



Coordintor: Jafar Dorri
Email: Jafar_dorri@yahoo.com

Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution* in in the box below.

Your "My Contribution" should include:

- A title, your name, affiliation, and email address;
- A "Quick guide" to the activity or teaching technique;
- No more than 700 words excluding the appendices;
- An introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.

It should be:

- In Microsoft Word format;
- Double-spaced with an extra space between sections.

Online Short Stories

Fatemeh Nikui Nezhad

MA in TEFL, Kashan. Farzanegan High School

Email: fnikui@yahoo.com

اشاره

ستون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامه درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده در کتاب معلم شکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درسی از سبک آموزشی طراح خود نیز تأثیر می‌پذیرد. از همین‌رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (E-mail) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick Guide

Many researchers have shown the positive effect of Short Stories as an extensive reading program on improving the learner's language knowledge. It aims "to develop good reading habits, to build up knowledge of vocabulary and structure, to encourage a liking for reading" (Richard & Schmidt, 2002: 193-194), and to increase reading speed and comprehension (Manson & Krashen, 1997). Short Stories as an extensive reading program can be administered in

English classes to achieve these goals.

Proficiency level: Any level from beginners to advanced

Preparation time: 30 minutes needed to explain the whole reading program and its aims

Activity time and place: Any place at students' convenience during the weekends as an extra activity

Materials: A computer connected to the internet average speed

Introduction

To meet the needs of all the students in multi-level classes, teachers can utilize online short stories as a great tool to stretch the class time to a few extra hours outside of class in order for some interested students to read authentic materials and present them to the class as an extra activity assessed and scored by the teacher. Online Short Stories provide the students with a variety of interesting stories consistent with their level. The teacher can observe the students' progress via reading logs handed in each week by the students as well as the lectures presented to the class.

Procedures

Step 1: The teacher familiarizes the students with the plan of the course and

the work on short stories as an extensive reading program and chooses the interested students.

Step 2: The links to short story websites (<http://web2.uvcs.uvic.ca/courses/elc/studyzone/>) are introduced to the students either online or via pictures taken by the teacher beforehand.

The students can access more online short stories or fables via these links, as well:

<http://www.umass.edu/aesop/fables.php>

<http://www.englishiseasy.ir/>

Step 3: The teacher demonstrates how to choose the level and reading topic.

Step 4: The students select the level and topic of their interest before they start reading the story, which is followed by some comprehension check exercises.



Step 5: When they are done with the short story, the students work on tasks consisting of various types of writing a summary, recreating the story, gap-fill and multiple choice comprehension questions.

Step 6: The students hand in their completed "Reading Log" including the summary of the story by the next class session. (See appendix 1).

Step 7: Following the teacher's timetable, each student makes a short presentation on the summary of the story as his/her part of the class participation.

Conclusion

Short Stories as an extensive reading program can be a promising instructional tool that may strengthen the students' reading skill. It offers them the opportunity

to be exposed to authentic reading materials. The time is extended beyond the English class time and the students choose the stories of their own interest based on their reading level.

In order for students to benefit from this very online program, they should be reading at an appropriate difficulty level with the aim of practicing the skill of reading for pleasure. The teachers should be facilitators to let the students experience this online reading outside the classroom.

References

- Manson, B. & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102.
- Richard, J.C. & Schmidt, R. (Eds.). (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). London: Longman.

Appendix

Student's Reading Log

Name:

Title of the Story:

Level:

How did you like the story?

Great ☐

Good ☐

OK ☐

Boring ☐

How do you see your progress in reading?

Terrific ☐

Good ☐

Need more practice ☐

Write the summary of the story.

