



Instituto Superior de Ciencias de la Educación
del Estado de México

**Instituto Superior de Ciencias
de la Educación del Estado de México**
*Especialidad en Enseñanza del Inglés en
Educación Básica. Módulo IV.*
Profesor: Julio Juan Villalobos Colunga
Alumno: Arturo Hernández Camacho

1. Informe de Intervención

INTRODUCTION

2. Diagnostic

According to what I have been doing so far, from the beginning of the Specialty in English Teaching in Basic Education my Intervention project called *Teacher Reading Time*. I started working with a group of 43 teenager secondary students, aged 13 to 15. A group of 23 women and 20 men, all of them are not high-level speakers, readers, nor writers or listeners of English, according to the CEFR. My students are not able to communicate fluently nor to understand at high level, they do not have the need to communicate out of school or other classes. Whereas the group is good at working in teams and pairs, it is important to bear in mind that not all of the students are able to understand all what they read. Thus, my intention is to use the technique I mentioned before, in which I consider working the four skills due to them not to be all visual, kinesthetic or audial learners.

In the technique, I am going to consider some aspects such as asking my students to predict the story, listen about the biography of the author of the story as well as to listen parts of the story, write notes and comment in groups according to the centers. Then commenting about their thoughts, finally they will use their artistic creativity to draw the characters of the story.

DEVELOPMENT

3. Teaching sequence

“Una secuencia didáctica se puede hacer para toda la asignatura o módulo o para cada una de sus partes componentes. Sólo se sugiere que no se elabore para una única clase, sino que articule al menos dos sesiones de aprendizaje con el docente; sin embargo, habrá situaciones en las que sea necesario y conveniente hacer la secuencia didáctica para una sola sesión.” (Tobón, Tobón Sergio et. al. 2010)

According to the technique, the teaching sequence is the core of the whole project. The objective is to elicit students to read texts in English and gain understanding. According to H. Jones, Rodney (May) it is virtually impossible for adults to acquire native likely pronunciation in a foreign language. Thus, it is important to say that with ‘*Teacher Reading Time*’, which is the name of the strategy I propose in this *Teaching Strategy*, in the group of Third Graders ‘A’ in the 575 Jose Maria Velasco Secondary School. It is possible to work pronunciation with phonetic alphabets if teachers teach the pronunciation of Alphabetic symbols from the IPA (International

Phonemic Alphabet), even if with the dictionaries entries and the Phonetic pronunciation way they suggest, or with exercises of Phonetic Word translation to the written form of words. Afterwards, this means teachers have to work in the pronunciation they use when reading, for students to understand most of what they listen. This means I need my students to work in centers according to the level in which they are and me considering pronouncing as better as possible. The group control is another aspect that I need to bear in mind when applying the Teacher Reading time technique, as it is important to maintain students' interest and not to scare them.

This project intends to make students read; in addition, the Teacher reads a story to the group, arranged in groups according to their level of English (centers). The story the teacher reads in this case is 'The hound of the Baskervilles'. This is the title from which the whole class departs, students are asked to say what they think the story will be about.

After they tried to say about the story, students will listen the teacher as he reads a brief biography of Sir Arthur Conan Doyle; as students listen, they take notes then complement the information commenting.

According to Selinker (1972), the utterances which will be produced will not be identical to those produced by native speakers of the TL, nor will they be exact "translations" from the native language of the learners. Rather, a new, separate system will develop. The students of this group will be able to understand as much as they can if their L2 does not interfere when listening the text the teacher is reading. Thus, it is important for students to generate a new system of language not to use both at the same time but to use one or another when necessary.

After the biography, students will listen, similar to the previous activity, the next page, 'A note about this story' and as I plan in the sequence, they will discuss in their centers about what they understood.

Finally, students will listen the teacher read the part of the characters of the story; this will unchain two different activities: the first, they express the way they think every character is. The second one is that they will draw how they think the characters look like.

I think that the TRT technique is a good way for students to use Listening, Writing, Speaking and Writing as it contains all of them by chunks. Even though grammar is important, I am concerned in students understanding texts as well as being good at writing; for this reason, it is important that the teacher provide them the grammar knowledge in order for this activity to be more successful.

Not only grammar, listening, writing, speaking and reading are important, teaching pronunciation is another aspect for students to get to a better communication.

4. Starting up

The class Sequence was applied last September 5. It was a good experience for me and for my students. It started during the first module when I entered the Specialty, and when Dr. Nelly told us to do the first project, she was actually the

person who suggested the name Teacher reading time. From that point I started working with this project, despite I had already done the activity in other groups, I started working with it in the one I am focusing now. The students were afraid of what they were going to listen, then, as they went on listening, writing and commenting, they got excited and willing to hear me reading the story. Actually, I continued reading the story and they continued listening and being more interested in the next chapters until the end. I sadly don't have the evidences of the work they did, many good experiences the students handed to me.

Now, I think the project was good and I consider I will apply it repeatedly as it fits in every group and at any level. I need just to change the story according to the needs of my group. Now I have to consider working online and reading, as I Dr. Villalobos asked us to do in this module, is a good way to use this technique, I think it is possible for my students to understand texts through listening and writing their thoughts.

CONCLUSION

5. Results (evaluation)

At the beginning of the Specialty, I was a bit nervous, as I had not studied formally after I finished studying the B.A. in English. I just studied the course Certificate for English Teachers given by RedNova Consultants that belongs to Macmillan but it was a Saturday course that I was invited to study by a teacher I met at the Teachers Center at Metepec, where I taught two courses for kindergarten and primary school teachers when there was still exist the "Carrera Magisterial" classes. So when I started this Specialty I was nervous as I did not know what is was going to be about nor how my classmates were going to be, it was something like if I was a kid entering a new classroom at a new level in the school. Later when I started socializing with my classmates, I felt more comfortable and confident. I consider it was a good experience sharing with them and with Dr. Julio Juan Villalobos Colunga and Dr. Hilda Nelly Torrealva Meza, two people plenty of knowledge and from whom I could acquire more than what I knew before I entered the Specialty. I am really glad to having decided to study this Specialty and having being accepted.

At the beginning of the Specialty I did not know what to do, but when Dr. Torrealva told us something about the project, I decided to do this Teacher Reading Time strategy, as Dr. Torrealva suggested to call it. I had already applied an activity before in other groups but not as carefully as I did it for this purpose. I consider it had worked well as some of my students could really understand and write ideas after hearing the text I read. It could be a good way for students to read more, and more frequently in both languages. Those are now in Highschool and College, and some of them that I have seen in occasions have told me that they have been able to read and understand, as well as write texts in English. They thank me for I taught them that way (TRT). Thus, I think this technique is a good one in my classes and I will use it any time it is possible, not forgetting about all other aspects of language.

6. References

- O'Conner, J.D. Better English Pronunciation. 2nd ed. Cambridge University Press. 1980. Pp 1
- Tobón, Tobón Sergio, Pimienta, Prieto Julio H., García, Fraile Juan Antonio. Secuencias Didácticas: Aprendizaje y Evaluación de Competencias. Pearson Eduation, México, 2010. P.p. 60
- Selinker, L. "Interlanguage." IRAL 10 (1972)

ANEXOS:

a) Complete Teaching Sequence and diagnostic



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LESSON

Teacher's name: Arturo Hernández Camacho
Coordinator: Rocío R. Rosales
Date: September 5th

Relevant Previous Knowledge: How to write letters of complaint
Writing letters; formal and informal

Level: A1- A2
Classroom: Third Grade A
Hour: 1:30 - 2:20
Time of the class: 50 minutes
Number of Students: 43

Main Objective: Students will write down on their notebooks every idea they listen while teacher reads a story to the group, in order for them to listen and understand what they listen. Technique: Teacher reading time.

Evaluation Code:
I- Informal
F- Formal

Monitor Code:
T-Teacher S-Self P-Peer
TC -Total Class SG-Small Group PR-Pairs I- Individual

Type of Activity Code:
LC-Listening Comp. RC- Reading Comp. W-Writing OI-Oral Interaction

SPECIFIC OBJECTIVE FOR EACH ACTIVITY	<u>EVAL</u>	TYPE OF MONITORING	RESOURCES & MATERIAL(S)	TYPE OF ACTIVITY	PROCEDURE (S)	<u>TIME</u>
1. Challenge Students will past tense.	I	T-P	Board, markers Book: The hound of the Baskervilles	RC-OI	<ul style="list-style-type: none"> - Ss read the title of the book; The hound of the baskervilles. - Ss say what they think the story is about - T gives some ideas about the author for students to, later; investigate a bit more profoundly about the author. 	5 min
Listening Comprehension 2. Teacher will read about the author of the book.	F	T-TC	Doyle, Arthur Conan <i>The Hound Of the Baskervilles</i> /Sir Arthur Cona Doyle; adap. De Stephen Colbourn. -México: SEP: Editorial Macmillan de México, 2007. 56p.: il. - (Libros del Rincón) ISBN 978-970-970-927-4 SEP Biography: Sir Arthur Conan Doyle	W-LC-OI	<ul style="list-style-type: none"> - Teacher reads the brief biography written in the backside of the book. - Ss take notes based on that information. - T give a pop-quiz based on the information on the piece of biography he read. - Ss hand in their quizzes. - T distributes quizzes among students for correcting them. - Ss provide feedback on the activity. - T concludes by motivating Ss on incorporating listening activities into their 	10 min

					everyday routine, by the use of Audiostories in Youtube or any other source in internet.	
Center A1 3. Students will hear the page 4: 'A note about This Story' that the teacher reads to the group.	I	T-TC-SG	Doyle, Arthur Conan <i>The Hound Of the Baskervilles</i> /Sir Arthur Cona Doyle; adap. De Stephen Colbourn.-México: SEP: Editorial Macmillan de México, 2007. 56p.: il. - (Libros del Rincón) ISBN 978-970-970-927-4 SEP	W/OI -SG	<ul style="list-style-type: none"> - Teacher gives instructions of how the activity will be. - Check understanding of instructions. - Ss listen to the teacher while he reads the page 4, 'A note about This Story' - Ss report some information they jotted down on their notebooks. - Ss conclude by reporting comments. 	25 min
Center A2 4. Students will hear the page 4: 'A note about This Story' that the teacher reads to the group. (Time for the centers is the same for both according to the time of the class)	I	T-PR	Doyle, Arthur Conan <i>The Hound Of the Baskervilles</i> /Sir Arthur Cona Doyle; adap. De Stephen Colbourn.-México: SEP: Editorial Macmillan de México, 2007. 56p.: il. - (Libros del Rincón) ISBN 978-970-970-927-4 SEP	W-OI	<ul style="list-style-type: none"> - Teacher gives instructions of how the activity will be. - Check understanding of instructions. - Ss listen to the teacher while he reads the page 4, 'A note about This Story' - Ss report some information they jotted down on their notebooks. - Ss conclude by reporting comments and say, what they liked the most about the text they listened. 	25 min
Exit ticket 5. Students will express their thoughts about the story and the characters.	I	T-TC	Doyle, Arthur Conan <i>The Hound Of the Baskervilles</i> /Sir Arthur Cona Doyle; adap. De Stephen Colbourn.-México: SEP: Editorial Macmillan de México, 2007. 56p.: il. - (Libros del Rincón) ISBN 978-970-970-927-4 SEP	LC-OI	<ul style="list-style-type: none"> - T reads The People In this Story (a description of the characters in the story). - Ss express their thoughts about the characters, how they think they are. 	5 min
Challenge 6. Students will draw the characters as they imagine they are.	I	T-S	Notebook, pencil, colors. Doyle, Arthur Conan <i>The Hound Of the Baskervilles</i> /Sir Arthur Cona Doyle; adap. De Stephen Colbourn.-México: SEP: Editorial Macmillan de México, 2007. 56p.: il. - (Libros del Rincón) ISBN 978-970-970-927-4 SEP	LC	<ul style="list-style-type: none"> - T reads The People In this Story (a description of the characters in the story). - Ss draw the characters in drafts. - Ss conclude by showing their drawings. 	5 min

Challenge:

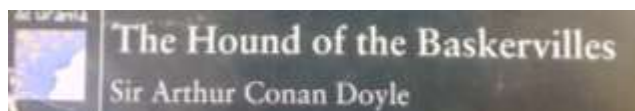


Imagen 1: Título del libro y autor.

Listening comprehension:

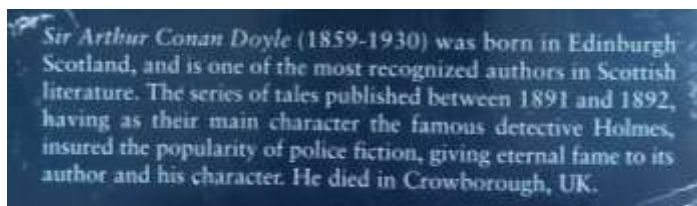


Imagen 2: Breve biografía del autor del Libro "The hound of the Baskervilles", Sir Arthur Conan Doyle.

Centers:

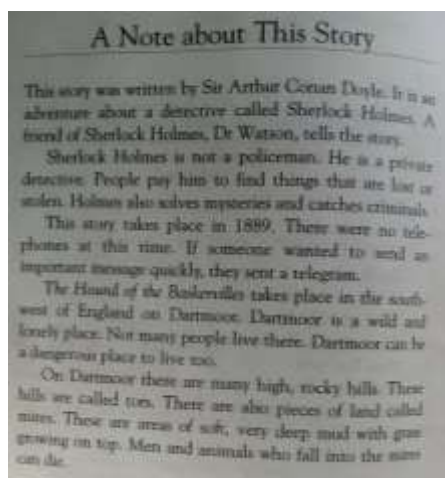


Imagen 3: Una nota sobre la historia, parte del libro "The hound of the Baskervilles".

Exit ticket and Challenge

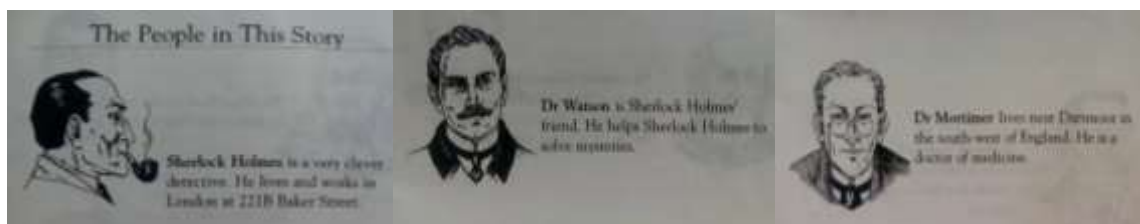


Imagen 4: Las Personas en Esta Historia, parte del libro "The hound of the Baskervilles", donde se muestra a Sherlock Holmes, su amigo Dr. Watson y al Dr. Mortimer, otro personaje de la historia.

Exit ticket	Challenge
<ol style="list-style-type: none">1. Sherlock Holmes is...2. Dr Watson is...3. Dr Mortimer is...	<ol style="list-style-type: none">1. This is Sherlock Holmes.2. This is Dr Watson.3. This is Dr Mortimer.4. These are my characters.



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Diagnóstico de Clase

<p>OBJETIVO: CONOCER DE MANERA COMPRENSIVA AL GRUPO EN EL QUE SE HABRÁ DE PLANEAR EL EJERCICIO DE INTERVENCIÓN CON SECUENCIAS DIDÁCTICAS DERIVADAS DE LOS MÓDULOS DOS Y TRES DE LA ESPECIALIDAD EN ENSEÑANZA DEL INGLÉS EN EDUCACIÓN BÁSICA A PARTIR DE SU INTERLENGUAJE.</p>
<p>PERFIL DE GRUPO: -43 alumnos: 23 mujeres, 20 hombres -De 13 -15 años de edad -8 alumnos competentes, 20 alumnos con buen nivel del idioma, 15 de estos alumnos poco comprometidos con sus tareas y trabajos.</p>
<p>-Necesidades de lengua: 8 alumnos competentes (Creación, Bloom); 20 alumnos promedio (Análisis, Bloom).</p>
<p>Información Socio Afectiva 8 alumnos independientes, trabajan sin presión ni segundas oportunidades. 8 problem solvers, pueden enfrentarse a situaciones difíciles y resolverlas por ellos mismos. 19 alumnos que trabajan en equipo, son cooperativos con la clase y se ayudan mutuamente, sin embargo, necesitan más comunicación entre ellos. 8 alumnos que participan activamente, a los 35 restantes hay que motivarlos para lograr su participación.</p>
<p>Estilos de Aprendizaje 32 alumnos son visuales, auditivos y 11 de ellos además kinestésicos.</p>
<p>Actitud frente al aprendizaje 8 alumnos con excelente actitud frente al aprendizaje, 25 con actitud satisfactoria.</p>
<p>Habilidades Sociales 8 alumnos ampliamente sociables, 6 alumnos que demuestran</p>

timidez y sociabilidad regular.
Procesos de Aprendizaje
Proyectos, escritura, lectura en voz alta y baja, elaboración de mapas mentales de acuerdo a las lecturas, seguimiento y evaluación continua.
Fortalezas
Todos los alumnos con un nivel de inglés regular, tres de ellos en un nivel aproximado entre A1-A2 según MCER, ninguno certificado.
Debilidades
Poca comunicación entre los alumnos, no cuentan con educación previa en el idioma inglés, gran área de oportunidad en el desarrollo de las cuatro habilidades.
Posibles objetivos de Intervención
Mejorar la comprensión de textos mediante lecturas frente a grupo. Integrar y ejecutar pequeñas lecturas de textos al grupo mediante la propuesta de la estrategia <i>Teacher Reading Time</i> .

b) Link to Youtube video

<https://youtu.be/ceQsI2UGxPU>