

**GOAL**

After the grade 6 English Language Learners (ELLs) have completed the lesson based on the short story written by Frank Stockton titled “*The Lady, or the Tiger?*” they will be able to identify the narrative elements in the story then write a similar short story indicating the narrative elements in their own story. (Estimated time needed: minimum 8 hours)

## Learner & Context Analyses

### Learner Analysis

The general characteristics the sixth graders are expected to bring to the instruction are:

- Reading Comprehension: (intermediate skills)
  1. Understanding meaning
  2. Locating keywords / skimming and scanning
  3. Highlighting main points
  4. Rephrasing
  5. Answering questions appropriately
  6. Making inferences about meaning
- Writing:
  1. Writing short well-organized essays
  2. Writing an outline
  3. Writing (a) introduction with a hook, lead in, thesis statement; (b) body with topic sentences, supporting sentences; (c) conclusion with thesis restatement, saying, final thought.
  4. Using transition words appropriately
  5. Peer and self-editing/evaluation
  6. Checking for logical progression of ideas / flow
  7. Applying basic grammar/spelling rules including tenses, parts of speech, subject-verb agreement, punctuation, capitalization, and direct/indirect speech.
- Presentation:
  1. Handing in papers that are visually clear and pleasing.
  2. Using visual aids purposefully and effectively.

Learners’ attitude toward content: They are expected to be eager to learn how to write a short story since they will be using this skill in their regular English class. The ESL class is a class where they feel they can have all the support they need in order to do well.

Learners’ attitude toward potential delivery system: They are supposed to be used to the setting of instruction: dictionaries, computers, overhead projector, relevant posters hung on walls, resource area, (small) group work, relaxed and friendly atmosphere.

Learners' Academic motivation: They are expected to be both intrinsically and extrinsically motivated. Intrinsically, because they want to learn as much as they can in order to prove to their peers who are not ELLs that they know the material. Extrinsically, because they want to do well in their regular English class.

Learners' general learning preferences: They learn better in interactive settings in which they are involved in their own learning. They like h Page 15 activities and simulations designed to meet their diverse needs.

Group characteristics: The learners are ELLs, so they need constant reminders of how well they are doing, how much they are progressing, and how proud they should be of their progress. The student teacher ratio in ESL classes is 4 or five students to one teacher. Lessons are highly individualized. Students are grouped according to their levels; so ESL classes are rather homogenous. There is a diversity of cultures (students coming from different backgrounds with varying native languages), but a uniformity of levels. Besides, all ESL students have their say in the content of the syllabus which is tailored to their needs.

### **Performance Context**

At the beginning of every semester, a needs assessment is conducted in order to better tailor the syllabus to the ELLs' needs. The learners are given an ESL test to measure their progress and are given surveys about what they feel they need to learn and focus on. Moreover, each ELL is privately interviewed by the teacher for additional feedback. On another note, the ESL teacher constantly meets with the content teachers regarding the ELLs' needs.

Physical and organizational environment where the skills will be used: The learners will mainly be using the new skills in the regular English classroom since the unit they would be covering there would be about short stories and narrative elements. Getting the support of the ELLs' regular English teachers and their classmates in that regular English class is very important to them.

Possible constraints: The only possible constraints would come from peer pressure and fear to make mistakes. However, the atmosphere in which the lessons are offered is very safe and conducive to learning. The ELLs are constantly reminded that it is OK to make mistakes. Several quotes supporting that are hung on the walls in the classroom.

### **Learning Context**

Learning will take place in a big rectangular classroom that the ELLs usually go to for their ESL classes. This room is filled with posters hung on the walls; those posters represent the students, their countries, and the skills they will be learning throughout the year, including short story analysis. In addition, the tables in the room are set in a way that encourages group work. There are also dictionaries available, computers, an overhead projector, and a resource area. The learning atmosphere is relaxed. The whole setting in that classroom makes the ELLs want to also spend most of their free time there.