

READER'S GUIDE

This guide is designed to enrich your reading of the articles in this issue. You may choose to read them on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the articles with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers' groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

A Ten-Step Process for Developing Teaching Units (Pages 2–12)

Pre-Reading

- 1.** Have you ever collaborated with other teachers or administrators on a curriculum development project? Have you ever discussed with your colleagues how to adapt a curriculum or textbook for your classes?
- 2.** When teaching a class for the first time, what process do you use if you need to create your own curriculum or syllabus?

Post-Reading

- 1.** If you were going to revise with your colleagues a curriculum for a particular course, which stages of this ten-step process do you think would be the hardest to perform? What would you and your colleagues need to do to achieve success for those stages?
- 2.** In the authors' view, what is the significance of reflection in teaching? To what degree do you think this could help teachers at your institution design curriculums?

Literature Circles as Support for Language Development (Pages 13–21)

Pre-Reading

1. Have you ever participated in a book discussion group or literature circle? Have you ever discussed short stories or books with your students?
2. What are the potential benefits of extensive reading for English language learners?

Post-Reading

1. How can literature circles improve students' critical thinking skills?
2. Of the five roles in a literature circle (Discussion Director, Literary Luminary, Illustrator, Summarizer, and Vocabulary Enricher), which one might be most difficult for your students to perform? How would you help a student get started with this role?
3. What book or short story would work well for a literature circle in your class? Which activities in this article would you use with that text?

The Rio–Warsaw Connection: Encouraging Interculturalism among Students (Pages 22–29)

Pre-Reading

1. Have you ever used Facebook or other Internet-based social media programs with your students? What are the benefits for adolescent and adult learners?
2. If you were asked for advice on teaching culture, what would you say? What do you think teachers need to keep in mind when teaching culture in the classroom?

Post-Reading

1. The author describes Week Six as not working out as well as he had anticipated. If you were doing the ten-week project with students from your country, how would you change the Week Six task to make it work more effectively?
2. The second pre-reading question asks for your thoughts on teaching culture. Have they changed in any way after reading this article? The author mentions, “We are looking at people with whom we could not imagine what we have in common, and we are learning to identify and take apart stereotypes.” What techniques presented in this article do you think can best help your students continue to do this?