

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.

Listening to Diverse English Voices through Podcasts (Pages 2–11)

Pre-Reading

1. Are you able to give your students opportunities to listen to diverse English voices? How do you do so?
2. What are some benefits of listening to diverse English voices?
3. What types of diversity among English voices can you think of?
4. Try completing the sample lesson (beginning on page 7) yourself or with a colleague. In which courses that you teach could you include this lesson? Could you include the lesson in different courses for different purposes?

Post-Reading

1. Did the article convince you of the importance of the English as an international language model?
2. Which of the pre-listening, while-listening, and post-listening activities would be most effective with your students?
3. How likely are you to use the approach the authors describe in the article? What do you like most about their ideas?
5. Check the list of 22.33 episodes at <https://eca.state.gov/2233> and listen to some of them. Which topics seem to be the best fit for your classes and your students' interests? Choose one and, with colleagues, develop a lesson—like the one described in the article—for the episode.
6. Could you or your students make podcasts similar to the 22.33 podcasts? What might some of the topics be?

Contextualizing Teacher Training through Needs Analysis and Reflexivity (Pages 12–24)

Pre-Reading

1. What are the strong points and the weak points of the teacher training you have received throughout your professional development?
2. Have you ever conducted a needs analysis related to teacher training? What do you think a teacher-training needs analysis should involve, and how could it be carried out?
3. What is your understanding of “reflexivity”? How might it relate to teacher training?
4. Whether you are a teacher trainer or not, what do you hope to learn by reading this article?
3. Choose an event related to teacher training that you have experienced. First, examine the event using single-loop analysis; then, examine the same event using double-loop analysis. What results does each type of analysis produce? If you are a teacher trainer, consider asking your trainees to analyze an event using one of these types. How can you use their responses to facilitate their growth as teachers?
4. Answer the self-survey questions in Figure 7 on page 23. Ask others (colleagues or trainees) to answer the same questions about themselves. If you feel comfortable doing so, share your responses; if not, keep your answers to yourself. Either way, answer the same questions at certain points in the future (three months, six months, a year, etc.) and compare your responses to the responses you give now. What has stayed the same, what has changed—and why?

Post-Reading

1. The authors describe a number of ways to conduct needs assessment (surveys, interviews, etc.). In your context, what would you be most interested in learning through needs assessment? If you consider advantages and disadvantages of the various methods, what would be the most effective way for you (and your colleagues) to carry out a needs assessment?
2. What was your reaction as you read the section on the self and reflexivity, beginning on page 18? If you had to explain to a colleague how these concepts relate to teacher training, what would you say?
5. The authors write that, regarding teacher training, there is “no perfect measurement that can show that the exact goal has been achieved.” For you, whether as a trainer or as a trainee, what are your teacher-training goals, and how do you assess whether they have been achieved? Which tools and techniques described in this article can best help you do that?

Is There a TA in Your Future? Upper-Class Teaching Assistants in the EFL Classroom (Pages 25–33)

Pre-Reading

1. Have you ever been in a class, as a teacher or as a student, that had a teaching assistant (TA)? If so, what do you remember about the TA’s duties and role(s)?
2. When you see the term “teaching assistant,” what comes to your mind? In an EFL classroom, what do you think a TA could or should do?
3. Would you like to have a TA? If you had one, what would you like your TA to do in order to make your classes as productive as possible? In what ways would having a TA benefit you, your students, and the TA?
2. How would lower-level students at your school react to having upper-class students as TAs?
3. How much support, if any, do upper-class students at your school already provide to students in lower-level classes? Are there ways to increase that support, either with or without a formal TA program in place?
4. Would it be possible to set up a TA program where you teach? What would be the main obstacles? Think of three challenges to starting a TA program at your school. Now think of ways to overcome each of those challenges.

Post-Reading

1. Do you think upper-class students at your school would be interested in serving as TAs? If they are not particularly interested, what are some ways you could motivate them?
5. Would you be interested in starting a TA program at your school? Why or why not?