



CÍRCULOS LITERARIOS EN LA UNIVERSIDAD: una motivación para leer y escribir en Inglés a través de la interacción social

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Universidad Casa Grande

ÍNDICE

1. Objetivo
 2. Círculos Literarios
 3. Fundamentos teóricos
 4. Preguntas de investigación
 5. Contexto
 6. Metodología
 7. Fase 1: Cronograma de la implementación
 8. Fase 2: Plan inverso: resultados deseados, conocimientos, destrezas y evidencias
 9. Desempeño auténtico: cortometraje
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Objetivo

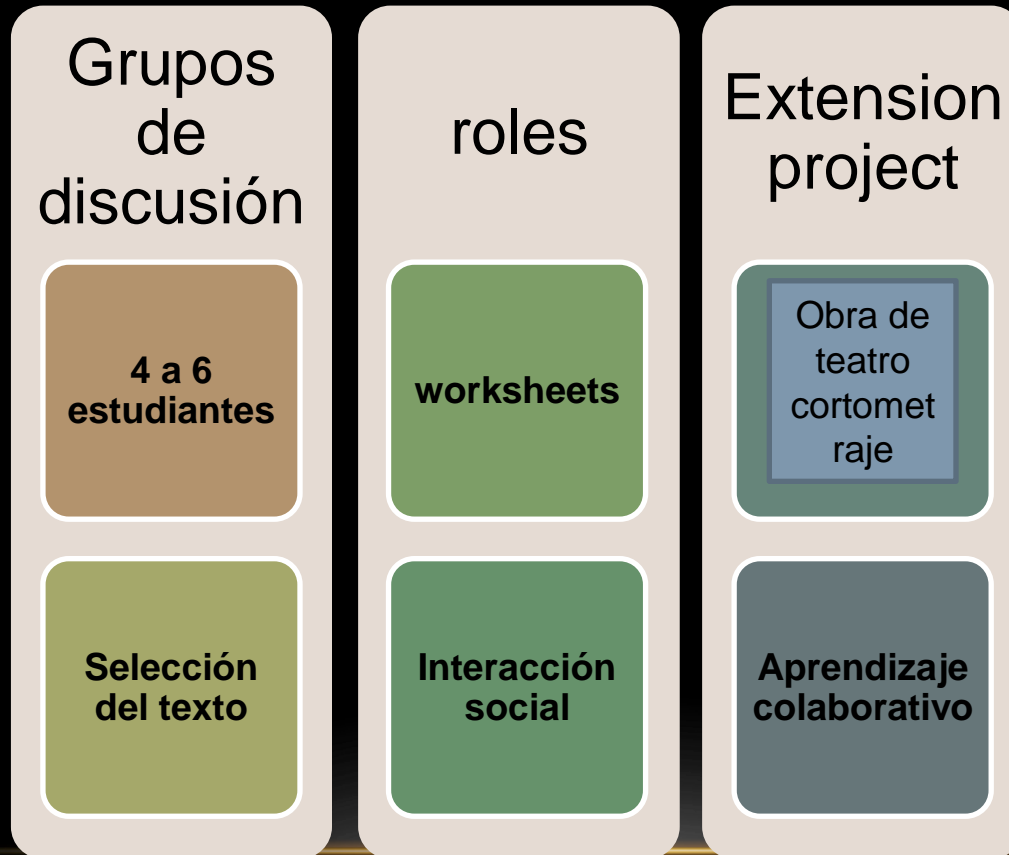
Reading Club



Literature Circles
2015-2016



Harvey Daniels (1994)



Literature Circles
Task List

Assign tasks to each student for the next meeting.

Task	Name of student
Pardictor	Bryan Anilís
Character Analyst	Lilbeth Andema
Summarizer	Gerardo Mora
Discussion Director	Alejo Simon
Literature Circles Notes	Carlos Arichabela

Name: Edison Larrea

Book Title: In the shadow of the mountains

Date Due: _____

Pages: 6 to 96

Literature Circle Role

Discussion Leader

Your job:

Write questions for your group to discuss. The questions should have to do with the section of the book you're reading. Be sure your questions are interesting and open-ended so everyone will be able to answer it in their own way.

Examples: Were you surprised when ____? Why or why not?
Do you think the main character made a good choice when he/she ____?
Why do you think the main character decided to ____?

When you meet with your group:

You will read your questions to the group and give everyone a chance to answer. After everyone has answered, share your answer with the group.

Question #1: few years passed to display the grandfather?
and where he was found

Your Answer: they spent 74 years and found on a
glacier

Question #2: who was a Bruno?

Your Answer: He was a teacher of Clara Newton

Question #3: Where she works Clara Newton?

Your Answer: in the newspaper she is a journalist



Name: Josi Manuel Navarro Book Title: _____

Date Due: _____ Pages: _____ to _____

Literature Circle Role

Summarizer

Your job:

Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

When you meet with your group:

You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

Clare is a journalist who have travel to Switzerland to bring home the body of his grandfather, Edward with he appeared from the weathered mountain 74 years after his death. Ulrich talks her about the accident, he was in the mountain climbing with Edward and with another man Yenny. Yenny was with Edward because he was Edward's wife, would have told Yenny to go and convince her husband to return home Edward left his wife because he falls in love with Ulrich's wife. In the moment of the accident they too fell down and we don't know if maybe Yenny wanted to kill Edward, they two died in that moment Bruno and Clare fell in love and they decide to have a distance.

Name: Kevin David Guzman

Book Title: In the Shadow of the Mountain

Date Due: _____

Pages: 6 to 96

Literature Circle Role

Word Wizard

Your job:

Your job is to search for words in this section of the book that you (or others in your group) might not know. After you find challenging words, tell where they are used in the story and find the definitions.

When you meet with your group:

First, share the challenging word you found. Show them where it is in the story. Then, have each person try to predict the definition. After everyone has shared their definitions, you can tell them the real meaning of the word.

Word #1: Cheerful Page Number: 100

Copy the sentence this word was used in. _____

Full of cheer

Definition of the word: when one person is optimistic

in whatever problems that can occur in the real life.

Word #2: Pity Page Number: 50

Copy the sentence this word was used in. _____

What a pity you can't home?

Definition of the word: An unfortunate chance.

Name: Madelyn Guzman

Book Title: A Love for Life

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Real-Life Connector

Your job:

Your job is to find parts from the story that remind you of things that happened to you or someone else in real life. When you describe the real-life connection, give as many details as possible.

When you meet with your group:

Describe the section of the story that reminds you of real life. Then, tell how something similar happened to you or someone you know. After that, you can ask everyone in your group if anything similar has happened to them or someone they know.

Event from the story: reversal separation with Steven, because she can not have children

Something similar happened to me (or someone I know) when: if this happens most times such as my aunt, her husband left her because she could not have children and did not want to adopt.

Another event from the story: The unattainable love of Emilio with Rod

Something similar happened to me (or someone I know) when: this happened to

55
27.5

Book Project: Assessment Checklist

Group number 2
Date February 2016
Title of book Movie 127 hours
Project _____

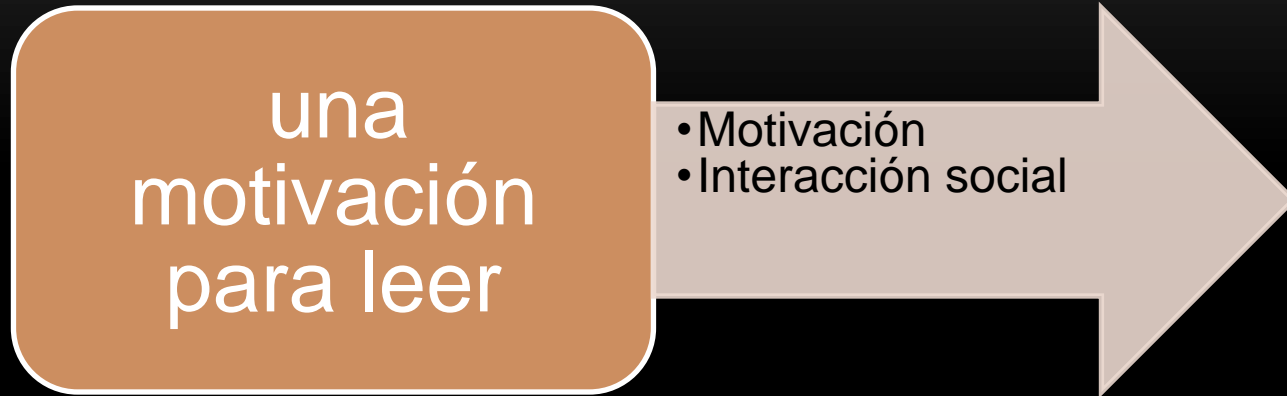
4-fully meets 3-meets most KEY
2-meets some 1-meets very little or none

CRITERIA	SCORE
The project is related to the text	3
The project is well done	4
The project is creative	4
Critical thinking about the text is evident in the project	4
A great deal of effort was put into this project	4
The project is presented clearly and is interesting to view	4

5,75

Acti
Ve a t

CÍRCULOS LITERARIOS EN LA UNIVERSIDAD:



CÍRCULOS LITERARIOS EN LA UNIVERSIDAD



Aprendizaje colaborativo

Primera Fase



Lectoescritura
Zona de Desarrollo Próximo
(Vygotsky, 1978)



Niveles del pensamiento
(Bloom, 1956)

Segunda Fase



Teoría transaccional
(Rosenblatt, 1978)

Preguntas de investigación

¿Cuál es el impacto de los círculos literarios?

¿Qué experiencias de los círculos literarios han motivado a los estudiantes



Contexto

13 alumnos (17-
20 años)

A2 CEFR

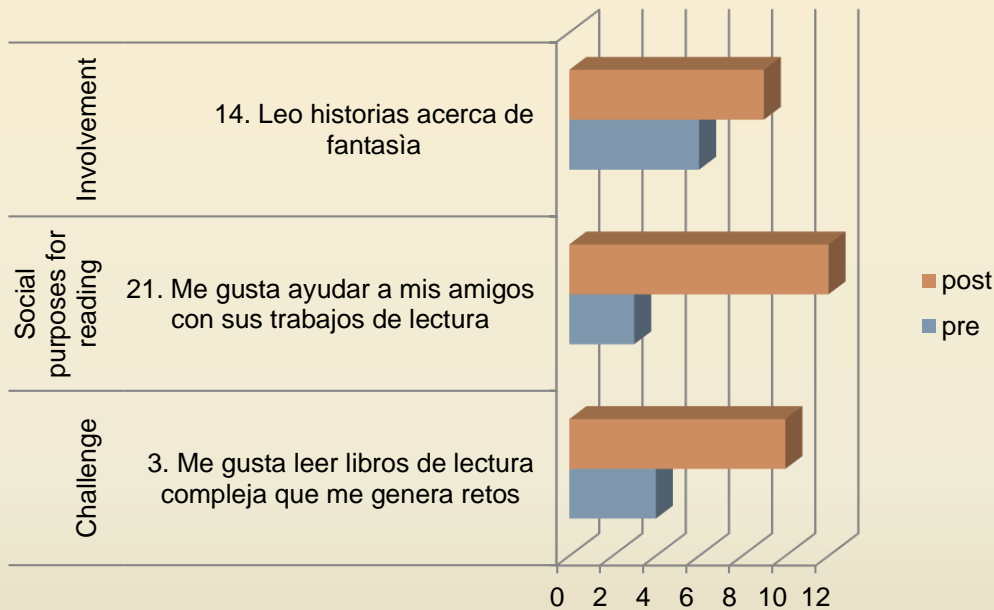
Universidad
Salesiana
Guayaquil

4 horas de
Inglés por
semana

Reading
Club

Metodología

The MRQ questionnaire; Wigfield & Guthrie, 1997



Entrevista semi-estructurada:

Comparar y contrastar el club de lectura y los círculos literarios



Ellos prefieren leer libros de su interés



Les encanta leer temas sobre cosas nuevas

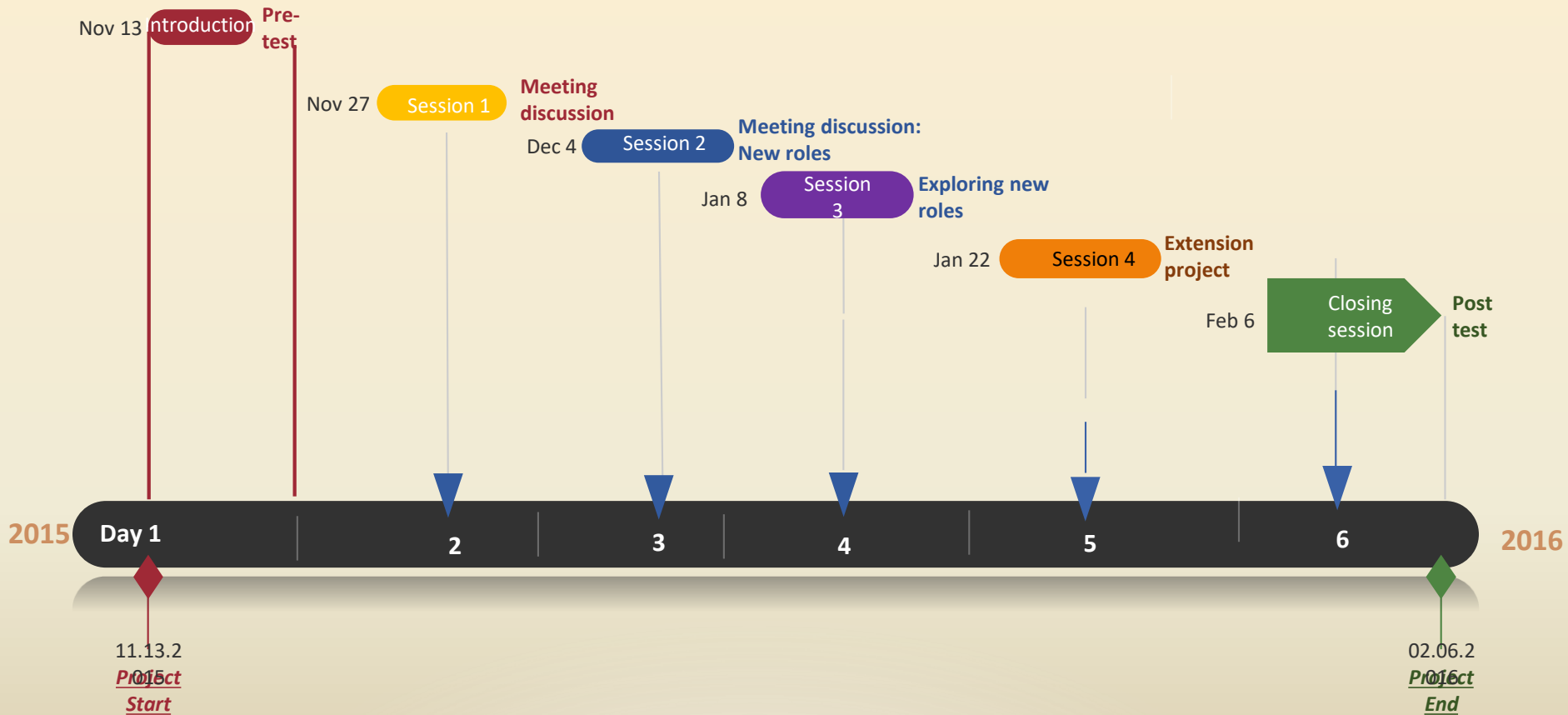


Disfrutan de la lectura en grupos porque les encanta contar las historias a sus amigos



Cuando ellos comprenden la historia no les importa el tiempo.

Literature circles chart management

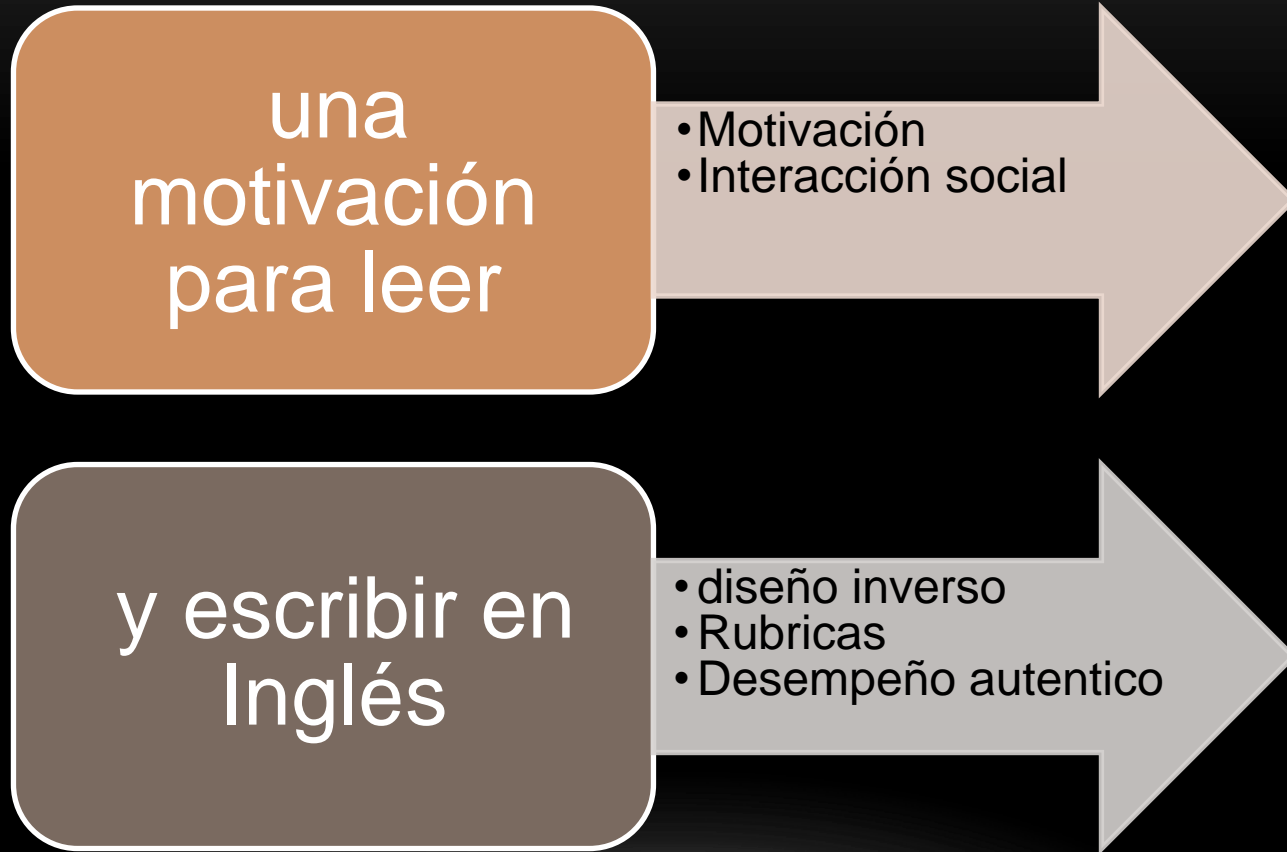


Extension Project



<https://www.youtube.com/watch?v=xSB1sF-yGOs>

CÍRCULOS LITERARIOS EN LA UNIVERSIDAD:



CÍRCULOS LITERARIOS EN LA UNIVERSIDAD



Aprendizaje colaborativo



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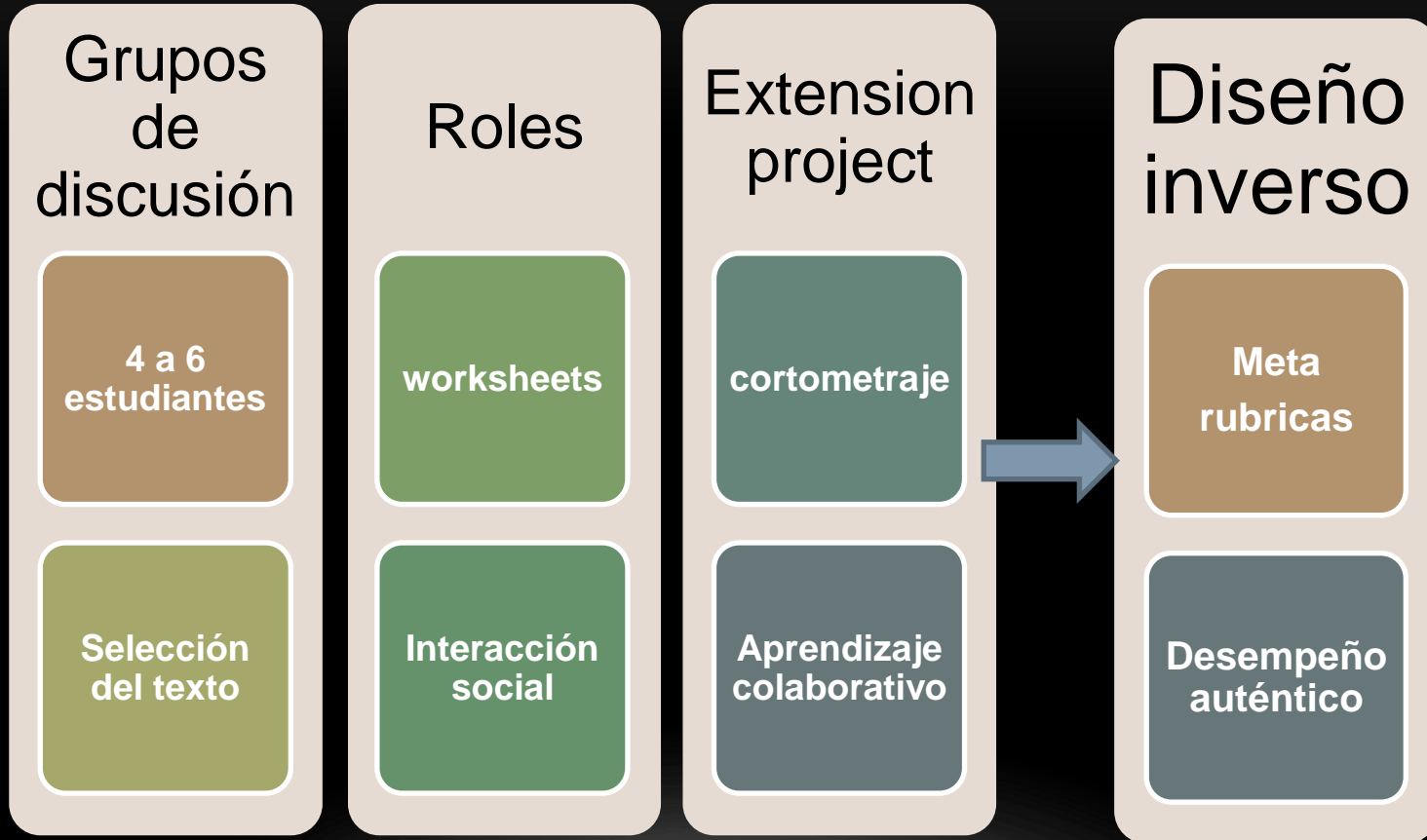
Teoría transaccional
(Rosenblatt, 1978)

Primera Fase

Segunda Fase

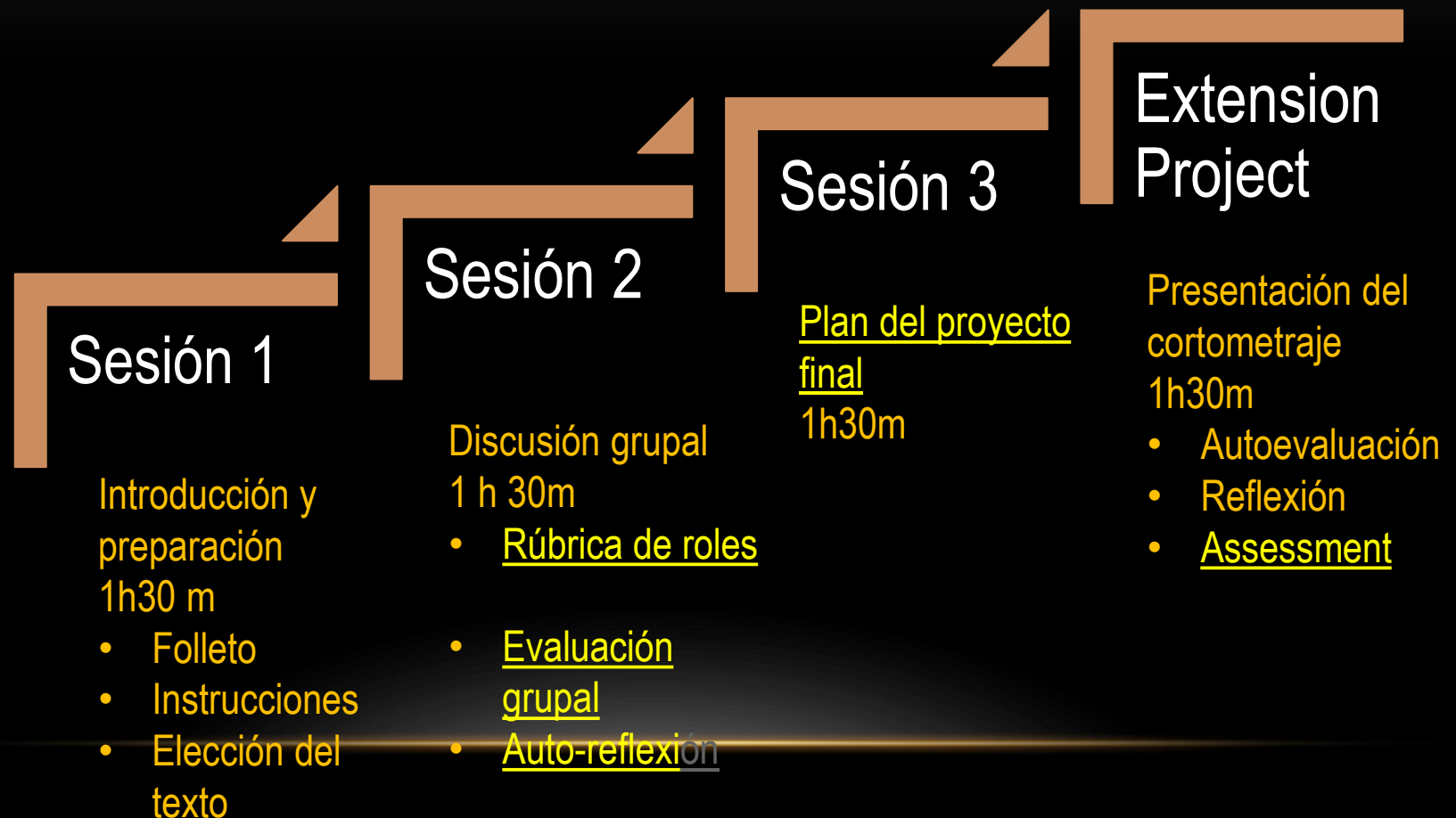
Círculos literarios

Harvey Daniels (1994)



CÍRCULOS LITERARIOS : FASE 2

Cronograma



Roles worksheets

Discussion director

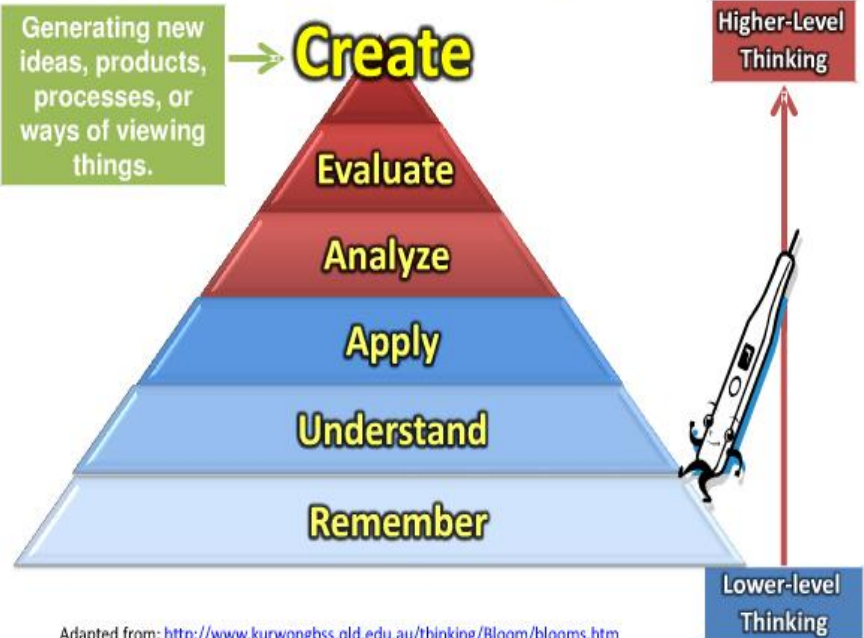
Summarizer

Connector

Word finder

Illustrator

Bloom's Taxonomy (Revised)





Book Title _____

Pages: _____

Discussion Director: Your role is to think of questions for the group members to discuss. It is important to ask questions that promote thinking. Avoid from asking questions that require the responder to say yes or no. You need a minimum of 5 questions.

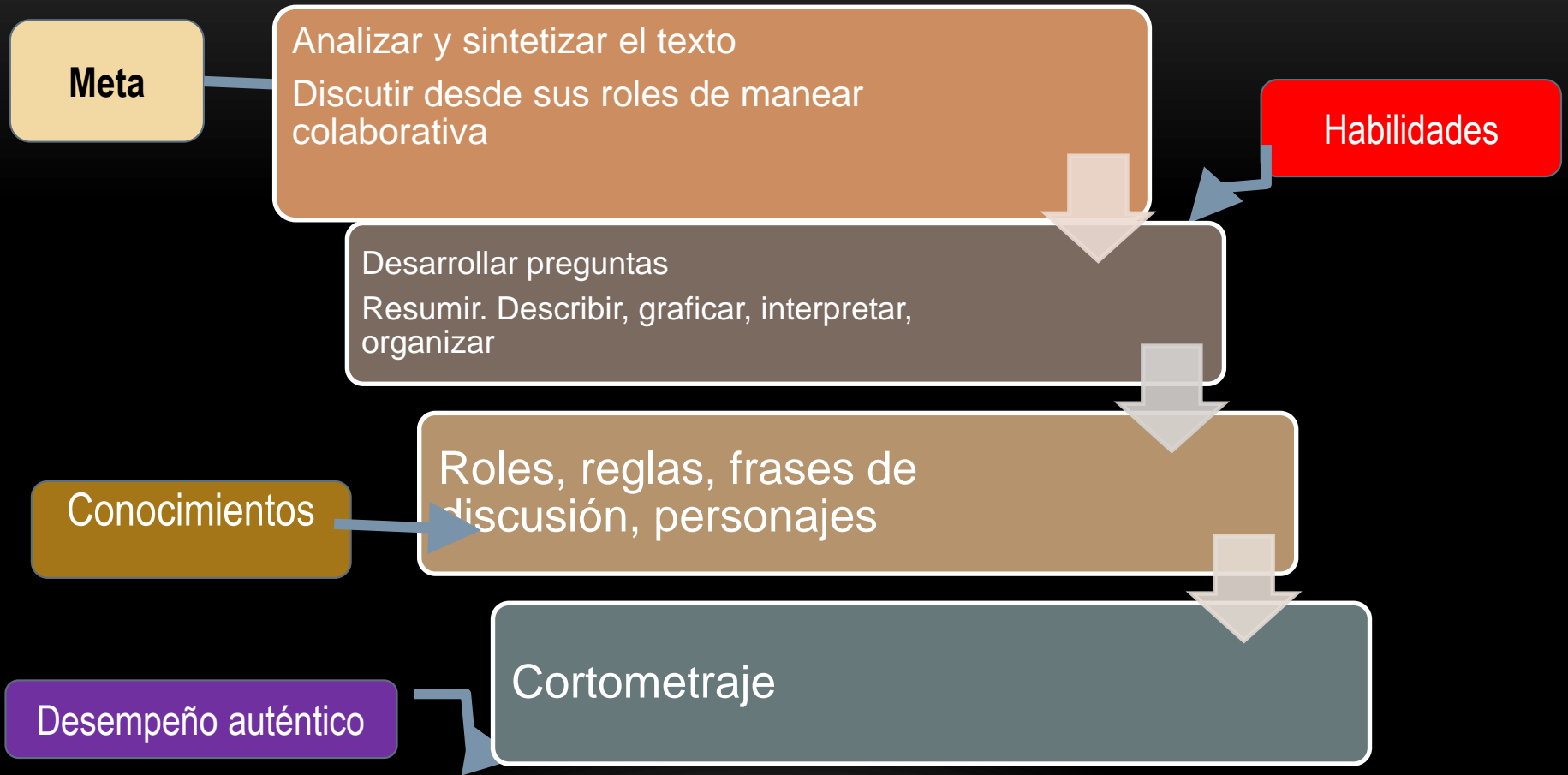
Summarizer: Your role is summarize which is a bit like re-telling. Remember, summarizing means that you write about the main happenings or events in the reading selection, but you must put them into your own words. Supporting details and or evidence from the reading selection along with your interpretations are important to include in your summary.

Connector: Your role is to make the connections to what happens in the story to real life. (People, places or events) Determine if the events could happen and make connections to you or somebody you know. You will also teach these words to your group.

Word Finder: Your role is to enrich vocabulary by finding new words in the story and write about what they mean based on the context of the story. You should have at least 8 words. The words should be new, unfamiliar words used in an interesting way in the reading passage. Descriptive words are always a good choice. You will also teach these words to your group. Include the page the word occurs on and the reason you picked the word.

Illustrator: Your role is to make an illustration of a specific time in the reading selection. Your illustration can be a scene, poster or comic strip.

Diseño inverso (Wiggins & Mctighe, 1998)



Literature Circle Roles Rubrica

Criteria	3- Excellent	2- Acceptable	1-Not There Yet
Summarizer	<ul style="list-style-type: none"> Brief, concise summary Includes all the main points of the text Places everything in chronological order Uses well-developed complete sentences 	<ul style="list-style-type: none"> Fairly brief summary Includes all the main points and just a couple of secondary points Places everything in chronological order Uses complete but simple sentences 	<ul style="list-style-type: none"> Long Some key points but includes far too many insignificant details Details not in chronological order. Uses fragments or poor sentence structure
Illustrator	<ul style="list-style-type: none"> Very detailed illustration or Uses significant elements in illustration Able to relate significance of visual to the text 	<ul style="list-style-type: none"> Uses details from text in visual to better understand the text Fairly significant elements selected to be represented in visual. Significance of the visual deals mostly with a summary 	<ul style="list-style-type: none"> Very limited details in visual Visual doesn't really address a significant aspect of the text Unable to explain how the visual relates to the text
Connector	<ul style="list-style-type: none"> Strong detailed connection to self or life in general Clear connection to text Engages other group members in making similar connections to text 	<ul style="list-style-type: none"> Appropriate connection to self or life in general and the text Able to explain how connection fits the text Some engagement on the part of other group members 	<ul style="list-style-type: none"> No clear connection of personal experience to text Not clear how their situation connects to text No other engagement with group members
Questioner	<ul style="list-style-type: none"> Uses a mixture of various levels of questions to engage group members Questions engage group with critical thinking Strong, well written answers are available for help with the questions 	<ul style="list-style-type: none"> Mostly knowledge and comprehension questions Questions help with basic understanding of text, but don't lead to higher thinking. Answers are simple, not as well developed 	<ul style="list-style-type: none"> All knowledge and comprehension questions Questions don't help group better understand the text No answers provided.

ANEXO 2Literature Circle: Self-Reflection Form for In-Progress LC Meetings

Name: _____

Book: _____

Group Members:

--

Date started: _____ Date Finished: _____

Reflection	Yes	No	Some-what	Comments
I read the assigned book pages prior to the LC meeting.				
I completed my role assignments.				
I brought my book and work to LC meetings.				
I contributed to LC discussions by talking about the book.				
I listened to my LC team members during meetings.				
I responded to my team members with questions or comments.				
I put my best effort into my assignments.				

How did you help your group better understand this book?

What role did you get the most out of? Why?

Is there anything you need to improve upon to strengthen the LC experience?

(Harding-Stricker, 2008)

Anexo 4

Literature Circle – Group Self-Assessment Form

Novel: _____

Names: _____

Date: _____

	Yes	No	Sometimes	Explanation/Evidence
Everyone participates and shares in the discussion process. Communication between group members is interactive.				
The group is supportive of its individual members. The group promotes friendliness, inclusion, and mutual respect.				
The group discussion stays focused and on topic. It discusses issues directly related to the subject at hand.				
The group is energetic, enthusiastic, and positive.				
The group members take ownership of their individual roles and come to the discussion properly prepared.				

Literature Circle Assessment Rubrica (s.f.)

Anexo 5

Book Project Planning Sheet-Student: Short Film

Book: _____

Author: _____ Genre _____

Think about the book project you'd like to do. You can get ideas from the "Ideas for Extension Projects" cards.

We plan to

What materials will you need to do your project?

How long do you estimate it will take to complete this project?

Where and when will you work on this project?

Planning Area:

(Harding-Stricker, 2008)

Anexo 2Extension Project: Short- film Rubric

Name _____ Date _____
 Title of Book _____
 Author _____ Genre _____
 Project _____

Criteria	3 <u>good</u>	2- <u>fair</u>	1- <u>Poor</u>
<u>Storyboard</u>	The storyboard illustrates the video scenes that matches the main parts of the story.	The storyboard includes scenes that matches some main important parts of the text.	The storyboard includes scenes connected to the text
<u>Vocabulary</u>	The dialogue of the film includes 5 vocabulary words from the text	The dialogue of the film includes 3 vocabulary words from the text	The dialogue of the film includes 1 vocabulary word from the text
<u>Real experience connection</u>	Film includes two personal experiences connected to the content of the text	Film includes one personal experience connected to the text	Film tries to include a personal experience connected to the text
<u>Components Length (7-10min) - Title & Credits - Soundtrack</u>	Film includes all of the required components	Film includes most of the required components	Film includes some of the required components

Anexo 6Literature Circle Assessment

Name: _____
 Book Title: _____

1. Student completed assigned job for the role	1P
2. Student actively participated in literature circle discussions	1 P
3. Student completed a self-evaluation of his/her literature circle	1 P
4. Student completed the extension project	12 P
	15 points

(Harding-Stricker, 2008)

MUCHAS GRACIAS