

Electronic Literature and Language in South East Asia

Teacher's Guide to Lessons Level 1: American Literary Classics

This ELLSA teacher's guide can be accessed on the internet at
http://www.rdlthai.com/ellsa_tnote1.html

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Introduction

The lessons in the first stage of ELLSA are appropriate for use by all American Literature, English Language Arts and English as a Foreign Language instructors in Southeast Asia. Teachers outside the region will also find these lessons useful, but may need to adjust an occasional question or cultural reference to adapt it to their specific situation. Ideally, teachers from around the world and many disciplines are encouraged to explore the ELLSA site for lesson plans, ideas and online resources.

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1. Student Level

Students for whom the American Literary Classics lessons will be appropriate should have a low to high-intermediate proficiency in English. This will apply to a wide range of first or second-year university classrooms in Indonesia, Thailand, Malaysia, the Philippines and most countries in the region. Students should have about a 1,000 to 2,000 word reading vocabulary in English, and therefore be able to read these simplified stories and engage in the classroom activities suggested here.

2. Materials & Language

Tier 1 is designed as an online companion to The Ladder Series from USIS. The three titles from that series that are incorporated into this tier are: *To Build a Fire* and other stories by Jack London, *The Red Badge of Courage* and other stories by Stephen Crane, and *The Gift of the Magi* and other stories by O. Henry. The language of these selections has been simplified from the original versions to make them appropriate for the levels described above. As copyright laws prevent us from putting the full text or extended sections of the story online, students will need to have access to the books for proper execution of the lessons. (Like all USIS materials, these books are designed to maximize English at a minimal price. However, if school or student budgets are severely restricted, English departments should consider buying class sets that can be used by different students and teachers throughout the school day and rotated throughout the school year. Fundraising activities, such as recycling campaigns are also encouraged.)

3. Methodology

Teachers and trainers may notice elements of many different language teaching approaches and styles in the ELLSA lessons. Principally, ELLSA incorporates a content-based, language-through-literature approach. In practice, this translates as a systematic study of the short story genre with added dimensions of text exploration and vocabulary development.

4. Lesson Focus

Each lesson focuses on one short story, its author and one element of short story writing exemplified by that story. In addition, language specific to that focus, is often examined.

5. Lesson Design

Following a biography of the author and synopsis of the story, each lesson follows the same four-part design:

1. Pre-story (activation of student background knowledge and vocabulary)
2. In-story (exploration of plot, setting, character, theme or conflict)
3. Exercises (focus on language analysis and use)
4. Follow-up (creative writing, discussion and dramatization projects which allow students to apply their learning to their own ideas)

Text Puzzles Coming soon! Teachers will soon find a resource bank of crosswords, gap-fills (cloze texts), jumbled sentences and vocabulary match-ups for each story. These can be used as options and add-ons for teachers to customize and personalize their ELLSA lessons.

6. Teaching with ELLSA

There are both low-tech and high-tech options for ELLSA instructors, depending upon a school or city's internet facilities.

• Low-tech options

Many schools in Southeast Asia are not yet able to afford modern computers, let alone internet access. For teachers who wish to use the ELLSA lessons in such schools:

1. Print out all portions of the ELLSA lesson which interest you. The main lesson consists of four main parts: pre-story, in-story, exercises and follow-ups. Go to each of these sections and select Print from the File menu and print them part-by-part. If you would like to use the text and vocabulary for the author's biography and story synopsis, you will also have to print those pages as well.
2. Log onto and print out the lesson plan for the lesson you will be teaching.
3. Read through the plan and decide which questions you will cover and which activities and exercises you would like to do from your printouts.
4. Determine what additional materials or photocopies you should prepare for class.
5. Have your students read the assigned ELLSA story before class.
6. In class, students should have their books at hand as you go through the lesson.

• High-tech options

Internet Lab (Written assignment)

1. If a school has an internet lab which English classes have access to, the teacher can guide the students through the ELLSA site in class after they have read the stories.
2. Have two or three students share a terminal and instruct them to write out the answers to questions and exercises in their notebooks at their station. They will need their Classics of American Literature books.
3. Preview the lesson with the students and indicate which questions and exercises they will be responsible for. (Prepare a list on the board to help students to make sure they have accomplished all assigned questions and tasks.)
4. Have all students begin at the pre-story stage and then progress at their own pace.
5. Circulate and monitor the session.
6. Discuss student answers off-line and do the follow-ups as time allows.

7. Internet Lab (Discussion Format)

1. If a school has an internet lab, the teacher can guide the students through the ELLSA site in class after they have read the stories.
2. Have two or three students share a terminal station. They will need their books.
3. Walk the students through the site question-by-question, link-by-link just like a textbook.
4. Have students do pair or group activities at their stations and then discuss results as a whole class, before moving on to the next section.
5. Do the follow-ups as time allows in your regular classroom.

8. Internet Lab (Self-Access Assignment)

At many schools, whole classes cannot reserve the computer or internet lab. In such a situation, simply assign the internet lesson as homework to be done outside of class at campus computer facilities or internet cafes.

1. Tell students to log on to the map of the ELLSA site and click on the story you wish to assign. The site map can be found at:
http://www.rdlthai.com/ellsa_ellsamap1.html
2. Be sure to tell students to bring their books and notebooks with them. Have them work through the lesson in the intended sequence:
 - a) synopsis
 - b) pre-story
 - c) in-story
 - d) exercises
 - e) follow-up

The author's biography can be assigned either before or after the lesson, or even as part of a separate assignment.

3. Ask students to write brief answers for all questions and write out all exercises in their notebooks. (Printing from the file menu is also an option, but may get expensive in terms of ink and printer paper).
4. Discuss the answers on the assigned day using pairwork, groupwork and whole class discussion formats as you see fit. You may also simply collect the papers and check the students' work.
5. Do follow-up as time allows.