

# 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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## **Case Studies in ESP Course Development: Medical English for Turkmen and Mexican Medical Specialists** (Pages 2–9)

### **Pre-Reading**

1. Read the title of this article. Do you think the content of the article will apply to you and your teaching situation? If so, why? If not, try to think of ways that the article *might* apply to your teaching.
  2. What would you do if you were assigned to teach a course in Medical English? What information would you need when designing the curriculum to make sure the course is relevant and practical for the learners?
  3. Have you ever taught an English for specific purposes (ESP) course? What was the topic? What was the experience like for you and your students?
  4. In what ways do you think an ESP course differs from a general English course? In what ways might those courses be similar?
1. Read the title of this article. Do you think the content of the article will apply to you and your teaching situation? If so, why? If not, try to think of ways that the article *might* apply to your teaching.
  2. The authors used role plays for language practice and for assessment. Effective role plays are often context-specific; what relevant scenarios could you create for your students in your ESP course?
  3. The authors write, “Teaching English for specific purposes (ESP), such as Medical English, is especially impactful due to high student motivation and immediate real-world application.” After you read this article, can you think of ways to apply these techniques to other courses you teach? That is, even if you are not teaching an ESP course, how can this article help you to increase your students’ motivation and the real-world application of the content?
  4. Is it necessary for a Medical English instructor to have expertise in medicine and patient care? If an instructor has limited experience and expertise with the topic of an ESP course, what are some ways the instructor can use that limited knowledge to the students’ advantage?

### **Post-Reading**

1. The authors provide details about their teaching contexts and the learners they worked with. Go back and jot down notes about their contexts and learners. How do the authors’ situations compare with

## Activities to Activate and Maintain a Communicative Classroom (Pages 10–21)

### Pre-Reading

1. Why is it important for students to talk to and listen to one another in English?
2. If your students are not used to learning in a communicative style, how can you get them started? What can you do to make them feel comfortable with this style of learning?
3. What is your favorite communicative activity? Why do you like it? What makes it successful?
4. In your opinion, what do effective communicative activities have in common?

### Post-Reading

1. Choose one of the communicative activities you thought about when you answered the Pre-Reading questions. Does it meet the four criteria that the author presents on page 11? If not, how could you adapt the activity so that it meets all four criteria?
2. The author suggests that strong activities should be used frequently so that they

become part of the students' learning routine. Do you agree with this? Do you usually adapt and repeat activities throughout a course, or do you tend to use different activities in order to add variety? Which of your favorite activities could you use more frequently—and how might you adapt it to keep it fresh and relevant?

3. The author provides detailed descriptions of four activities. Which one would you like to try first? Pick one and try it with your students. Does your experience match your expectations? How might you adapt the activity in the future?
4. The author emphasizes both *activating* and *maintaining* a communicative classroom. Once you manage to make your classroom communicative, how can you ensure that your students will maintain that communicative atmosphere? What steps can you take, and what steps can your students take?