

# 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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## Let Them Play: Board Games for Language Practice (Pages 2–15)

### Pre-Reading

1. What experience do you have, either as a teacher or as a learner, with using board games for language practice?
  2. What is your general attitude toward using games for language practice? How do you think your learners feel about using them? Your colleagues? Your school administration?
  3. Can you think of three benefits of using games—including board games—in your language classroom? Write them down or type them, and save them until you finish reading the article.
  4. Can you think of three drawbacks to using games—including board games—in your language classroom? Write them down or type them, and save them until you finish reading the article.
1. for language practice. Did reading the article change your mind about any of the drawbacks? Did you discover benefits that you hadn't considered before?
  2. Playing board games is obviously not the only way to give practice. How would you incorporate these games into your lessons most productively?
  3. The article includes suggestions for helping students create their own games and game content. What topics and structures that you teach could be turned into a game that you and your students might create? Can you think of at least three? Can your students help you come up with ideas?
  4. Check out the selection of free, downloadable board games that are available on the American English website. Which ones match up best with the content your students are learning? Give them a try—remember to follow the authors' steps for optimizing a gaming session—and see what happens!

### Post-Reading

1. Take a look at the lists you prepared before reading the article of the possible benefits and drawbacks related to using games

## The Line between Questions, Responses, and Readers (Pages 16–25)

### Pre-Reading

1. What meaning do you get from the title? What do you expect to learn by reading the article?
  2. Do you typically ask questions as you go through a text?
  3. Is it important for readers to ask questions about what they are reading? What kinds of questions could/should language learners ask about texts they are reading in the target language?
  4. How do you think responses fit in with questions and readers?
- a good one to use the first time your students try QAR?
  3. In the QAR approach, questions are categorized into four types. Is it necessary for learners to understand what types of questions are being asked? Why or why not?
  4. This article is based on Stephen Crane's "The Open Boat." In what ways would this story be appropriate (or perhaps inappropriate) for your students to read? Do the detailed suggestions offered in this article make you more likely to assign the story in your classes—and more confident to teach it?

### Post-Reading

1. How comfortable would you be implementing the Question-Answer Relationship (QAR) approach with your students? How is QAR similar to—or different from—the approaches you currently use to teach reading?
  2. The authors emphasize that when students first encounter the QAR approach, it should be with a text that they are already familiar with. Which text that you already teach would be
5. Choose a story that you assign in your classes—one that you are already familiar with—and write questions about it, following the QAR format. Is it easier to write some types of questions than it is to write others? Which type(s) are you most interested in hearing your students' responses to?
  6. Next time you read something, monitor yourself: Are you asking questions, perhaps even without realizing it, about what you are reading?