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**DISEÑO DE UNA APLICACIÓN HÍBRIDA EDUCATIVA BASADO
EN EL MODELO INSTRUCCIONAL ADDIE PARA EL
REFORZAMIENTO DE LAS HABILIDADES DE PRODUCCIÓN
ORAL Y ESCRITA EN EL EXAMEN INTERNACIONAL IELTS
GENERAL DEL NIVEL C1 DE INGLÉS**

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**SUSTENTACIÓN DEL TRABAJO DE INVESTIGACIÓN
EN LA MAESTRÍA EN E-LEARNING**

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1. Planteamiento del problema

Identificación de necesidades de la población:

- Resultados del examen internacional IELTS General se encuentran por debajo de la banda 6,5 (por debajo del nivel C1 de inglés).
- Presentación del examen más de una vez o realización de cursos adicionales.
- Las habilidades productivas son las competencias con mayor dificultad.

Análisis del material: carencia de ejercicios en aplicaciones móviles que estimulen tanto la producción oral como la escritura de cartas y ensayos formales.

Pregunta de investigación: ¿Qué actividades didácticas, teniendo en cuenta "el Enfoque de la Acción, las Teorías Constructivistas, Conectivistas y el modelo instruccional ADDIE", pueden ser implementadas para mejorar las habilidades de escritura y habla en los profesionales del Nivel C1 de Inglés?

2. OBJETIVOS



OBJETIVOS ESPECÍFICOS

OBJETIVO GENERAL

Diseñar doce (12) actividades didácticas, organizadas en tres (3) módulos, en una aplicación híbrida educativa que permitan reforzar la producción escrita y oral en el examen internacional IELTS General.



- Identificar los indicadores de logros en la producción oral y escrita en la evaluación del examen internacional IELTS General para la creación de las actividades objeto de diseño.
- Identificar las áreas de refuerzo más requeridas para un nuevo diseño de una aplicación híbrida educativa a partir de la revisión de las aplicaciones disponibles en el mercado educativo.
- Presentar el instrumento tecnológico de la aplicación híbrida educativa a partir de los parámetros de diseño de actividades didácticas de escritura argumentativa y de producción oral para los profesionales del Nivel C1 de Inglés teniendo en cuenta el método de "Enfoque de la acción" y modelo de diseño instruccional ADDIE



A nivel internacional sobre las aplicaciones de las TIC en el ámbito educativo:

(Cerro Martínez, 2015) en su artículo: “Tendencias y aplicaciones de las TIC en el ámbito educativo” Enseñar y aprender en línea. Universidad Oberta de Catalunya.

A nivel local sobre el diseño instruccional:

(Agudelo, 2009). Importancia del diseño instruccional en ambientes virtuales de aprendizaje. Universidad de Antioquia, Medellín, Colombia. Artículo

A nivel internacional sobre la búsqueda de nuevos enfoques (enfoque de la acción):

(Bourguignon, C. 2006). De l’approche communicative à l’approche communic’actionnelle : une rupture épistémologique en didactique des langues-cultures dans Synergie Europe n° 11. Recuperado el 15 de Octubre de 2012, de <http://ressources-cla.univ-fcomte.fr/gerflint/Europe1/Claire.pdf>.

A nivel local:

(Pedraza, N., & Berdugo T, M. 2005). *Un estado del arte del desarrollo de ambientes web instruccionales para lenguas y otras áreas*. Cali: Universidad del Valle.

3. ESTADO DEL ARTE



A nivel internacional sobre el uso de las TIC en la enseñanza del Inglés como Lengua Extranjera:

(Levy, M. 1997) CALL: Context and Conceptualisation. Oxford: Oxford University Press en CALL (computer assisted language learning) por Graham Davies. (Fernánadez, A., & Pampillón, C. 2009). Las plataformas E-learning para la enseñanza y el aprendizaje universitario en Internet. Madrid: Universidad Complutense de Madrid.

A nivel internacional sobre enfoques pedagógicos para ambientes virtuales:

(Miranda, L., Morais, C. & Dias, P. 2006). *Pedagogical Approaches for Online Environments*. University of Minho, Portugal.



4. MARCO DE REFERENCIA

4.1. Marco conceptual



- Enfoque de la acción
- Modelo Instruccional Addie.
- La producción escrita y oral en el aprendizaje de una lengua extranjera.
- El diseño del material en el aprendizaje de una lengua extranjera
- Material didáctico

4.2. MARCO METODOLÓGICO

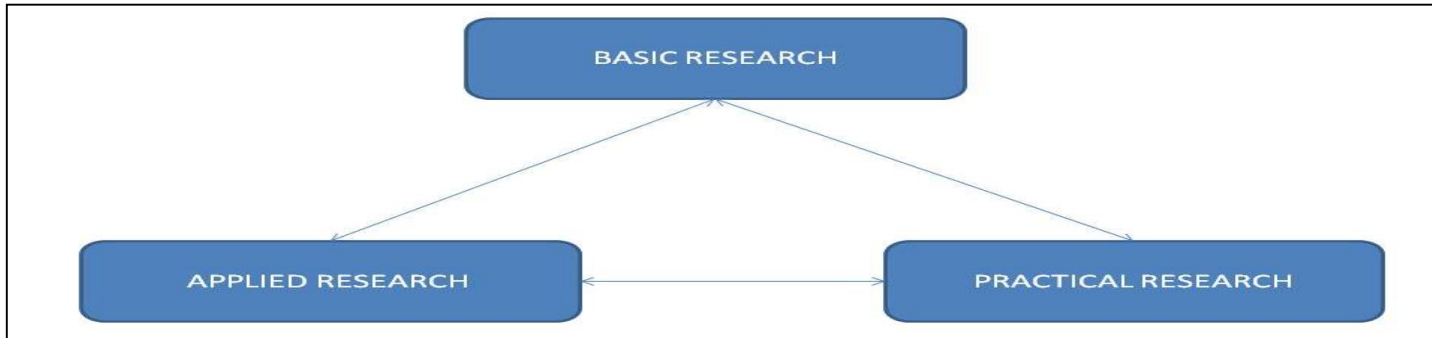
4.2.1. Tipo de investigación

(Sampieri Hernández, Fernández-Collado, & Baptista Lucio, 2006, pág 755), define el carácter "mixto" de la investigación como:

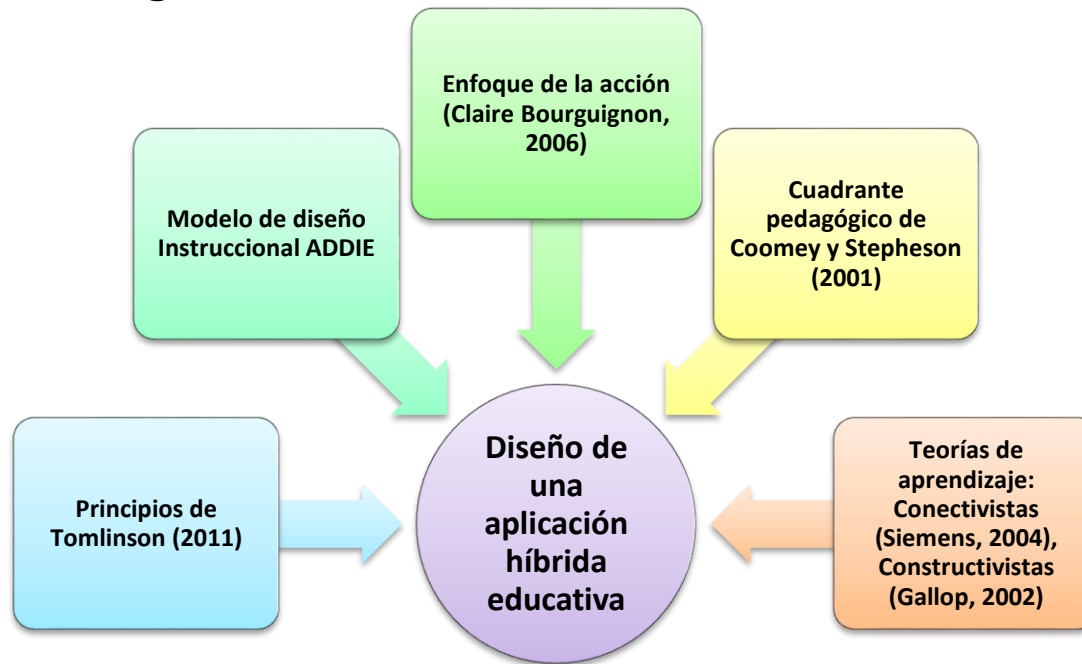
"proceso que recolecta, analiza y vincula datos cuantitativos y cualitativos en un mismo estudio o una serie de investigaciones para responder a un planteamiento del problema."



Clases de investigación de Segunda Lengua y sus relaciones



4.2.2. Metodología



Tomlinson, Materials development in language teaching, 2011, pág 84) y presentados por Agudelo y Flórez (2000) Seliger W. & Shohamy, 1990. Second Language Research Methods.1989. New York. Oxford University Press.Pág



4.2.3. Población objeto de estudio



Profesionales de diversas áreas (desde Medicina hasta Arquitectura) quienes van a presentar el examen internacional de inglés IELTS General.

Este tipo de población debe tener acceso a dispositivos digitales con Internet desde sus hogares, lugares de estudio y/o trabajo. Estas personas necesitan conocimientos mínimos computacionales para poder navegar en la plataforma. De igual forma, estos individuos necesitan poseer un nivel lingüístico de la lengua inglesa que se adecue al desarrollo de las actividades.

5. Resultados

5.1. Resultados del análisis de la estructura y contenido de la producción oral y escrita del examen internacional IELTS General



Parámetros propuestos por el Consejo Británico destinados para las habilidades lingüísticas: producción oral y escrita. Este contenido enfatiza en las tareas que el usuario meta debe desempeñar en un lapsus de tiempo en cada una de las habilidades. En la primera habilidad, el usuario debe responder una entrevista formal, dividida en tres secciones para evaluar el manejo de la lengua en diversas temáticas. La segunda habilidad está relacionada con la realización de dos tareas (desarrollo de una carta y un ensayo formal argumentativo).

5.2. Resultados del análisis de las aplicaciones móviles

Revisión crítica efectuada de las nueve (9) primeras aplicaciones, encontradas en “Google play store”, las cuales están ranqueadas por los mismos usuarios, en una escala de calificación de 1 a 5, siendo 5 la nota más alta y 1 la nota más baja.

Los resultados muestran que no existen suficientes ejercicios que estimulen tanto la producción oral como la escritura de cartas y ensayos formales. Se encontró que estas aplicaciones incluyen preguntas más con el carácter informativo más no con el enfoque de reforzamiento del inglés como lengua extranjera.

Este análisis de material didáctico digital tiene en cuenta los siete (7) criterios establecidos por Clarenc 2012- 2013:



- Interactividad, - Flexibilidad, - Usabilidad, - Persuabilidad, - Accesibilidad
- Ubicuidad, - Estandarización

ÁREAS DE REFUERZO

Producción escrita

1. Diferentes usos del estilo formal vs informal
2. Identificación de la estructuras para el desarrollo de una carta y un ensayo formal argumentativos.
3. Los conectores utilizados en estilo formal.

Producción oral

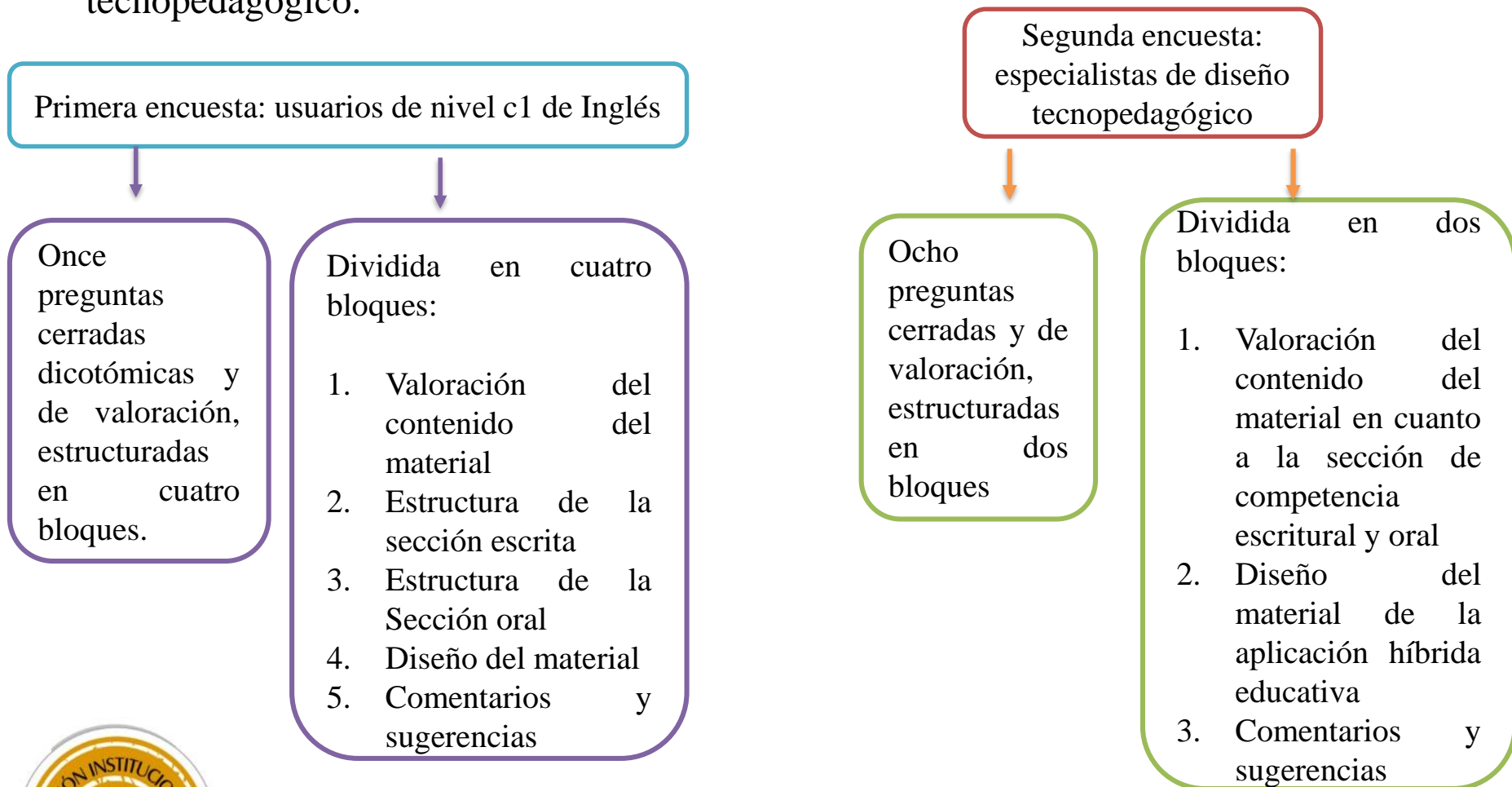
1. Aspectos gramaticales
2. La estructura de una entrevista informal y formal
3. Entonación
4. Conectores utilizados en una entrevista formal



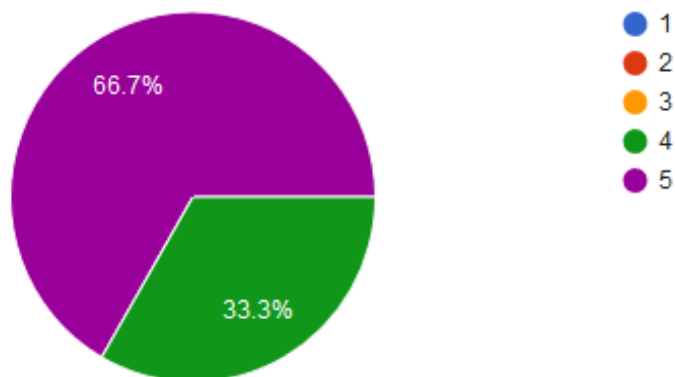
Los ocho criterios establecidos por Clarenc, 2012-2013 se encuentran en el libro: “Analizamos 19 plataformas E-learning”. Investigación colaborativa sobre LMS (Learning Management System). Edición 2013. Congreso virtual mundial de e-learning www.congresoelearning.org

5.3. Resultados de la encuesta del material diseñado

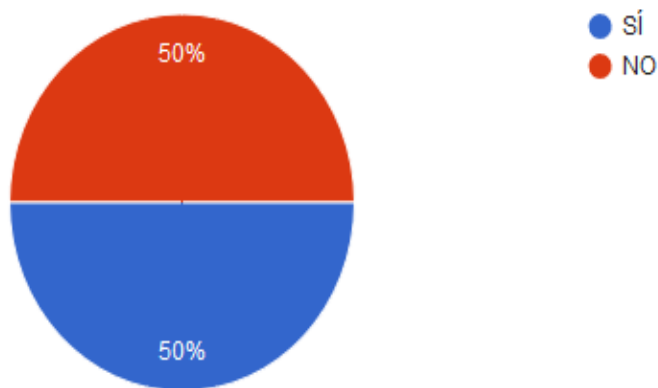
Población muestra: 15 personas en totalidad de diversas profesiones quienes tienen conocimiento sobre el nivel de inglés y el diseño tecnopedagógico.



1. En una escala de 1 a 5, 1 siendo la menor calificación y 5 la mayor calificación, ¿qué calificación le asignaría al contenido del material?

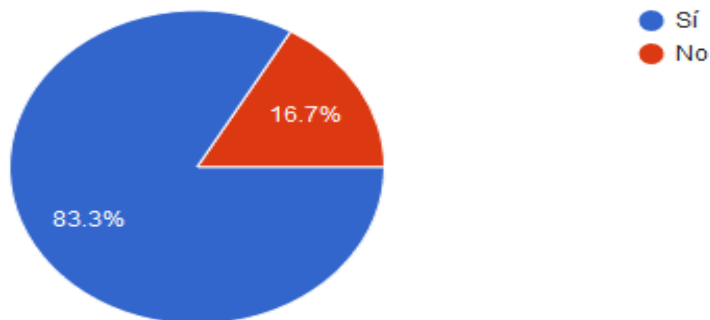


2. ¿Siguió usted todos los pasos propuestos en el material? (

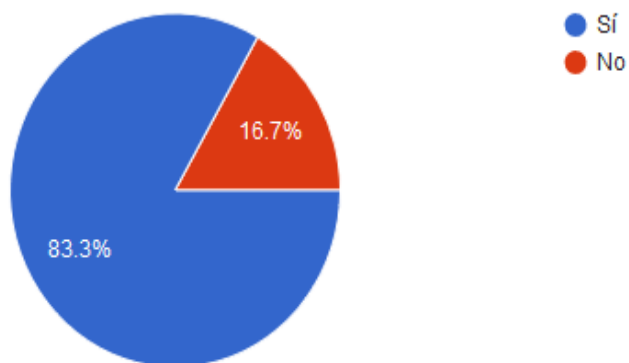


**RESULTADOS
DE LA PRIMERA
ENCUESTA**

3. ¿Aclaró usted dudas que tenía sobre la escritura de textos argumentativos?



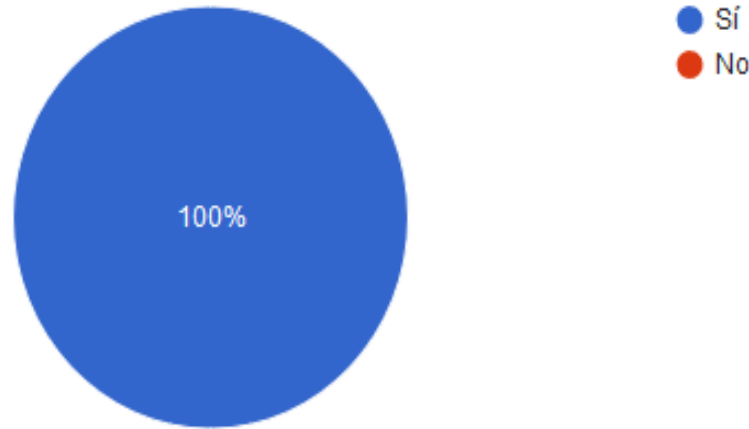
4. ¿Considera que después de haber utilizado el material, puede escribir un texto argumentativo?



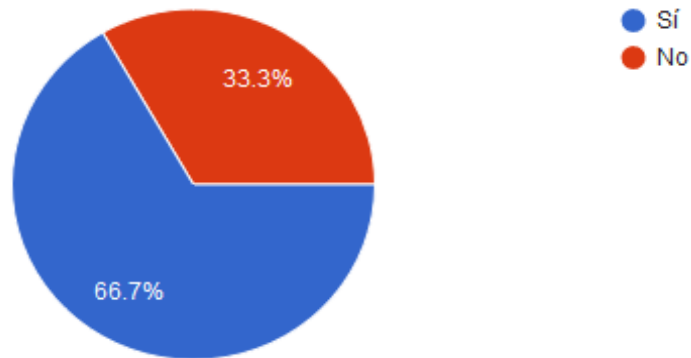
**RESULTADOS
DE LA PRIMERA
ENCUESTA**



5. ¿Recomendaría Usted el material didáctico?



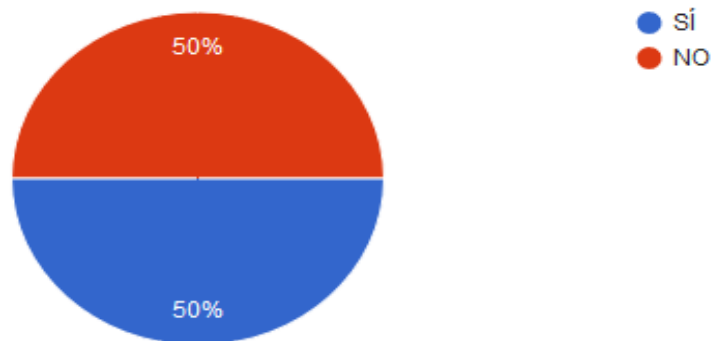
6. ¿Considera que después de haber realizado las seis (6) actividades producción oral, puede entablar una entrevista?



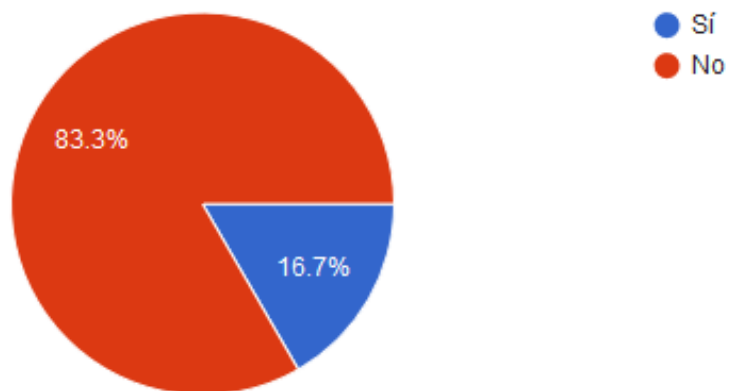
**RESULTADOS
DE LA PRIMERA
ENCUESTA**



7. ¿Considera que la sección de “Go deeply” debe incluir más recursos para fortalecer las habilidades propuestas?

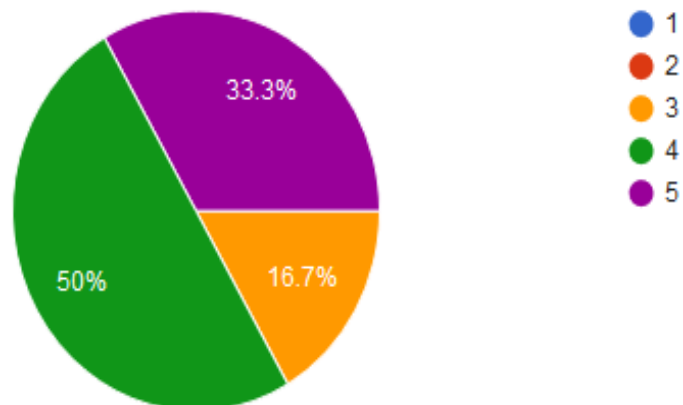


9. Si no fue de gran ayuda, ¿utilizó usted otro material para practicar examen internacional IELTS General?

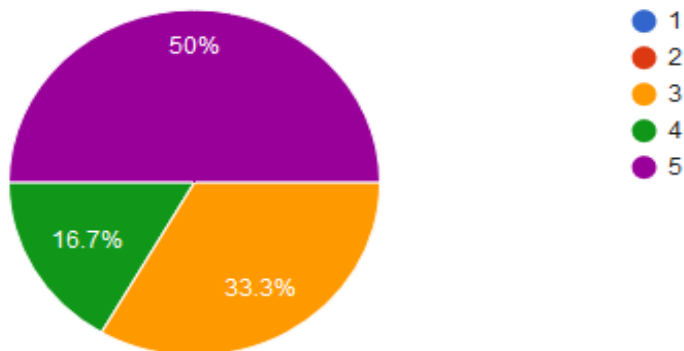


**RESULTADOS
DE LA PRIMERA
ENCUESTA**

10. En una escala de 1 a 5, 1 siendo la menor calificación y 5 la mayor calificación, ¿Qué calificación le asignaría al diseño del material?



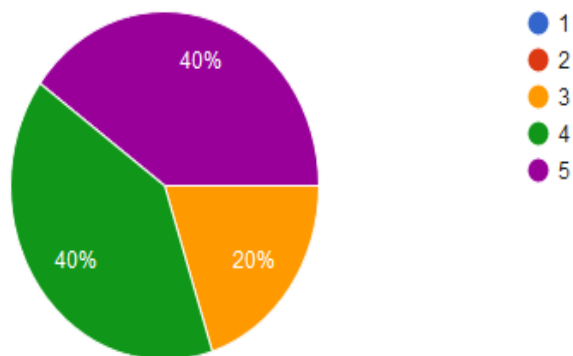
11. En una escala de 1 a 5, 1 siendo la menor calificación y 5 la mayor calificación, ¿qué calificación le asignaría a la navegación en la aplicación?



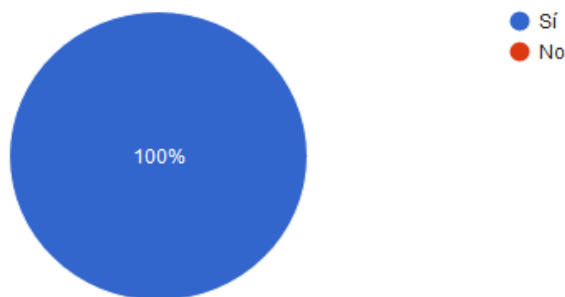
**RESULTADOS
DE LA PRIMERA
ENCUESTA**



1. En una escala de 1 a 5, 1 siendo la menor calificación y 5 la mayor calificación, ¿Qué calificación le asignaría al aporte de la estructura de la escritura argumentativa en lengua inglesa?

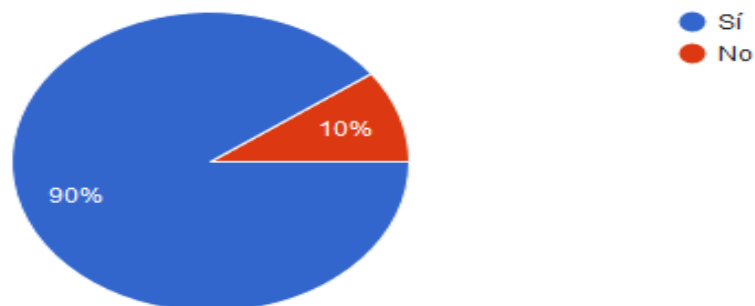


2. ¿Considera Usted que la aplicación recoge de forma correcta documentación referida a la escritura argumentativa en inglés y las etapas de producción oral?

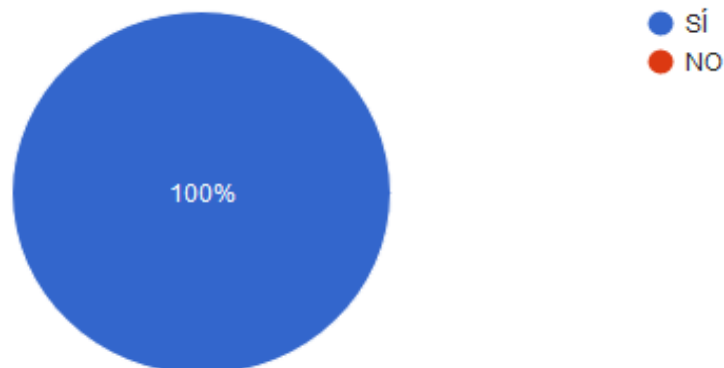


RESULTADOS DE LA SEGUNDA ENCUESTA

3. ¿Considera Usted que la aplicación muestra evidencias de los diversos recursos para reforzar el inglés como lengua extranjera?

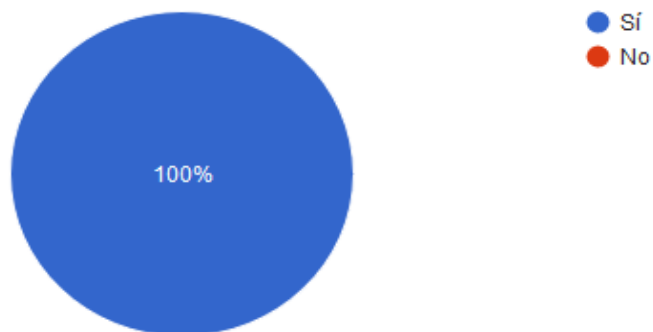


4. ¿Considera Usted que la aplicación muestra claridad en la presentación del diseño de la información proporcionada en cada sección?

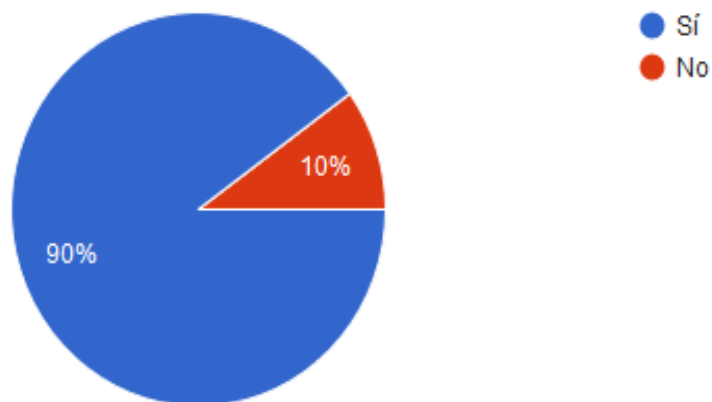


**RESULTADOS
DE LA
SEGUNDA
ENCUESTA**

5. ¿Considera Usted que la aplicación muestra uso de recursos multimedia que permiten aprovechar las ventajas del diseño de una aplicación híbrida educativa?

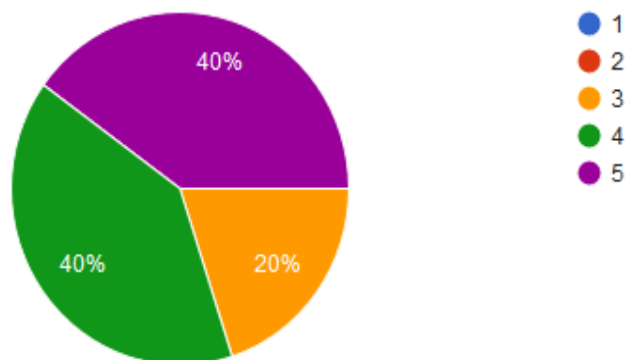


6. ¿Recomendaría la aplicación: IELTS General: all in one click?



**RESULTADOS
DE LA
SEGUNDA
ENCUESTA**

8. En una escala de 1 a 5, 1 siendo la menor calificación y 5 la mayor calificación, ¿qué calificación le asignaría a la navegación en la aplicación?



**RESULTADOS
DE LA
SEGUNDA
ENCUESTA**

5.4. Aplicación: IELTS General: all in one click

Pausa | 00:00:00 | Seleccionar área | Audio | Grabar puntero



IELTS GENERAL
ALL IN ONE CLICK

- HOME
- WRITING
- SPEAKING
- TO GO DEEPLY

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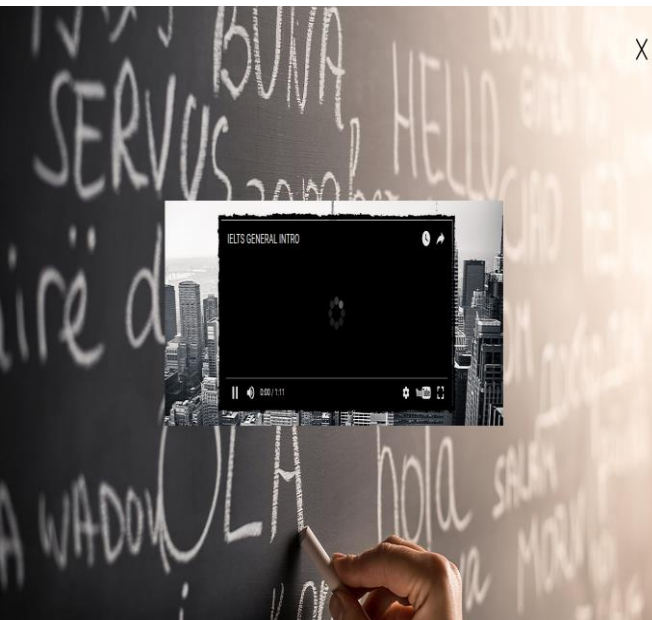
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Handbook for the
teachers

**IELTS GENERAL: ALL
IN ONE CLICK**

Olga Andrea Pedroza
Rojas





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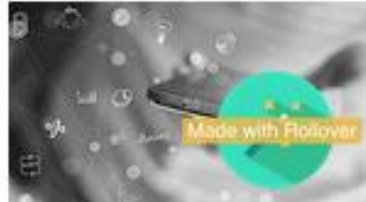


Handbook for the teacher

This handbook has the purpose of showing some advices about how to use the educative app: "Ielts General: all in one click". In this handbook, the teacher will find a piece of information about: the presentation, the objectives and some recomendations due to the fact that the teacher will have the opportunity to use this material to improve the students' oral and writing skills.

Genially





WRITING



THE TOOL



This space is focused on giving some strategies related to the form of how you would write in a formal way, taking into account the features proposed by Scardamalia & Bereiter,

Besides that, this section has the purpose of giving the basis for acquiring some writing competences (vocabulary and linguistic aspects). This tool will have interactive exercises which will aid each user in the language learning process.

[Learn More](#)

TIPS ABOUT WRITING




Entries
THE WRITING PROCESS

January 9, 2017



In this section, it is vital to reflect on the structure that an argumentative writing process must have. This structure must have coherence and cohesion taking into account the purpose of the writer and the audience that goes to.

REMEMBER:

Each paragraph in an essay has...

[Read More](#)
REFERENCES

January 8, 2017


OBJECTIVES

The students will develop a critical thinking to select the information sources.

LETTERS AND ARGUMENTATIVE ESSAYS

In English, people write several letters with many styles, which depends on the purpose of the letter and the situation that the writer wants to...

[Read More](#)
LET'S START

December 28, 2010



First of all, the user has to bear in mind that "IELTS GENERAL: ALL IN ONE CLICK"...

[Read More](#)
Pre-task: Documentation

January 6, 2017


General Objective :

The students will develop a critical thinking to select the resources for the writing section. In addition to this, they can have an online tool that will have a huge number of courses (the websites and the documents) to reflect on...

References

In this...

THE WRITING PROCESS

January 9, 2017


REFERENCES

January 6, 2017


Pre-task: Documentation

January 6, 2017


LET'S START

December 28, 2010


A WRITING TOOL

December 28, 2010



A WRITING TOOL

December 28, 2016



This section is focused on showing some steps proposed by Claire Bourguignon, 2006, to enhance the writing style for a person who wants to improve this competence in the International Exam IELTS General.

That is the reason why it is mandatory to give some steps about h...

Read More

Read More



Files

January 2017 (3)

December 2016 (2)

PRE-TASK: PLANNING

January 07, 2017

In this section, the user will choose a subject that wants to reflect on and before of doing this, it is necessary to consider some aspects in the writing text. The students will develop their aptitudes to work on the structure of a text and its importance. Besides that, the users will acquire the sense of the text in terms of the public and its purpose. When the user has researched the subject that they will write, it is essential to go deeply in the purpose of their texts. **What do you want to include?, What is the most important information for the text?, Which is the order that you want to put the information?** All these kind of questions will guide your text to be in a good structure based on the audience.

Shared Files

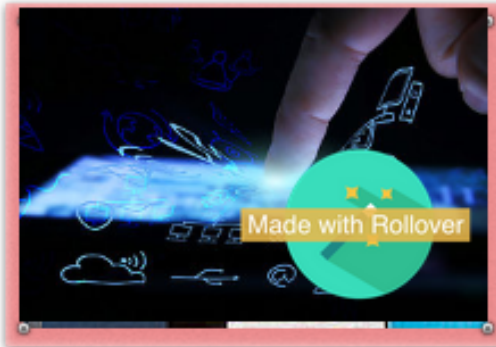
SHARING

THE TOOL
FORUM
ACTIVITIES
FINAL EXAM





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IT'S YOUR TURN

January 07, 2017

The students use this virtual tool in which they will have the opportunity to interact with many sources (web sites and documents). Besides that, in this space, the user will exchange all kind of information with other people who are using **"Tells General: all in one click"**. That is the reason why it is necessary to know why the user chose that information for the writing process. Furthermore, it is vital to reflect on the criteria that they will have to take into account for selecting the resources: - **"The subject" and " the web site updated"**. This section will called: our **mini-base data**.



TASK: WRITING

January 16, 2017

In this space, the students will learn about how to write different types of texts with the purpose of getting a better paper. Besides that, the students must apply all the knowledge acquired previously not only linguistic aspects like grammar and vocabulary but also all the knowledge about the culture. So, it is time to put into practice all the research that you have done taking into account the previous step. It is time to write.

Activities:

1. Think about if today was your last day of live, what would you like to do? Write your brainstorm and start to write a paragraph saying your thoughts about this phrase.



VERIFICATION

January 16, 2017

When the text is already finished, you have to read it for a second time with the objective of correcting it in terms of coherence and cohesion. In this case, the students will have a space in which they can interact together in order to receive a fruitful feedback from their partners. In this space, they can publish their texts, receive the impressions, reactions and comments about each paper.

Objective:

The students will be able to re-read their own texts to correct or modify it for a second time.





YOUR FORUM



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YOUR FORUM

In this forum, you will have the opportunity to exchange information, ideas and thoughts about a specific issue.

THE TOOL
IT'S YOUR TURN
ACTIVITIES
FINAL EXAM



KNOWING EACH OTHER

7 views | 4 posts

The purpose of this forum is to know each other. For that reason, you can tell us something about you.



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TIPS ABOUT WRITING-IELTS

9 views | 4 posts

Diseños increíbles, conversaciones ilimitadas y mensajes en tiempo real: ¡todo aquí!



SHARING RESOURCES

0 views | 2 posts

In this section, the user can share their resources in order to go deeply in the bibliographic section in their writing.



TIPS ABOUT SPEAKING

3 views | 3 posts

In this section, we will share some tips about improving the speaking skill.

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HOME

WRITING

SPEAKING

TO GO DEEP



ACTIVITIES



These activities are thought taking into account the steps described in the section "The Tool", these six activities are focused on reinforcing the writing skill, mainly how to write a formal letter and an argumentative essay.

Activity 1: THE INTRODUCTION OF THE LETTER

Activity, students will learn the parts that the letter can have: salutation and formal address. That is, the name of the person to whom the letter will be sent, and the name of the person that sent the letter.

Activity 2: THE INTRODUCTION OF THE LETTER

Activity, students will learn the parts that the letter can have: salutation and formal address. That is, the name of the person to whom the letter will be sent, and the name of the person that sent the letter.

Activity 3: THE INTRODUCTION OF THE LETTER

Activity, students will learn the parts that the letter can have: salutation and formal address. That is, the name of the person to whom the letter will be sent, and the name of the person that sent the letter.

Activity 4: THE INTRODUCTION OF AN ARGUMENTATIVE ESSAY

Activity, students will learn the parts that the letter can have: salutation and formal address. That is, the name of the person to whom the letter will be sent, and the name of the person that sent the letter.

Activity 5: THE BODY OF AN ARGUMENTATIVE ESSAY

Activity, students will learn the parts that the letter can have: salutation and formal address. That is, the name of the person to whom the letter will be sent, and the name of the person that sent the letter.

Activity 6: AN ARGUMENTATIVE ESSAY

This activity has the purpose of practicing the writing of an argumentative essay.



THE TOOL
IT'S YOUR TURN!
FORUM
FINAL EXAM



ACTIVITY 1: THE HEAD OF THE LETTER

In this activity, students have to reflect on the parts that the head of the letter can have in a semi-formal and formal letter in English. That is the reason why students will do some exercises to reinforce this part in the letter.

Olga Andrea Pedroza Rojas 7me

THE HEAD OF THE LETTER : OBSERVATION

It is the first step that the candidate has to think about when they begin their letter.

Exercise 1. Look at the crossword that is on the web page: educaplay.com in order to practice the writing of the first part of the letter. You have 1 minute with 30 seconds to answer it. Remember that there are some clues that are in vertical and horizontal squares.



the_head_of_a_letter.htm
www.educaplay.com

Olga Andrea Pedroza Rojas 5me

EXPLANATION

In this space, the candidate can review the most important aspects about the **IELTS General and the writing style.**



IELTS GENERAL: ALL IN ONE CLIC - Trif...
Esta presentación está bajo la licencia d...
canva

Olga Andrea Pedroza R... 7...

EXERCISE 2: DEDUCTION

The purpose of this exercise is to put into practice the parts of the head. You have to take into account these words to complete the exercise

Mr. Wordlf
Chief of Translation
English
Katty
Forest, 9P0



Completar THE HEAD OF A LE...
Completar THE HEAD OF A LE...
educaplay

Olga Andrea Pedroza Rojas 7me

EXERCISE 3 PRACTICE

The candidate has to click on the correct word according to the group set in the instruction. You have 1 minute with 30 seconds to do it.



Relacionar THE HEAD OF THE LETTER 1...
Relacionar THE HEAD OF THE LETTER 1...
educaplay



Olga Andrea Pedroza Rojas 5me

EXERCISE 4 PRACTICE

The candidate will observe the structures of the formal and informal letter in English. They have to say the differences found in each one.

Differences



Presentación EXERCISE 4. foreign language. OLGA ANDRE...
Presentación EXERCISE 4. foreign language, writing, informa...
educaplay

Olga Andrea Pedroza Rojas 5me

EXERCISE 5 CREATION

The candidate has to write the head of the letter based on the personal information in order to present their candidature for a Master's scholarship in England offered by ICETEX.

Olga Andrea Pedroza Rojas 2h

Bibliography


lets Geenral all in one click. Olga Andrea Pedrza Rojas. Canva. https://www.canva.com/design/DACE7F6ZVw/GtVb7z0GTa1TCfw1WQRMg/view?utm_content=DACE7F6ZVw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



NOTES FOR THE ACTIVITIES



unab

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Post Content



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info@generaC.D@gmail.com



Universidad Autónoma de Bucaramanga

WRITING EXAM

This writing exam is based on the features set by the British Council. It has two tasks which are related to the development of a letter and an essay. The time for both tasks is one hour.



unab

Learn, share, succeed



LearnEnglish



WRITING TASK 1

The following task is taken from IELTS MENTOR:

*WRITING TASK 1

You should spend about 20 minutes on this task.

A friend has agreed to look after your house and pet while you are on holiday. Write a letter to your friend. In your letter:

- give contact details for when you are away
- give instructions about how to care for your pet
- describe other household duties

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

WRITE YOUR OWN
ANSWERS



Learn, share, succeed



LearnEnglish



WRITING TASK 2

This task is taken from IELTS Mentor:

"WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that teaching children at home is best for a child's development while others think that it is important for children to go to school. Discuss the advantages of both methods and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words "

The information set in this page is taken from the IELTS Mentor, which is available on the web page: <http://www.ielts-mentor.com/writing-sample/gt-writing-task-1/1438-general-training-writing-task-1-sample-36-a-friend-has-agreed-to-look-after-your-house-and-pet-while-you-are-on-holiday>

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HOME

WRITING

SPEAKING

TO GO DEEPLY





search...



IELTS GENERAL
ALL IN ONE CLICK

HOME

WRITING

SPEAKING

TO GO DEEPLY

WRITING EXAM

TASK 1

Enter your note here!



TASK 2



aNotepad.com

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HOME

WRITING

SPEAKING

TO GO DEEPLY



WRITING FEEDBACK BY THE TEACHER



Text

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Audio

Video

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Subject

Message

Comments

Voice your opinion about
WRITING FEEDBACK

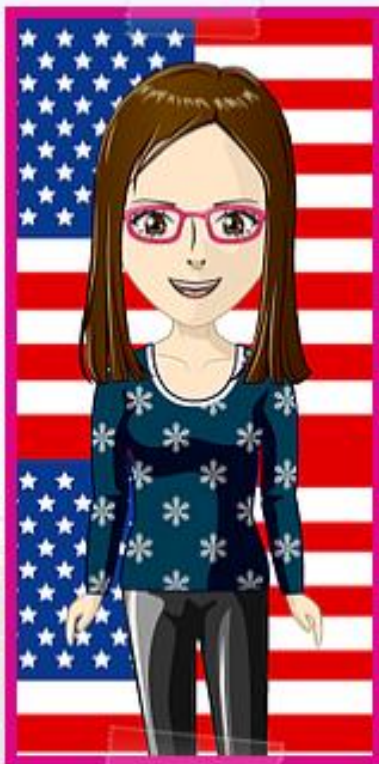


Start recording
(click to add a voice comment)

Want to add a text comment? Start typing here...

No comments yet, be the first one!

Powered by Heyoya



Writing

Examiners award a band score for each of four criterion areas:

Criterion	Weighting
Task achievement (Task 1)/ Task response (Task 2)	25%
Coherence and cohesion	25%
Lexical resource	25%
Grammatical range and accuracy	25%



SPEAKING



SPEAKING SECTION

Speaking



Productive skill

It is a skill which has the purpose of enhancing all the knowledge acquired previously through the production of language.



Macro-skills

Micro-skills



To reinforce the language learning process



- Speaking
- Activities
- Final exam
- Speaking space
- Speaking criteria

TIPS FOR THE SPEAKING SECTION



TIPS FOR THE SPEAKING SECTION BY THE BRITISH COUNCIL

Video available on the web page:
<https://www.youtube.com/watch?v=isOfBKEGFsY>

The candidate will listen to some tips proposed by the British Council.



SPEAKING TASK ONE

Video available on the web page:
<https://www.youtube.com/watch?v=sRFEKvsw-vs>

In this video, the candidate will listen to some pieces of advice in which they will have the opportunity to reinforce the oral skills. In fact, in this resource, the candidate has the chance to take notes about how to get a good band in this skill.



SPEAKING TASK 2

Video available on the web page:
<https://www.youtube.com/watch?v=XyDrz6YAwww>

In this task, the candidate will be able to set a conversation based on a topic established in a card. The purpose of this task is to assess the ability to communicate about a specific issue for a certain time.



SPEAKING TASK 3

Video available on the web page:
<https://www.youtube.com/watch?v=TyYHs1-6VIs>

At the end of the task, the candidate will be able to transmit their points of view of a specific issue, which is related to the topic set in the task two.

TO KEEP IN MIND!!!



- Be attentive to the instructions made by the interviewer.
- Be relax in the moment of speaking.
- Take notes in the part two of the speaking section.
- Identify the main clues of the questions in order to set the correct answers.
- In your note-taking, write the main words for your speech.

Speaking

Final exam

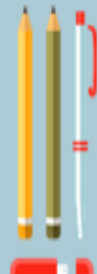
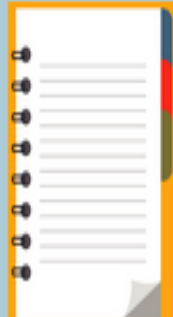
Speaking space

Speaking criteria



**SPEAKING
ACTIVITIES**

**- BY: OLGA ANDREA
PEDROZA ROJAS-**

A computer monitor with a white bezel and three red dots in the bottom right corner. The screen is dark blue and displays the title 'SPEAKING ACTIVITIES' in large white capital letters, followed by the author's name '- BY: OLGA ANDREA PEDROZA ROJAS-' in orange capital letters.



ACTIVITY 1: THE INTRODUCTION

EXERCISE 1: OBSERVATION

Watch the video and write the main words of it. Do a table in which you can set the advantages and disadvantages of improving the grammar section for the speaking exam. Share your table in the platform.



EXERCISE 2

DEDUCTION

Listen to the dialogue and observe how is an interview. After watching, identify the

main points of the interview and think about your case. For that reason, you can take into account the following issues::

- home town or village (description)
- studying or working
- hobbies
- family (description)



In the exercise 2, at the end do an online presentation in which you set all the information mentioned previously. Do not forget to share your work in the platform.

EXPLANATION



2

Record the information that you wrote previously in the web site: podomatic.

1

Write the main ideas of the video set in the explanation section. This brainstorm can be shared in the platform.

EXERCISE 3: PRACTICE

3

Make at least two comments for other podcasts. Remember to mention the positive aspects and the ones which have to be improved.

4

SHARE YOUR
WORK





EXERCISE 4: PRACTICE



LET'S PRACTICE THE
ORAL SKILLS



EXERCISE 5: CREATION



INTRODUCTION

1

Imagine that you are going to present the interview, think about your possible answers taking into account the following issues:

- family members
- personal description
- hobbies
- study or work

Notes

In this case, do a brainstorm in which you can highlight the main aspects.

Genialy

2

This brainstorm can be set in a mind map, in which you can include visual material, which can catch the user's attention.



3

Record yourself in the web site podomatic.com and share your work in the platform. Remember that you have to speak at least two minutes.



*Speaking
Activities
Speaking space
Speaking criteria*

SPEAKING EXAM



PART ONE

This task is taken from the British Council:

*Speaking test part 1: questions

Let's talk about your home town or village:

- what kind of place is it?
- what's the most interesting part of your town/village?
- what kind of jobs do the people in your town/village do?
- would you say it's a good place to live? (why?)

Let's move on to talk about accommodation:

- tell me about the kind of accommodation you live in?
- how long have you lived there?
- what do you like about living there?
- what sort of accommodation would you most like to live in?"



PART TWO

This task is taken from the British Council:

"Speaking part two: candidate task card

Describe a museum

- How often do you visit the museum?
- Which type of museum is popular in your country?
 - Why do you want to visit the museum?

Rounding off questions:

Tell me:

- What do you think of the importance of museums in history?
 - How do you think of the heritage of a country?
 - Compare the museums nowadays and in the past"

PART THREE

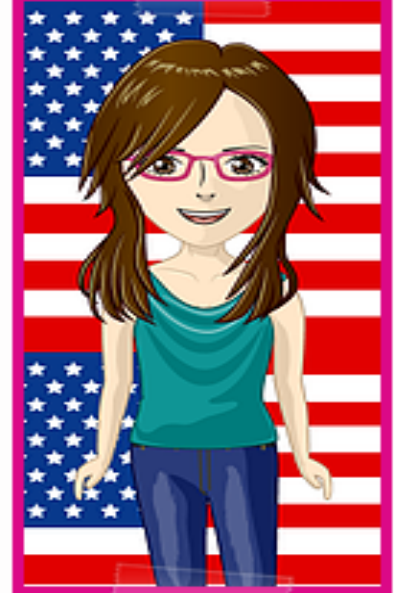
This task is taken from the British Council:

- "How often do you visit museums?"
- What type of museum is popular in your country?
- What do you think of the importance of museums in history?
 - How do you think of the heritage of a country?
- Compare the museums nowadays and in the past.
 - Have you ever been to a foreign museum?"

*Speaking
Activities
Final exam
Speaking space
Speaking criteria.*

SPEAKING SPACE

PART ONE



RECORD THE VOICE

TAKE NOTES

123APPS

Cortar audio Audio Cutter Pro


Convertir audio Español

Combinar canciones

Convertor de video Contar video

Grabador de voz Video Recorder

Archive Extractor PDF Tools **NEW**

 **Grabador de voz**
online

 **Online Voice Recorder**
Voice Recorder – es un dictáfono online cómodo y sencillo que funciona directamente en el navegador. Permite grabar la voz a través del micrófono y guardar el archivo en mp3.

aNotepad.com

Note Title

Save Enable Rich-Text Editor

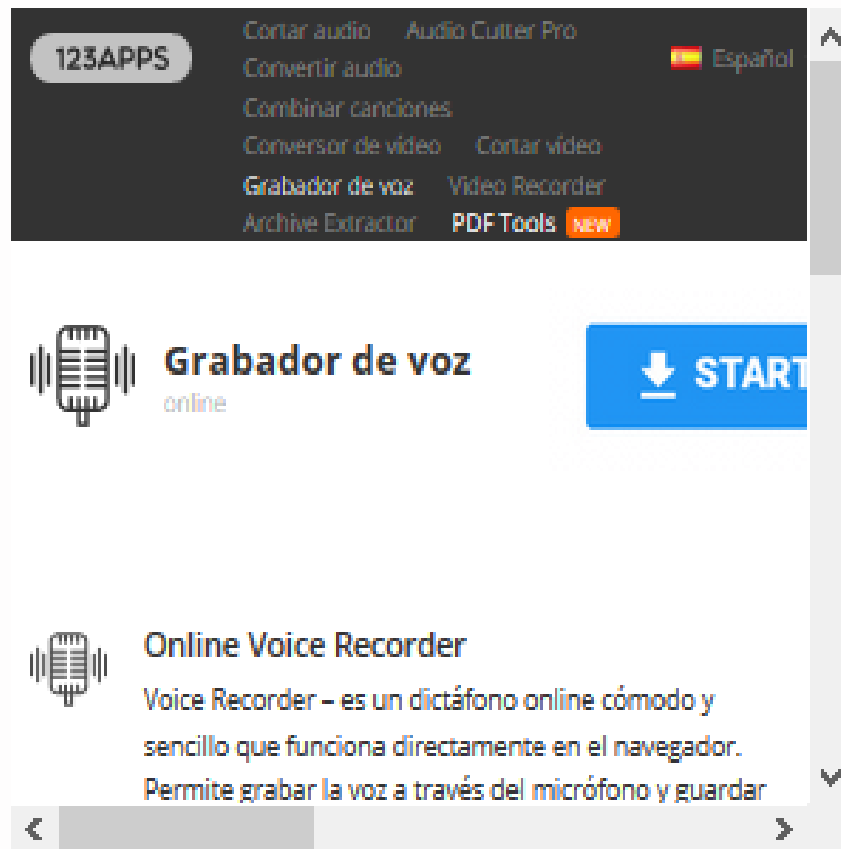
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Note Content

PART TWO


RECORD THE VOICE

TAKE NOTES



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Convertir audio  Español


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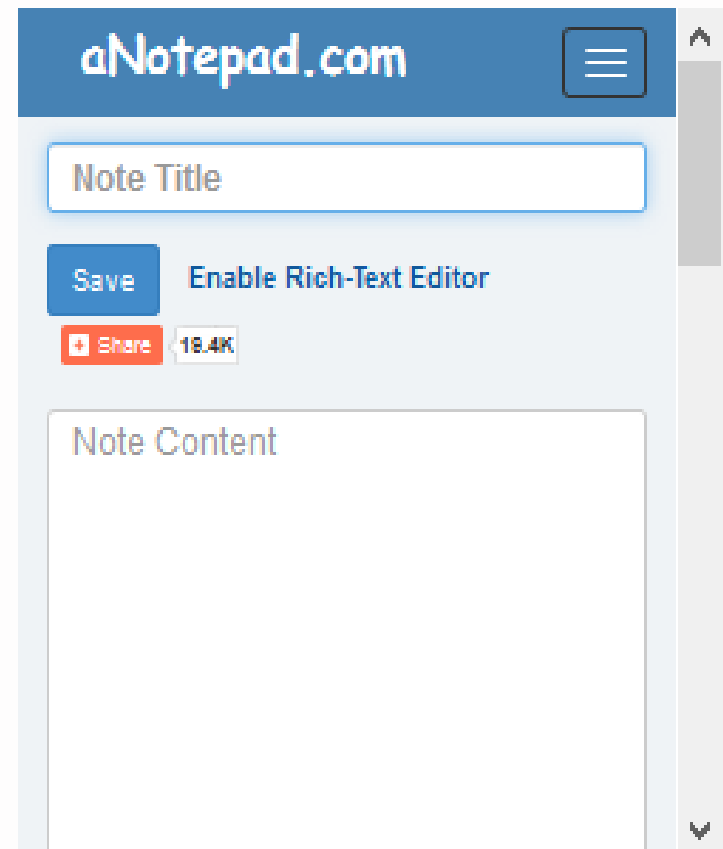
Convertor de video Contar video

Grabador de voz Video Recorder

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Note Title

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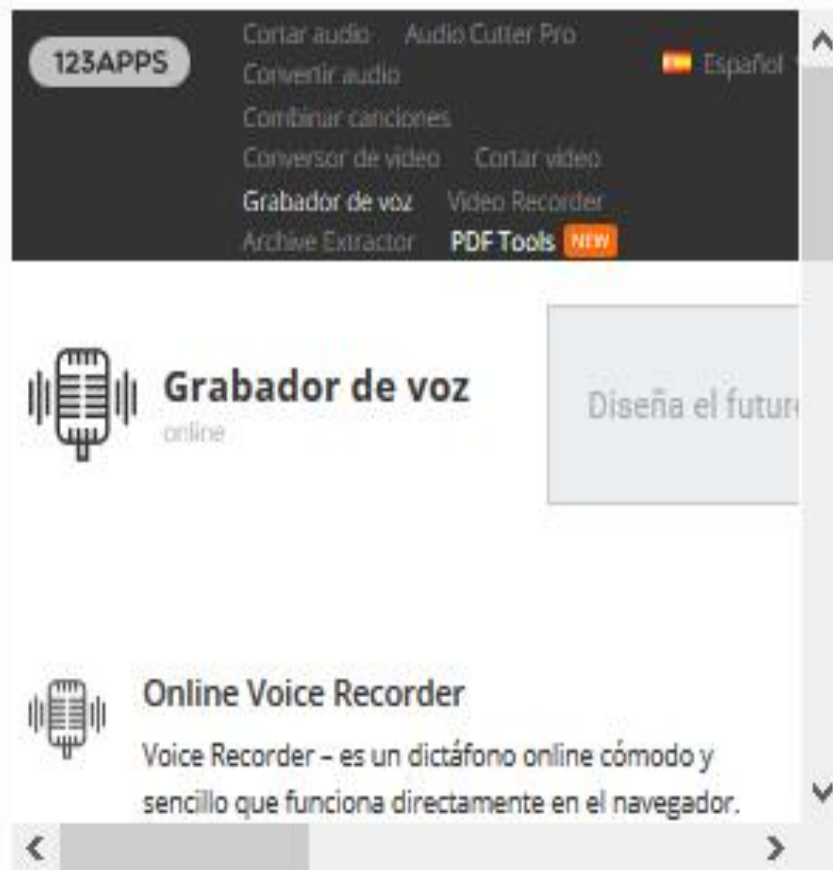
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Note Content



PART THREE

RECORD THE VOICE



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Cortar audio Audio Cutter Pro


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 **Grabador de voz**
online

Diseña el futuro

 **Online Voice Recorder**
Voice Recorder - es un dictáfono online cómodo y sencillo que funciona directamente en el navegador.

TAKE NOTES



note.ly

+



Click here to signup to save your notes
started creating notes



SPEAKING FEEDBACK BY THE TEACHER



Subject



Text

Message



Photo



Audio



Video

Submit

123APPS

Cortar audio Audio Cutter Pro

Convertir audio

Español

Combinar canciones

Convertor de vídeo

Cortar vídeo Grabador de voz

Video Recorder

Archive Extractor

PDF Tools **NEW**



Grabador de voz

online



Online Voice Recorder

Voice Recorder - voice dictation online - free...



search...



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WRITING

SPEAKING

TO GO DEEPLY

WRITING RESOURCES



SPEAKING RESOURCES



GAMES TO REINFORCE ENGLISH

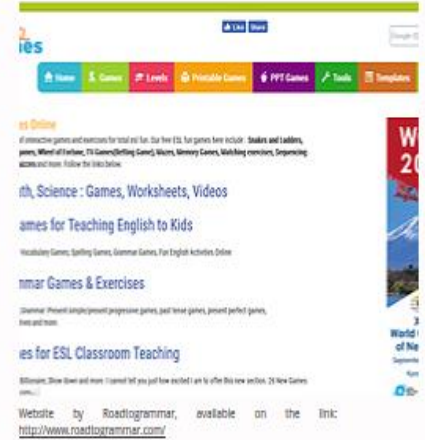
Website by Games to learn English, available on the link: <https://www.games4learnenglish.com/>



Website by the BBC, available on the link: <http://www.bbc.co.uk/skillswise/english/games>



Website by ESL Games, available on the link: <http://www.eslgamesworld.com/members/games/>



Grammar Games & Exercises

Grammar Present progressive progressive games, past tense games, present perfect games, and more...

Games for ESL Classroom Teaching

Bloggers: Slow down and wait... I cannot tell you just how excited I am to offer this new section, 25 New Games...

Website by Roadtogrammar, available on the link:
<http://www.roadtogrammar.com/>

ROADTOGRAMMAR.COM

Extended Practice Games Units Downloads Kids Teacher Resources Business English Blog

Choose a topic from the list below.

1 Adjectives and Prepositions	quiz	notes	pdf
2 Adjective or Noun?	quiz	notes	pdf
3 Adjectives with -ed and -ing	quiz	notes	pdf
4 Adverbs	quiz	notes	pdf
5 Adverbs 2	quiz	notes	pdf
6 Adverbs of Frequency	quiz	notes	pdf
7 Adverbs of Viewpoint	quiz	notes	pdf
8 Adverbial Phrases	quiz	notes	pdf
9 Agreeing and Disagreeing	quiz	notes	pdf
10 Airport Vocabulary	quiz	notes	pdf
11 AM, IS or ARE	quiz	notes	pdf
12 Animals	quiz	notes	pdf
13 Animals and Their Young	quiz	notes	pdf
14 Animal Idioms	quiz	notes	pdf

WCN 2017 XXIII World Congress of Neurology Register

Website by English Avenue, available on the link:
<http://www.englishavenue.com/funandgames.php?language=en>

ENGLISH AVENUE Fun For Parents, Teachers & Kids

MAKING LEARNING FUN

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Fun & Games

Board Games, Card Games, Paper Games

Phonics Cafe, Grammar School, The Library, Fun and Games, Project Depot, Color Man, Reading Corner

Skillswise English & math for adults

English games

Quick Reads and reading games

Start a new chapter in 2017

Website by Hanging Hyen, available on the link:
<http://www.hanginghyena.com/>

Unscramble Words!

Enter your letters in the word descrambler.
 For wildcards use ? or *.

hyena

Get Words

Find Us Faster!
 Bookmark This Page!

Daily Word Scramble Puzzles

Our newspaper reading robot grabs headlines from news sites. The robot picks top topics and makes puzzles. Can you unscramble words?

Play Now!



ARTICLES



These slides have the purpose of showing some articles about the IELTS Exam. In this way, the candidate has the possibility to appreciate different web pages.

Website available on the link http://www.examenglish.com/IELTS/ielts_fears.php

Exam English ✓

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IELTS ▾

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TOEIC

CAMBRIDGE

PEARSON ▾

LEVEL TEST

TRINITY

CEFR

VOCAB

GRAMMAR

APPS

Free Practice Tests for learners of English

The five things about IELTS that people are most afraid of – and how to overcome them

Article contributed by Simone Braverman, IELTS-Blog.com

Nobody likes exams. They make people nervous and uncomfortable. They undermine students' confidence and



RESOURCES



DICTIONARIES ONLINE

Website on the link: <http://dictionary.cambridge.org/>

Website on the link: <https://www.merriam-webster.com/>

Website on the link: <http://www.thesaurus.com/>

A screenshot of the Cambridge Dictionary website. At the top, there is a search bar with the text "Search English-Sp:". Below the search bar, there are buttons for "Spanish-English" and "English-Spanish". At the bottom, there is a navigation menu with "Explore the Cambridge" and "i" icons.

A screenshot of the Merriam-Webster website. The header includes the Merriam-Webster logo, "SINCE 1828", and a magnifying glass icon. The main content area features a colorful image of a peacock and the text "Words With Native American Origins".

A screenshot of the Thesaurus.com website. The header is orange and contains the text "Definitions" and "Synonyms". Below the header, there is a banner for the "XXIII World Congress of Neurology" held in Kyoto, Japan, from September 16-21, 2017. The page also shows social media sharing options for Facebook, Twitter, and Email.

A screenshot of the Dictionary.com website. The header includes the text "Dictionary" and search options for "Google" and "Bing". Below the header, there are search filters for "Article", "Starts with", "Ends with", and "Text". The page also features a "Send this Page" button and a "Make Your Homepage" button. At the bottom, there is a banner for the "XXIII World Congress of Neurology" and a "Register Early & Save" button.



AUTOMATIC TRANSLATORS



Website on the link <http://www.elmundo.es/traductor/>

Website on the link: <http://es.pons.com/traduccion>

Website on the link: <http://dictionary.cambridge.org/es/translate/>

Website on the link <http://www.online-translator.com/>

XXIII World Congress of Neurology
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LINEA EDITORIAL

glosario Herramientas y descargas

XXIII World Congress of Neurology
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Kyoto, Japan

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Cambridge Dictionary

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Inglés

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Español

os servicios, y al utilizar los mismos, usted acepta el uso

Regístrate o inicie sesión

Google

cionario

Español

TRADUCIR

Nuevo PROMT12: solución única para empresa

27/10/2016

La compañía PROMT, el desarrollador líder de la traducción automatizada ha lanzado su producto solución empresarial de la traducción automatizada Translation Server 12 y ha actualizado la línea de escritorio para los usuarios corporativos y privados.

Para móviles Traducción



MORE RESOURCES



NEWSPAPERS

Website by VOA, available on the link: <http://learningenglish.voanews.com/>

Website by the BBC, available on the link <http://www.bbc.com/learningenglish/english/features/witn>

VOA Learning English

EDUCATION

Learning from Differences at the University of Vermont

Film Shows Pain Suffered by "Comfort Women" in WWII

ILO Warning on Children Caught in Conflict and Natural Disasters

New Bike Share Apps in China Create Bike

ENGLISH
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English at Work News Report The English We Speak LingoHack 6 Minute English

News INTERMEDIATE LEVEL

Record-breaking royal

Queen Elizabeth II has broken the record. She's now been on the throne longer than any other British monarch.

Learning News English

English Lessons in 7 Levels

1,000 Ideas
e-Book

Level 2 Level 3 Level 4 Level 5 Level 6 Mini-Lessons Speed Reading S-Speed Listening Dict



Gracias a
papá

te atreves a todo
Prémialo por eso

Conoce más

News - June 11th, 2017

Sesame Street and IBM make vocabulary app

11th June - "Harder"

Sesame Street and IBM have teamed up to create a revolutionary new app for kids to learn vocabulary.

Level 4 Level 5 Level 6

Indonesia attempts to count all its islands

11th June - "Harder"

Indonesia has embarked on the task of counting its islands in order to better protect its territory and marine resources.

Level 4 Level 5 Level 6



Language Learning

www.bbc.com

BBC World News English

Express

Information View Video Hear Audio View PDF's View F

Authentic BBC News stories available for the first time for English language learners



Series 1 & 2

Authentic interviews by BBC News Journalists on international news items to grab the attention of an adult audience. With topics ranging from global warming to immigration issues, this series offers learners the chance to explore and understand our changing world and improve their English. Aimed at learners at beginner to

Rights so

Series 1

Turkey - E

Series 2

Turkey - E

MORE...

Target A

Adults at e

intermedia

Council of

IELTS 3 to

TOEIC-style

Assets

10 x 160 p

10 x 75 m

CDs/casset

10 x 30 m

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<http://takeielts.britishcouncil.org/prepare-test/understand-test-format/writing-test>

<https://www.britishcouncil.co/examen/ielts>



VIDEOS

<http://www.youtube.com/watch?v=isOfBKEGFsY>

<http://www.youtube.com/watch?v=sRFEKvsw-vs>

<http://www.youtube.com/watch?v=XyDrz6YAwww>

<http://www.youtube.com/watch?v=TyYHs1-6Vls>



EXTRA MATERIAL

<https://www.genial.ly/582e219654bce154d85a15e0/types-of-questions-in-the-writing-skill-at-the-ielts-general>

https://www.canva.com/design/DACE7Fl6ZVw/GtVb7z0GTa1TCfcw1WQRMg/view?utm_content=DACE7Fl6ZVw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



PICTURES

<http://wix.com> (Free Images)

<https://www.britishcouncil.lk/sites/default/files/styles/bc-landscape-630x354/public/learnenglish-online.png?itok=zRBNnBYA>
<https://www.teachingenglish.org.uk/teaching-adults/resources/activities>

<http://www.bbc.co.uk/learningenglish/english/course/english-you-need/unit-1/session-1>

<http://www.ipassielts.com/ielts-training/free-practice-writing/>



THE TOOL

Olga Andrea Pedroza Rojas. Content for the steps in the writing section and slides for the speaking section. 2017.



EXTRA-RESOURCES

<https://www.gamestolearnenglish.com/>

<http://www.eslgamesworld.com/members/games/>

<http://www.bbc.co.uk/skillswise/english/games>

<http://www.bbc.co.uk/skillswise/english/games>

<http://www.hanginghyena.com/>
<http://ielts.allearsenglish.com/ielts-reading-practice/#>

<http://www.usnews.com/education/best-global-universities/articles/2015/04/23/3-things-international-students-should-know-about-the-ielts-exam>

http://www.examenglish.com/IELTS/ielts_fears.php

http://www.examenglish.com/IELTS/IELTS_How_to_solve_some_common_problems_in_speaking.htm



MORE RESOURCES SAMPLES IN THE WRITING AND ORAL SKILLS

<http://dictionary.cambridge.org/>

<https://www.merriam-webster.com/>

<http://www.thesaurus.com/>

<http://www.thefreedictionary.com/>

<http://www.elmundo.es/traductor/>

<http://es.pons.com/traducci%C3%B3n-texto>

<http://dictionary.cambridge.org/es/translate/>

<http://www.online-translator.com/>

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<http://www.bbc.co.uk/learningenglish/english/features/witn>

<http://www.breakingnewsenglish.com/>

<http://www.bbcactiveenglish.com/bbc-world->



Samples in the writing and oral skill. British Council. 2017. Available in the web pages:

<http://takeielts.britishcouncil.org/prepare>

<https://www.britishcouncil.co/examen/ielts>

6. Conclusiones

- Calificación positiva de las actividades diseñadas por parte de la población encuestada.
- Componente flexible en la aplicación.
- Percepción de la escritura y la producción oral no como producto sino como proceso.
- El diseño y uso del material por sí mismo, no garantiza el logro de mejores resultados en el examen internacional IELTS General.
- El material diseñado no es un producto terminado, y que en tal condición, es susceptible a mejoramiento continuo.

7.Recomendaciones



- El futuro de la aplicación se enfocaría en desarrollar la aplicación en diversos dispositivos móviles (IOS y Microsoft).
- Ajustes se basarían en las sugerencias y/o comentarios por parte de los usuarios.
- El futuro énfasis sería en desarrollar un OVA, relacionado con el vocabulario frecuente utilizado en la producción escrita.
- Incorporación de las habilidades de escucha y lectura.
- Difusión de la aplicación en las universidades del país.
- Más secciones en la producción oral (diversidad de tipos de acentos en inglés).



8. Bibliografía



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