

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.

Questionnaires as a Tool for Teaching English Language through Learner-Created Knowledge (Pages 2–9)

Pre-Reading

1. What comes to your mind when you think about questionnaires? In your experience, what are questionnaires typically used for?
 2. Have you ever used questionnaires in your language teaching? Can you think of ways that using questionnaires in language teaching might make sense?
 3. To you, what is “learner-created knowledge”? How might your learners create knowledge, and how might that help them improve their English language skills?
- teacher can support learners as they develop questionnaires. Have you ever created a questionnaire? How might you prepare yourself to best support learners during this step?
3. If you have the freedom to do so, consider working with colleagues to develop an activity or a project based on questionnaires, as the authors describe. How do you think your learners would react to the idea of “creating knowledge” on their own? Would trying this approach energize your learners? Would it energize your colleagues—and you?
 4. As you reflect on the article, list the benefits you can think of to incorporating questionnaires into your teaching. Besides getting practice with authentic language use, what are other ways that learners can benefit? Can you think of any drawbacks, and if so, how could you deal with them?

Post-Reading

1. The authors discuss learner-centered pedagogies and note that “shifting pedagogical paradigms . . . is likely to meet resistance at all levels.” Is this true in your context? How easy or difficult do you think it would be for you and your colleagues to integrate new pedagogies?
2. The authors suggest that after learners create a list of topics they find interesting, the

Managing Volunteers in Language Teacher Associations (Pages 10–20)

Pre-Reading

1. Have you ever asked for volunteers or managed them? What challenges might be involved when working with volunteers?
2. Have you ever volunteered to help out an organization or to work on a large project? If so, what do you remember about the experience? What went well, and what could have gone better?
3. What would you do to encourage people to volunteer to help with something you were working on?
2. The author presents a variety of ways to recruit volunteers. Which would be the most effective in your location? What would be the most effective approach if someone wanted to recruit *you* to volunteer?
3. In what ways might volunteering in a language teacher association (LTA)—or managing volunteers—strengthen someone’s teaching?
4. The author wrote this article to serve as a helpful guideline for those who need to manage volunteers in an LTA. Was there anything in the article that surprised you or that you had never considered before? Is there anything in your experience with volunteers and volunteering that the article didn’t address?

Post-Reading

1. The article makes a number of suggestions for managing volunteers. What similarities can you find between these suggestions for managing volunteers and suggestions for effective classroom management?

Advocacy for Language Teacher Associations (Pages 21–29)

Pre-Reading

1. What do you know about language teacher associations (LTAs)? What do you think they do, and what do you think they *should* do?
2. Are you a member of an LTA? If not, what are the reasons? If so, what is working well? Could anything be done better?
3. Think about the word *advocacy*. What should language teacher associations advocate for? How can they do so effectively?
- Language Teacher Association have with an LTA where you teach?
3. Throughout the article, the author provides questions in brief “Let’s Pause and Reflect” sections. Take a moment to actively respond to these questions and put your answers into words. Does doing so give you any insights that you hadn’t had before?
4. Does reading this article make you more likely to join an LTA? Why or why not? Does it make you consider rethinking your LTA’s practices?

Post-Reading

1. The author lists four types of advocacy typically practiced by LTAs. Which type(s) would make the most sense for an LTA in your locality to practice? Why? If you belong to an LTA, which type(s) does your association tend to emphasize?
2. The author provides a case study of a fictional LTA. What similarities does the Blue
5. Whether or not you belong to an LTA, how likely are you to share this article—and the article on managing volunteers—with colleagues and discuss the articles with them? What points in the articles seem most relevant to you and your situation?