

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.

Motivating Student Reading through Post-Reading Book Creation (Pages 2–13)

Pre-Reading

1. What does the term “post-reading book creation” mean to you? What images come to mind when you think about this term?
2. What techniques do you use to get your students to engage with a text they have just read?
3. What techniques do you know of to get young learners to interact with books and stories they read? Do you think similar techniques can be used with advanced learners and/or adult learners?

Post-Reading

1. The authors discuss the potential that book creation has for increasing students' motivation to read, and they say that if a post-reading activity “does not garner student interest, and ... does not make students want to read more, it is of limited value.” Do you agree? What post-reading activities that you use have increased student motivation?
2. Pick a story that you have your learners read.

Then choose one of the book types that the authors present and make a book of your own, based on the story that you assign to your students. What is the experience like? What can you learn about the story and interacting with the story by making a book like this?

3. Why do you think the young learners mentioned in this article were so excited about the books that they created? What kind of excitement or interest would you like to see in your learners after they do a post-reading activity? In your teaching situation, how can you evaluate whether a post-reading activity is a success?
4. Which is more important to you as a teacher of reading?
 - A. Your students are able to accurately retell, in their own words, a story that they have read.
 - B. Your students are able to read a story and relate it to their own lives, even if there are gaps in their understanding of the story.

Utilizing Podcasts in Virtual EFL Instruction (Pages 14–23)

Pre-Reading

- How familiar are you with podcasts?
 - I have used podcasts in my teaching.
 - I listen to podcasts regularly, but I have never used them in my teaching.
 - I have listened to at least one podcast, but I don't listen to them regularly.
 - I know about podcasts, but I have never listened to one.
 - I don't really know what podcasts are.
 - Why do you think people listen to podcasts? What purposes might they have?
 - If you listen to podcasts, what is your purpose?
 - Do you think your students listen to podcasts on their own?
- haven't, are you likely to listen to one of them now, after reading the article?
 - If you were to use a podcast in your teaching, what would your purpose be? Would you use a podcast during your class? Would you assign students to listen outside of class?
 - In Table 1, the author lists some of the podcasts that are made for English teaching and learning. Which podcast seems to best fit your students' needs and your teaching purposes?
 - Listen to an episode of the podcast you just selected in Question 3. Will it be useful for your students? How would you prepare your students to listen? How would you scaffold the materials? What benefits can you see your students getting from listening to that podcast?

Post-Reading

- Before you read this article, did you know that there are podcasts available specifically for teaching and learning English? Have you ever listened to one of these podcasts? If you
- What advantages and disadvantages do you see about using podcasts in your teaching situation? Did the article convince you to try using podcasts in your teaching?

Getting Students to Speak Up: Classroom Atmosphere Is Key (Pages 24–29)

Pre-Reading

- How would you describe the atmosphere in your classroom? How do you think your students would describe the atmosphere in your classroom?
 - When you were a student, what factors made you feel comfortable to speak English (or another language you were learning) in class? Can you remember anything that your teachers did that made you more likely to want to speak in class?
- things that a teacher can do to affect the classroom atmosphere?
 - The author gives several suggestions for affecting the classroom atmosphere in a positive way. Have you tried any of those ideas in your own classroom? Were they effective? Can you think of any suggestions that the author did not mention?
 - If you think that any of the author's suggestions would not be successful in your classroom, what are the reasons? Are there ways that you can adapt the author's ideas to give them a better chance of succeeding?
 - How important is it to you that your students feel comfortable speaking English and expressing their ideas freely in your classroom?

Post-Reading

- The author points out that cultural differences can influence how comfortable students are speaking English in a classroom. Which do you think has a stronger influence—the surrounding cultural environment or the