

# 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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## Three Interactive Alternatives for Developing Reading Fluency (Pages 2–11)

### Pre-Reading

1. How do your students develop their reading fluency in English?
2. Do you offer or assign specific tasks to your students to help develop their reading fluency? If so, how satisfied are you with the results?
3. Have you ever used interactive activities to help your students develop their reading skills? If you have, what did the students do? What was the focus? Did the students enjoy the activities?
4. What have you done, or what do you continue to do now, to develop your own reading fluency?
2. In what ways are the three suggested activities similar to one another? In what ways are they different?
3. If you are in a discussion group, choose a reading passage, prepare a few questions, and try the activities with a colleague. Afterward, discuss the experience. How did you feel during the activities? What did you learn? How does trying the activities yourself affect the way you can present the activities to your students?
4. Select a reading passage that your students are familiar with. Prepare questions that can be used during these three activities. Take time to think about how you will explain the activities and give instructions to your students. Try the activities in class. Afterward, reflect on the experience. How did your students react? How did *you* feel? How much time did the activities take? What was most challenging for you as a teacher? What will you do differently next time you try the activities?

### Post-Reading

1. The author offers three interactive suggestions for developing reading fluency: *Start-up!*, *Pop-up!*, and *End-up!* How well do you understand each of the three? Try to describe each one in your own words.

## Using a Workshop to Raise Awareness of the Role of English in Promoting Sustainable Development (Pages 12–23)

### Pre-Reading

1. What, to you, is sustainable development? If you had to, how would you explain the concept to your students? Why is it important?
  2. Have you ever included the topic of sustainable development in your classes? What was the purpose? What did you do, and what did your students do? What were the outcomes?
  3. How much do your students know about—and think about—issues related to sustainable development?
  4. The title emphasizes “the role of English in promoting sustainable development.” What do you think this role could be? Jot down a few ideas of your own. Discuss with colleagues. Perhaps you can ask your students for their ideas.
  5. You are a busy teacher. Does the word *workshop* in the title of the article make you think that this article won’t be relevant to your teaching situation? Even if you don’t have the opportunity to conduct workshops, read the article and, as you do, think about how you can use any or all of the suggested activities in the classes you teach.
- activity, or do they feel frustrated? If you have time, ask them to create more fictional languages of their own—and then try the activity again.
  3. Go back to Pre-Reading Question 4. Now that you’ve read the article, how would you explain “the role of English in promoting sustainable development”? Does reading this article make it easier for you to meet “the common challenge of demonstrating the importance of English to students who do not have much contact with users of English in their daily life”?
  4. If you are unable to conduct a workshop, try using these activities—in order—as part of a course you are teaching. How could you integrate these activities with other course content? What obstacles might you face—and how might you overcome them?
  5. If you are unable to integrate these activities in your courses, collaborate with colleagues and hold a special after-school or weekend workshop. Make sure to reflect—and get feedback from students—on each activity as you go and on the workshop as a whole. At the end, discuss ways that you can enhance or adapt the activities for future workshops. If you hold a second workshop, consider asking the participants from the first workshop to act as facilitators.

### Post-Reading

1. What are some issues related to sustainable development that you could present to your students to make them understand the importance of the topic? Can your students suggest sustainable-development issues of their own?
2. In Activity 1, participants are told to speak in a “fictional language” that is almost impossible for others to understand. In your own words, what is the purpose of this activity? Try the activity with your students. Are they able to understand the purpose(s) of the activity on their own? Do they enjoy the