

# 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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## 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?
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?

### 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?

## 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?