

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.

The Potential of Open Educational Resources for English Language Teaching and Learning: From Selection to Adaptation (Pages 2–9)

Pre-Reading

1. Which choice best describes how familiar you are with Open Educational Resources (OERs)?
 - a. I have never heard of them.
 - b. I have heard the term, but I'm not sure what they are.
 - c. I know what they are, but I have never used them in my teaching.
 - d. I have used them in my teaching.
2. If you know what OERs are, what do you think are some challenges related to using them?
3. When you want to supplement the content of the curriculum you are assigned to teach, where do you find additional materials? Are you satisfied with those materials?
4. Have you ever adapted materials for use in your classroom? Why did you do it, and what were the results?
2. Considering your situation, what do you see as the main advantages of using OERs in your teaching? Can you think of any possible disadvantages?
3. The authors suggest several OER databases. Choose one and explore it. Do a search for a topic that you teach or plan to teach soon. Encourage a colleague to do a similar exploration and search, and compare your findings. Did you find content that you can use in your teaching?
4. The authors write, "[OER] Materials may need to be adapted for language difficulty, cultural responsiveness, and approach to teaching." Do you feel comfortable adapting content? Choose a passage from an OER source that you explored in Question 3 above. How might you adapt it for your teaching context and for your students' needs and language level? To get started, you might try adapting a short passage. You might also consider joining with colleagues to collaborate on adapting materials that all of you can use in your teaching.

Post-Reading

1. Did this article give you a clear understanding of what OERs are and how you might be able to use them? How likely are you to explore using OERs in the near future?

Teaching in Emergencies: Building Resilient Practices as Language-Learning Teachers (Pages 10–17)

Pre-Reading

1. When you see “Teaching in Emergencies” in the title of the article, what kinds of emergencies come to your mind?
2. Have you ever taught in an emergency? What was the situation, and what did you do? Did you feel prepared?
3. Has your education—or your current institution—prepared you for possible emergencies you might encounter as a teacher? If so, what was the preparation or training like? How much do you remember?
4. What does the term “resilient practices” mean to you?
5. Do you feel prepared to respond to an emergency right now?
3. Many people would certainly consider the onset of a worldwide pandemic an emergency. What steps have you and your colleagues taken to help your students, both emotionally and with their language learning, during the pandemic? Which, if any, of the steps described in the article did you and your colleagues take?
4. Based on your own experiences, as a teacher and throughout your life, are there other steps you could add to the list provided in the article?
5. Is responding to emergencies something that you and your colleagues discuss, either formally or informally? What could you do to familiarize your colleagues with best practices related to emergencies?

Post-Reading

1. Did reading this article make you aware of some emergencies and ways to prepare for—and respond to—them that you hadn’t thought about before? If so, what did you find most helpful about the article?
2. The authors list six steps that teachers can take to help their students (and themselves). Which of those steps could you and your colleagues integrate into your educational practices now?
6. The article offers suggestions for using music visualization to provide students with coping mechanisms in emergencies and times of stress. Try the practice with your students. What are the results? How do you feel about the practice?