Quebec teacher education programs are now supposed to develop technological and reflective skills in future teachers. In our second language teacher education program, these competencies are developed through the use of learning communities. This research analyzed the use of a learning community by the students. Students’ perception of their technological competencies were collected. Students were asked to discuss, exchange ideas on the language learning process and on their learning processes as future educators. As well, using the learning community, students developed a concept map on their vision of learning. Qualitative analysis of these results indicate that students who felt technologically competent were more present in the learning community and more willing to help to the less technologically inclined students. Conclusions on the use of a learning community in a teacher education program to develop these competencies will be discussed.