

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.

Digital Age Pedagogy: Easily Enhance Your Teaching Practice with Technology (Pages 2–9)

Pre-Reading

1. How would you rate your skills at using technology to teach English? What are your strengths? What are your weaknesses?
2. In your teaching situation, what does “technology” include?
3. What are your favorite tools for teaching with technology?
4. How do you find out about new or updated tools and how to use them in teaching?
5. How comfortable do you feel using it? How can you and your students use it productively?
6. If possible, assign your students—working in groups—to teach a tool to the rest of the class (and to you). (See the first suggestion under Where to Begin.) Which tool(s) do the students like most? Which are most helpful in your context?
7. Keep a journal in which you track your use of technology in your teaching. Include steps you take, your attitude, and your confidence levels. Go back and read previous entries from time to time. What changes do you notice after a month? Three months? Six months? A year?

Post-Reading

1. Have you used any of the tools described in the article? Which have you found most useful?
2. Take the author’s advice and experiment with a tool that you haven’t previously used in

L1 and L2 Writing Differences: From Understanding to Practice (Pages 10–19)

Pre-Reading

1. What differences can you think of between L1 writing and L2 writing?
2. When you teach writing, do you consider the writing skills your students already have in their L1? How important do you think those skills are when it comes to developing L2 writing skills?
3. Think about your own writing experiences. How much do you think your L1 writing skills and background have influenced your L2 writing?
- 2b. In terms of effective writing, is one level more important than the others? Why or why not?
3. When you read the descriptions of the activities, do you feel that they would be effective in your context? If not, what makes you doubt an activity's potential? Is there a way to adapt the activity to make it a better fit? Which activity seems as though it would be the best fit for your context?
4. Try one of the authors' suggested activities (for word-, sentence-, or global-level tendencies and errors). 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?

Post-Reading

1. The authors provide specific tendencies and errors of L2 writers. Do you notice the same tendencies and errors in your students' writing? What others have you noticed?
- 2a. Of word-, sentence-, and global-level challenges, which do you think are the most difficult for your students to overcome? Do you tend to teach skills on these three levels separately or together? Does reading this article make you consider changing your approach?
5. Reread the general tips at the end of the article. How many of these things do you already do? What tip(s) of your own could you add to the list?

Inquiry Notebooks for Twenty-First-Century Skill Development (Pages 20–29)

Pre-Reading

1. Have you used inquiry notebooks in your teaching? If so, how have you used them? If not, what do you think they are? How do you think they can be used?
2. What are twenty-first-century skills? How do you think they differ from (for example) twentieth-century skills?
3. How do you develop your own twenty-first-century skills?
3. Table 1 provides specific prompts that can be used with students transitioning to college and university. Are these prompts appropriate for your context? How might you adapt some of them to use with your students? What about the prompts in Table 3? Which ones would be most productive for your students?
4. How likely are you to use inquiry notebooks in your teaching? In which course(s) are you most likely to use them?
5. Brainstorm at least three other prompts that are especially appropriate for your students. Have your students respond to them. What are the results? How easy or difficult is it to create prompts that are of interest to students and that develop twenty-first-century skills?

Post-Reading

1. The author opens by giving examples of twenty-first-century skills. What other skills could you add to this list?
2. The article suggests several “shapes and forms” that an inquiry notebook can take. Which is the most appropriate for you and your students to use? Why?