

# 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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## Storytelling Clubs: A Multilingual, Multimodal Approach (Pages 2–13)

### Pre-Reading

1. Does your school or community have a storytelling club? If so, what are the goals of the club? If not, would you like to start one?
2. What benefits can students (and others) gain through storytelling?
3. What do the words *multilingual* and *multimodal* suggest to you about the approach described in the article? How do you think this approach could be applied in a storytelling club?
3. The author emphasizes the importance of storytelling in various cultures. What is the role of storytelling where you teach?
4. The article carefully describes six modules that were used in the Tanzanian Storytelling Club, and the author notes that each club member repeated the same story throughout the modules. What do you think are the strengths of this approach? What might be some benefits of having club members change stories for different modules?

### Post-Reading

1. What is your reaction to the article? Are you interested in starting (or joining) a storytelling club with your students—or with others in your community?
2. At your school, what do you think the students' level of interest in joining a storytelling club would be? How could you generate interest and/or motivate students to join?
5. Reread the section called "How to Start a Storytelling Club." Jot down—or discuss with a colleague—responses to the four main questions the author asks in that section. Does doing this help you envision how to start a storytelling club successfully or strengthen a club you already have?

## Using Interactive Video to Boost Engagement in Online Courses, MOOCs, and More (Pages 14–21)

### Pre-Reading

1. What is “interactive video”?
2. How do you think interactive video could be used for language learning?
3. How easy is it for you to keep students engaged—in online courses, in-person classes, or other situations? How important is it for you to find ways to increase their engagement?

### Post-Reading

1. Did the descriptions of interactive video and its uses inspire you to try it in your teaching? In your opinion, what is the most important benefit? Are there any possible drawbacks?
2. Although the author focuses on online contexts, the article also suggests ways to use interactive video with in-person classes, such as for review or with homework assignments.

How would your students react to using interactive video instead of completing traditional exercises with pencil and paper? Are there advantages besides potentially increasing student engagement?

3. Check the sample lesson (“English at Work”) and the examples in Figure 1. How closely do these match the kinds of content you teach? Do these examples help you envision how you can apply interactive video in your lessons?
4. The final section is called “You Can Do It!” Take the author’s advice and prepare a few sample questions that are related to the content you teach. Is it fun to create them? Try it—and see if using interactive video might increase your own engagement as well as your students’!

## Activity Proposal to Work with English Language Variation: Focus on the Phonetic-Phonological Level (Pages 22–29)

### Pre-Reading

1. What are some examples of English language variation that you can think of?
2. Do you actively incorporate content related to language variation in your courses? Why or why not?
3. Why do you think the author focuses on the phonetic-phonological level?

### Post-Reading

1. Has reading the article convinced you of the importance of teaching students about language variation? In what ways can being aware of language variation—and being able to comprehend different variations—help your students, now and in the future?
2. Reread the section near the beginning of the article called “Examples of Linguistic Variation.” Do all of the examples seem familiar to you? What other examples come to mind as you reread this section?

3. The author provides six activities designed to increase students’ awareness and understanding of language variation. Which activities are most interesting to you? Can you think of ways to integrate the activities into your current lessons?
4. As part of Activity 3, the author suggests having “students come up with words that are pronounced differently in their native language.” If your students have a shared first language, ask them to work in pairs or groups and think of examples. What examples do they come up with? Do they find the exercise enlightening? Do they think of examples that you were not aware of?
5. Has reading this article increased your own awareness of language variation? Does it make you more aware of language variation in your community or your school? If so, how will that increased awareness affect your teaching?