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.

Online Reading Strategies for the Classroom
(Pages 2–11)

Pre-Reading
1. Think about your reading habits. What percentage of your reading is done online? What percentage is done on paper? What about your students—do they usually read online, or do they mainly read in print?

2. What differences can you think of between how you read online material and how you read material that is in print?

3. What basic strategies do you try to get your students to use in order to improve their reading comprehension and fluency? Are those strategies the same whether your students are reading online or reading something on paper? If not, how do the strategies differ?

Post-Reading
1. Did reading the article convince you that different strategies are needed for reading online and for reading in print? If so, what are the main reasons?

2. The author presents three strategies that can help language learners (and others) be efficient and productive online readers. Choose a reading assignment that you usually give to students. How can you incorporate one or more of the strategies in that assignment?

3. Can you apply any of the suggested strategies to your reading assignments, even if your students are reading in print rather than online?

4. The author provides several organizers. Before you assign any of them to your students, choose one (such as a blank version of Table 1). Select a reading passage or article—one you have assigned to your students or one they might read when doing research. Complete the organizer, based on that reading. How easy or difficult was it to complete the organizer? How does completing the organizer yourself better prepare you to explain a similar assignment to your students?
How to Write an ELT Conference Abstract
(Pages 12–23)

Pre-Reading
1. Have you ever submitted a proposal
to give a presentation (or another kind
of session, such as a workshop) at a
conference? How did you know what to
include and how to write it? What was
the result?
2. Pick a topic that you would like to give a
conference presentation on. Now write
a draft of an abstract to explain to the
selection committee what you will do
in the session and what it will cover. Put
the draft aside and keep it so that you can
refer to it after you have read the article.

Post-Reading
1. Make a quick list of what you have
learned by reading this article. Did
anything surprise you?
2. If you have written conference abstracts
before, do you agree with everything in
the article? Does your own experience
match the procedure and explanations
given by the author?
3. Take out the draft of the abstract you
wrote for Pre-Reading Question 2
and review/analyze it according to the
information in the article. What moves
did you use? If you were to revise it,
what would you add, delete, or change?
Consider exchanging drafts with a
colleague and peer-reviewing each
other’s abstract, then revising.
4. If your students give presentations in
class, have them submit abstracts to
you before they present. What are the
advantages of having them do this?
How could you use the information in
this article to make the assignment as
productive as possible?

Using a Case Study in the EFL Classroom
(Pages 24–33)

Pre-Reading
1. When you hear the term “case study,”
what do you think of? How would you
explain what a case study is to someone
who is not familiar with the term? If you
are not sure what it means, what do you
think it might mean?
2. What expectations do you have for the
article after you read the title? Make a
list of the courses you teach. In which
course(s) do you think a case study
would be the most useful for helping
students reach the goals of the course(s)?

Post-Reading
1. Table 1 lists advantages and possible
challenges related to using case studies.
Think about your own teaching
situation. For you, do the advantages
outweigh the challenges? Which
advantage(s) could convince you to try
a case study in your teaching? Which
challenge might concern you the most?
2. Return to the list you made in Pre-
Reading Question 2 of the courses
you teach. Now that you have read the
article, in which course(s) would using
a case study be most appropriate? Can
you use the topic in the author’s example
(choosing a candidate for a position) in
your classes? If not, could you adapt it so
that it is a better fit?
3. With a colleague, brainstorm case-study
topics that might be useful in the courses
you teach. Pick a topic and plan how you
would fit it into a course. What would
you do first? What would be the most
difficult challenges you would face?