

PONTIFICIA UNIVERSIDAD CATÓLICA DE
VALPARAISO
FACULTAD DE FILOSOFÍA Y EDUCACIÓN
INSTITUTO DE LITERATURA Y CIENCIAS DEL
LENGUAJE



Through Sherlock's magnifying glass: Teaching English through the detective novel.

An elective workshop for 8th graders

Trabajo de Titulación Para Optar al Grado de Licenciado en
Educación y al Título de Profesor de Inglés.

Profesoras Guía:

Catalina Forttes Zalaquett

Jannett Fonseca Chacana

Alumno:

Roxana Milena Bueno Lepe

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Special thanks to my friend **Mackarena Díaz** for always being there whenever I needed her advice and guidance.

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Introduction

In today's world, literature seems to have lost its importance. Not only does it seem to have lost the battle against social networks and the inexplicable amount of smartphone applications that come up every day, but also against the media and an industry that seems to not care for people's education, let alone for younger generations. And so it seems that having our students read something other than a Facebook status is a difficult task to achieve. In other words, incorporating literature in the EFL classroom sounds almost impossible.

In response to this problem, the Chilean MINEDUC (Ministry of Education) made changes in the curricula through which the implementation of more authentic material, such as literature, was required; this meant that novels should be included in the schools' curricula from 7th to 11th grade (Bases Curriculares de 7to a 2do medio, 2013). However, the proposed texts failed to provide students with themes they can relate to or that, at least, motivate them.

Because of how little emphasis was made on reading, in 2011, the Plan Nacional de Lectura (PNL) was created. Nonetheless, this did not benefit the public system because the program was targeted at the semi-private schools.

Moreover, since public schools receive limited funds due to poor management coming from the public system or local authorities they depend on –just this year, the government withheld more than 6 thousand million pesos from public schools because the local authorities were not paying their workers (Muñoz, 2015) –, and students come from a more vulnerable background, it is even more difficult to have access to books.

For these reasons, a pedagogical proposal that includes the use of literature in the EFL classroom is of great importance.

This project proposes the use of detective fiction¹ in the classroom in order to teach English in a workshop aimed at teenagers. Detective fiction has proven to be very educationally productive since it can be motivating, exciting and thought provoking. The structure of the literary texts that belong to this genre creates suspense and it's impossible to stop reading.

¹ Detective fiction is a sub-genre of crime fiction.

Mystery and crime solving are topics that are relevant to anyone, in any part of the world, which means that they are transversal to any reality, which will allow students to easily understand the themes embedded in the stories.

This project's target audience is an 8th grade in Luis Cruz Martínez elementary public school, in Belloto Norte. In order to find out about the role of literature and English in the students' lives, a needs analysis was carried out in April, 2015. The survey's results revealed that one of the genres the students liked the most was crime fiction. However and even though they were acquainted with several works of detective fiction in other areas, such as movies, they had not read detective fiction in the English class. These results prove that it is important to incorporate this genre into the class' syllabus and that they would enjoy working with it.

For all the reasons mentioned, the collection of short stories *The Adventures of Sherlock Holmes* was chosen for a literary workshop. The stories of Sir Arthur Conan Doyle's are considered to be iconic and ground breaking in the crime fiction genre. Although it was not Doyle who first wrote a detective novel, it was because of his works that the genre gained its popularity.

The main objective of this workshop is to teach English through the use of a detective fiction literary work, *The Adventures of Sherlock Holmes*, to be more specific.

The specific objectives are:

(1) to improve all four language skills and develop specific linguistic skills such as: deduction, inference, drawing conclusions, remembering details, thinking critically, among others, (2) to analyze a literary work to a) be aware of other realities, and b) to know about English (British) culture, (3) to learn English in a productive, fun and motivating way and (4) to create a habit of reading.

This workshop will be based on the Suggestopedia methodology, which will provide students with a comfortable and relaxed environment for them to be able to reach their highest potential.

The syllabus with which we will be working is a combination of a content-based and task-based syllabus. The main reason behind this combined syllabus is that the content of the books will be taught through the completion of certain tasks using the target language.

Theoretical Framework

In order to understand the value of literature in the EFL classroom, it is important to revise some concepts that represent the basis of this project and that allow us to comprehend the relevance of the analysis of a written work not only in the classroom but also for changes to be made in the curricula.

Literature

When we ask someone what they understand by literature, the first thing that comes to mind is books, stories, and poems. However, as Hernadi (2001) states in *Literature and Evolution*, given the different and great amount of ways in which literature itself ‘has been intended, produced, transmitted, stored, and mentally processed...’ (2001, p. 55) it is quite difficult to define it as concept.

Culler (1997) however, proposes that literature can be an oral or written text that has an effect on its audience, which can be negative or positive, and in addition to this, he says that this text (spoken or written) needs to be found in a context where it can be identified as such.

Meyer (1997) explains that literature can be defined from two points of view: the Criterial approach and the Prototype approach.

What the Criterial Approach does, is that it provides a list of different criteria a literary text must have in order to be literature. It is also known as the Checklist approach.

On the other hand, the Prototype approach, understand things as if they were a prototype. This approach is attributed to the philosopher Ludwig Wittgenstein, who said that instead of finding a list of criteria we understand things better for their family resemblance. (Meyer 1997)

According to this, Meyer (1997) suggests that when we talk about literature we should not exclude a text because it does not meet two or even one of the criteria a literary text is supposed to have, but to say it is so, if it only has some similarities to what he describes as literature.

Then he continues to describe a prototype of a literary work. They:

 “ are written texts

- ✚ are marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, meter
- ✚ are in a literary genre (poetry, prose fiction, or drama)
- ✚ are read aesthetically
- ✚ are intended by the author to be read aesthetically
- ✚ contain many weak implicatures (are deliberately somewhat open in interpretation)” (Meyer 1997).

Literature is a something that still cannot be fully defined as a concept. However, for the purpose of this project, literature is going to be understood as a text or, as Culler puts it, a textual event that answers to someone and whose main purpose is to make an impact on the audience. It is important, for that matter, to mention that literary texts are not classified as something just because they meet certain parameters, but because of their function.

Reasons to teach English through Literature

It may sound strange when we say there are some controversial issues when it comes to incorporating literature in the EFL classroom. However, this is not far from being true. Some scholars, like McKay (cited in Silveira 2012) argue against the use of literary texts inside the classroom, stating that he does not find the relationship between linguistic gains and learning a language for communicative purposes to be beneficial.

Other authors, like Khatib (2011) mention a great amount of benefits of using literature as a way of learning English. Some of the most important ones are: the authenticity of literary works, how they provide a window for cultural awareness and globalization, and lastly, that they help improve linguistics skills alongside with increasing our grammar and vocabulary knowledge, among others.

Malley (cited in Slaveira 2012) states that there are three main reasons that support the idea of teaching literature in the EFL classroom:

- a) Literature can work as language model: a literary work can be used to present students with new grammatical structures;

b) Literature can be used as a cultural model: a literary work can be used to show students different realities and cultures they don't know;

c) And lastly, literature can be used for personal growth: students may become involved and engage with a literary work, which may help them with personal issues, and of course, make them feel emotions they did not know they had.

As an English learner myself, I tend to agree with those in favor of using literary texts in the classroom, and not only inside the classroom, but outside as well. There is so much we can learn from a book; they can take us into amazing journeys where we learn about ourselves, they show us the way other people live in other cultures, they teach us important lessons and values, among many other things, all of which involve language.

In this workshop, students will be able (1) to improve all four language skills and develop specific linguistic skills such as: deduction, inference, drawing conclusions, remembering details, thinking critically, among others, (2) to analyze a literary work to a) be aware of other realities, and b) to know about English (British) culture, (3) to learn English in a productive, fun and motivating way and (4) to create a habit of reading.

The Adventures of Sherlock Holmes: Contents and Themes

Brief comments on the author

The Adventures of Sherlock Holmes is a collection of short stories written by the Scottish physician and writer Sir Arthur Conan Doyle (22 May, 1859 – 7 July, 1930). During his writing career he wrote twenty-one novels and more than 150 short stories, and although he wanted to be recognized through his more serious work, it was Sherlock Holmes, the “consulting detective” who turned him into one of the most important –if not the most important– writers of the crime fiction genre of all times.

Weller (cited in Diniejko 2013) mentions that Doyle was not quite fond of the work he had done with his detective novels, and for that reason he had planned on working on an opera for he truly believed that his most important work was the historical romance. He was so sure of this, that in 1893 he decided to kill Sherlock Holmes in one of his stories involving the evil Professor Moriarty.

Nevertheless, and despite the fact that Doyle's intention was not to write about his most famous character ever again, he had already gained too much popularity through his publications in the *Strand Magazine* and the people's outcry for more gave him no option but to bring Sherlock back to life. Diniejko (2013) explains that Sherlock stories success was due to the fact that he personified all Victorian and Edwardian values and morals, such as 'faith in the power of logic and rationality', and of course the fact that through him people were able to see that Britain's control over the law and the order was not lost, not only for the British but for the entire Empire.

It is also important to mention that Conan Doyle not only made one of the most important contributions to crime fiction and literature in general, but he was also a doctor, an advocate for justice, a military correspondent, and one of Britain Crown's most devoted men. Until this day, he remains an icon.

Brief synopsis

As previously mentioned, *The Adventures of Sherlock Holmes* is a collection of a series of short stories that narrate the experiences and exciting lives of Sherlock Holmes, the greatest detective in history, and his companion, Dr. John Watson.

Being the genius mastermind that he is, Sherlock manages to solve every case that he's brought upon. He uses his intellect, knowledge, amazing reasoning skills and logic to help his clients, and in doing so, continues to gain prestige among people all over England and some other parts of the world.

His friend and companion, Dr. Watson, never seems to be unimpressed by his friends' skills, and so he documents every sequence of events and investigation details, which will later serve as Sherlock's own memoirs. Dr. Watson so happens to be the narrator of the stories.

Each story has its own plot and characters, which makes the narrations only more exciting to read. Every missing detail and the mystery surrounding each case provokes the need to continue reading until there is some resolution.

Themes embedded

Since this is a collection of short stories, the themes inside the book are many and they tend to vary from case to case. Nevertheless, this workshop will discuss on several of the

themes that are ubiquitous in the book, such as: cleverness, woman and femininity, innocence, greed, technology and modernization, appearances and disguise, substance abuse, poverty and richness, and justice.

Through these themes the students are expected to analyze this written work and also be able to compare it to our social context. They will also be able to analyze them and thus improve their linguistic skills.

Some of these themes will be of great use for some interactive and fun activities, in which they will be able to become their own version of a detective.

Reasons to teach *The Adventures of Sherlock Holmes*

The Adventures of Sherlock Holmes was chosen mainly because of its attractiveness and its appeals to people of all ages. Detective fiction is about mystery, excitement and fun, which are features that correlate with some of the specific objectives of this workshop. The idea is not only for students to create a habit of reading, but to be excited about what they are reading.

Detective fiction provides students with a chance to explore other realities, be creative, open their minds, find new solutions to problems that are difficult to solve and, of course, to think critically about the world that surrounds them.

Curiosity is in people's nature, and children are even more drawn to ask question for which they want answers. Sherlock Holmes, in this sense is more educationally productive, since students will be more willing to work in activities where they have to look for clues or create new stories, just to mention some of them.

Another reason behind the selection of this book is that short stories are easier to read than longer texts, and since teenagers have lost their interest in reading, these stories will be perfect for them.

Moreover, the stories of Sherlock Holmes have inspired T.V series, movies and other written works, which is very important for the workshop, as they will serve as complementary material for the students.

Lastly, this book was chosen because besides being one of the most important works in the detective fiction genre, it provides the students with an insight into a different culture, time, and reality they can compare to their own.

Methodology

Suggestopedia

A very important topic to cover and to analyze when thinking of teaching students any age and social background is the possibility of them not being able to learn about something because of how they feel in the classroom, or because of how they feel about a certain topic or the subject itself.

According to Sherly Pramawita (2013) suggestopedia is a teaching method introduced by a Bulgarian psychologist and educator called George Lazanov. He first introduced this method in 1975 as a way of learning how to deal with the relationship between the student's mental potential and his learning efficacy, in a relaxed environment. Xue (cited in Pramawita 2013) mentions that this method is very appropriate for when trying to teach speaking to young language learners (YLL from now on).

Suggestopedia is based on, as the name states it, suggestion and desuggestion in order to achieve better learning. Suggestion has to do with allowing students to think in positive things while they're learning, and desuggestion has to do with "unloading" unwanted memories from the student's minds that might be causing them to feel blocked when learning.

Lazanov (1978) explains that the student's affective filter (Krashen, 1981) does not allow them to reach a higher proficiency level and prevents them from learning in an easier way. (Lica, cited in Pramawita 2013)

Some of the key features of suggestopedia are (Pramawita, 2013):

1. Comfortable environment: The chairs should be arranged in a semi-circle, facing the board for students to pay more attention, and the light should be very dim (Xue, 2005)
2. The use of music: with this particular method students should listen to Baroque music when working in the classroom. Ostrander and Schroeder cited in Harmer (2008) (Pramawita 2013) explain that because of its rhythm and beats per minute, Baroque music was the best for retaining information.
3. Peripheral Learning: students do not only learn through direct instruction, so the classroom should be decorated according to what the students are learning.

4. Free errors: mistakes are tolerated because the focus is on the content, though it is possible to work on them.
5. Homework is limited: students should reread materials before they go to sleep and before they get up in the morning.
6. Music, drama and art integrated in the learning process: it is necessary to integrate arts as much as possible in the classroom.

This workshop will be based on these key features, which are very important in order to make the students feel comfortable and not afraid of participating in the different activities they will have to work on.

Suggestopedia is especially beneficial for my student because it is expected that they will be able to make really fast progress with the language, and that they will also be able to build their confidence by overcoming their mental barriers. What's most important for me is that my students understand and believe that learning English is easy and that they will not have to make an enormous effort to become proficient in the language; they are only expected to have fun and feel free of limitations.

Directed Reading Thinking Activity (DRTA)

Since the level of English of the students is low, it is important to be able to guide them through the readings by using different strategies that help them in being more active and having a better understanding of what they are reading. Through Directed Reading Thinking Activities (DRTA from now on) students are able to ask questions, make predictions, and confirm their ideas (Adlit.org, 2008), which means, they will be able to read deeper into the stories, predict before they read, share thoughts and doubts with their classmates, ask questions about vocabulary, among others. The main idea behind these strategies is for the students to have a purpose behind every reading.

The procedure is as follows:

1. D - Direct: Before starting reading the teacher asks questions about the title or images in the text, so that the students activate their previous knowledge.
2. R - Read: In this section, students read up to a certain point previously selected by the teacher, and the teacher can ask question about specific information so that students decide whether or not their predictions are correct and if they need to refine them.

3. T - Think: In this part, students should modify or verify their predictions by finding elements in the text that support their ideas. The teacher might also ask questions about what made the students change their mind or made them confirm their previous thoughts.

I believe DRTA can be very beneficial for my students since they need to be guided through the readings to be able to fully understand the ideas presented in the stories. We will not only be making pauses to rest our minds, but also to exchange ideas and discuss about the events that are happening in the stories.

Content-based and task-based syllabi

This workshop will be based on a combination of both content-based and task-based syllabus. Nunan (1988) explains that a content-based syllabus views the language as the means through which the students are able to learn about a specific topic or content, hence the name.

This means that the language is not the subject of study, but the means through which one can analyze and discuss on themes or contents of an specific topic or literary work, in this case.

Nunan (1988) establishes that the main objective in a task-based syllabus is to fulfill a specific task through the use of the target language (L2), which means that students will be able to work with all four skills, when for example, communicating with others, asking for clarification, sharing own opinions, answering a classmate or teacher's question about an specific topic, among others.

This hybrid syllabus is beneficial for my specific audience since the main objective in both cases is to communicate with others and be able to share thoughts on specific contents without paying attention to specific elements of the target language. Of course the language is important to be able to complete tasks and talk about certain topics, but the main objective will be always centered on the students' sense of achievement when getting a message across. This is also something important in Suggestopedia; students should be able to feel they have accomplished something (completing a task for example) to gain confidence and forget about their mental obstacles.

Syllabus

Needs Analysis

In order to create a syllabus for this workshop, a needs analysis was carried out. The main objective of the questionnaire was to get to know the students better and find out about their needs, as well as their strengths and weaknesses, when learning English, and also to find out about their relation with literature.

This needs analysis consisted of two parts:

- 1.) A thirteen questions survey (Appendix 1) applied to 36 (out of 38) students in 8th grade at Colegio Luis Cruz Martínez in Belloto Norte on March 31, 2015.
- 2.) Semi-structured interviews to the English teacher, who is also the Head Teacher, the Spanish teacher, and the school's sociologist.

Colegio Luis Cruz Martínez is a public school and it offers a full-day school program where students are able to enroll in different extracurricular activities and classes. Among them, the school also offers an elective English class where students get to practice the language and get involved in fun and new ways to learn it.

The students currently enrolled in 8th grade in this school have English classes twice a week (3 hours).

As mentioned before, the survey consists of 13 questions and the results can be found below, as well as comments regarding their use in formulating this pedagogical proposal.

Results of the survey:

- 1) In question 1, students were asked about what they considered to be their English level. 27 students considered their level of English is pre-intermediate, 5 of them said they have an intermediate level of English, 1 student considered his level of English to be advanced (this student lived most of his childhood in England), and 3 students said their level of English is elementary. Students' perception is in no case a reliable source, but for that reason I talked to their teacher². This question's purpose was mainly to focus on what students thought about their level of English. These

² After second draft, information has been added to support the value of this question. In a second meeting with the teacher she explained the students had taken Diagnostic Test similar to Placement Tests and the students answers were not far from those results.

results, along with the information given by the teacher, show that a great percentage of students are able to express themselves and use the target language. It also shows that they might not have developed all the skills they need to feel confident with the language, but I consider this to be something positive, since I would like my students to finish this course feeling they have accomplished something. In Figure 1, you can see the results.

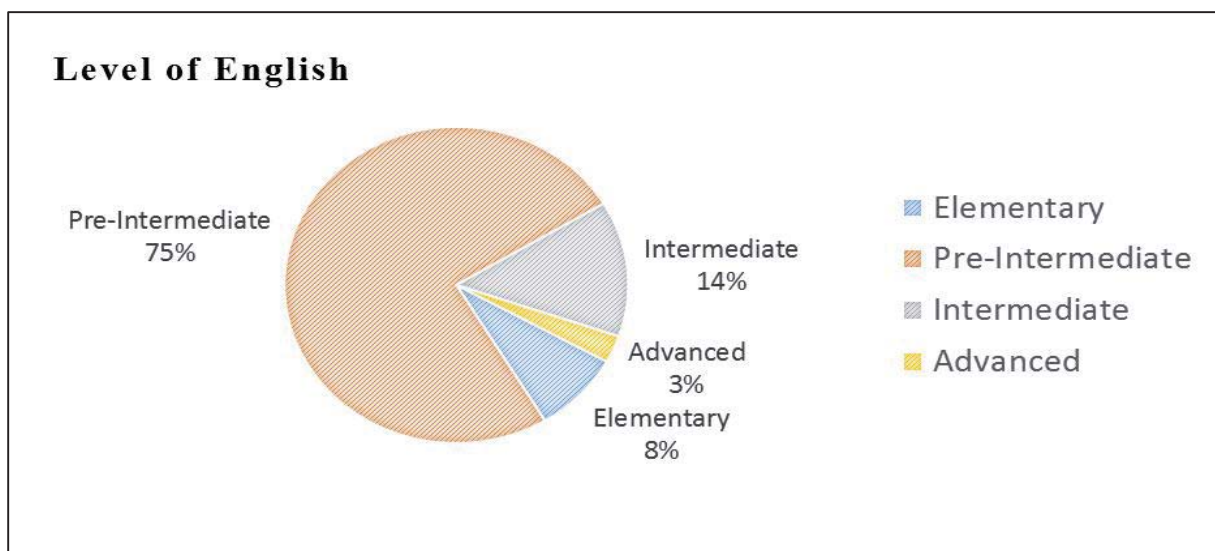


Figure 1

- 2) Students were asked to write about their weaknesses and strengths when learning English. When referring to strengths, most students said they felt motivated to go to class and participate because classes were always fun and different from the rest of the classes, meaning that it is more fun to be in a class where, for example, games are accepted, and where they don't have to write so much. As a weakness, they considered they have problems learning new vocabulary and remembering it, so it was difficult for them to actually use it. 5 students said they didn't like the language at all and they considered it as a weakness, as well, yet in question number 1 only 3 people said they considered their level of English to be elementary. This means that a lot of activities will have to be designed around vocabulary tasks, which is one of the reasons for me to choose the Suggestopedia methodology as it allows the use of strategies such as peripheral learning.
- 3) Students were asked to mark the tasks that were easier for them to perform. The results show that the activity they find easier to perform is listening to and audio.

The second easier task is reading, then writing and then speaking. This means that movies and songs are a good way for them to learn the language, and should be incorporated in the syllabus. Figure 2 shows the results.

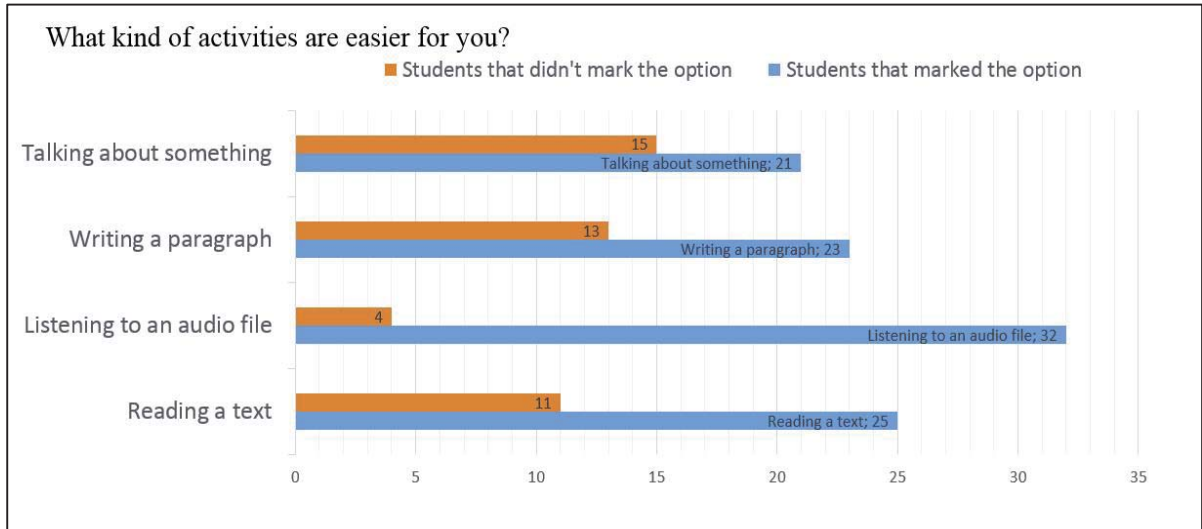


Figure 2

- 4) In question number 4, students were asked to mark all the speaking activities in which they like to participate. The results were unexpected given the fact that in the previous question the results showed this was the activity they like less. Most students marked all the options; however, the options with the least amount of votes were: oral tests, and speaking in front of the class unprepared. These two options might have to do with their affective filter and the way they feel under stressful situations, which is why this pedagogical proposal is built upon the Suggestopedia methodology.
- 5) In question number 5, students were asked whether they like writing or not, and what kind of things they like to write about. The results showed that approximately 60% of the class enjoys writing. They were also asked to inform when and where they like to write. The students that said they like writing said they like to write at home in their notebooks, diaries, computers, etc. Some of them mentioned they liked writing during class. This means students will have no problem when asked to perform written tasks, and it will be even better for them if they are creative writing activities.

6) Students were asked if they like to read or not. 29 students (81%) said they like reading, while 7(19%) students said they don't. They were also asked to write the title of their favorite book if they had one. Most of the titles they mentioned belong to the science-fiction genre, mystery fiction, fantasy and romantic novels. Figure 3 shows the results.

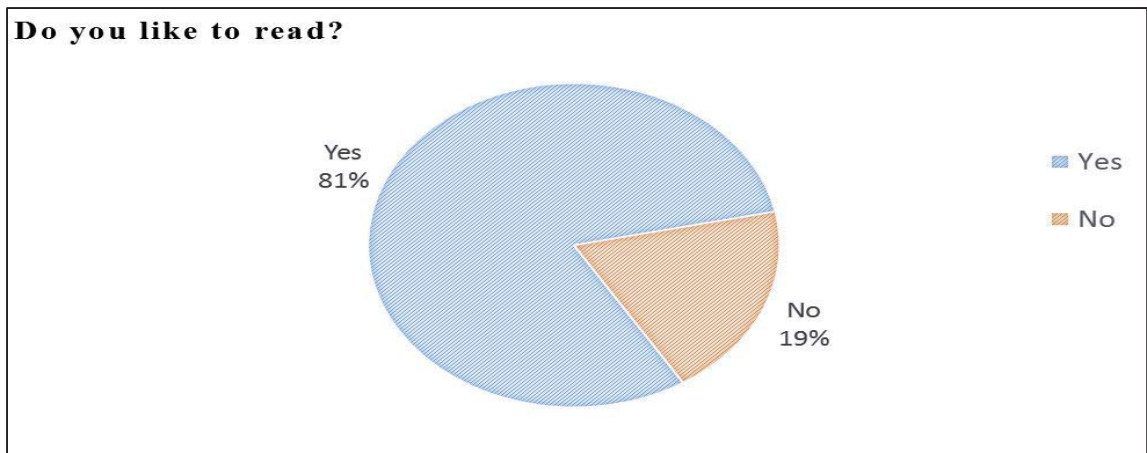


Figure 3

7) In question 7, students were asked how often they read for pleasure and more than 50% of the students said they never do. On the other side, the other 42% of the students said they do read for pleasure. These result don't really match with the answers given in question number 6, where more than an 80% of the students said they like to read. This might mean that even when students do like to read, they don't have the time to do or that they don't have access to books. For this reasons, this workshop aims at creating a habit of reading. Figure 4 shows the results.

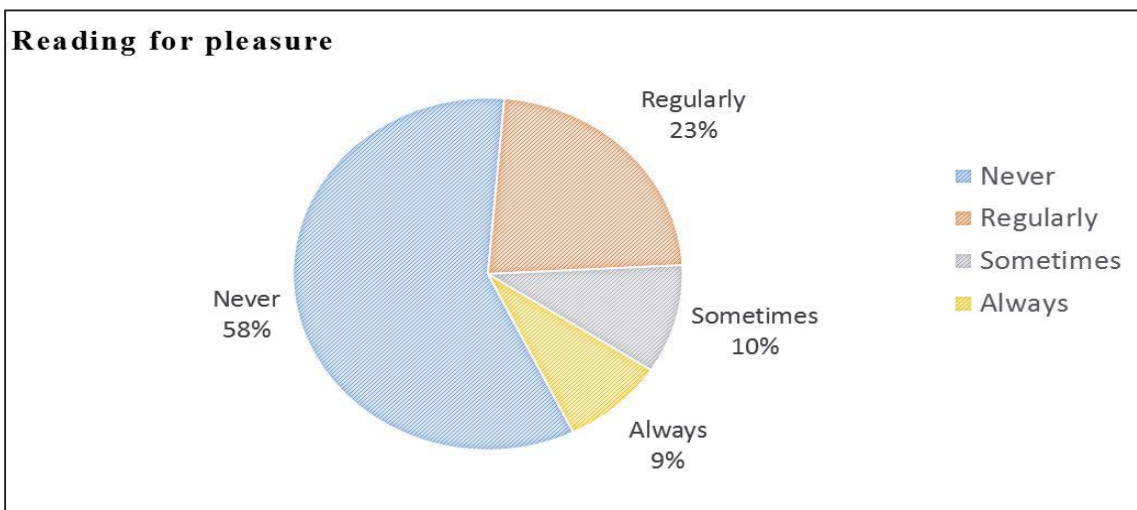


Figure 4

- 8) In question number 8, students were asked about the kind of texts they like to read. More than 90% of the students marked the options: poems and songs. Other students (87%) said they also like to read short stories. 70% of the students said they like to read books (long books) and 24% of the students said they like to read articles and pieces of news. According to the results, the workshop will be great for the students since short stories was one of the most voted options.
- 9) When asked about what is the most difficult part about reading texts in English, most of the students mentioned the fact that they are not easy to follow because of all the new vocabulary and length. Some of them mentioned that the structures of the texts along with the fact that there are ideas they do not understand makes it hard for them to understand the main ideas of the texts. In this sense, this workshop will help the students to learn new vocabulary in different ways and be able to understand longer texts through the use of Directed Reading Activities.
- 10) 89% of the students mentioned they like listening to music while reading. This aspect suggests that suggestopedia is an appropriate methodology for this pedagogical proposal. One of the key features of Suggestopedia is that students should listen to music during classes because it helps them function more efficiently. Of course, students will not be listening to any kind of music; suggestopedia recommends baroque music, which is why students will be listening to this, as well as relaxation music and classical music. You can see the results in Figure 5.

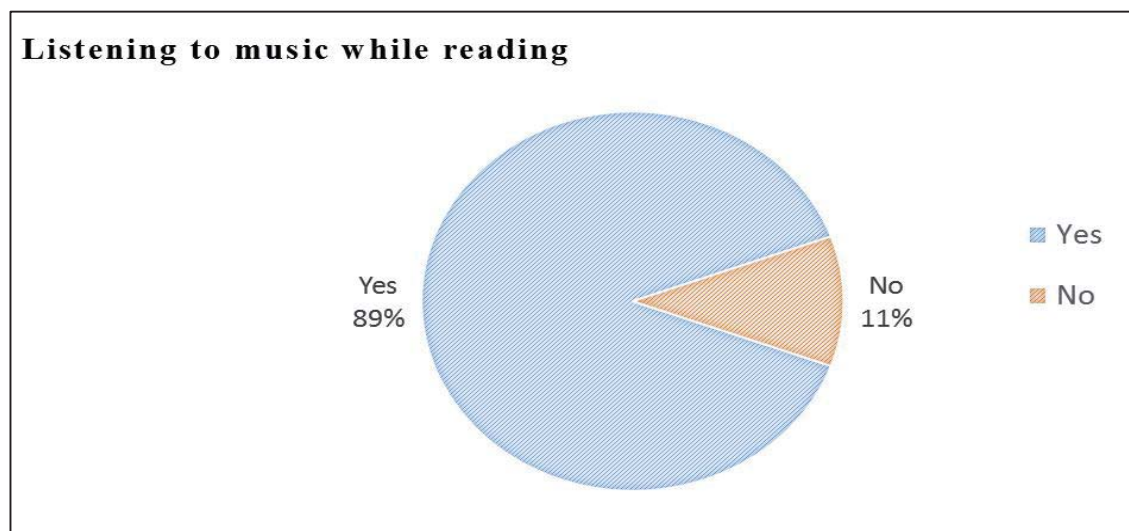


Figure 5

- 11) When asked about the genres they preferred, the students marked –in descending order– the following options: 1) science-fiction (92%), 2) crime fiction (88%), 3) fantasy (85%), 4) romance (70%), 5) horror (59%), 6) comedy (50%), and 7) tragedy (32%). These results show that *The Adventures of Sherlock Holmes* is a great book for them to work with, since it belongs to the detective fiction genre.
- 12) Students were presented with a series of titles of different works that belong to the crime fiction genre to see if they were acquainted with it. Students marked almost all the options, which means they know and like the genre.
- 13) Furthermore, the students were also asked how much they like the works they marked and most of them said they like them very much.

In order to get to know the students better, I talked to their English teacher, who is also their Head teacher, their Spanish teacher, and the schools Sociologist. The results of these semi-structured interviews can be found below (Forms of Consent in Appendixes).

- a) English teacher: I talked to the English teacher to get to know the students better and find out about their behavior, grades, motivation and go through some questions about the syllabus and the use of literature in the English class. She said that overall the students seem to really enjoy the class, and that they are always willing to participate and get involved in the activities. She also told me that 15 students in the class have ADHD (Attention Deficit Hyperactivity Disorder), but that during the English class they don't have any problems and they participate as much as the rest of the students. She also mentioned the fact that her students were the best-behaved group in the whole school.

When asked about the use of literature in the class, she said they have never read a novel because she thinks it might be too challenging for them. This means that reading *Sherlock Holmes* will be something new for them and something original.

- b) Spanish teacher: I talked to the Spanish teacher to know if they had gone through the narrative genre, basically to know if this was something that was supposed to be included in the workshop; however, she mentioned that the students had already gone through the narrative genre.

c) Sociologist: I talked to the school's sociologist because I wanted to know more about the students' background. The sociologist mentioned that some of the students came from really problematic homes, where parents had problems with drugs, or the law. He also mentioned that some parents were (physically) abusive to their kids and that the school can only do so much in some cases. The interview with the sociologist was the most relevant for me, because I want my students to feel safe during my class, and I want them to feel they can have fun and learn at the same time. I would like my students to understand how important literature is, and offer them a form of escapism through books.

All the collected data was used to build and design this pedagogical proposal and syllabus.

Workshop Description

Name of the workshop: Elementary, my dear Students!

<i>Type of workshop:</i>	Elective
<i>Area:</i>	English
<i>Subarea:</i>	Literature
<i>Audience:</i>	8th graders (8° Básico)
<i>English level:</i>	Pre-Intermediate
<i>School:</i>	Colegio Luis Cruz Martínez
<i>Duration:</i>	3 months
<i>Time of the year in which this workshop will be issued:</i>	Second Semester
<i>Session duration:</i>	90 minutes
<i>Sessions per week:</i>	1
<i>Number of lessons:</i>	12
<i>Place where sessions will be held:</i>	CRA - School Library (Biblioteca de Centros de Recursos para el Aprendizaje)
<i>Teacher:</i>	Roxana Bueno
<i>Email:</i>	roxanabuenolepe@gmail.com

Rationale

This workshop is aimed at 8th grade students at Colegio Luis Cruz Martínez in Belloto Norte. It consists of 4 units and 12 sessions where students will be able to improve their English competence by working with all four language skills and will also develop specific linguistic skills. This workshop is also orientated at students with a vulnerable background, or coming from problematic homes, which might cause them to feel demotivated in class and feel like English and literature are things they can't relate to. For these reasons, the detective novel has been chosen, since it's full of mystery and crime, which are themes many people can relate to or are interested in.

This workshop will offer the students the opportunity to learn about other realities, to submerge into stories so unreal, I would expect them to never want to stop reading, and that's also one of the objectives: to create a habit of reading. But most importantly, to offer them a door through which they can escape to other countries, other realities, and maybe feel they one day can become the most famous detective of all times.

This workshop is organized into 4 units consisting of 12 sessions (one per week) because classes in school last around 4 months, which ideally means no classes will be cancelled. For that reason, 3 months is a more realistic period of time. These 12 sessions correspond to 1 introductory unit in which the students will be introduced to the detective novel and the author himself. The units that follow correspond to 2 short stories that were selected for the workshop because of their appeal and simplicity, and also because of the themes embedded in them, which are ubiquitous in Doyle's short stories.

Because of their level of English, students will also be guided through the reading of the stories through DRTA; they will be able to read deeper into the stories, predict before they read, share thoughts and doubts with their classmates, ask questions about vocabulary, among other activities. The idea is for students not to read all at once, but to have a purpose behind each reading and, later, have a sense of accomplishment.

During these units, students will have a chance to discuss on the themes embedded in the stories, to think critically, to have fun while learning, to create, to use their imagination, to accept challenges, to give their opinions and to respect others', to debate, to reflect, to learn new vocabulary, among many others.

A combination of task-based and content-based syllabi will be used in this workshop because together they allow the students to learn and understand the contents of the book through simple –and yet challenging– tasks. Through the design of a combined syllabus students will be able to analyze, discuss and grasp the subjects under study, whilst still expressing themselves and using the target language to complete different pedagogical tasks.

General Objective

To teach English through the use of a detective fiction literary work: *The Adventures of Sherlock Holmes*.

Specific Objectives

(1) to improve all four language skills and develop specific linguistic skills such as: deduction, inference, drawing conclusions, remembering details, thinking critically, among others, (2) to analyze a literary work to a) be aware of other realities, and b) to know about English (British) culture, (3) to learn English in a productive, fun and motivating way and (4) to create a habit of reading.

Learning Outcomes

Among other learning outcomes, students will be able to:

- (1) Create by designing their own material and decorations. They will also be able to produce and write creatively. Lastly, they will be able to plan and produce their own theatrical production.
- (2) Hypothesize about possible endings of stories and share their predictions.
- (3) Analyze events that occur in the stories to understand cultural topics and themes.
- (4) Link ideas to come up with solutions to problems or cases, specifically.
- (5) Compare their reality to those of other cultures or other times.
- (6) Summarize stories to show a deep understanding of what they've read, and also to apply what they've learnt.
- (7) Infer ideas and meaning of words from context.
- (8) Recognize and remember details that will help them understand the stories they've read.
- (9) Naming characters, characters' traits, places and situations.

Note that not all learning outcomes are listed here; however, these some of the most important ones.

Course Policy

Requirements and Rules:

Students must:

- ✓ Be a regular 8th grade student at Colegio Luis Cruz Martínez in Belloto Norte.
- ✓ Have a copy of the book *The Adventures of Sherlock Holmes*.

Rules:

- a) Attendance: Students must attend all classes since the workshop requires an 80% of attendance (13 sessions). Failure to attend a session can be justified in the following ways: 1) By submitting a medical certification when rejoining classes and/or 2) by submitting a written justification **signed** by the parent/s. Students will have an extra grade for attendance, starting from 7.0 if they don't miss any classes, a 6.0 if they miss two classes, and a 5.0 if they miss three classes. If students miss more than 3 sessions they will get a 1.0 in the class book, plus a negative annotation.
- b) Assignments: Students must submit assignments before/day of the deadline. Assignments might have to be submitted at the end of the session or next class, depending on the type of task or activity. Extensions on assignments and grading will be at sole discretion of the teacher. To receive an extension, student must contact the teacher at least 3 days before deadline and only with duly justified reasons.
- c) Materials: The teacher will provide students with a photocopy of one short story at the beginning of each unit. Students must bring their own copies and materials each class. If students fail to bring their own materials, they will be absent.
- d) Tardiness: Students must be in time for each session and if late they will only be allowed to enter the classroom with a note from the principal's office. If student is late **this will also affect their participation grade**.
- e) Use of technology: Students are not allowed to use their cellphones, tablets, or any other device during classes unless the teacher asks students to do a specific task where they might be necessary. If students are caught using any technological

device, they will be asked to put them in a box in charge of the teacher, until the end of the class.

- f) Academic Misconduct: Respect and tolerance are key to maintaining a pleasant and enjoyable classroom atmosphere; therefore, violence, whether it might be physical or psychological, will not be tolerated. The teacher will have to follow the established school's chain of commands.
- g) Plagiarism: Plagiarism is something students might resort to when they feel unprepared or frustrated among other things, which is why students can contact the teacher to receive extra help if necessary. As long as the student shows they have put forth enough effort, the situation is avoidable. Taking this into account, plagiarism is entirely forbidden and the student will be graded with the minimum score, and this grade will go in the class book along with a negative annotation.

The teacher will share these rules with the students since they are important for the school; however, they will be able to give their opinion on them, and come up with their own. The idea is for students to feel comfortable with the rules that exist and that they feel free and relaxed during the class.

Evaluation Criteria

As previously mentioned this workshop is built upon the Suggestopedia methodology, which means that students will be able to learn in a stress-free environment, where they can have fun and “desuggest”. For that reason, there will not be any written or oral tests during the course of this workshop. The final grade of the workshop will be added as one grade in the students' formal English class.

Students will be evaluated as it follows:

1. Book Summary: At the end of each unit, students will have to submit a summary of the corresponding story. To guide the students through this task the teacher will provide students with a simple graphic organizer (Appendix 2) they can follow. This organizer will also be on the classroom walls so that the students don't forget the format.

2. **Vocabulary Journal:** Students will be required to keep a Vocabulary Journal for each story they read and each week they will add new words to it. Student will also have to use this new words and expressions in new sentences they will have to write in their journals. The new vocabulary will go on the walls as part of the classroom decoration activity at the end of each session. Students will have to submit the final Vocabulary Journal by the end of the semester and the journal is worth 20% of the final grade. See Appendix 3 for rubric and format.
3. **Book Talk:** Each class, students will have the opportunity to get together in groups and talk about the story they are reading. The book talk will be graded and the teacher will monitor the activity. The main reason to have this activity be graded is so that students keep focused on the work and don't start causing any disturbances for the rest of the class. This activity will go hand-in-hand with the classroom decoration activity and it will be assessed through the Book Talk Checklist (Appendix 4)
4. **Participation:** It is important that students be able to engage in active communication because that's how they are able to use the language and express themselves in meaningful ways. Students will be encouraged to give their opinions, ask questions, help their classmates, discuss, among others. In addition, participation will be divided into two grades: 1) a grade for in-class participation and 2) one for attendance. Participation will be assessed class to class through a rubric of Participation (Appendix 5). Participation is worth 25% of the final grade.
5. **Attendance:** As mentioned before, students will also receive an extra grade for attendance. The scale will start at 7.0 if they don't miss any class, a 6.0 if they miss two classes, and a 5.0 if they miss three classes. If students miss more than 3 sessions they will get a 1.0 in the class book, plus a negative annotation. This grade is worth 10% of the final Participation grade.
6. **Final Project: *Reader's Theater*.** The final project is worth a 20% of the final grade. In this project, students will form groups and will perform the stories they liked the most in front of the rest of the class. The performances will have to be shortened versions of the actual stories and students will have the chance to change the plots or

endings and make them funnier, more mysterious, or even romantic. This activity will be assessed through the Final Project Rubric (Appendix 6)

- Students will also be encouraged to keep a booklet to keep all their material. This will not be evaluated, but they will have to bring it to class every session. The students will be the ones in charge of creating their booklet, which they can call “My Detective Booklet”, “My Important Secret Files”, and other names they might come up with.

Grading breakdown:

Graded Activities	% of the Final Grade	
Book Summary	25%	
Vocabulary Journal	20%	
Book Talk	10%	
Participation	25%	15%
		10%
Final Project	20%	

Macro planning

Below you can find the macro planning of the workshop. Not all activities are fully described but the sample lessons will be detailed in their entirety.

Unit	Session	Content
1. Introductory Unit	1	During this session, students will get to learn about the detective novel and share their previous knowledge about it.
	2	In this session students will learn about the author, and Sherlock Holmes and his sidekick. They will also learn more about some other features of the detective novel and what characterization is. Students will also watch some scenes of some

		adaptations of the Sherlock stories.
Unit 2: A Scandal in Bohemia	3	<p>During this unit students will read <i>A Scandal in Bohemia</i>. They will be able to discuss on the plot and characters, as well as themes.</p> <p>The story will be read in sections (Presentation of the story and setting, who are the characters and what's happened, how they crime is solved)</p> <p>During the first session, students will only read the first section and have a chance to predict the ending.</p>
	4	<p>This session will revolve around the theme of the role of women. In this session, students will be able to compare <i>the woman</i> to other women of the time, of other literary works and of this time.</p> <p>To also put their listening skills into practice, they will listen to the second part of the story and follow the reading with their own copies.</p>
	5	<p>This session will be about the use of reasoning. During this session students will read the final section of the story, which has to do with how Sherlock solves the case. They will also be able to learn how to become detectives themselves, with the help of the book <i>The young detective's handbook</i> by William Vivian Butler.</p>
	6	<p>During the last session of this unit students will be able to write creatively. They will be able to share what they've learned through their own stories and show their new detective skills.</p>
Unit 3: A case of Identity	7	<p>During this unit students will read <i>A Case of Identity</i>. This unit and session will follow the same structure of unit 2.</p>
	8	<p>During this session, students will read the second section of the story. During this session emphasis will be made on reading out loud.</p> <p>This session will be based on the themes of innocence and greed.</p>
	9	<p>The last section of this story has to do with how Sherlock solves the crime, and his ways to do it. Thus, technology will be the theme of this session. During this session, students will be able to reflect on the importance of technology, how it has changed over time, and how does it help in solving crimes.</p> <p>They will watch a short video of BBC Sherlock, where Sherlock uses his phone to solve some crimes.</p>

		Also they will be shown the Sherlock phone app. and games they can play.
	10	This session will cover the importance of disguises. Sherlock is not the only one who can wear a costume. Students will be able to play with the idea of costumes and how they affect the way in which one can behave.
Unit 4: Final Project Reader's Theater	11	Presentations- During this session, and the last one, students will be able to show their artistic skills. They will have a chance to perform the stories and maybe change the endings, the setting, the tone, etc.
	12	Presentations- During this class, students will finish with their performances. They will also be able to share their thoughts and feelings about the course, and about English and literature, in general.

Sample Lessons

Sample lesson 1

Unit 1: Introducing the detective novel

Session 1: Who's done it?

Objectives:

- ✓ Identify features of the detective novel.
- ✓ Express opinions.
- ✓ Make predictions.
- ✓ Identify detective fiction works.
- ✓ Express own feelings.
- ✓ Work collaboratively.
- ✓ Make deductions.

Materials:

- Badges
- Worksheets
- Cardboard
- Markers
- Colored pencils
- Computer and speakers

Lesson Stage	Description	Time
Beginning	<p>-Teacher introduces herself to the students and asks them to sit in a semi-circle. Then, the teacher plays classical music and asks the students to close their eyes and breathe deeply to try to relax (Suggestopedia)</p> <p>- After 1 or 2 minutes, the teacher hands in course program to the students. With the course program, teacher also hands in a cut out detective badge for the students to write their names and pin to their clothes somewhere visible, as identification. The teacher shows the students a list of names with English sounds, and the students can pick a new name to have a new detective identity. Before the students pick a name, the teacher reads them out loud so that the students know the correct pronunciation.</p> <p>-Students introduce themselves (using both or just one of the names – if the second option applies, it should be the English sounding name)</p> <p>-Teacher shares rules and evaluation criteria with the students, so that they can give their opinions or make their own suggestions. Teacher and students agree on what are the new rules if there are modifications.</p> <p>-Teacher hands in course calendar and explains it.</p> <p>-Students ask questions on doubts they might have.</p>	25 minutes
Development Engage	<p>Pre- watching</p> <p>-Students receive a worksheet.</p> <p>-Students read instructions.</p> <p>-Before the video starts, the teacher shows four images related to crime and mystery.</p> <p>-In pairs, students share their thoughts on what they think the video is about. They write their predictions on their</p>	10 minutes

	<p>notebooks.</p> <p>While-watching -Students watch an excerpt of Detective Conan <i>Case Closed</i> https://www.youtube.com/watch?v=ulh8h85kCMw</p> <p>After- watching -After the video, students check if their predictions were correct. -Students talk about the video as a class and answer some of the questions on the worksheet out loud.</p>	<p>15 minutes</p> <p>25 minutes</p>
Study	<p>-The teacher shows some pictures of other crime fiction stories the students may or may not know about. Then, the teacher explains some of the features these stories have in common and what they are about.</p>	
Activate	<p>-Students form groups of 3 or 4 people. Each group will receive a bag with clues to solve a mystery. Students will have to guess what's happened and solve the mystery. When a group thinks they have the correct answer they will have to call the teacher and check. If their answer is correct they will have to explain it to the whole class. If their answer is incorrect they will be disqualified. -Teacher monitors the activity.</p> <p>(Story adapted from The Murder Mystery Game https://www.youtube.com/watch?v=Xp_BqkBJxKE) *While doing this activity, students will be listening to baroque music.</p>	
Closure	<p>-Students receive materials to create the classroom decorations of the day. Students can draw and write about what they learnt, they can write about new words they know, etc. *While doing this activity, students will be listening to baroque music.</p>	<p>15-20 minutes</p>

Session 1.

Unit 1

Introducing the Detective Novel Who's done it?



Before you watch the video!

Pay attention to the images on the board and discuss as a class.

What do you think the video is about?

After you watch the video!

1. Do you know who the detective is?
2. Did you know this cartoon/anime series?
3. Where you able to identify the characters?
4. What happened in the story?
5. Do you know any other detective series or movies?

Look at the pictures on the board!

Do you recognize some of the pictures?

What do they have in common?

Solve a mystery!

Form groups of 3 or 4 people. You will receive a bag with clues. Solve the crime and get a prize. Get it wrong and you're disqualified, so think wisely.



While doing this activity, you will listen to some relaxing music that will help you focus to solve the mystery even faster.

Power Point Presentation

Elementary, my dear students!

8th Grade
2016

1 *

Today's class.


- Who am I?
- You will receive:
 - Course program
 - Class calendar
 - A badge
- Who are you?

EVIDENCE

2

Mission V.I.D.E.O

- Before we watch the video.



3

Mission V.I.D.E.O




• After we watch the video.

- Were your predictions correct?
- Read the questions on the worksheet and we'll discuss as a class.


4

Other detectives and crime fiction stories!



5

Solve this mystery!



Who killed Mr. Jensen?

6

Classroom decoration



7

Sample Lesson 7

Unit 3: A Case of Identity.

Session 7: Let's read this!

Objectives:

- ✓ Make predictions
- ✓ Discuss own ideas
- ✓ Justify own opinions
- ✓ Identify relevant information
- ✓ Work collaboratively towards creating the classroom decorations.

Materials:

- Copy of the story "A Case of Identity"
- Worksheets
- Cardboard
- Markers
- Colored pencils
- Computer and/or speakers
- Dictionaries
- Booklets

Lesson Stage	Description	Time
Beginning	<p>-Teacher asks students to sit in a semi-circle and the teacher plays relaxing music. The teacher asks the students to sit or lie on the floor, or to find a comfortable position and close their eyes. Teacher and student take deep breaths. (Suggestopedia)</p> <p>-While students have their eyes closed the teacher writes a reminder on the board so that students hand in their summaries at the end of the class.</p> <p>-The teacher asks the students to open their eyes and to stay on the floor.</p> <p>-Teacher explains the objectives of the class and what the class will be about.</p> <p>-Teacher asks students to take out their copies of the story.</p>	5 minutes
Development Pre- Reading Activity	<p>*Class reads only first section of the story.</p> <p>-Students make predictions based on the title. Students must agree on what are the predictions that make more sense, and the teacher writes them down on the board.</p> <p>Before starting reading, the teacher turns off some lights and lets in only natural light from outside. The teacher might light some candles if necessary. Then, the teacher begins reading the story and students follow the reading with their copies. The teacher makes sure to act out every sentence and use intonation and movements to show the students what's happening.</p>	10 minutes
While -Reading	<p>-Students take notes or highlight information they think might be important. Students also highlight only 3 to 5 words or expressions they do not understand or cannot understand from context.</p> <p>- Teacher makes pauses and answers any questions students</p>	15-20 minutes

<p>After Reading</p>	<p>might have.</p> <p>-The teacher asks the students to stand up and to read along following the same patterns of intonation she uses and the movements she makes. The students share the vocabulary they didn't understand and the teacher writes the words on the board. If students can't understand the meaning of a word, the teacher can act the word out or translate it. Once the teacher has make sure everyone understands the story, she moves on to the next activity.</p> <p>-Teacher hands in worksheet (3-2-1 Sherlock!) where students can write about things they found out in this part of the story, things they found interesting, and one prediction. Students must complete this activity individually. Teacher monitors activity and answers questions. *While doing this activity, students will be listening to baroque music.</p> <p>-After completing the activity, teacher asks students to form groups of 4 or 5 people.</p> <p>Book talk:</p> <p>-Students share what they wrote in the previous activity with group members. -Students share their opinions on the story (if they like it so far or not) -Students agree on classroom decorations of the day. -Students add the new vocabulary to their booklets. -Teacher monitors this activity. *While doing this activity, students will be listening to baroque and classical music.</p>	<p>20 minutes</p> <p>15 minutes</p>
<p>Closure</p>	<p>-Students receive materials to create the classroom decorations of the day. Students can draw and write about what they learnt. Students create a separate classroom decoration where the vocabulary is included. *While doing this activity, students will be listening to baroque music.</p>	<p>25 minutes</p>

Unit 3



A Case of Identity

Name: _____ Date: _____

3-2-1 Sherlock!

Complete this activity with the following information.



3

3 things you found out in this part of the story.

- 1 _____
- 2 _____
- 3 _____

2 things you found interesting

- 1 _____
- 2 _____

2

1

1 prediction about the story

Adapted from: <http://etc.usf.edu/lit2go/32/the-adventures-of-sherlock-holmes/347/adventure-3-a-case-of-identity/> "Student Activity"

Sample Lesson 9

Unit 3: A Case of Identity.

Session 9: Use tools to get the clues!

Objectives:

- ✓ Make predictions
- ✓ Infer theme from context
- ✓ Analyze details to solve the mystery
- ✓ Work collaborative to solve the mystery
- ✓ Discuss own ideas
- ✓ Justify own opinions
- ✓ Identify relevant information and new vocabulary.

Materials:

- Copy of the story “A Case of Identity”
- Worksheets
- Cut out interrogation mark
- Pictures or flashcards
- Typewriter
- Computer and/or speakers
- Mobile devices
- Clues
- Booklets.

Lesson Stage	Description	Time
Beginning	<p>-Teacher asks students not to sit right away. Then, she plays a song and asks the students to move in a crazy way. They can shake their heads, move their arms, anything they want, until someone laughs.</p> <p>-Then, the teacher asks the students to sit in a semi-circle as always (Suggestopedia)</p> <p>-Teacher explains the objectives of the class and what the class will be about.</p> <p>-Teacher asks students to take out their copies of the story.</p>	5 minutes
Development Pre- Reading Activity	<p>*Class read the last section of the story.</p> <p>-Students remember some of the predictions they made during the first session of the unit. They discuss and eliminate the ones that don't make sense anymore.</p> <p>-Before students start reading, teacher explains they have to pay attention to the details that will lead them to finding out the theme of the day.</p> <p>A cut out interrogation mark will be on the board covering the word referring to the theme (Technology).</p> <p>-Teacher turns on the computer and as she reads she shows the students some images related to the scenes of the story, so that they understand the setting. Teacher acts out the story and uses different intonation to speak.</p>	5 minutes
While -Reading	<p>-Students make notes and/or highlight information they think might be important. Students also highlight 3 to 5 words or expressions they do not understand and cannot understand from context.</p> <p>- Teacher makes pauses to answer questions that might</p>	20 minutes

<p>After Reading</p>	<p>come up.</p> <p>-Teacher writes the vocabulary students didn't understand on the board. Then, she translates or acts out the words or expressions. The teacher, then, asks for volunteers who want to act out the section of the story in summary. Other students are welcomed to share their thoughts if something doesn't happen as they understood. Teacher makes sure everyone has understood the story.</p> <p>-Later, the students discuss which predictions were correct as a class.</p> <p>-Students must guess the theme under the interrogation mark. For this activity, students might come up with the answer right away. If they do, they must share the ideas or clues that led them to guess the theme. Other students can participate. If students don't know the answer, the teacher will show them some pictures or flashcards of things related to technology. (cellphones, computers, walkie-talkies, microscopes, among others) If the students can't guess the teacher reveals the answer.</p> <p>-Teacher shows the students an old typewriter. -Students discuss as a class on how technology has changed, the importance it has today, how technology helps in crime investigation and forensics, etc.</p> <p>-Teacher explains there are T.V series that have found a way to make Sherlock a modern character. She explains he uses phone and computers to sometimes solve the crimes. Teacher shows a short clip of both shows so that students have an idea of what the series are like.</p> <p>-Then, she explain that one of these series has also come up with a phone/tablet application where people can help Sherlock solve crimes and be a part of his network. Students watch an excerpt of this video https://www.youtube.com/watch?v=3dlcOqgtZ-I where they can see what this app is about.</p> <p>-For the last activity, students will have to solve a mystery using their phones and all the technology they have at hand. -Students will form groups of 6 people and each group will have to pick a Sherlock.</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>5 minutes</p> <p>25 minutes</p>
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	<p>-The students that are Sherlock will have to stay in the classroom while the other students go outside to find the clues.</p> <p>-Once the students have completed their tasks they must come back to the classroom and check if their Sherlock has received the information. If they have, they must let the teacher know they have the answer. The teacher will call the rest of the students if there's anyone outside and the winner group will share the answer.</p> <p>-Students receive a prize.</p> <p>*All instructions will be in a worksheet.</p> <p>*Students will listen to the BBC Sherlock theme while doing this activity. https://www.youtube.com/watch?v=-hncC_s6XIM</p>	
Closure	<p>Teacher explains the Book talk will be next class, when they will also discuss the last theme to be covered.</p> <p>Teacher also explains they must write their summaries following the same structure than last time. (also on the classroom walls)</p>	5 minutes

Unit 3



Use the Tools to
get the clues!

Name: _____ Date: _____

1. Remember
predictions!

Remember to highlight or underline
important information!



Start reading!

2. Were they
correct?

3. What's the theme? Discuss as a class and check the answer.
4. Check this out! An old Typewriter!!



Watch these videos and comment as a class!

5. Form groups of 6 people. Pick one of you to be Sherlock Holmes. The rest of you will be what he calls "The Network". Together you will solve a mystery. To solve this mystery, go outside the classroom and gather the clues. Once you find a clue, take a picture and send it to your Sherlock! Then come back to the classroom, where will see if you have solved it!

*Use your phones and the school's internet connection (Wi-Fi) and/or messages.
Here is the puzzle!

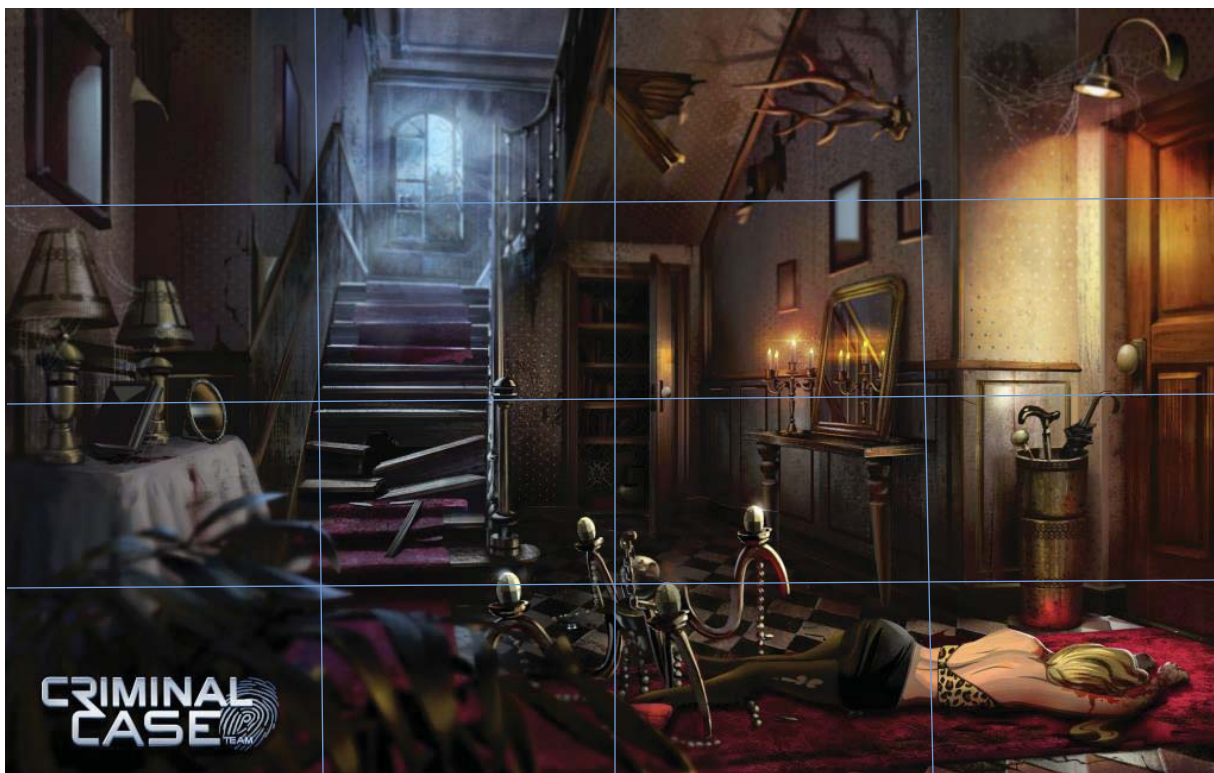


While doing this activity, you will listen to the BBC Sherlock opening theme. It will help you focus to solve the mystery even faster.

Answer:

Picture taken from:

http://www.adweek.com/socialtimes/wp-content/uploads/sites/2/2013/03/CriminalCase_CrimeScene-1024x646.png



*The pieces of this pictures will be left at different places in the school. (Outside the doors of different classrooms.

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6. ¿Te gusta leer? Si la respuesta es sí, escribe el título de tu libro favorito sobre la línea (a):

Si No a) _____

7. ¿Con que frecuencia lees por gusto?

a) Nunca b) Rara vez c) Regularmente c) Siempre

8. Cuando lees en inglés, ¿qué tipo de textos prefieres? (Marca con una (x). Pueden ser una o más opciones)

Artículos y noticias Libros (largo) Cuentos cortos

Poemas y canciones

9. Al leer textos en inglés, ¿qué es lo que más se te dificulta? Ejemplo: No logro entender muchas palabras.

10. Cuando lees, ¿te gusta escuchar música? (Clásica, instrumental, de relajación y concentración u otras)

Si No

11. De los siguientes géneros narrativos, ¿cuáles prefieres? Puedes marcar más de uno.

Crime fiction Horror Comedy Fantasy

Romance Science fiction Tragedy

12. ¿Conoces alguna de estas obras, series o películas de crímenes, misterio y detectives? Puedes marcar más de una opción.

La Ley & el Orden Sherlock El Elementary

Holmes

coleccionista de

Huesos

El detective Conan

La Pantera

21 Jump Street

Zodiac

Rosa

(Comando

Especial)

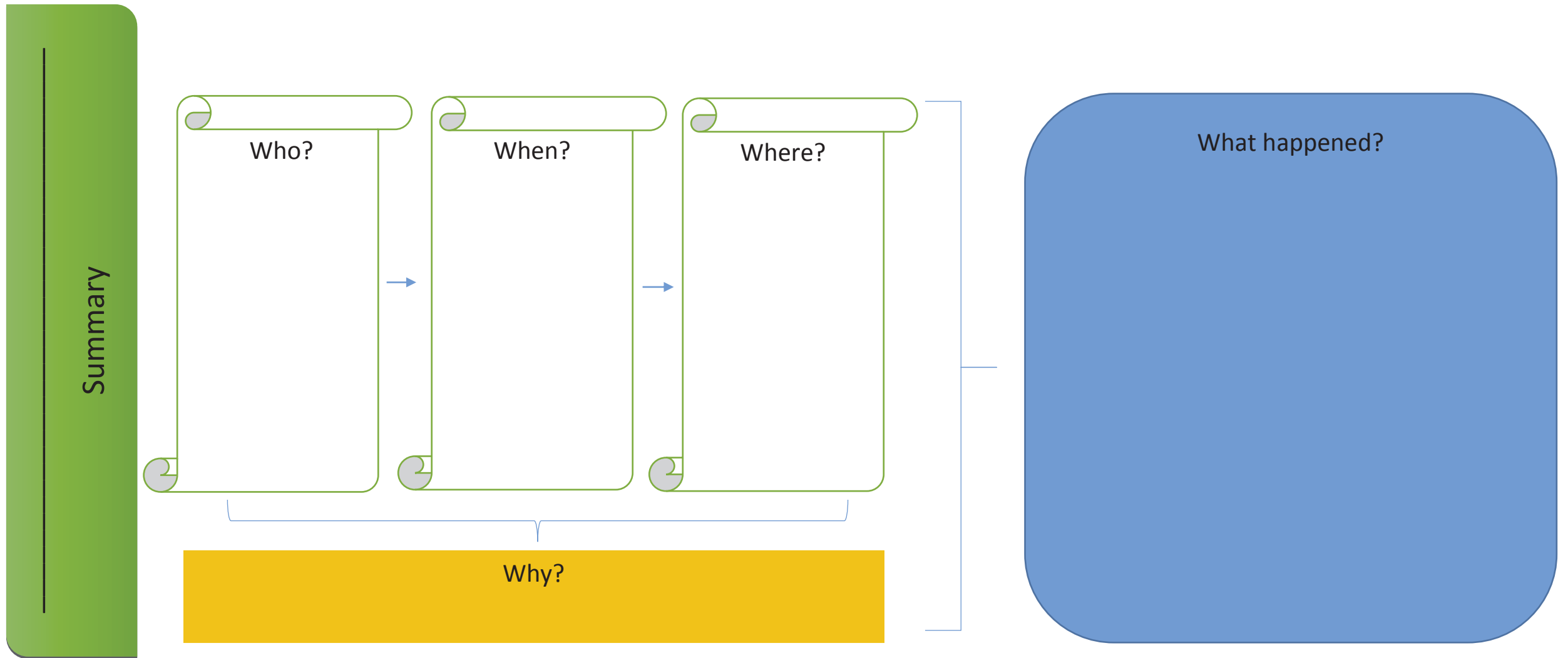
El Sabueso de los

Baskerville

13. De las opciones (obras, series y películas) que marcaste en la respuesta anterior, podrías decir que te gustaron:
- a)mucho
 - b)más o menos
 - c)poco
 - d)no te gustaron

Appendix 2. Sample Book Summary Graphic.

Adapted from: <http://julieverse.com/2013/02/06/helping-your-child-write-summaries-free-printable/>



Appendix 3. Vocabulary Journal.

You will keep a digital or on paper document where you will have add and write expressions, or new words you learn from the stories. You should follow the following format:

The diagram illustrates the format for a Vocabulary Journal entry. It shows a sample entry on the left and instructions on the right, connected by blue arrows. The entry is enclosed in an orange-bordered box.

Sample Entry:

Scandal in Bohemia.
Sir Arthur Conan Doyle

1. Page 13: “*Expression...*”
Sentence using the expression.

2. Page 2: “*Expression...*”
Sentence using the expression

3. Page 10: “*Expression...*”
Sentence using the expression.

A Case of Identity

1. Page 3: “*Expression...*”
Sentence using the expression.
2. ...
3. ...
4. ...

Instructions:

Write the title and the author.

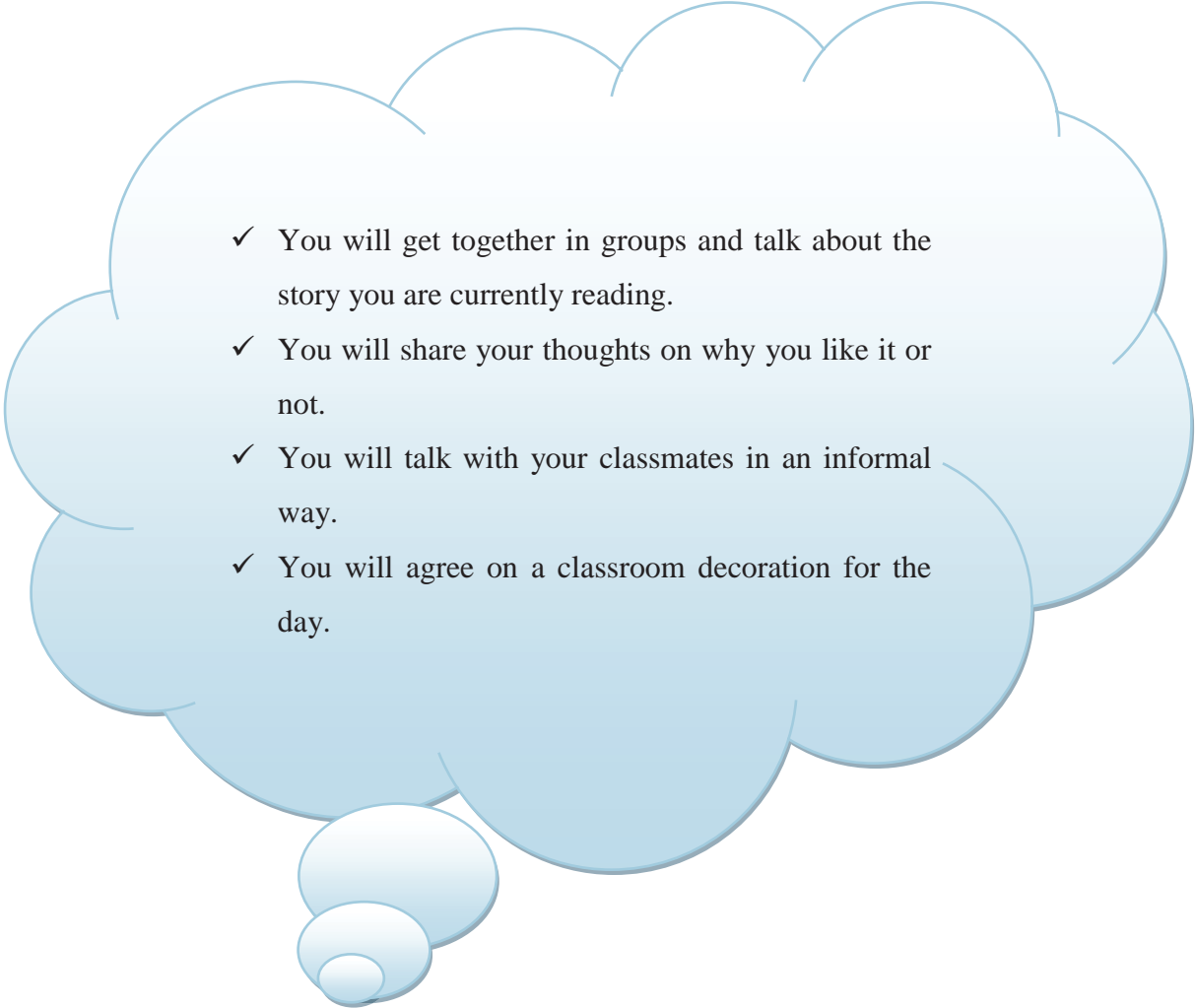
Write the page number. Then write the word or expression. Use the word in a sentence.

Keep a section for each story.

*You should also include a definition of each word.

Appendix 4. Book Talk Checklist.

Book Talk Checklist.

- 
- ✓ You will get together in groups and talk about the story you are currently reading.
 - ✓ You will share your thoughts on why you like it or not.
 - ✓ You will talk with your classmates in an informal way.
 - ✓ You will agree on a classroom decoration for the day.

Appendix 5. Participation Rubric.

Adapted from:

<http://www.haven.k12.pa.us/highschool/faculty/derckm/Class%20Participation%20Rubric.doc>.

Category/Points	4	3	2	1
Attitude	Student is always respectful towards the rest of the class, including the teacher. Student is not critical towards other people's opinions.	Rarely is critical of the ideas or opinions of others. Often has a positive attitude towards the class. Usually treats others with respect.	Often or occasionally has a positive attitude about the class and behaves in a respectful manner.	Students if often disrespecting others ideas and opinions. Rarely behaves in a respectful manner.
Contributions	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed material to class and is ready to work.	Often brings materials but sometimes needs to borrow.	Seldom brings materials and/or is rarely ready to get to work.
Quality of Work	Provides work of the highest quality that	Provides quality work that reflects an	Work occasionally needs to be	Provides illegible work that reflects very little effort or

	reflects the student's best efforts.	effort from the student.	redone or does not reflect any time or effort.	does not turn in any work.
Behavior	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or done nothing for a few classes. Show no disruptive behavior.	Student frequently sleeps and/or disrupts class.

Appendix 6. Final Project Rubric.³

Adapted from: <http://nsaahome.org/textfile/plays/pprubric.pdf>

Criteria/Points	5	3	1
Characterization	They deliver lines in a well-rehearsed believable manner. The actors use gesture, movement, facial expression, and posture in a superior manner to create the characters.	-Characters don't forget almost any lines. -Characters almost always use gesture, movement, facial expression, and posture to create the characters	-Characters forget some lines. -Characters sometimes use gesture, movement, facial expression, and posture to create the characters
Voice	Actors use projection and correct pronunciation - Actors always heard and understood	- Actors almost always use projection and correct pronunciation. - Actors almost always heard and understood	-Actors sometimes use projection and correct pronunciation - Actors sometimes heard and understood
Timing	-Actors finish on agreed time.	-Actors finish a few minutes after the agreed time.	-Actors finish a few minutes after the agreed time.
Staging and Creativity	-Students use their creativity to stage the "play". -Students use props. -Students wear costumes.	- Students use their creativity to stage the "play" but sometimes don't use it at their favor. -Students use little props and/or don't make use of them. -Some students wear costumes and some others don't.	Students were not really creative with the staging. -Students don't use props. -Students don't wear costumes.
Overall Effectiveness	Students complete the task with no problems and meet the objectives of the activity.	Overall, students seem to have achieved the objectives of the task, although with some problems, but very few.	Students had many problems to complete the task and there seem to be confusion as to what they had to do.

³ This rubric has been modified because further research has been made and some aspects of it didn't correlate with the methodology of the project.

Appendix 7. Final Project Rubric. Previous format. Fixed in rubric above.

Adapted from: <http://nsaahome.org/textfile/plays/pprubric.pdf>

Criteria/Points	5	3	1
Characterization	They deliver lines in a well-rehearsed believable manner. The actors use gesture, movement, facial expression, and posture in a superior manner to create the characters. All characters are sustained throughout the performance.	-Characters don't forget almost any lines. -Characters almost always use gesture, movement, facial expression, and posture to create the characters -Characters almost always sustained	-Characters don't forget almost any lines. -Characters sometimes use gesture, movement, facial expression, and posture to create the characters -Characters sometimes sustained.
Voice	Actors use projection, enunciation, correct pronunciation and articulation - Actors always heard and understood	- Actors almost always use projection, enunciation, correct pronunciation and articulation - Actors almost always heard and understood	-Actors sometimes use projection, enunciation, correct pronunciation and articulation - Actors sometimes heard and understood
Timing	-Actors always know cues -Actors finish on agreed time.	-Actors almost always know cues -Actors finish a few minutes after the agreed time.	-Actors forget cues -Actors finish a few minutes after the agreed time.
Staging and Creativity	-Students use their creativity to stage the "play". -Students use props. -Students wear costumes.	- Students use their creativity to stage the "play" but sometimes don't use it at their favor. -Students use little props and/or don't make use of them. -Some students wear costumes and some others don't.	Students were not really creative with the staging. -Students don't use props. -Students don't wear costumes.
Overall Effectiveness	Students complete the task with no problems and meet the objectives of the activity.	Overall, students seem to have achieved the objectives of the task, although with some problems, but very few.	Students had many problems to complete the task and there seem to be confusion as to what they had to do.

Appendix 8. Forms of Consent

THROUGH SHERLOCK'S MAGNIFYING GLASS: TEACHING ENGLISH THROUGH THE
DETECTIVE NOVEL

TRABAJO DE TITULACIÓN: CONSENTIMIENTO INFORMADO

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO | PEDAGOGÍA EN INGLÉS | ROXANA
BUENO LEPE

Yo Lucía Pereira Wetllin, RUT: 16.021.320-5,
Profesora de Inglés del Colegio Luis Cruz Martínez, certifico que he sido
informado/a con la claridad y veracidad debida, y que actué voluntaria y libremente como
colaborador en el ejercicio académico en que la estudiante
Roxana Bueno Lepe me ha invitado a participar. Soy conocedor/a
de la autonomía suficiente que poseo para retirarme y oponerme a este ejercicio cuando lo
estime conveniente y sin necesidad de justificación alguna. Entiendo las intenciones y
propósitos de esta investigación.

Soy conocedor de que la información y datos recolectados serán utilizados en un Trabajo de
Titulación (proyecto de propuesta pedagógica) y una posterior presentación (Defensa).
Además, la información recolectada será confidencial y anónima respecto a mi identidad a
menos que yo especifique lo contrario.

Concedo permiso para utilizar ésta información en:

- Trabajo de Titulación
 Presentación Oral (Defensa)


Concedo permiso para utilizar uno de los siguientes:

- Nombre Completo
 Solo mi Primer Nombre
 Un Pseudónimo

He leído la información anterior y entiendo que puedo retirarme en cualquier momento y por
cualquier motivo. Acepto participar de ésta entrevista.

Estudiante de Pedagogía en Inglés

RUT _____



Profesora de Inglés
RUT 16.021.320-5

TRABAJO DE TITULACIÓN: CONSENTIMIENTO INFORMADO

PONTIFICIA UNIVERSIDAD CATÓLICA DE VALPARAÍSO | PEDAGOGÍA EN INGLÉS | ROXANA
BUENO LEPE

Yo [REDACTED], RUT: 9.441.596-9,
Profesora de lenguaje del Colegio Luis Cruz Martínez, certifico que he sido
informado/a con la claridad y veracidad debida, y que actúo voluntaria y libremente como
colaborador en el ejercicio académico en que la estudiante
Roxana Bueno Lepe me ha invitado a participar. Soy conocedor/a
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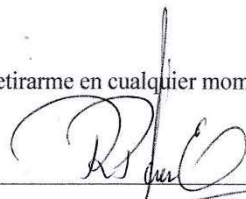
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 Solo mi Primer Nombre
 Un Pseudónimo

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cualquier motivo. Acepto participar de ésta entrevista.

Estudiante de Pedagogía en Inglés

RUT _____


Profesora de lenguaje
RUT 9.441.596-9

