

# READER'S GUIDE

**T**his 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.

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## **Applied Theatre, Adolescent English Learners, and the Performance of Literacy (Pages 2–11)**

### **Pre-Reading**

- 1.** What issues do teachers of adolescent English language learners need to be aware of? How might these issues affect classroom motivation?
- 2.** What benefits do English language learners experience when they participate in classroom drama? Have you ever used dramatic techniques (improvised role plays, charades, etc.) in your class?

### **Post-Reading**

- 1.** In the “Context building: Co-creating wor(l)ds” section, the authors say: “Applied theatre engages everyday people as ‘spect-actors’ . . . .” What do the authors mean here? How does this concept apply to the techniques in this article?
- 2.** What books or short stories have you read that might work well with the techniques discussed in this article? Are there any traditional folktales in your culture that could be used to teach English?

## Engaging Students as Tutors, Trainers, and Leaders (Pages 12–20)

### Pre-Reading

Have you ever tutored someone or been tutored by another person? If yes, what did you think of the experience? If no, what questions would you have if someone asked you to tutor a student or peer?

### Post-Reading

1. Under Step 1 on page 13, the author discusses a cultural issue that influenced the creation of the tutoring program in the country she resided in. What cultural issues would you need to consider if you were setting up a tutoring program in your country?
2. What do you think would be the biggest obstacle in retaining tutors in your country over a long period of time?
3. If you started a tutoring program, what questions do you think the parents of students would have?
4. If you wanted to start a tutoring program, who could the tutors be? Whom would they tutor? Where could the tutoring sessions be held? How could you get the program started?

## On How Thinking Shapes Speaking: Techniques to Enhance Students' Oral Discourse (Pages 21–29)

### Pre-Reading

Are there any techniques you like to use when teaching extended speaking or oral discourse? Have you used any specific methods for helping students organize their speech?

### Post-Reading

1. In the section called “Strategies to structure oral discourse,” the authors state: “Our efforts in the classroom are based on helping students think and act strategically . . . .” Do you agree with the authors? If so, how does thinking and acting strategically connect with other issues such as teaching grammar and vocabulary?
2. Which technique from this article would work best in your classroom? If you used it, how would you follow up or extend it?