

# 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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## **Beyond the Plagiarism Checker: Helping Nonnative English Speakers (NNESs) Avoid Plagiarism** (Pages 2–15)

### **Pre-Reading**

- 1.** How would you define *plagiarism*? How would you explain to your students what plagiarism is?
- 2.** In your classes, how much time do you typically spend discussing plagiarism?
- 3.** Have you seen examples of plagiarism in your students' writing? If so, what did you do?
- 4.** Do you think your students are aware of what plagiarism is? Do you give your students any tasks or activities designed specifically to help them avoid plagiarism?
- 5.** When you studied, how much emphasis did your instructors place on avoiding plagiarism?

### **Post-Reading**

- 1.** Did your understanding of what plagiarism is change as a result of reading this article?
- 2.** In your own words, how would you tell your students what plagiarism is? How would you make them understand why avoiding plagiarism is essential?
- 3.** Ask your students the same question the author asked her students: "Is it okay to lift one sentence from the Internet and put it into your essay without acknowledging the source?" Use your students' responses to start a discussion and lead into the activities and exercises provided in the article.
- 4.** Give the sample plagiarism quiz (Figure 1 on page 5) to your students; you can make copies or read the questions aloud. Use students' answers not for a grade but to assess their understanding. Then use the activities and exercises provided in the article to strengthen students' understanding of issues related to plagiarism. After that, give the sample plagiarism quiz again. Are there still issues that cause confusion and uncertainty among your students?

## Radio Drama for Speaking Practice (Pages 16–25)

### Pre-Reading

1. Have you ever listened to a drama on the radio? If so, what do you remember about it?
2. In what ways do you think a radio drama might differ from other kinds of drama, such as a movie drama and a drama performed on stage?
3. Which of the following best matches your feeling after you read the title?

\_\_\_ Sounds exciting! Can't wait to read the article!

\_\_\_ Radio drama? I never thought about using that in my teaching before. I'm curious. I'd like to learn more about how it works.

\_\_\_ I don't see how I can use this. But I'm willing to read the article; maybe I'll get some new ideas.

### Post-Reading

1. What are some benefits your students might get from performing in and listening to radio dramas? Are those benefits the same as or different from benefits they would get from performing in and watching dramas on stage?
2. What challenges do you think your students might have in preparing and performing a radio drama? How would you advise and/or prepare your students so that they are able to meet those challenges?
3. The author emphasizes that students need to read with appropriate emotions in their radio dramas. Find a script or story and try reading a few lines of dialogue with emotion. How easy is it for you to do that? Practice a few more times. Does it feel natural? What can you do to help your students relax, become confident, and read their scripts with natural emotions?
4. If your students have trouble thinking of characters or a plot they would like to develop, what prompts or suggestions can you give to help them? If you decide to write a script as a model for your students, what characters and plot would *you* choose?
5. The author uses *Aladdin* to illustrate Freytag's Pyramid. If your students are not familiar with *Aladdin*, what story could you use instead to illustrate the pyramid?
6. Assign one of your classes to prepare and perform a radio drama, following the guidelines in the article. Afterwards, review the activity. What were the results? Did the perceived benefits match your expectations? Did students enjoy the activity? Would you try it again with another class? If you do assign a radio-drama activity to another class, what changes, if any, would you make in the assignment?