

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.

The Pragmatics of Greetings: Teaching Speech Acts in the EFL Classroom (Pages 2–11)

Pre-Reading

- 1.** Have you heard of pragmatics before? What does it mean? What are some examples of pragmatics when using English?
 - 2.** What might be some examples of pragmatic “mistakes”? Can you think of a verbal or nonverbal pragmatic mistake you have made when speaking English or your native language? If you were in the same situation again, what, if anything, would you do or say differently?
- 2.** In the section called “Task 3: Using discourse completion tasks (DCTs),” the author provides several situations that can prompt students to practice English in various social contexts. Can you think of other situations, perhaps at your school, that would work well for discourse completion tasks? Try writing some and using them with your students.

Post-Reading

- 1.** Think of the standard greetings (verbal and nonverbal) in your native language. How are they similar to or different from the greetings discussed in this article? Would your students potentially make mistakes with any of these greetings in English? Which techniques from this article would you use to help your students make these greetings in English?
- 3.** The author recommends asking students to keep greeting journals. Before you do that, try keeping a greeting journal yourself for a week. What does keeping the journal help you notice? What might you tell your students about your experience before you give the greeting-journal assignment to them?

Pragmatic Activities for the Speaking Classroom (Pages 12–19)

Pre-Reading

1. Imagine that you are at a meeting at school. Your supervisor makes an announcement that worries you. What do you say in the meeting? What do you say to a coworker after the meeting? How are the things you say in each situation the same? How are they different?
2. You are going to explain to a friend how to make a special kind of food from your country. Which would be easier, explaining how to make it in your friend's kitchen or explaining over the phone? Why? Which would require more detail and explanation? Why?
3. You need to make a request to a colleague at school. What do you say to get the colleague to agree? How do you say it? Think of things such as words, phrases, idioms and other expressions, and intonation.

Post-Reading

1. Look at the speech act set (SAS) for apologizing in Figure 1 on page 14. Imagine that you borrowed a coworker's book and spilled coffee on it by mistake. How do you apologize? Use the SAS to write an apology.
2. What are some good attention getters for apologizing? For requesting? Write two lists.
3. What is a softener? Why are softeners important? What are some good softeners for apologizing?
4. Look at the SAS for requesting in Figure 1 on page 14. Which parts of it are easiest for your students? Which parts are hardest? Why? How can you help your students learn to make effective requests?

Publish, Don't Perish: Ten Tips (Pages 20–28)

Pre-Reading

1. What English language teaching journals and publications do you like to read? Why do you like them?
2. Have you ever written an article for publication? If yes, describe your experience in a few sentences. What did you learn from your experience? What would you do differently next time?
3. Do you want to write something for publication? Why or why not? What questions do you have about how to get your ideas published?

Post-Reading

1. Imagine you are going to write an article (or a Teaching Technique) for *English Teaching Forum*. What successful English teaching experience, special knowledge, or expertise do you have to share with other teachers? Brainstorm a list of ideas and topics that you could use in an article. You might check the *English Teaching Forum* submission guidelines (americanenglish.state.gov/submission-guidelines) to help you think of ideas.
2. Are any of the factors discussed in the article holding you back from writing for publication? Which ones? What suggestions in the article can help you move forward?