



Universidad Nacional Autónoma de México

Escuela Nacional Preparatoria

1 y 2 de junio de 2021



Visión general de la integración de las TAC en el aprendizaje de la lengua inglesa

Ponente

Blanca Georgina Aguilar Ruiz

Colegio: Lenguas Vivas, Inglés
Plantel 7 “Ezequiel A. Chávez”

Introducción

El confinamiento que padecemos debido a la Pandemia Covid 19 nos obligó a hacer un uso intenso de las Tecnologías de la Información y la Comunicación (TIC) para lograr un proceso de enseñanza aprendizaje con buenos resultados.

Aquí se muestran los pasos que los alumnos y alumnas siguieron en el proceso de convertir las TIC en TAC, mediante un proyecto para la 8ª Feria de Alumnos Dominó TIC-TAC P7.

Objetivo

Mostrar el resultado de la integración de las Tecnologías del Aprendizaje y del Conocimiento (TAC) de los alumnos y alumnas del curso de Inglés IV con el proyecto “My last vacation: getting to know another country” presentado en la 8ª Feria de Alumnos Dominó TIC-TAC P7.



Antecedentes del Proyecto

Diagnóstico

Se aplicó a los alumnos y alumnas un examen de diagnóstico sobre la lengua inglesa, y una encuesta para saber información sobre su acceso a la tecnología y sus formas de obtención de la información.

Los resultados del diagnóstico y de la encuesta se tomaron en cuenta para el diseño, elaboración y adaptación de materiales didácticos a trabajar con las secuencias.



Actividades de preparación (1)

Se comenzó a involucrar a los alumnos y alumnas en el uso de la lengua inglesa mediante actividades dirigidas, tales como:

1. Lectura de textos breves como modelo para producir composiciones y conversaciones propias.

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Activity 2.19. Reading comprehension and open questions exercises

1. Read the text "My last vacation" from the beginning to the end. Don't stop on the words you don't understand.

My last vacation

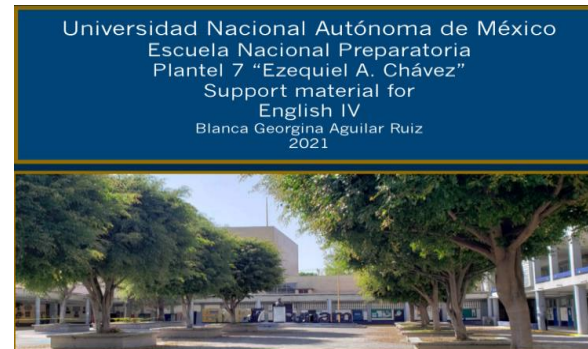
Hi, I'm Olivia. My family and I usually spend our vacation in Oaxaca. We love visiting our grandparents, but last vacation we had the opportunity to travel to Europe. My cousin Daniel is good at organizing trips on line. So, he only asked us what cities we would like to visit and he planned the whole trip. My mother chose Paris, my father Rome, my grandparents Florence, and most of us wanted to go to Venice. So, he did all the arrangements for the flights, trains and some tours to interesting places.

We spent two weeks in the four cities. We left Mexico City on December 15, and took the plane at 20:00 hours. We arrived in Paris the next day. We all went up to the Eiffel Tower and the Notre Dame Church towers too. We also visited the Louvre Museum, which is really awesome. We walked along the Seine River, and at night we took a cruise to admire the beautiful settings Paris has to offer.



In Rome, we went to the basilica of Saint Peter where we could see "La Pieta", and we went to the Vatican Museum, where we saw the Sistine Chapel. We also visited the Colosseum and met some friends at the Tiber River. All these attractions are really breathtaking.

2. Estudio de temas gramaticales presentados en PowerPoint, PowToons o videos.

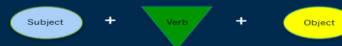


Pronouns

Pronouns are words we use to avoid repeating nouns (remember that a noun is a word that identifies a person, animal, place, thing, or idea). There are different kinds of pronouns. Some of them are the personal pronouns: subject and object pronouns, the possessive determiners (adjectives), and the possessive pronouns.

Subject and object pronouns

Person	Subject pronouns are used as the subject of the verb.	Object pronouns are used as the object of the verb, but it goes after the verb or preposition.
1 st Person Sing.	I	me
2 nd Person Sing.	You	you
3 rd Person Sing.	He	him
3 rd Person Sing.	She	her
3 rd Person Sing.	It	it
1 st Person Pl.	We	us
2 nd Person Pl.	You	you
3 rd Person Pl.	They	them



Examples

Subject pronouns

I **live** in México.
You **study** very hard.
He **is** very tall.
She **works** in a bank.
It **sleeps** in a box.
We **travel** frequently.
You **are** good friends.
They **sing** well.

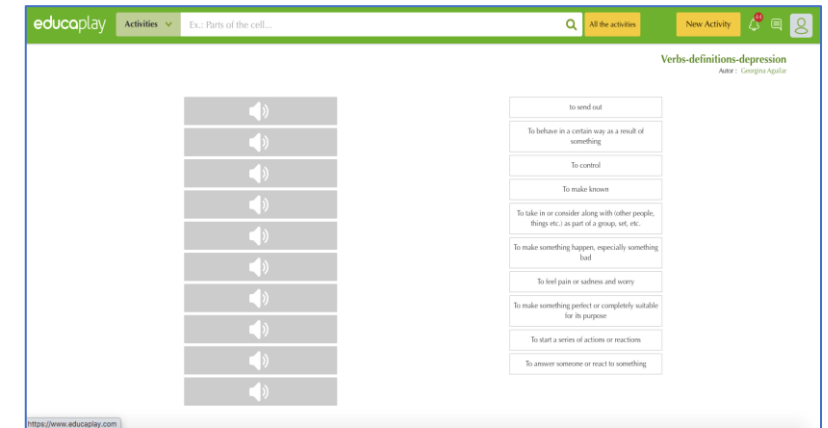
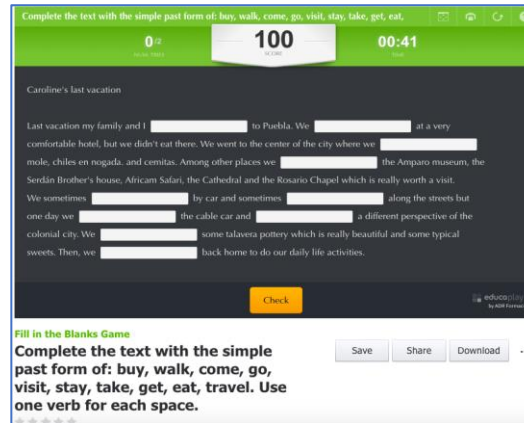
Object pronouns

Olivia **loves** me.
Richard **called** you.
Mary **visited** him.
This present **is** for her.
Look **at** it.
Sheila and Alan **beat** us.
The teacher **told** you.
Amy **bought** them.

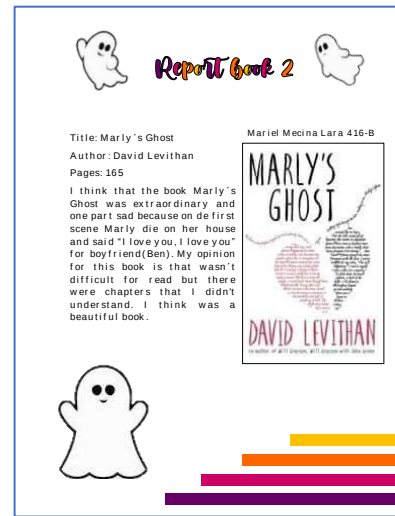


Actividades de preparación (2)

3. Juegos en línea para practicar vocabulario, estructuras gramaticales y comprensión de lectura.



4. Lectura de cuentos cortos en línea para identificar vocabulario y estructuras gramaticales.



Actividades de preparación (3)

5. Práctica de temas gramaticales en actividades diseñadas en documentos de Google, cuestionarios de Google, o en actividades de British Council.

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Activity 3.4. Creating games on the eduplay platform

1) As a team, choose 10 nouns, 10 verbs and 10 adjectives from the composition you wrote for the activity 3.3.
2) Look their definitions up in the Cambridge Dictionary.
3) Write the words and definitions in the tables below.
4) Use this information to generate five different games on the eduplay platform: Matching game, Crossword puzzle, Matching columns game, Unscramble words and Word search puzzle (use only 10 words in each game).

Team members' names:
1.
2.
3.
4.
5.

No.	NOUNS	DEFINITION IN ENGLISH
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

LearnEnglish Teens

Past simple – regular verbs

Past simple – regular verbs

Alfie took his driving test for the second time this morning. Did he pass?

Instructions

BRITISH COUNCIL

LearnEnglish Teens

0:21 / 1:30

What happened this time?

480p

The past simple is the most common way of talking about past events or states which have finished. It is often used with past time references (e.g. yesterday, two years ago).

6. Práctica de la parte auditiva con canciones y películas en inglés.

Lemon Tree "Fools Garden" Video Clip Compl...

Ver más ta... Compartir

FOOL'S GARDEN
"LEMON TREE"

MÁS VIDEOS

0:02 / 3:13

YouTube

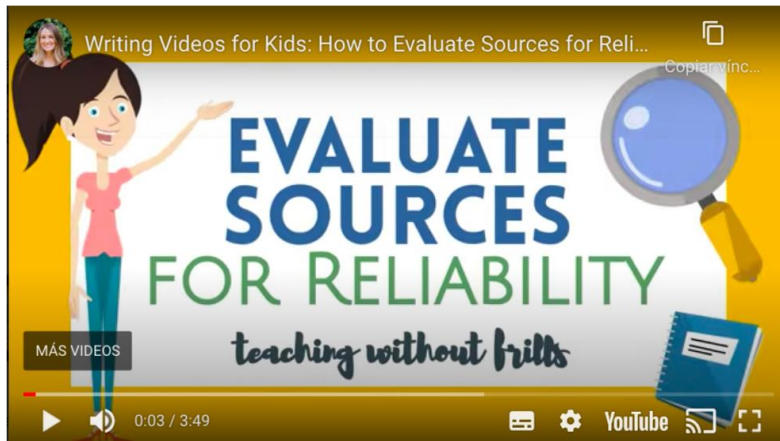
THE STORY OF MY LIFE
HELEN KELLER

WITH SUBTITLE



Actividades de preparación (4)

7. Revisaron tutoriales de cómo obtener información confiable, elaborar mapas mentales, infografías, presentaciones en PowerPoint y para desarrollar juegos en la plataforma “educaplay”.



Desarrollo del proyecto (1)

Para el proyecto “Our last vacation: getting to know another country” sobre la Unidad 3 del Programa de Inglés IV, las alumnas llevaron a cabo los siguientes pasos:

1. Por equipo escogieron un país.
2. Buscaron información en Internet con la que completaron una tabla con datos como: nombre del país, capital, moneda, lengua, ciudades principales, atracciones naturales, sitios de interés y comida típica, y vocabulario estudiado previamente.



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Activity 3.2. Getting to know another country

Teammates names:

1. Balderas Rocha Norma Belen
2. Mecina Lara Mariel
3. Rodriguez Montiel Hannia Atzayana

1	Name of the Country	Brazil	
2	Capital	Brasilia	
3	Currency	Brazilian real	
4	Main cities	1. São Paulo 2. Rio de Janeiro 3. Brasilia 4. Salvador of Bahia 5. Fortaleza	6. Belo Horizonte 7. Manaus 8. Curitiba 9. Recife 10. Porto Alegre
5	Rio de Janeiro best natural attractions	Rio de Janeiro the best natural attractions of Rio de Janeiro are its beaches, such as Copacabana Beach, Leblon beach, as well as the Botanical Garden, Rodrigo de Freitas Lagoon, Tijuca forest among others.	
6	Brasilia best natural attractions	The best natural attractions in Brasilia are Paranoa lake, botanical garden of Brasilia, Brasilia National park, Ecological Park Dom Rosco, Park Olhos D'agua, among others.	
7	Porto Alegre best natural attractions	The best attractions in Porto Alegre are Itapua Lighthouse, Germanica park, Moinhos de Vento Park, Guaiba Lake river, Morro do Osso Natural Park and Aparados da Serra National Park which is one of the most important and touristic parks.	
8	Interesting places to visit in Rio de Janeiro	• Christ the Redeemer • Sugarloaf • Copacabana • Carnival	• Tijuca National Park • Maracana • Sao Bento • Municipal Theater

9	Interesting places to visit in Brasilia	• Praça dos Três Poderes • Metropolitan cathedral Nossa Senhora Aparecida • Two Arches Palace • Sanctuary of Dom Bosco • National Congress • Monumental Axis and TV tower																				
10	Interesting places to visit in Porto Alegre	• Metropolitan Cathedral of Porto Alegre • Porto Alegre Public Market • Rio Grande do Sul Museum of art • The Bohemian District of Cidade Baixa • Arena do Gremio • Farroupilha park																				
11	Typical food	• Feijoada: is considered the national dish of Brazil, • Vatapa: is a delicious typical dish of the Bahia region. • Moqueca de peixe: It is very typical in the provinces of Espiritu Santo and Bahia • Pato no tucupi: typical of the state of Para • Caipirinha: Main drink of Brazil																				
12	Choose 20 verbs related to travel. You may choose them from the ones studied in activities 2.16 and 2.18.	<table><tr><td>1. arrive</td><td>11. have</td></tr><tr><td>2. ask</td><td>12. like</td></tr><tr><td>3. buy</td><td>13. come back</td></tr><tr><td>4. can</td><td>14. go up</td></tr><tr><td>5. come</td><td>15. meet</td></tr><tr><td>6. cross</td><td>16. see</td></tr><tr><td>7. drink</td><td>17. spend</td></tr><tr><td>8. eat</td><td>18. stay</td></tr><tr><td>9. get</td><td>19. travel</td></tr><tr><td>10. go</td><td>20. walk</td></tr></table>	1. arrive	11. have	2. ask	12. like	3. buy	13. come back	4. can	14. go up	5. come	15. meet	6. cross	16. see	7. drink	17. spend	8. eat	18. stay	9. get	19. travel	10. go	20. walk
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10. go	20. walk																					
13	Choose 20 adjectives from the list below.	<table><tr><td>1. beautiful</td><td>11. nice</td></tr><tr><td>2. calm</td><td>12. mystical</td></tr><tr><td>3. colorful</td><td>13. tasty</td></tr><tr><td>4. dazzling</td><td>14. windy</td></tr><tr><td>5. evocative</td><td>15. majestic</td></tr><tr><td>6. exciting</td><td>16. magnificent</td></tr><tr><td>7. huge</td><td>17. different</td></tr><tr><td>8. impressive</td><td>18. many</td></tr><tr><td>9. incredible</td><td>19. sun</td></tr><tr><td>10. interesting</td><td>20. ar</td></tr></table>	1. beautiful	11. nice	2. calm	12. mystical	3. colorful	13. tasty	4. dazzling	14. windy	5. evocative	15. majestic	6. exciting	16. magnificent	7. huge	17. different	8. impressive	18. many	9. incredible	19. sun	10. interesting	20. ar
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Desarrollo del proyecto (2)

3. Escogieron verbos, sustantivos y adjetivos que previamente habían identificado y practicado en composiciones y juegos en línea.



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Activity 3.4. Creating games on the *eduplay* platform

- 1) **As a team**, choose 10 nouns, 10 verbs and 10 adjectives from the composition you wrote for the activity 3.3.
- 2) Look their definition up in the Cambridge Dictionary.
- 3) Write the words and definitions in the tables below.
- 4) Use this information to generate five different games on the *eduplay* platform: Matching game, Crossword puzzle, Matching columns game, Unscramble words and Word search puzzle (use only 10 words in each game).

Team members' names:

1. Balderas Rocha Norma Belen.
2. Mecina Lara Mariel.
3. Rodriguez Montiel Hannia Atzayana.

No.	NOUNS	DEFINITION IN ENGLISH
1	City.	A large town.
2	Country.	An area of land that has its own government, army, etc.
3	Family.	A group of people who are related to each other, especially parents and childrens.
4	Father.	Someone's male parents.
5	Mother.	Someone's female parent.
6	Mascot.	Animals Used as a symbol and believed to bring good luck.
7	Place.	An area, town, building, etc.
8	Companion.	A person you spend a lot of with often because you are friends or because you are traveling together.
9	Restaurant.	A place where meals are prepared and served to customers.
10	Brazil.	A country in south America.

No.	VERBS	DEFINITION IN ENGLISH
1	Organize	To plan or arrange something.
2	Want	To feel that you would like something to happen.
3	Decide	To choose something after thinking about the possibilities.
4	Spend	To use money to buy or pay for something.
5	Enjoy	If you enjoy something. It makes you feel happy.
6	Stay	To spend a short period of time in a place.
7	Return	To go or come back to a place where you were before.
8	Excite	To make someone feel very happy and enthusiastic.
9	Go	To move or travel somewhere.
10	Create	To make something happen or exist.

No.	ADJECTIVES	DEFINITION IN ENGLISH
1	Fantastic	Extremely good.
2	Calm	Without hurried movement or noise.
3	Beautiful	Very attractive.
4	Magnificent	Causing admiration esp. because of an unusual quality such as great size or beauty.
5	Green	The colour of grass; a colour between blue and yellow.
6	Exciting	Making you feel excited.
7	Stunning	Extremely beautiful or attractive
8	Impressive	If an object or achievement is impressive, you admire or respect it, usually because it is special, important, or very large.
9	Large	Big in size or amount.
10	Incredible	Impossible, or very difficult, to believe.



Desarrollo del proyecto (3)

4. Con la información obtenida redactaron una composición de un viaje imaginario al país que seleccionaron.



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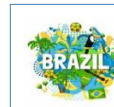
Activity 3.3. Our last vacation: getting to know another country

Teammates names:

1. Balderas Rocha Norma Belen
 2. Mecina Lara Mariel
 3. Rodríguez Montiel Hannia Atzayana
- Group 416-B

OUR AMAZING VACATION

Mariel and Belen organized a birthday trip for Hannia to Brazil, a place she wanted to go and enjoy. Everything was magnificent about that country. Mariel, who is a very calm girl and a lover of nature, told the other girls to create a list of natural attractions they would like to visit.



Hannia was excited. The first natural attractions in Rio de Janeiro she wrote were the beaches of Copacabana, Leblon and Ipanema since she had seen them in photos and described as dazzling and beautiful.



On the other hand, Belén wanted to visit the 'Paroá Lake, the botanical garden, the Brasilia National Park, the Dom Bosco ecological park and the Olhos D'agua park in Brasilia.

The girls decided to spend two weeks in Brazil. On the first one, they went to the natural attractions and on the second, the most interesting places they visited were the Christ the redeemer, in Rio de Janeiro, the Metropolitan Cathedral Nossa Senhora, the two Arches Palace in Brasilia and the Metropolitan Cathedral of Porto Alegre, and Porto Alegre public market in Porto Alegre.

Every day, the girls enjoyed the hotel where they stayed, told dishes that they should try. considered the national dish of typical dish of Bahía Región, typical dish in the provinces of Espiritu Santo and Bahia, Pato no Tucupi typical of the state of Para, and Caipirinha the main drink of Brazil.



typical food. The guides of the them which were the main These were Feijoada which is Brazil, Vatapa, a delicious Moqueca de Peixe, a very

On the last day of their trip they decided to go to a viewpoint and enjoy the sunset, each one described their experience of the trip, the landscapes, and the luxury food, among other things.

Belen smiled and said that everything was fantastic, that the botanical forests were very large, Christ the Redeemer was magical and that being with her friends was something incredible.



Mariel added that the beaches were very beautiful, the food was magnificent and the green areas were stunning.

Hannia concluded by saying that she loved the colors of the cities and the warmth of the people. They returned to Mexico City on March 7.

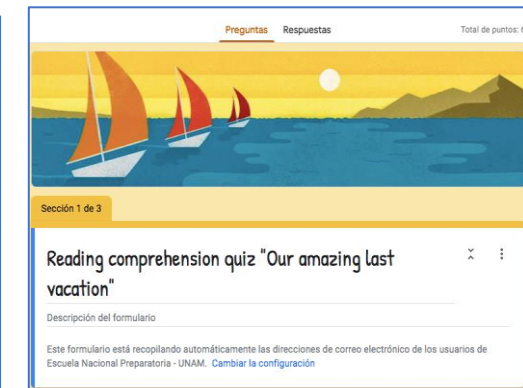
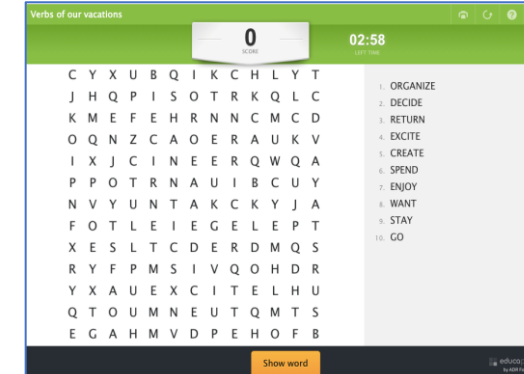
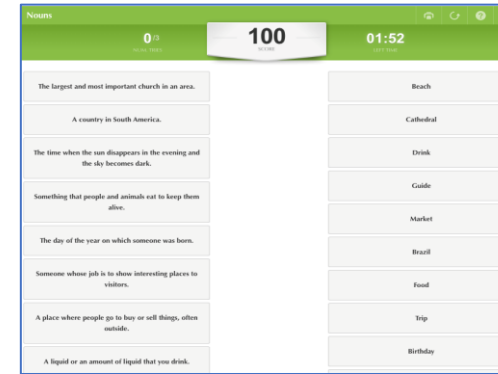
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Desarrollo del proyecto (4)

5. Con su composición y el vocabulario contenido en la misma, diseñaron y crearon 5 juegos en la plataforma “educaplay” y un cuestionario en el formulario de Google para aplicar a sus compañeros.



Presentación del proyecto

Las alumnas Norma Belén Balderas Rocha, Mariel Mecina Lara y Hannia Atzayana Rodríguez Montiel del grupo 416-B presentaron como producto en la 8ª Feria de Alumnos Dominó TIC-TAC P7, su proyecto que consta de:

Una composición elaborada por ellas, con la que desarrollaron:

1. Juego para relacionar verbos con su definición.
https://www.educaplay.com/game/8351583-verbs_of_our_vacations_2.html
2. Crucigrama para practicar adjetivos.
<https://www.educaplay.com/game/8351633-crossword.html>
3. Texto para llenar espacios y practicar sustantivos, adjetivos y verbos.
https://www.educaplay.com/game/8364585-our_amazing_vacation.html
4. Juego de sopa de letras para practicar verbos:
https://www.educaplay.com/game/8345047-verbs_of_our_vacations.html
5. Juego para relacionar sustantivos con sus definiciones:
https://www.educaplay.com/game/8351909-english_pronouns.html
6. Test para comprobar comprensión de lectura:
https://docs.google.com/forms/d/e/1FAIpQLSeOdIlqI_OSU7DoILCLqCvQy0OZC9PBCVu44YoQBZO9RfBiA/viewform



Comentario a la ponencia de las alumnas

Comentario a la ponencia “My last vacation: getting to know another country” presentada por Hannia Atzayana Rodríguez Montiel, Norma Belén Balderas Rocha y Mariel Mecina Lara del grupo 416-B.



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8ª Feria de Alumnos Dominó TIC-TAC



?

Nombre: Daniel A.

Grupo: 605

Título de la ponencia:	My last vacation: Getting to know another country
Breve comentario:	La exposición me pareció interesante y los alumnos expusieron de una manera correcta a pesar de los problemas “técnicos”. Creo que es prácticamente el mismo sistema de enseñanza que utilizo con el 605, solo cambiando algunos aspectos, así que te daré una opinión general. En mi opinión el método de enseñanza que utilizas es uno de los mejores y uno de mis favoritos en la materia de inglés, porque permite aprender a pesar de la situación actual en la que nos encontramos, ya que la mayoría son juegos didácticos o preguntas que nos ayudan a estudiar sin ser una carga o sin generar un gran agotamiento, apoyado por las lecturas que son elegidas por los alumnos, por lo que pueden escoger un título que les llame la atención con el cual no se aburran y permita una mejor comprensión y las películas que permiten mejorar también la comprensión auditiva, lo único que no se puede mejorar es el “habla”, pero los alumnos también deben poner su parte para mejorar. Aunque no fue el mejor año para todos, fue el año en el que me gustó más estudiar inglés.



Conclusión

El uso de las TIC en esta época de Pandemia permitió que los alumnos y alumnas desarrollaran sus habilidades lingüísticas de lectura, escritura, audición y ligeramente de producción oral.

También se notó un desarrollo en sus habilidades de trabajo en equipo, en el manejo de búsqueda de información, en la conversión del uso de las TIC en TAC, y por supuesto se notó un avance en su autoaprendizaje.



Referencias

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http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0257-43142019000300002



Por su atención
muchas gracias

