

**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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## **Listening Journals for Extensive and Intensive Listening Practice (Pages 2–11)**

### **Pre-Reading**

- 1.** How did you learn to listen in English or in another language you learned? How successful were you in building your listening skills?
- 2.** How do you teach students to listen in your classes now? Would you like to improve the way you teach listening? Why or why not? What improvements would you like to make?

### **Post-Reading**

- 1.** What is the difference between intensive and extensive listening?
- 2.** What is the difference between teaching listening and testing listening? Which one are you doing right now in your classes?
- 3.** What are some good sources of listening selections for your students? Make a list.
- 4.** Suppose you want to make a Listening Journal activity for your whole class. Find a listening selection that would work for your students. Then create the activities students will complete. Make a chart like the one in Table 1 or Table 2, depending on the level and learning needs of your students.

## Using Freewriting to Make Sense of Literature (Pages 12–19)

### Pre-Reading

1. What do you know about freewriting? What is your opinion of freewriting as a technique in the classroom?
2. Have you used freewriting exercises with your students? If so, what was the purpose? Were you satisfied with the results? If you haven't used freewriting, what has kept you from doing so?
3. What techniques do you use to help your students engage with and make sense of the texts they read in your classes?

### Post-Reading

1. Choose a text that you use in one of your classes. What freewriting prompts could you give to your students to help them explore the text?
2. The authors point out that “we do not propose freewriting in and of itself as a

substitute for local, regional, and national traditions that the literature curriculum carries with it” (pages 12–13). What traditions are associated with the literature curriculum in your context? How could you productively integrate freewriting into your teaching within those traditions?

3. How do you feel about freewriting along with your students? Would you be willing to share part of your freewriting passage with them? What advantages (and possibly disadvantages) do you see to sharing your writing and thinking in this way?
4. What do you feel are the strengths of the freewriting approach described in the article? If you feel there are challenges to this approach or elements that you would feel uncomfortable incorporating in your context, what adaptations or alternatives can you think of?

## Using Concept Mapping to Teach Young EFL Learners Reading Skills (Pages 20–26)

### Pre-Reading

1. Have you used concept maps with your students? For what purposes did you use them? What were the results?
2. What techniques do you use to help your students learn vocabulary terms? What techniques do you use to help students place story events in chronological order? What techniques do you use to help students make inferences?
3. Do you ask your students to make predictions before they read a story or book for the first time? Why or why not? Do *you* make predictions when you read novels or stories?

### Post-Reading

1. Which stories or books that your students read would work best with these concept maps? Why? Which stories or books would not work as well with these concept maps? Why?

2. The concept maps described in this article were created for use with young learners. If you teach older or more advanced learners, how could you adapt these concept maps to use them in your classes?
3. Choose a story that you use with your students. Fill in a set of concept maps for the story. If a colleague also teaches the same story, have the colleague complete concept maps for the story. Compare your concept maps and discuss similarities and differences. When you have students complete concept maps for the story, compare your concept maps to theirs. How are they similar and different? What are some reasons for the differences? And—how does filling in the concept maps yourself affect the way you present the concept maps to your students and the way you react to and evaluate theirs?