist in English classes at school. (Rofle, 2018)

This technology is based on a synchronous (instantaneous interaction between teachers and students) and asynchronous (intermittent interaction, deferred in time) work method, and offers a series of advantages, such as greater student motivation, the promotion of the individual process learning, immediate feedback and non-linear access to information.

ASSESSMENT OF LANGUAGE PROFICIENCY LEVELS ACCORDING TO THE EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The Common European Framework of Reference provides a common basis for the development of language programs, curricular guidelines, exams, manuals, etc., throughout Europe. It describes in an integrative way what language students have to learn to do in order to use a language to communicate, as well as the knowledge and skills they have to develop in order to act effectively. The description also includes the cultural context in which the language is situated. The Framework of Reference also defines levels of proficiency in the language that allow checking the progress of students in each phase of learning and throughout their lives.

The Framework of Reference is intended to overcome the barriers produced by the different European educational systems that limit communication between professionals working in the field of modern languages. By offering a common basis for the explicit description of objectives, content and methodology, the Reference Framework favors the transparency of courses, programs and qualifications, thus promoting international cooperation in the field of modern languages. . The presentation of objective criteria that describe language proficiency will facilitate the mutual recognition of qualifications obtained in different learning contexts and, consequently, will contribute to mobility in Europe.

The Framework includes the description of 'partial' qualifications, which are appropriate only where a narrower knowledge of the language is required (for example, for listening rather than speaking), or where a limited number is available of time for

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learning a third or fourth language and perhaps more useful results can be achieved by aiming, for example, at recognition rather than retrieval skills. Giving formal recognition to these abilities will contribute to the promotion of bilingualism through the learning of a greater variety of European languages. (Cervantes, 2002).

THE VERTICAL DIMENSION TO THE REFERENCE FRAMEWORK, ALLOWS DESCRIBING OR DRAWING THE PROFILE OF THE LEARNING SPACE, ALBEIT IN A SIMPLE WAY, WHICH IS USEFUL FOR SEVERAL REASONS

The development of definitions of the student's command of the language, related to the categories used in the Framework of Reference, can help specify what is expected to be appropriate at different levels of achievement based on those categories. This, in turn, can contribute to the development of transparent and realistic specifications regarding the overall learning objectives.

Learning that takes place over a period needs to be organized into units that take progression into account and can provide continuity. Curricula and materials need to be interlinked, and a tiered framework can help this process.

The learning efforts related to these objectives and these units must also be located in this vertical dimension of progress, that is, they must be evaluated in relation to the achievement in the domain of the language. Having language proficiency specifications contributes to this process.

Such assessment should take into account incidental learning, experience outside the classroom, and the type of collateral enrichment described above. In this regard, it may be useful to have a set of language proficiency specifications that goes beyond the scope of a particular study programme.

Having a common set of language proficiency specifications makes it possible to compare objectives, levels, materials, tests and achievement levels in different systems and situations.

A framework that includes both the horizontal and vertical dimensions makes it possible to define partial objectives and recognize unequal profiles and partial competencies.

A framework of levels and categories that facilitates the description of objectives for specific purposes can help inspectors. Such a framework can make it possible to assess whether students are working at an appropriate level in different areas; it can also inspire decisions about whether action in these areas represents an appropriate model for the learning phase, as well as suggest immediate and longer-term goals for effective language proficiency and personal development.

Finally, in their learning trajectory, language learners pass through various educational sectors and institutions that offer language services, and the existence of a common set of levels can facilitate collaboration between these sectors. With the increase in personal mobility, it is increasingly common for students to change education systems at the end of their studies or even in an intermediate stage, so having the possibility of having a common scale that describes their achievement becomes on a matter of increasing interest.

When considering the vertical dimension of the Framework, it should not be forgotten that the language learning process is continuous and individual. Not even two users of the same language, whether they are native speakers or foreign students, have exactly the same skills or develop them in the same way. Any attempt to establish levels of proficiency in the language is to some extent arbitrary, as it is in any area of knowledge or skill.

However, for practical reasons it is useful to establish a classification of defined levels that segment the learning process to respond to the needs of curriculum design, exams, etc. Their number and magnitude will generally depend on how a particular educational system is organized and for what purposes the scales are established. It is possible to establish procedures and criteria to carry out the grading and to formulate the descriptors used in the characterization of successive levels of language proficiency.

Also remember that levels reflect only a vertical dimension. Therefore, they can only explain to a limited extent the fact that language learning involves both horizontal and vertical progress whereby learners acquire the mastery to engage in a wider range of communicative activities.

Progress is not simply about moving up a vertical ladder. There is no logical and concrete requirement for a student to go through all the lower levels of a subscale. She may have collateral progress (from a parallel category) by extending her acting abilities rather than increasing her command of the language in the same category. Conversely, with the expression "deepen our knowledge", it is recognized that we may once feel the need to support such pragmatic improvements by looking back to "the basics" or " (ie lower level skills) in an area where we have moved laterally.

No existing scale or system of levels can claim to be linear in this sense. Taking into account the series of content descriptions made by the Council of Europe, although the Platform level (Waystage) is located halfway to the Threshold level on a scale of levels, and the latter is halfway to the Advanced level (Vantage), experience with current scales suggests that many students will take more than twice as long to reach Threshold from Platform than it will take to reach Platform; then, it is likely that it takes

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more than twice as long to reach Advanced from Threshold as it took to reach Threshold from Platform, even though the levels appear equidistant on the scale.

This is so due to the necessary expansion of the set of activities, skills and linguistic elements that it entails. This practical fact is reflected in the frequent representation that is made of a scale of levels in the form of a diagram that resembles a cornet, a three-dimensional cone that widens upwards. When using any level scale, extreme caution must be exercised when calculating the average time needed to achieve specific objectives (Cervantes Virtual Center, 1999 - 2020).

CONCLUSIONS

After an analysis of the state of the art regarding the thematic object of study, it can be affirmed that:

Developing the linguistic level of the English language at level B2 of the Common Framework of Reference for Languages is essential for the success of learning English as a foreign language at the pre-university level, but they require an appropriate methodology that allows integrating pedagogical and technological components, in order to obtain the expected results with this synergy.

There are several tools, frameworks, computer applications and methodological indications that can be part of a technological infrastructure to develop English language skills in pre-university education.

A methodology to develop language skills in pre-university education must take into account the generic characteristics that the tools that take part in the teaching-learning process must present and a group of criteria that support the technological selection. It must also have elements that support the centralization of security in applications that consume educational computing resources. In correspondence with the demands of the sociocultural context and constitutes one of the social needs to be satisfied today, so the proposed methodology must correspond to these demands.

RECOMMENDATIONS

- Implement certain methodologies for the development of pedagogical and technological components to increase linguistic competence in the formation of English as a non-native language.
- Establish the tools, computer applications to create a technological infrastructure that develops language skills in educational institutions.
- Apply the necessary elements for the security of computer resources during their use, which are currently required.

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