

FORMULARIO PARA
EL SEGUIMIENTO DE LA APLICACIÓN DE UNIDADES MALTED EN EL AULA
Y
LA ELABORACIÓN DEL INFORME FINAL

A. SITUACIÓN INICIAL:

1. Datos del profesor o de la profesora:

-Nombre: Carlos David Martín Alonso

-Profesor/a de: Primaria Secundaria E.O.I.

-Centro educativo: EOI Los Cristianos

2. Datos del grupo-clase:

-Nivel educativo: Nivel Intermedio 2

-Número de alumnos/as: 32 matriculados // 16 de asistencia regular

-Perfil académico y actitudinal general: En general Bachillerato, un gran porcentaje de diplomados y varios licenciados. Predispuestos al aprendizaje de la lengua

3. Datos del aula:

-Número de ordenadores utilizados: • Sobremesa: 8 • Portátiles:

-Sistema operativo instalado: Windows Linux

-Características generales de los equipos (tipo, antigüedad, memoria RAM, estado operativo):

- Intel Pentium 4GHz – 512MB RAM – 40GB
- Tarjeta de red 10/100
- Wifi
- Tarjeta de sonido integrado 5.1
- Lector de DVD
- Altavoces incorporados.
- Windows XP

-Instalaciones complementarias: Acceso a Internet Auriculares y micro individuales Cañón de proyección Pizarra digital interactiva Otras:

-Disposición espacial de los equipos (en hileras, en U, etc.): en hileras

-Apoyo técnico: Sí No Innecesario

B. DESARROLLO:

4. Datos de los materiales didácticos:

-Título de la unidad didáctica aplicada: Making Changes

-Adaptación o diseño propio: Sí No

-Ejecución desde: CDs Instalación en cada equipo Instalación en red local

5. Datos del proceso de aplicación:

-Actuaciones preparatorias: ● Técnicas (instalaciones, copia de CDs, etc. ¿Problemas?): Instalación en la red local del centro utilizando el CD proporcionado. No hubo incidencias.

● Exposición colectiva inicial:

-Número de sesiones de clase: 1 (105 min)

-Objetivos de la unidad: Revisión y afianzamiento de los tiempos de pasado. Uso de los adverbios *for, just, already, yet* y *since*. Expresión de los cambios en nuestras vidas. Comprensión de los hechos relevantes de los cambios experimentados por un tercero.

-Contenidos de la unidad: Changes in life, in plans, in cities, in history. Past progressive, simple past. Present perfect: *for, since, just, already, yet*, Past perfect. Used to. Idioms and Phrasal Verbs. Phonetics: Long, short o. Pronunciation of schwa.

-Material complementario utilizado (hojas de trabajo y/o evaluación –**adjuntar**-, diccionarios, libro de texto, etc.):

A. Encuesta previa sobre el uso de materiales en formato informático

EXPERIENCE WITH MALTED

Answer the following questions as fully as possible:

1. Imagine that you know somebody who wants to learn English desperately, what would you advice them?

2. Have you ever used any computer material to study a foreign language? If so, which one?

3. Do you think that open courses can give you a good chance of learning a foreign language? If not, what are their disadvantages?

4. What other methods of learning a foreign language do you know?

5. What do you think of the speedy methods of learning of the sort of *English in 1000 words*?

6. What do you think the use of Internet can offer to the learning of a foreign language?

7. What does a student of foreign languages need to do to be successful when using one of the above methods of learning?

8. What kind of strategies do you follow to improve your English? Would you like to be able to learn more on your own?

B. Comprensión auditiva sobre parte del discurso de Obama

LIVING THROUGH GENERATIONS

On the 4th November 2008 Barack Obama became the 44th president of the United States. In his victory speech in Chicago, he made reference to one of the million voters who cast their ballot on that day. But this voter is very special, her name is Anne Nixon Cooper and she is 106 years old. You are going to listen to an excerpt from Obama's victory speech. Fill in the blanks with the verbs from the speech.

1. "This election had many firsts and many stories that will be told for generations. But one that's on my mind tonight's about a woman who **cast** her ballot in Atlanta. She's a lot like the millions of others who (1) _____ in line to make their voice heard in this election except for one thing: Ann Nixon Cooper is 106 years old.

2. She (2) _____ born just a generation past slavery; a time when there (3) _____ no cars on the road or planes in the sky; when someone like her (4) _____ vote for two reasons - because she was a woman and because of the colour of her skin.
3. And tonight, I think about all that she (5) _____ throughout her century in America - the heartache and the hope; the struggle and the progress; the times we were told that we can't, and the people who (6) _____ on with that American creed: Yes we can.
4. At a time when women's voices were silenced and their voices (7) _____, she lived to see them (8) _____ up and (9) _____ up and reach for the ballot. Yes we can.
5. When there was despair in the dust bowl and depression across the land, she (10) _____ a nation conquer fear itself with a New Deal, new jobs, a new sense of common purpose. Yes we can
6. When the bombs (11) _____ on our harbour and tyranny (12) _____ the world, she was there to witness a generation rise to greatness and a democracy was saved. Yes we can.
7. She was there for the buses in Montgomery, the hoses in Birmingham, a bridge in Selma, and a preacher from Atlanta who (13) _____ the people that 'We Shall Overcome'. Yes we can.
8. A man (14) _____ down on the moon, a wall (15) _____ down in Berlin, a world was (16) _____ by our own science and imagination.
9. And this year, in this election, she (17) _____ her finger to a screen, and cast her vote, because after 106 years in America, through the best of times and the darkest of hours, she knows how America can (18) _____. Yes we can.
10. America, we (19) _____ so far. We (20) _____ so much. But there is so much more to do. So tonight, let us ask ourselves - if our children should live to see the next century; if my daughters should be so lucky to live as long as Ann Nixon Cooper, what change will they see? What progress will we have made? This is our chance to answer that call. This is our moment.
11. "This is our time, to put our people back to work and open doors of opportunity for our kids; to restore prosperity and promote the cause of peace; to reclaim the American dream and reaffirm that fundamental truth, that, out of many, we are one; that while we breathe, we hope. And where we are met with cynicism and doubts and those who tell us that we can't, we will respond with that timeless creed that sums up the spirit of a people: Yes, we can.
12. "Thank you. God bless you. And may God bless the United States of America."

C. Ejercicio de evaluación: Use of the Language y Comprensión lectora sobre la biografía de Jane Goodall.

Experiencing Malted

Now you have finished the unit *Making Changes*, let's check your command on the contents worked.

A) Choose the correct past form of the verb to complete the question. Each question has only one correct answer.

1. They _____ while I was cooking dinner.
 - a) were cleaning up
 - b) had cleaned up

2. There was no food left when I returned. They _____ everything!
 - a) had eaten
 - b) ate
 - c) were eating

3. If she had visited us last summer, she _____ the hikes in the mountains.
 - a) would have enjoyed
 - b) would enjoy
 - c) had enjoyed

4. I _____ the bags before we left on holiday.
 - a) checked
 - b) was checking
 - c) had been checking

5. She told me she was flying to Chicago last week. She _____ in her hotel room last night.
 - a) must have been
 - b) must be
 - c) had to be

6. If he _____ the window he would repair it.
 - a) Broke
 - b) were broken
 - c) were breaking

7. By the time the presentation began, they _____ their discussion.
 - a) Completed
 - b) had completed
 - c) were completing

8. If I _____ you, I would finish my homework!
 - a) had been
 - b) were
 - c) would be

9. She is very intelligent. She _____ that!
 - a) Can't have thought
 - b) couldn't have thought
 - c) Mustn't have thought

10. When I arrived, they _____
 - a) Stretching their legs
 - b) Were stretching their legs
 - c) Had been stretching

B) Do we use for or since with the following time references?

- 1) I haven't phoned home _____ Christmas.
- 2) We've been here _____ nine o'clock.
- 3) I have worked for International House _____ more than eight years.
- 4) I haven't visited my home town _____ I left school.
- 5) I haven't been to the cinema _____ ages.
- 6) I have studied non-stop _____ 9.15.
- 7) I have had a driving licence _____ I was eighteen.
- 8) She hasn't had a day off _____ 1999.
- 9) Johan has been in England _____ more than two weeks now.
- 10) Peter has been my best friend _____ we were nine.

Read the following text about Jane Goodall and the answer the questions 1 to 8 with the appropriate option. Base your answers on the text.

Jane Goodall

Much of the information we have today about chimpanzees comes from the groundbreaking, long-term research of the great conservationist, Jane Goodall.

Jane Goodall was born in London, England, on April 3, 1934. On her second birthday, her father gave her a toy chimpanzee named Jubilee. Jubilee was named after a baby chimp in the London Zoo, and seemed to foretell the course Jane's life would take. To this day, Jubilee sits in a chair in Jane's London home. From an early age, Jane was fascinated by animals and animal stories. By the age of 10, she was talking about going to Africa to live among the animals there. At the time, in the early 1940s, this was a radical idea because women did not go to Africa by themselves.

As a young woman, Jane finished school in London, attended secretarial school, and then worked for a documentary filmmaker for a while. When a school friend invited her to visit Kenya, she worked as a waitress until she had earned the fare to travel there by boat. She was 23 years old.

Once in Kenya, she met Dr. Louis Leakey, a famous paleontologist and anthropologist. He was impressed with her thorough knowledge of Africa and its wildlife, and hired her to assist him and his wife on a fossil-hunting expedition to Olduvai Gorge. Dr. Leakey soon realized that Jane was the perfect person to complete a study he had been planning for some time. She expressed her interest in the idea of studying animals by living in the wild with them, rather than studying dead animals through paleontology.

Dr. Leakey and Jane began planning a study of a group of chimpanzees who were living on the shores of Lake Tanganyika in Kenya. At first, the British authorities would not approve their plan. At the time, they thought it was too dangerous for a woman to live in the wilds of Africa alone. But Jane's mother, Vanne, agreed to join her so that she would not be alone. Finally, the authorities gave Jane the clearance she needed in order to go to Africa and begin her study

In July of 1960, Jane and her mother arrived at Gombe National Park in what was then called Tanganyika and is now called Tanzania. Jane faced many challenges as she began her work. The chimpanzees did not accept her right away, and it took months for them to get used to her presence in their territory. But she was very patient and remained focused on her goal. Little by little, she was able to enter their world.

At first, she was able to watch the chimpanzees only from a great distance, using binoculars. As time passed, she was able to move her observation point closer to them while still using camouflage. Eventually, she was able to sit among them, touching, patting, and even feeding them. It was an amazing accomplishment for Jane, and a breakthrough in the study of animals in the wild. Jane named all of the chimpanzees that she studied, stating in her journals that she felt they each had a unique personality.

One of the first significant observations that Jane made during the study was that chimpanzees make and use tools, much like humans do, to help them get food. It was previously thought that humans alone used tools. Also thanks to Jane's research, we now know that chimps eat meat as well as plants and fruits. In many ways, she has helped us to see how chimpanzees and humans are similar. In doing so, she has made us more sympathetic toward these creatures, while helping us to better understand ourselves.

The study started by Jane Goodall in 1960 is now the longest field study of any animal species in their natural habitat. Research continues to this day in Gombe and is conducted by a team of trained Tanzanians.

Jane's life has included much more than just her study of the chimps in Tanzania. She pursued a graduate degree while still conducting her study, receiving her Ph.D. from Cambridge University in 1965. In 1984, she received the J. Paul Getty Wildlife Conservation Prize for "helping millions of people understand the importance of wildlife conservation to life on this planet." She has been married twice: first to a photographer and then to the director of National Parks. She has one son.

Dr. Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behavior for nearly 40 years. She has published many scientific articles, has written two books, and has won numerous awards for her groundbreaking work. The Jane Goodall Institute for Wildlife Research, Education, and Conservation was founded in 1977 in California but moved to the Washington, D.C., area in 1998. Its goal is to take the actions necessary to improve the environment for all living things.

Dr. Goodall now travels extensively, giving lectures, visiting zoos and chimp sanctuaries, and talking to young people involved in environmental education. She is truly a great conservationist and an amazing human being.

"Jane Goodall" by Milada Broukal, from *What A Life! Stories of Amazing People*. Copyright© 2000 by Addison Wesley Longman, Inc. A Pearson Company.

QUESTIONS:

- 1 Read this sentence from the article. But she was very patient and remained focused on her goal.
What is an antonym for the word *focused*?
- a) Bothered
 - b) Tired
 - c) Disinterested
 - d) Concerned
- 2 What is the author's purpose in writing this article?
- a) to entertain the reader with stories about chimpanzees
 - b) to inform the reader of the importance of wildlife conservation
 - c) to warn the reader about the challenges of working in Africa
 - d) to describe the work and life of Jane Goodall.
- 3 Which of the following is NOT one of the reasons Dr. Leakey chose Jane to work with him?
- a) She knew a lot about Africa.
 - b) She knew a lot about African wildlife.
 - c) She earned the money to travel to Africa on her own.
 - d) She was interested in studying animals in the wild.
- 4 Which of the following is NOT true of chimpanzees?
- a) Chimpanzees are often comfortable with strangers right away.
 - b) Chimpanzees eat meat as well as plants and fruit.
 - c) Chimpanzees use tools to help them get food.
 - d) Different chimpanzees have different personalities.
- 5 Read this sentence from the article. **Jane Goodall is now the world's most renowned authority on chimpanzees, having studied their behavior for nearly forty years.**
What does authority mean?
- a) an intelligent person
 - b) one who studies animals
 - c) a scientist
 - d) an expert

D. Encuesta final.

EXPERIENCE WITH MALTED

MULTIMEDIA ZONE AND COMPUTER HARDWARE	1:nothing to 5: much
The space has been suitable	
Your computer has worked adequately	
The screen vision of your monitor has been suitable	
Have you been comfortable in the multimedia zone?	
In your opinion, what sort of improvements does the school need to do to make this kind of learning more successful?	
MALTED SOFTWARE	1:nothing to 5: much
The browser has worked efficiently	
The use of the browser has been effortless	
The use of scenes has been simple	
Did you need the explanations on the pages?	
You have understood how the activities are arranged	
Scenes are clearly displayed	
Instructions are clear all the time	
What kind of improvements does the software need to be more efficient?	
METHODOLOGY	
Have you worked on your own on in couple?	
Have you fulfilled all the activities?	
What's the best at learning with computers?	
What have you missed during the exercise?	
Have you solved the doubts which you have had?	
Have you taken any notes?	
What method have you followed to fulfill the tasks?	
APPROACH	Between 1 and 5 (1:no,nothing,no one 5:yes,much,always)
Did you enjoy using the computer?	
Have you had to seek advice from your teacher?	
Have you seen any advantages in learning with computers?	
Any disadvantages?	
Have you learnt the concepts you've worked on?	
Is this lesson better than a traditional one?	
Have you worked better than in a traditional lesson?	
Would you like to learn English with Malted?	

Write here your comments related to the learning process in this experience	
LEARNING WITH THE COMPUTER	1: nothing to 5: much
Would you like to use the computer with other programs in English lessons?	
Would you like to use MALTED to learn English at home?	
And using the Internet at home to develop your skills?	
Write here your comments about your computer-assisted learning	
Write here any other comment you consider relevant	

-Programas complementarios utilizados (procesador de texto, editor web, correo electrónico, etc.):

-Dinámica general de las clases: ● Modo de trabajo (individual, por parejas, colectivo): Por parejas

● Papel del profesor o de la profesora: para solventar las posibles dudas de como utilizar la unidad y la plataforma. Corregir aquellas actividades que dan problema.

-Incidencias: ● Técnicas (bloques, reinicios, lentitud, etc.): Las grabaciones de los ejercicios de producción oral no funcionaron. Las correcciones de los ejercicios de comprensión oral fallaban casi todos.

● En el proceso de aprendizaje (insuficiencia de instrucciones, distracciones, realización demasiado lenta/rápida, etc.):

-Modo de seguimiento y evaluación del aprendizaje: poca disponibilidad de los alumnos a llevar a cabo la encuesta de valoración

6. Resumen del diario del profesor o de la profesora:

1ª sesión Presentación de la plataforma al grupo. A priori no muestran gran interés y no esconden el escepticismo. No se plantean dudas pero queda la sensación de no haber calado. Se realiza la encuesta inicial -

2ª sesión Realización de la experimentación. En grupo se realiza de nuevo una introducción a la plataforma y se realiza de manera conjunta la primera actividad con pizarra digital. Luego se realiza la experimentación. Todos trabajan en pareja y con sus propios auriculares. Se solventan problemas de uso y el profesor corrige las actividades que no se autocorrigen en la plataforma. Se terminan todas las tareas y se hace una puesta en común.

3ª sesión Tareas de evaluación y encuesta final.

C. RESULTADOS:

7. Resumen de las opiniones del alumnado:

En general los alumnos son muy escépticos en cuanto a las ventajas de utilizar la plataforma como medio de aprendizaje exclusivo, aunque el aspecto lúdico los motivó a realizar las tareas con un espíritu más positivo. En su opinión, este tipo de materiales están muy bien para practicar contenidos ya vistos en clase y para repasar contenidos de otros cursos. Les parece que las unidades tienen un planteamiento demasiado cercano a los adolescentes. Debido a los problemas técnicos y a que el centro no cuenta con un aula exclusiva para el uso de los ordenadores, muchos expresaron su desencanto al no poder realizar la experiencia de forma individual. Otra queja generalizada tiene que ver con los puntos gramaticales, todos comentaron que las explicaciones debían presentarse antes de comenzar las actividades. Esto se debe a la costumbre de realizar tareas después de haber recibido la explicación correspondiente.

8. Valoración general del profesor o de la profesora:

-Del material didáctico (virtudes y carencias, tomando como referencia los criterios técnicos que se adjuntan):

La posibilidad de trabajar de manera autónoma y con una gran cantidad de materiales variados y sin la necesidad de ser un experto informático son las virtudes de MALTED. Por el contrario, la calidad de las grabaciones, los problemas técnicos que causan algunos de los complementos son los aspectos negativos que he encontrado en esta experimentación.

-De la experiencia de aplicación (en sí misma y por comparación con las clases ordinarias, en términos de dinámica de aprendizaje, motivación, adecuación de los materiales, etc.): La experiencia es definitivamente positiva, a pesar de los reparos de los propios alumnos y de los problemas técnicos. Las actividades son motivadoras y ayudan a crear hábitos de estudio y trabajo más autónomos. No se ha tomado la experimentación ni los materiales MALTED como un sucedáneo de las clases formales, se considera importante la interacción que se da en las clases tradicionales. Es un buen complemento a los puntos gramaticales, pero para las destrezas activas es preferible trabajar en clase en dinámicas de grupo y con el feedback constante del profesor y los compañeros.

9. Observaciones y sugerencias (propuestas de futuro, modificación de los materiales, etc.):

Aspectos que habría que revisar para futuras ediciones y la mejora de las actuales actividades son la calidad de las grabaciones, los materiales para las comprensiones escritas y auditivas, y los complementos utilizados para las grabaciones. En el primer caso, aunque se utilizan nativos para las mismas, son demasiado planas y carentes de vida. Las actividades de comprensión necesitan ser auténticas para que los alumnos se acostumbren a la lengua viva; sólo habría que adaptar las tareas al nivel de los alumnos, de esta manera se cumpliría con los requisitos del MCER. En cuanto a las aplicaciones de grabación de las expresiones escritas habría que buscar solución al hecho de que no funcionan dependiendo del sistema operativo.

CRITERIOS PARA LA VALORACIÓN DE MATERIALES DIDÁCTICOS DIGITALES:

La siguiente relación de criterios se presenta como un recurso para ayudar a hacer una valoración de diversos tipos de materiales didácticos en soporte digital. Se puede utilizar simplemente como orientación global acerca de qué tipos de aspectos conviene analizar, o bien para efectuar una evaluación detallada mediante puntuación de los distintos aspectos contemplados. En el segundo caso, téngase presente que es muy difícil que una unidad Malted determinada contenga todas las características que se mencionan, por lo que procede aplicar un 0 a las que de hecho no se encuentren; esto no impedirá que un buen material sea reconocido como tal. En todo caso, no pretende sustituir al informe escrito del profesorado al respecto.

En las tablas los criterios se agrupan bajo tres epígrafes generales. Se añade un recuadro para asignarles una valoración en puntos desde 0 hasta 5, de modo que finalmente pueda extraerse una aproximación porcentual dentro de cada apartado, y también del conjunto.

Criterios pedagógicos:

Criterios	Puntos
-Adecuación general de los materiales al nivel lingüístico meta y al tipo de alumnado	3
-Cobertura equilibrada de los distintos tipos de contenidos y destrezas lingüísticas	4
-Variedad y adecuación de las actividades de aprendizaje	4
-Instrucciones claras y concisas sobre las actividades y los resultados esperados	3
-Variedad y adecuación de los recursos lingüísticos utilizados (glosario, gramática, etc.)	5
-Variedad en los modos de interacción y de trabajo previstos (individual, grupal...)	2
-Adecuación de la información que el alumno recibe sobre su trabajo (retroacción)	3
-Uso optimizado de recursos de presentación de contenidos y del lenguaje multimedia	4
-Previsión de ayudas graduadas para contenidos esenciales y de recorridos diversificados	4
-Uso de lenguaje real (acentos y voces variados) y de contenidos socio-culturales	2
-Criterios claros para la progresión y el desplazamiento por los materiales	3
-Amenidad y presencia de elementos motivacionales (juegos, comics, canciones, etc.)	5
-Coherencia e integración entre los modos de enseñanza y los de evaluación	2
-Novedad global del método y del diseño didácticos	3
-Integración curricular de las tecnologías en los contenidos didácticos de la asignatura	4
Total	59 / 75

Criterios técnicos:

Criterios	Puntos
-Calidad general de los elementos gráficos, sonoros, textuales y visuales	3
-Uso de recursos técnicos informáticos (grabadora, vídeo) y TICs (Internet)	3
-Utilización de periféricos (impresora, escáner, auriculares, micrófono)	4
-Variedad en los sistemas de inserción de "input" (teclado, ratón, voz)	3
-Integración de otros programas y recursos del ordenador (Office, navegador...)	3
-Uso de canales de comunicación bidireccional (foros, correo, video-conferencia)	2
-Orientaciones suficientes para el uso de los recursos técnicos del ordenador	2
-Ausencia de errores lingüísticos y de mensajes negativos o inapropiados	4
-Estabilidad y durabilidad general de la aplicación informática utilizada	4
-Utilización de tecnologías avanzadas (animación, 3D, reconocimiento de voz, conferencia)	3
Total	31 / 50

Criterios funcionales:

Criterios	Puntos
-Carácter intuitivo y amigable y buen diseño estético-funcional del entorno gráfico	3
-Facilidad de uso de los modos de interacción (botones de control) y de navegación	4
-Claridad en la distribución del contenido en pantalla y fragmentación de la información	3
-Accesibilidad de la información y ayudas precisas para el trabajo autónomo (guías, notas)	3
-Existencia de pasarelas claras para visitar las distintas secciones, entrar y salir	5
-Presentación clara de los menús y sus opciones. Atajos de teclado	4
-Optimización de los recursos textuales, gráficos, visuales y sonoros	4
-Personalización y módulo de seguimiento de la actividad individual de cada alumno/a	3
-Facilidad para ver el recorrido realizado y volver a las actividades iniciadas	4
-Flexibilidad para el uso de los materiales a distintos niveles de conocimientos	4
-Uso de hipervínculos a documentos y recursos internos y externos al ordenador	4
-Facilidades y orientaciones de acceso a fuentes variadas y el proceso de datos	4
-Sistema de retroacción valorativo e informativo. Auto-evaluación	3
-Inclusión de aspectos programables por el usuario (nivel de dificultad, tiempo...)	3
-Entorno general que favorezca la participación activa y creativa del alumnado	4
Total	54 / 75

VALORACIÓN GLOBAL**144/200 puntos**