

READER'S GUIDE

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.

The Art of Imitation: How to Use Outlines to Teach Rhetorical Prosody and Structure (Pages 2–13)

Pre-Reading

1. What do you think the authors mean by “the art of imitation”? To you, does *imitation* usually have a positive connotation or a negative connotation?
 2. Do you use outlines in your teaching? Do your students? What are some benefits of using outlines?
 3. How well do you think you understand “rhetorical prosody and structure”? Can you explain the concept(s) in a sentence or two?
 4. What would you, as a teacher, expect to gain by reading this article?
- do you feel more comfortable teaching? In what ways does it make sense to teach them together rather than separately?
 3. The authors say that they “promote imitation of talks in both spoken and written work,” and they provide reasons for this and suggestions for how teachers can do it. In your opinion, what are some benefits of using imitation in the way the authors describe? Are there any drawbacks that you can think of?
 4. After reading the article, will you make this kind of imitation, as presented by the authors, part of your approach to teaching rhetoric?

Post-Reading

1. The authors say, “While the mechanics of academic writing and grammar are taught to L2 English learners, the rhetorical elements of prosody do not appear to be commonly taught.” Do you agree that this is true? If so, what are some reasons?
 2. The article provides suggestions for helping students develop rhetorical prosody and structure. Which—prosody or structure—
5. Are there uses and benefits to imitation that the authors do not mention in the article?
 6. Table 1 gives step-by-step guidelines for using outlining. Try this procedure with your students. During the process and afterward, join them in reflecting on the experience. Is their reaction similar to yours? Together, discuss ways to enhance the experience next time you try it.

Simple English Wikipedia: Free Resources for Beginner to Intermediate Levels (Pages 14–21)

Pre-Reading

1. How easy or difficult is it for you to find new texts (and other content) that are appropriate for your students' level of ability in English?
2. Are you familiar with Simple English Wikipedia?
3. How much experience do you have using Wikipedia or Simple English Wikipedia? Have you ever used either of them in your teaching?
4. What is your attitude toward students' use of Wikipedia?
3. Pick out five terms or topics that are relevant to your students and to your teaching. Look each of them up on Simple English Wikipedia. How many of the terms could you find entries for? Did you find a text that you can use right away in your teaching?

Post-Reading

1. What do you think? Are you willing to give Simple English Wikipedia a try in your classroom?
2. Go back and reread the introductory section of the article (the first five or six paragraphs). In your opinion, how well do the authors explain the need for using Simple English Wikipedia? How well do they convince readers who might be skeptical about using Wikipedia or a related resource? How well do the authors explain what they will present in the article?
4. In Figure 3, the authors show how a text can be used to highlight a specific grammar point (in this case, past-tense verbs). Choose a passage from a Simple English Wikipedia article and highlight a grammar point you teach. Then provide the same passage, or a similar one, to your students and have them do the highlighting. Repeat with a different passage. What are the results? What benefits do students get from this kind of "noticing" exercise?
5. Try one of the authors' suggested procedures (for reading/vocabulary, grammar, or controlled writing). How effective and beneficial is the experience for you and your students? Does that make you more or less interested in trying one of the other procedures that the authors suggest?