

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.

How Many Words Is a Picture Worth? Integrating Visual Literacy in Language Learning with Photographs (Pages 2–13)

Pre-Reading

- 1.** Read the quotation by Ansel Adams at the beginning of the article. What do you think it means?
- 2.** What are your favorite ways to use photographs in your class?

Post-Reading

- 1.** By yourself, with a small group of colleagues, or with a class, work through the steps for Strategy 1: Photo Analysis using the cover of this issue of *Forum*. Reflect on how well the process worked and what you would change the next time you perform this activity.
- 2.** The author states, “The way we perceive pictures depends on our existing schema, a product of memories and past experiences unique to each of us. Because interpretation of what

we see is subjective, analyzing images provides opportunities for meaningful student-to-student interaction. . . . challenge students to share the feelings that an image provokes.” Find a photograph that you think will be thought-provoking for your students. Then, based on what you have learned in this article about prompting students to analyze photographs, think of several questions for your students on the image you have chosen. Think of questions that will ask students not only to describe and evaluate the photograph, but also to share their feelings with their classmates. When your questions are ready, try them out with your class.

Encouraging Learners to Create Language-Learning Materials (Pages 14–23)

Pre-Reading

1. Do you think it is possible for students to create their own language-learning materials and activities? What might be the benefit of having students do this?
2. How do you define learner autonomy? How do you try to encourage it in your classroom?

Post-Reading

1. In the “Facilitating materials development” section, the author discusses eight principles. Which do you think might pose a challenge for you when having your students develop materials? Can you suggest any other principles you think would be necessary for doing this in your classroom?
2. Imagine you are going to have your students produce their own materials for the first time. How would you explain the concept to your students? Which technique from this article would you start with? What would you tell students reluctant to do this because they are worried about an upcoming exam?

Listening Cloze Meets Info-Gap: A Hybrid Activity to Exploit Listening Materials (Pages 24–32)

Pre-Reading

1. Have you ever used cloze (fill-in-the-blank) activities when teaching listening? What did your students think of these activities?
2. Are you familiar with information-gap activities? If so, have you used them in your classroom?

Post-Reading

1. The author says, “One way to integrate as many skills as possible is to combine different activities. Integrating skills is simply approaching real life and real language use. In other words, if you want to be a good speaker, you should be a good listener as well” How have you integrated the teaching of speaking and listening in your class? Do you think any of the listening activities you have done helped make your students better speakers?
2. For putting the listening cloze info-gap activity into practice, the author suggests using radio broadcasts, podcasts, or songs. Can you think of any specific examples of these that would work well with your students?