

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.

Vocabulary Games: More than Just Wordplay (Pages 2–13)

Pre-Reading

1. Imagine you have just finished playing your students' favorite vocabulary game with one of your classes. Students were excited, had fun, and really improved their vocabulary knowledge—but the classroom was a bit noisy. Then, outside the classroom, you meet your school principal, who heard all the noise. She says, "Games are play; learning is serious." How do you respond?
2. Think of some vocabulary games you have played yourself or used with your students. How did they help you or your students learn? Make a chart with two columns, "Name of Game" and "How It Helped."

Post-Reading

1. What are some of the advantages of using vocabulary games, according to the research mentioned in the article? Do you agree? Why or why not?
2. Think about the games discussed in the article (Hangman, Speed Words, Word Wall Crawl, Chopstick Take, Changing Register, Keep or Toss?). Choose one of them and try to think of a variation of the game that will address more of the items in the Word Knowledge Matrix. For example, in Hangman, students could be asked to indicate a picture of a banana or an actual banana to demonstrate understanding of the word. Therefore, in the Recall row, the box for Conceptual meaning could be checked.
3. Choose one of the games you analyzed in Pre-Reading Question 2. Complete the Word Knowledge Matrix below for that game.

	Phonological form	Orthographic form	Conceptual meaning	Part of speech	Register	Lexical field	Collocations	Frequency of usage
Recognize								
Recall								
Produce								
Legend: X = definitely doing; P = possibly doing; S = silent production								

Crowdsourced Language Learning: Lessons for TESOL Educators from Online Language-Learning Enthusiasts (Pages 14–23)

Pre-Reading

1. We know we can learn a great deal about language learning from researchers and experts in the field. Can we also learn from other language learners? Why do you think so? What can successful language learners teach us about language learning?
2. What online resources for language learning are you aware of? Do you use any of them yourself? Why or why not?
3. Think of some websites you use regularly. How do you evaluate their credibility and usefulness?

Post-Reading

1. Choose one of the websites mentioned in the article that is of interest to you or your students. Visit that site. Then review its credibility using the criteria in Figure 1. Based on your review, would you use the site yourself or recommend it to your students? Why or why not?
2. What are the four phases the author recommends for using online language resources? Make a list. Are all of the phases appropriate for the students you teach? Which ones would you use, or not use, with your students? Why? Consider your students' ages, interests, and critical-thinking skills.
3. Review the information on safe web browsing on page 20 (under Phase 1). Then consider your students. What guidance on safe web browsing would you give your students?

Teaching Better, Together: Literacy Coaching as Collaborative Professional Development (Pages 24–31)

Pre-Reading

1. Think about the role of a sports coach. Then think about the role of a mentor of teachers. How are the roles the same? How are they different? Make a T-chart. Follow the example:

Ways the roles of sports coach and teacher mentor are similar	Ways the roles of sports coach and teacher mentor are different

2. Imagine that a senior teacher at your school just volunteered to be the school's new literacy coach. In what ways can the new literacy coach help teachers?

Post-Reading

1. Your school is going to hire a new literacy coach. The principal has just asked you to write a help-wanted ad for the new position. Use information in the article to write the ad.
2. Imagine that you are going to meet with your school's literacy coach in a few minutes. What questions do you have for the coach?
3. How can teams of teachers use the ideas in the article to help them, even if their school does not have a literacy coach?