

# 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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## Cell Phones for Low-Resource Environments (Pages 2–13)

### Pre-Reading

1. Have you asked your students to use cell phones for an English assignment, either in class or as homework? What did you ask them to do? How did they react? What was the outcome of the assignment?
  2. Do you think cell phones have a place in the English language classroom? How many reasons can you think of to support their use? How many reasons can you think of to keep cell phones out of the classroom (or the school)?
  3. Do you have a cell phone? Have you ever used it to learn English (or another language)? If so, how did you use it? How do you feel about that experience?
1. like to have your students try the same activity. How could the activity support their language learning? What scaffolding would your students need in order to carry out the activity productively?
  2. Reread the description of the English All around Us activity (beginning on page 4). Spend a few days taking pictures of “English around you” (i.e., English you see in your everyday life). Are you able to find samples of English that you could use in teaching any of your classes? If you are not able to find samples you can use in your teaching, why do you think that is?
  3. Consider the “Obstacles to Using Cell Phones in Class” section (pages 11–12). Which of these obstacles, if any, is relevant in your classroom or your school? If you believe that cell phones can support your students’ language learning, what steps could you (and possibly your colleagues) take to overcome those obstacles?

### Post-Reading

1. Choose one of the activities described in the article and try it yourself. For example, you and a colleague might talk about the features of your cell phones you like most (and least). After you finish the activity, decide whether you would

## Get Up and Sing! Get Up and Move! Using Songs and Movement with Young Learners of English (Pages 14–25)

### Pre-Reading

1. Imagine listening to your favorite song. How does it make you feel? Do you dance and move whenever you hear the song? Do you sing along?
  2. Can you remember the first time you learned to sing a song in a foreign language? What was the song? Was it difficult to learn? How did you feel singing in a language that was different from your mother tongue?
  3. Note that the title of the article emphasizes both songs and movement. Why do you think there is an emphasis on *movement* as well as on singing?
  4. Do you consider yourself a good singer? If you do, have you sung to (or with) your students as part of your teaching? If you don't, has a lack of confidence in your singing ability ever kept you from using a song-based activity with your students?
  5. Make a list of the English language skills you think students can practice and learn through songs and movement. Then make a list of other skills (besides English language skills) you think students can practice and learn through songs and movement.
2. This article discusses music as an effective tool to manage young learners in the classroom. Have you used music to help manage students in your classes? If so, in what ways did you incorporate musical content into your lesson plans? If not, what is your rationale for not using music as a classroom-management tool—and did reading this article make you reconsider your position?
  3. The author says, “Always do the singing and movement along with your students” (page 18). Why do you think she believes this is important? Do you agree?
  4. The article is directed primarily at teachers of young learners. If you teach learners in other age groups, which of the activities described in the article could you use effectively with them?
  5. The author suggests “personalizing” songs when possible. Pick out a song that you might want to have your students personalize. Then, personalize it for yourself. How easy or difficult is it? What challenges might your students have if they try to personalize the same song themselves?

### Post-Reading

1. The author discusses the cognitive and behavioral benefits for young learners when they listen and move to music. What has been your experience in the classroom with the use of music as a learning tool? Do you find that students are better able to concentrate on lesson material when you use music as a part of your lesson plan?
6. Go back to the lists you made for Pre-Reading Question 5. How would you change or expand those lists now?