



APRENDIZAJE EN CONTEXTOS DIGITALES Y NUEVOS MODELOS PEDAGÓGICOS

IX JORNADAS
PEDAGÓGICAS
en tecnología e
innovación educativa

TEMA:

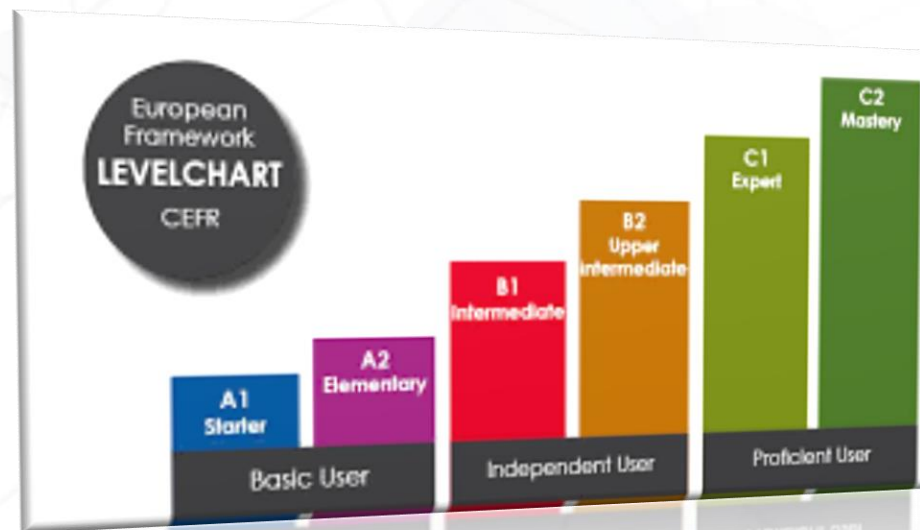
El diseño y desarrollo de un curso de preparación de Inglés (PET Cambridge) en-línea para estudiantes de pre-grado.

Competencia de la habilidad de comprensión lectora.

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Contexto local



Consejo de Educación Superior. (2013). Reglamento de Régimen Académico para el aprendizaje de una lengua extranjera. Quito: LOES.

Contexto Institucional

Universidad privada - Guayaquil



Problema

Al finalizar los 6 niveles de
Inglés.

No estaban
preparados para el **PET
Cambridge exam.**

Falta de
conocimiento:
✓ Tipo de preguntas
✓ Duración
✓ Estrategias

Cambridge English Preliminary

Preliminary English Test (PET)

Es un examen de nivel intermedio (**Nivel B1 del Marco Común Europeo de Referencia para las Lenguas**)

Valioso:

- ✓ Trabajar o estudiar en otro país
- ✓ Hacer carrera en el área de los negocios internacionales

Evalúa:

- ✓ La habilidad de comunicación en inglés en situaciones cotidianas reales.
- ✓ **Habilidades lingüísticas:** lectura, escritura, comprensión auditiva y expresión oral.

Ejemplos:

- ✓ Leer libros y artículos sencillos.
- ✓ Escribir cartas personales simples.
- ✓ tomar notas durante una reunión.
- ✓ Hablar sobre tareas cotidianas.



UNIVERSITY of CAMBRIDGE
ESOL Examinations
English for Speakers of Other Languages

Objetivos del Proyecto (Innovación)

Objetivo general.


Desarrollar un curso de nivel Intermedio de Inglés como preparación para el examen PET Cambridge de alumnos de Pre-grado. [\(plan piloto\)](#)

Objetivo específico.

Desarrollar estrategias , actividades y recursos apropiados para mejorar las habilidades lingüísticas como preparación para el examen PET Cambridge en un Entorno Virtual Aprendizaje (EVA).



¿Qué es MOOC?

- **MOOC**  siglas en inglés de **Massive Online Open Courses** .
- (Cursos Online Masivos y Abiertos)
- **Características principales:**
 - Ilimitado número de matriculaciones.
 - Se imparten íntegramente on-line
 - Son abiertos.



Bilnea, 2014

¿Por qué estudiar un MOOC?

- Un **MOOC** te da facilidades:
- Estudias lo que te gusta, siempre puedes abandonar el MOOC si no es de tu agrado.
- Lo estudias cuando quieras y donde quieras
- Para resolver las dudas siempre hay un tutor y foros de debate.
- Usualmente **Gratis**.





Course Options

Materials

Updates

Gradebook

Grade Setup

Badges

Attendance

Members

Access Code
NP6Q9-ND82F
Reset

PET Examination Preparation Course: CAMBRIDGE ENGLISH

Notifications

Add Materials Options

All Materials

Instructor/Teacher's Manual
Unpublished

Students' Manual

Video tutorials: Navigating in Schoology

Post - Intervention Survey

Post-Intervention Test (reading/writing/listening)

Pre-Intervention Diagnostic Test (Reading/Writing/Listening)

INTRODUCTION

This PET EXAMINATION online course has the intention to prepare undergraduate students or any person to take the Cambridge PET Exam by providing them the necessary tools, strategies and resources to develop the required language skills.



Reminders

- 17 ungraded assignment submissions
- 43 pending review test/quiz submissions
- 13 ungraded discussion posts

Upcoming - 18 Add Event

No upcoming assignments or events

Reading section

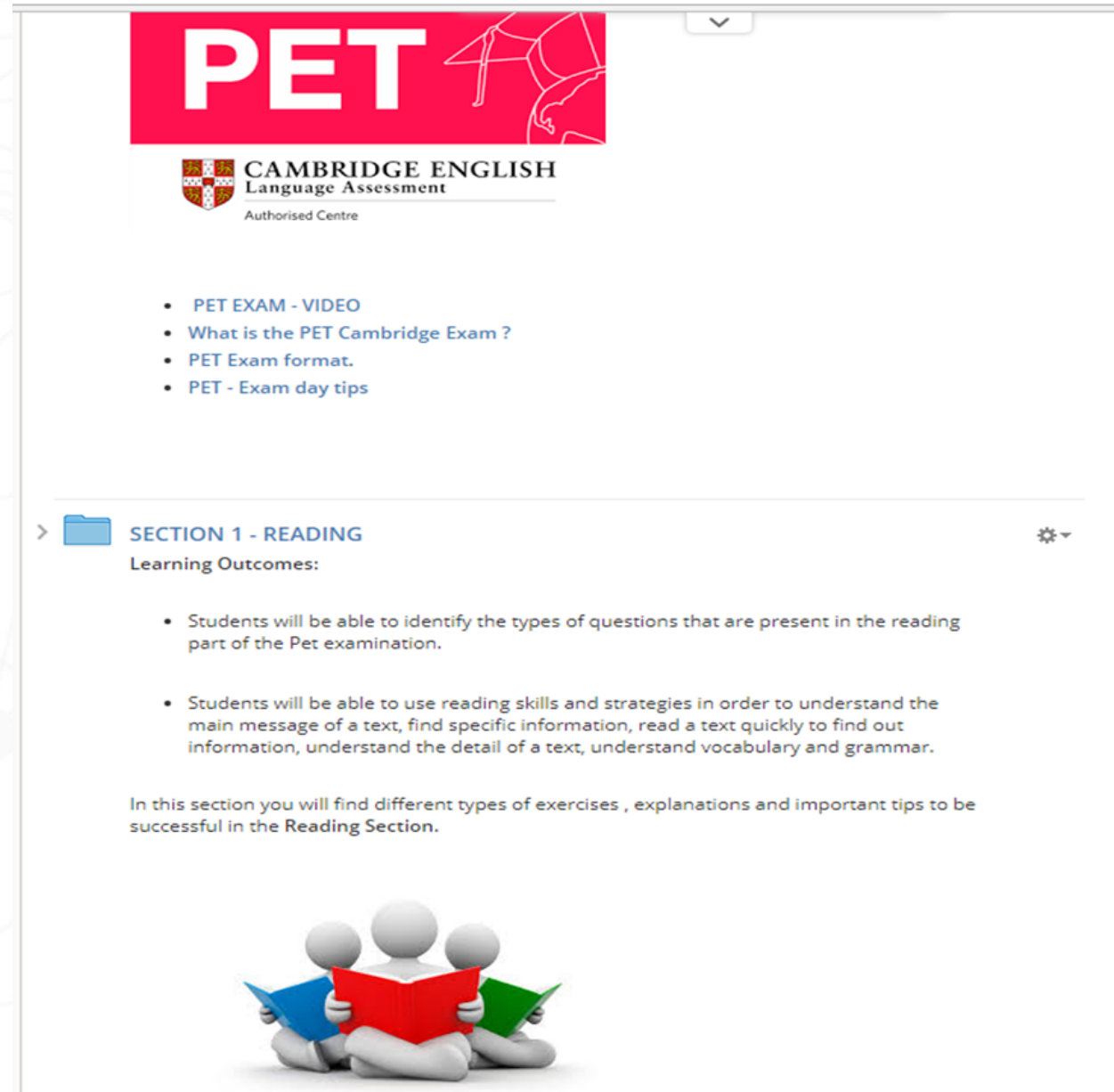
Contenido

5 secciones /
35 preguntas

Duración

45 minutos

Valor de cada parte
(25 % del total)



The screenshot shows the PET Cambridge English Language Assessment website. At the top, there is a red banner with the word "PET" in white. Below it, the Cambridge English Language Assessment logo is displayed, including the text "Cambridge English Language Assessment" and "Authorised Centre". A list of links is provided: "PET EXAM - VIDEO", "What is the PET Cambridge Exam?", "PET Exam format.", and "PET - Exam day tips". A section titled "SECTION 1 - READING" is expanded, showing "Learning Outcomes:" followed by two bullet points: "Students will be able to identify the types of questions that are present in the reading part of the Pet examination." and "Students will be able to use reading skills and strategies in order to understand the main message of a text, find specific information, read a text quickly to find out information, understand the detail of a text, understand vocabulary and grammar." Below the outcomes, a paragraph states: "In this section you will find different types of exercises , explanations and important tips to be successful in the Reading Section." At the bottom of the page, there is an illustration of three stylized figures sitting and reading books.

PET

CAMBRIDGE ENGLISH
Language Assessment
Authorised Centre


- PET EXAM - VIDEO
- What is the PET Cambridge Exam ?
- PET Exam format.
- PET - Exam day tips

> **SECTION 1 - READING** ⚙️

Learning Outcomes:

- Students will be able to identify the types of questions that are present in the reading part of the Pet examination.
- Students will be able to use reading skills and strategies in order to understand the main message of a text, find specific information, read a text quickly to find out information, understand the detail of a text, understand vocabulary and grammar.

In this section you will find different types of exercises , explanations and important tips to be successful in the Reading Section.



Reading section

- SECTION 1 - READING
 - READING PART 1 (Multiple choice)
 - TIPS AND ADVICE
 - Difference between Main idea and Purpose
 - Individual Practice #1
 - Groupwork Practice
 - Individual Practice #2
 - Individual Practice #3
 - MID TERM EXAM : READING PART 1
 - Final Practice - READING PART 1
 - READING PART 2 (Matching)
 - READING PART 3 (True/False)
 - READING PART 4 (Multiple choice)
 - READING PART 5 (Multiple-choice cloze)

Lectura

Sección 1 (Preguntas 1-5)

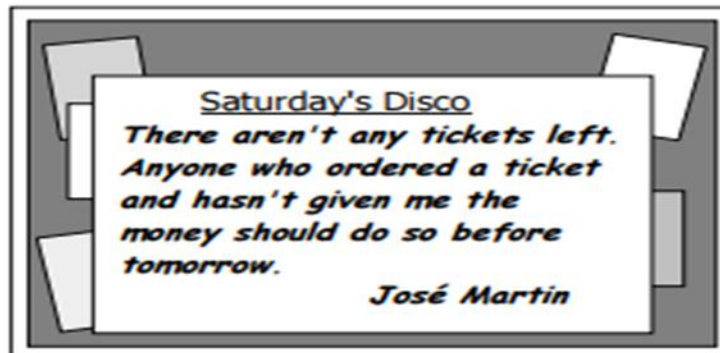
En la primera sección se evalúa la capacidad de los candidatos para comprender distintos tipos de textos breves, por ejemplo, avisos y señales, información en envases de productos (instrucciones en el paquete de un alimento o en la etiqueta del frasco de un medicamento) y distintas clases de mensajes (notas, correos electrónicos y tarjetas postales).

A continuación, presentamos dos ejemplos del tipo de preguntas que integran la Sección 1. Lea el texto y seleccione la opción más adecuada entre las tres que se proponen (A, B o C).

Capacidad Comprender textos breves:

- ❖ Avisos
- ❖ Cartas
- ❖ Etiquetas
- ❖ Notas

1



- A Tickets for the disco can be collected after tomorrow.
- B It is possible to reserve a disco ticket if you do so by tomorrow.
- C Reserved tickets for the disco must be paid for today.

2



- A Press the button after the doors close.
- B Press the button while the doors are closing.
- C Press the button to close the lift doors.

Sección 2 (Preguntas 6-10)

En la segunda sección se presentan cinco descripciones de personas seguidas de ocho textos breves sobre un tema determinado; pueden hacer referencia, por ejemplo, a bienes y servicios de alguna clase (comprar libros, visitar museos, hospedarse en un hotel o reservar unas vacaciones). Los candidatos deben vincular a cada persona con el texto que corresponda.

En los siguientes ejemplos se brinda información sobre dos personas, Alí y Mónica, y sobre sus preferencias en materia de lectura. A continuación se incluyen cinco textos sobre diferentes libros y usted deberá decidir cuáles de esos libros (A-E) preferirían leer Mónica y Alí.

6



Ali enjoys reading crime stories which are carefully written so that they hold his interest right to the end. He enjoys trying to guess who the criminal really is while he's reading.

7



Monica is a history teacher in London. She enjoys reading about the history of people in other parts of the world and how events changed their lives.

Recommended New Books

- A London Alive**
This author of many famous novels has now turned to writing short stories with great success. The stories tell of Londoners' daily lives and happen in eighteen different places – for example, one story takes place at a table in a café, another in the back of a taxi and another in a hospital.
- B Burnham's Great Days**
Joseph Burnham is one of Britain's best-loved painters these days, but I was interested to read that during his lifetime it was not always so. Art historian Peter Harvey looks at how Burnham's work attracted interest at first but then became less popular.
- C The Missing Photograph**
Another story about the well-known policeman, Inspector Manning. It is written in the same simple but successful way as the other Manning stories – I found it a bit disappointing as I guessed who the criminal was halfway through!
- D Gone West**
A serious look at one of the least-known regions of the United States. The author describes the empty villages which thousands left when they were persuaded by the railway companies to go West in search of new lives. The author manages to provide many interesting details about their history.
- E The Letter**
The murder of a television star appears to be the work of thieves who are quickly caught. But they escape from prison and a young lawyer says she knows who the real criminals are. Written with intelligence, this story is so fast-moving that it demands the reader's complete attention.

5 Descripciones de personas y 8 textos breves

- ❖ Vincular cada persona con el texto que corresponda.

Sección 3 (Preguntas 11-20)

En la sección 3, los candidatos deben leer un texto factual más extenso y encontrar información específica. El texto puede ser un fragmento de un folleto, un aviso publicitario de una revista o información de un sitio en Internet. Está precedido por diez preguntas, que en realidad son diez enunciados de una oración. El candidato debe decidir si los enunciados son correctos o incorrectos.

En el siguiente ejemplo, se incluyen cinco oraciones (11-15) sobre un viaje en barco al Ártico. Lea el texto *Exploring the Arctic* y decida si las oraciones precedentes son correctas o incorrectas. En su hoja de respuestas deberá marcar con una "A" las oraciones correctas y con una "B", las incorrectas.

Texto factual (folleto, aviso publicitario de revista, sitio de internet)

- ❖ 10 enunciados
- ❖ Decidir: correctos o incorrectos.

- | | |
|--|--|
| 11 This trip is for people who like peace and quiet. | 14 The ship follows a fixed route. |
| 12 Many different activities are organised on board. | 15 There are different types of accommodation. |
| 13 The voyage begins in Scotland. | |

Exploring the Arctic



The Arctic is one of the few places in the world untouched by pollution where you can see nature at its wildest and most beautiful. Join our ship the *Northern Star* from 2 to 18 July, for a 17-day voyage to the Arctic. During the voyage you are able to relax and get away from it all. There are no parties or film-shows to attend, quizzes to enter, or entertainers to watch. However, we do have specialists on board who are willing to answer any of your questions about the Arctic and who will talk about the animals and birds that you see on the trip.

After setting off from Scotland, we go north along the coast of Norway to Bear Island. Along the way you'll see thousands of seabirds and wonderful scenery, with rivers of ice and huge cliffs. You will have the chance to see reindeer, polar bears, and other Arctic animals. Although we have a timetable, experience has shown that we may have to change our direction a little, depending on the weather and on which animals appear.

The *Northern Star* is a very special ship and our past voyages have been very popular. Our cabins all have the same excellent facilities, which include a private bathroom and refrigerator. Our chefs are happy to prepare any food for people on special diets. Choose just what you want to eat from the wide variety available from the dining room buffet. There is a library, shop, clinic and plenty of space for relaxation. If you need some exercise, why not go jogging every morning around the decks, or do some swimming in the indoor pool.

Prices include economy class air travel and 16 nights on board the *Northern Star*, all meals and excursions and all lectures.

Day 1 Board the *Northern Star*.

Days 2-7 We sail slowly north along the coast of Norway, stopping at places of interest.

Sección 4 (Preguntas 21-25)

En la sección 4, el texto que se presenta expresa una opinión o actitud. Los candidatos deben responder cinco preguntas, para lo cual deberán elegir cuál es la respuesta correcta entre cuatro alternativas posibles (A, B, C y D).

El siguiente texto trata sobre un chef de televisión, Ainsley Harriot. Lea el texto y responda las preguntas 21 y 22.

Ainsley Harriott

I've always been a bit of an entertainer and played the funny man. I was a part-time comedian for years, so I learned how to stand in front of audiences. It made me sure of myself. I like being liked and I love making everyone smile.

I've lived in London all my life and have just moved to a larger house with my wife Clare and our two children, Jimmy and Madeleine. We spend a lot of time just singing and dancing around the house. I grew up with music because my dad is the pianist, Chester Harriott – who's still playing, by the way. My working day is divided between television and writing cook books, though TV takes most of my time. I spend about five days a fortnight working on the cooking programmes I appear in. I eat all sorts of things at home but I only buy quality food. When I'm cooking, I experiment with whatever is in the fridge – it's good practice for my TV series.

I'm a football fan and enjoy going to matches, but I'm a home-loving person really. I don't like going to the pub but we do go out to eat about twice a month. There's nothing better than a night at home playing with the children. I rarely go to bed before midnight. Late evening is when fresh thoughts on cooking usually come to me, so I often write or plan my programmes then. When I eventually get to bed, I have no trouble sleeping!

- 21 What is the writer's main purpose in writing the text?
- A to describe how he lives
 - B to say what makes him laugh
 - C to talk about his cooking ideas
 - D to explain how he started in TV
- 22 What would a reader learn about Ainsley from the text?
- A He is a very good musician.
 - B He likes to plan the family meals.
 - C He is nervous about performing on stage.
 - D He enjoys spending time with his family.

Texto expresando: opinión o actitud

❖ Responder 5 preguntas

❖ 4 alternativas posibles.

Texto corto con 10 espacios en blanco numerados. Completar con la palabra faltante:

- ❖ Vocabulario.
- ❖ Cuestiones gramaticales.

Sección 5 (Preguntas 26-35)

En esta sección de la prueba de lectura se incluye un texto corto con diez espacios en blanco numerados. Los candidatos deberán completar cada espacio con la palabra que falta. Los espacios han sido seleccionados para poder evaluar principalmente cuestiones de vocabulario, pero también el conocimiento adquirido por los candidatos sobre cuestiones gramaticales tales como pronombres, verbos modales, conectores y uso de preposiciones. A continuación del texto se ofrecen cuatro posibles respuestas para cada espacio numerado y los candidatos deben elegir la opción correcta.

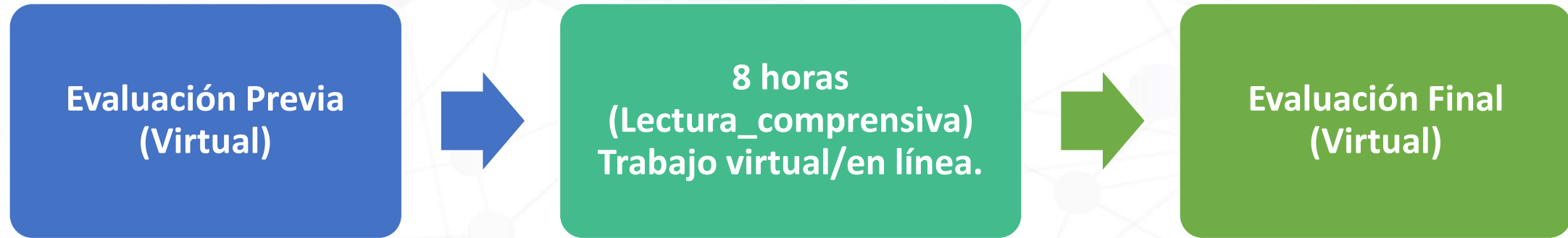
El siguiente ejemplo es un fragmento de un texto titulado Deep Sleep, seguido de cuatro posibles respuestas para cada uno de los cinco espacios en blanco numerados (26-30). Lea las opciones y decida cuál es la palabra faltante (A, B, C o D).

Deep Sleep

Deep sleep is important for everyone. The actual **(26)** of sleep you need depends **(27)** your age. A young child **(28)** to sleep ten to twelve hours, and a teenager about nine hours. Adults differ a lot in their sleeping **(29)** For most of them, seven to eight hours a night is **(30)** , but some sleep longer, while others manage with only four hours.
...

- | | | | | |
|----|---------|----------|-----------|-----------|
| 26 | A size | B number | C amount | D sum |
| 27 | A on | B to | C in | D of |
| 28 | A could | B ought | C must | D should |
| 29 | A ways | B habits | C manners | D actions |
| 30 | A few | B well | C less | D enough |

Recolección de datos

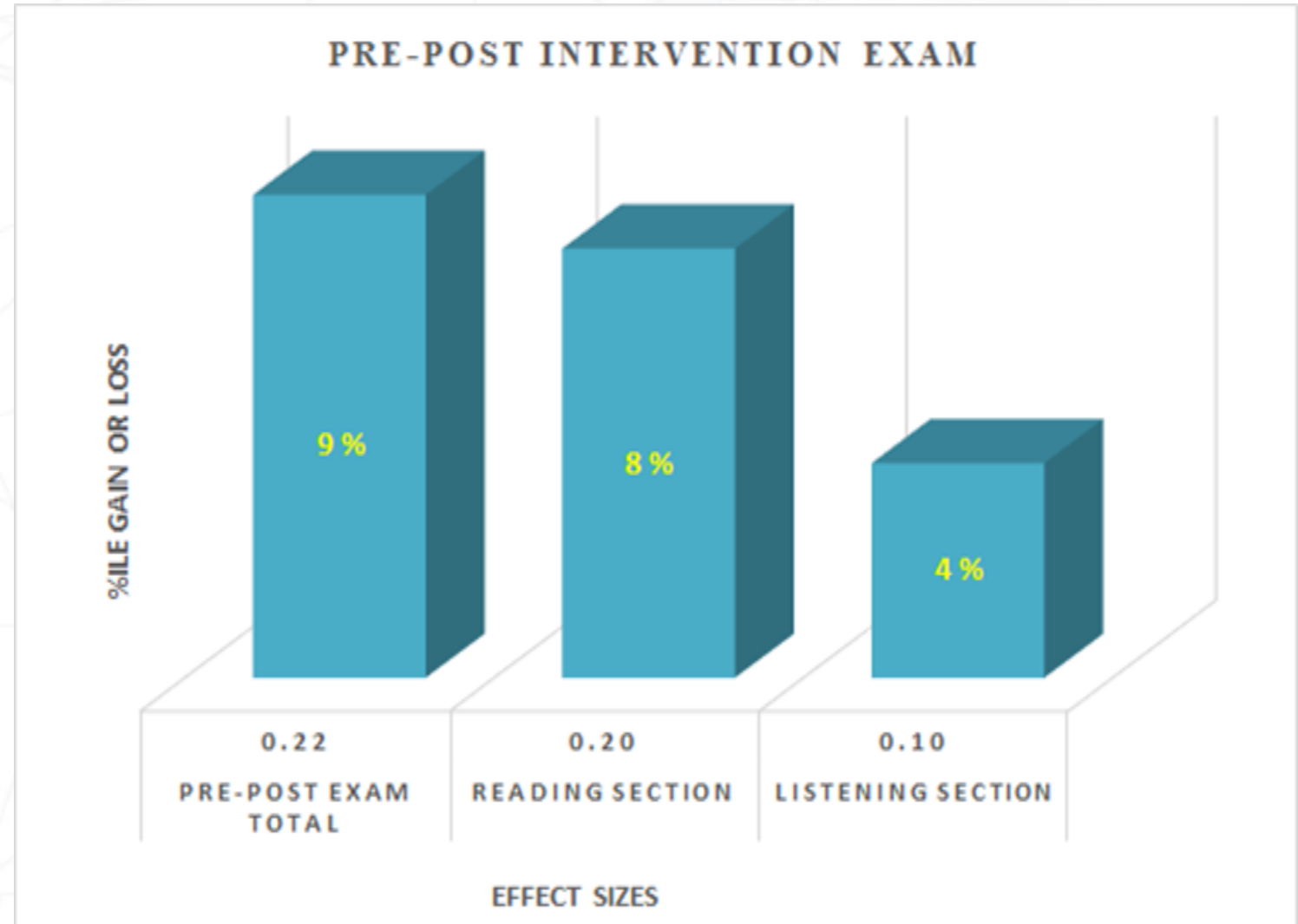


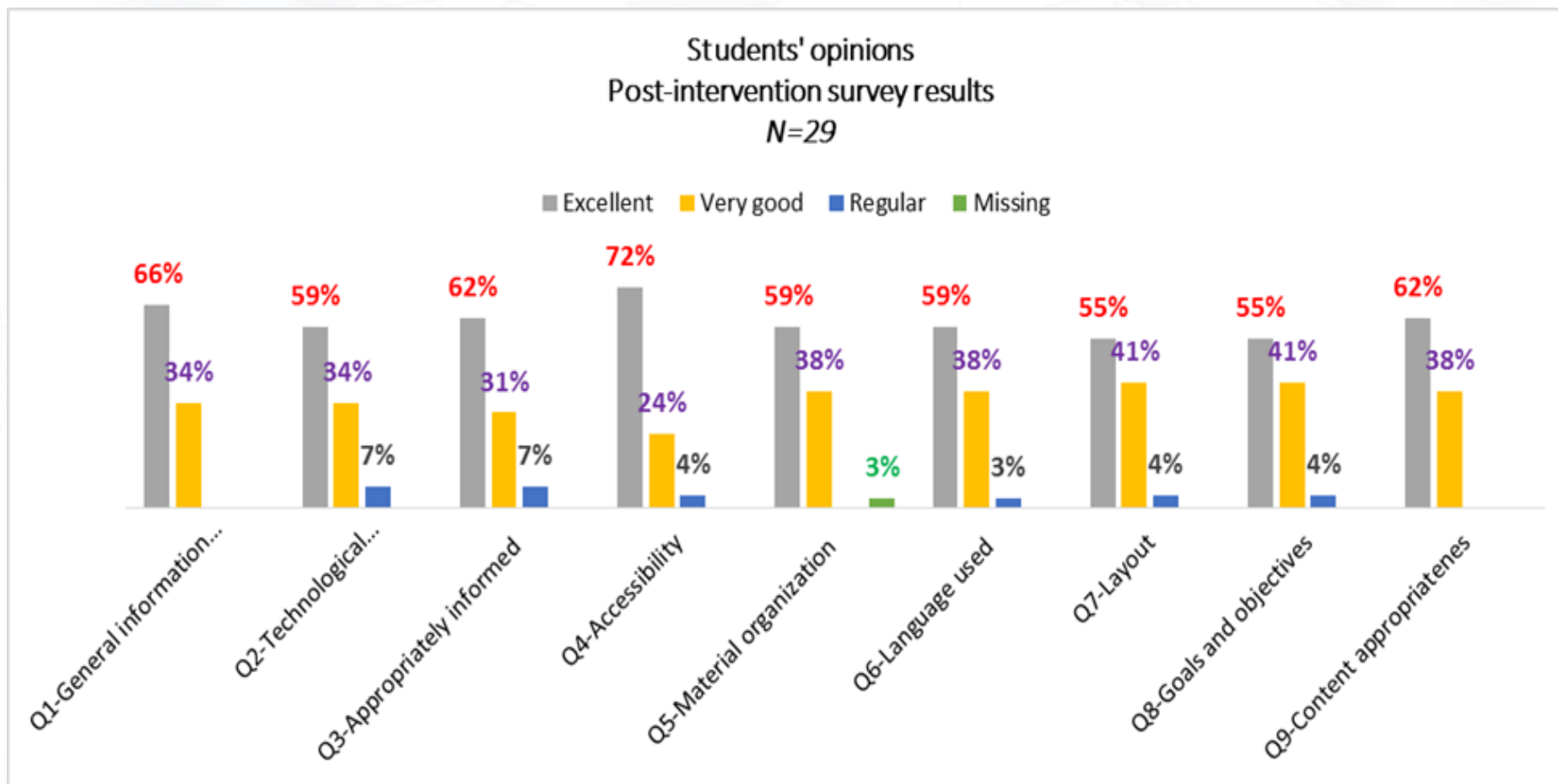
- **Muestra:** 29 estudiantes de pregrado (nivel 6_Inglés).
- **Edades:** 18 – 30 años.
- **Calificaciones:** 7 min - 10 max



Resultados

8% de mejoría: **habilidad de comprensión lectora.**





Conclusiones

- El **contenido, tipo de preguntas y estrategias** a las cuales los estudiantes fueron expuestos fueron pertinentes y significativas para la mayoría de ellos.
- Cerca del 50% de estudiantes demostraron haber mejorado sus **habilidades de comprensión lectora** para tomar un examen PET Cambridge.
- La **dedicación, autonomía y auto-motivación** de los estudiantes fue un elemento importante en la mejoría.
- La **accesibilidad** de la plataforma “Schoolology” fue clave para el desarrollo del curso.

Gracias por su atención.

