

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.

Identifying and Building Grit in Language Learners (Pages 2–9)

Pre-Reading

1. How familiar are you with the word *grit*? What does it mean to you?
2. Think about students you have taught who were “successful” in learning English. What qualities did they have that, in your opinion, led them to success?
3. Now think about your own language-learning experiences. What qualities do you have that have made you successful? Do you have any qualities that have hindered your language learning?
3. Did reading this article change your mind about what you feel is necessary for someone to learn English? If so, how?
4. The author says, “Teachers should avoid language that labels students’ skills as fixed, and they should praise risk in the classroom.” Do you agree? If so, list ways that you can apply this belief in your teaching. If your students are reluctant to take risks, what can you do to help them understand that taking risks can be beneficial and to maximize their risk-taking opportunities?

Post-Reading

1. In the context where you teach, is “having grit” a quality that is valued highly?
2. Think of three people you know who have shown grit. If you are in a discussion group, share one of those people’s stories with the group—or share a story when you have shown grit yourself. What can you learn from those stories? How can you incorporate one or more of those stories in your lessons in a way that can support your students’ language learning?
5. Have your students use the WOOP method, or another approach, to create a “success plan” for themselves. What scaffolding, if any, would you need to provide in order to make the exercise meaningful and productive for them?

Good Instruction-Giving in the Second-Language Classroom (Pages 10–19)

Pre-Reading

1. How would you rate your ability to give good instructions? Do your students always understand your instructions and follow them exactly? (Or do they do that most of the time ... some of the time ... only rarely?)
 2. When you use a new activity in class, do you plan how you are going to give instructions for the activity to your students? If so, how do you plan?
 3. What do you do when students don't seem to understand the instructions you have given them?
3. The next time you are ready to give instructions, especially for a new activity, take out your phone and record yourself giving instructions. Pay attention to how well the students are able to follow your instructions. Then, after the class, watch (or listen to) the recording of yourself giving instructions. Use the advice in the article to evaluate what was most effective and whether there is something you would like to change or add the next time you give instructions.

Post-Reading

1. Have you ever had an experience like the one the author describes in the first paragraph? If so, what did you do? Was the situation resolved to your satisfaction?
 2. The author discusses the use of Total Physical Response (TPR) to help students understand instructions. Have you tried using TPR for this purpose? What was the result? If you
4. Pair up with a colleague. Observe each other's teaching, focusing on instruction-giving. After each class, use the evaluation forms in Tables 3 and 4 to peer-evaluate and self-evaluate yourselves giving instructions. Compare the forms and discuss. Was the peer-evaluation similar to the self-evaluation? Why or why not?

Service Learning and Community Engagement for English Classes (Pages 20–27)

Pre-Reading

1. What does the term “service learning” mean to you?
 2. What do you think the connection is between service learning and English language learning?
 3. What kind of community engagement does your school—or your classes—have?
2. The author discusses both need-based and curriculum-based designs. What are the main advantages of each? How well do you think each approach would work in your context?
 3. The author describes two service-learning projects that she has implemented. In what ways are they similar, and how do they differ? Would a project similar to either of these be appropriate for your community? Which parts of these projects might you be able to use in a project of your own?

Post-Reading

1. After you finish the article, how would you describe your attitude toward using service learning in your classes?
 - A. Enthusiastic and ready to try
 - B. Interested but unsure whether it could be successful in your community
 - C. Not interested in trying it