

# 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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## **The Movable Class: How to Class-Manage for More Active and Healthful Lessons (Pages 2–13)**

### **Pre-Reading**

- 1.** In your classes, how much time do students typically spend moving around? Make an estimate. Is it zero percent of the class time? Is it ten percent, 20 percent—or more? Do you think that's enough? Would you like to add more movement to your classes?
- 2.** If your classes include movement, what benefits does movement give your students (and you)?
- 3.** If your classes don't include movement, what are the reasons?
- 4.** Take a moment to think of your favorite activities and classroom tasks, the things you do again and again in your classes. List them here:
  - a.
  - b.
  - c.

Save this list. You'll come back to it after you have finished reading the article.

### **Post-Reading**

- 1.** The article presents a number of reasons to incorporate movement into your classes. How many reasons can you remember without going back to the article to check? (Take a moment to remember them.) Now go back and check the article. How does your own experience with using movement in the classroom match the benefits the author describes?
- 2.** Think of a reason for *not* using movement in your classes. Now . . . pretend you are the author of this article. What do you think the author would say or suggest if he heard your reason for not using movement?
- 3.** Which movement-based idea from the article are you most likely to try first? Think of a way to incorporate it into the next class you teach. Afterward, reflect on the experience. What happened? Is there anything you might change the next time you try it? Which idea do you want to try next?
- 4.** Go back to the list of tasks and activities you wrote in response to Pre-Reading Question #4. Think. How can you make each of them more movable? Write down your ideas, and if you can, share and discuss them with a colleague.

## New Ideas for Teaching English Using Songs and Music

(Pages 14–21)

### Pre-Reading

1. The title promises that the article will present “new ideas” for using songs and music to teach English. What do you think these new ideas will relate to? Kinds of music? Technology? Student involvement? Before you read the article, take a moment and imagine or predict (jot down in a journal and/or discuss with a group) what these new ideas might be.
2. If you already use songs and music in your classes, what are your goals? Do you usually use the songs to introduce or reinforce content from lessons you are teaching, or do you usually have other purposes in mind?

### Post-Reading

1. The author suggests that when you are selecting music to use in your teaching, you should not “be afraid to stray outside your target grammar points” and describes an experience she had when she was learning French. Have you ever experienced a similar kind of learning breakthrough when listening to a song in English? Ask your students if they have had

breakthroughs like this when listening to songs in English and give them opportunities (for example, in journals and class discussions) to share their experiences of this type.

2. Suppose you were going to give a presentation to introduce your students to a musician they might not be familiar with. Which musician would you choose? What are the most important things you would like your students to know about that musician and his or her music? Going through this thought process yourself can help you guide students who have difficulty deciding on a musician to feature in the Portrait of a Musician activity.
3. If you have access to the Internet, explore one of the websites listed in the Music Websites section. What resources or ideas on the website could be useful for you in your teaching? If you participate in a teachers’ discussion group, consider having one or more teachers explore each website, then report to the group on what they found. What does each website offer that is most useful for your students?

## Listen to the Music: Using Songs in Listening and Speaking Classes

(Pages 22–29)

### Pre-Reading

1. What experiences have you had using songs and music to teach English? Make a list of the challenges you have had. Then make a list of successes you have had. How did you overcome the challenges? Are you able to think of reasons for the successes?
2. If you have used songs to teach listening and speaking, what songs have been your favorites to use in the classroom? Choose one of those songs and take a moment to write down (or discuss) reasons that that particular song has been “successful” in helping your students learn.

to you in your context? Choose a song that you have used in the classroom and answer the questions as they relate to that song. Do the answers reflect the experiences you have had when you taught that song?

2. The article describes three activities involving music. Consider each of these activities. Would the activity be more effective with a song your students already know or with a song they may never have listened to before?
3. Choose one of the three activities and select music (one song or more than one song) to use with that activity. Try the activity with your students. Then reflect on the activity. What went well? What might you need to adapt if you use the activity again? Keep in mind that the effectiveness of the activity depends on many factors.

### Post-Reading

1. The authors offer a list of questions to help teachers choose songs that are appropriate for their lessons and for their teaching context. Which of these questions are most important