

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.

Community of Inquiry as a Suitable Framework for Planning and Conducting English Language Teaching Workshops (Pages 2–15)

Pre-Reading

1. What are your expectations when you prepare to participate in a workshop?
2. What do you think the purposes of a workshop should be?
3. Have you ever planned and/or led a workshop? If so, what approach did you use to make sure it was rewarding for participants?
4. Think about a workshop you took part in that you feel was successful. What, in your opinion, made it succeed?
5. Are you familiar with the Community of Inquiry (CoI) framework? If not, what do you think it refers to? If you are familiar with the CoI, how could it be used as a framework for workshops?
2. The author notes that “Many of the principles for conducting effective workshops outlined in this article can also be applied to classroom teaching.” Pick out at least one of the principles the author describes. How can you apply it to any of the classes you teach?
3. What is your understanding of the three branches of the CoI framework: teaching presence, social presence, and cognitive presence? Can you give examples of how you could incorporate these three branches into your teaching?
4. Go through the plan for a workshop on collaborative writing (Table 4), which the author emphasizes is a “sample rather than a template.” Now think of a topic that you might lead a workshop on. Can you see how you could apply this design to a workshop on your own topic? Which steps fit best?

Post-Reading

1. Have you ever had an experience similar to the one that the author describes in the introduction, where you attended a workshop

What steps might you change—or add—to make the design fit your topic and your context?

5. The next time you participate in a workshop, keep this article in mind. After the workshop, refer to the article. Did the workshop you

attended have any (or all) of the features described in the article? Which were missing—and what other features were added? How did those differences affect the quality of the workshop and your feelings about it?

Innovative Student-Podcasting Activities: Enhancing Language and 21st-Century Skills (Pages 16–25)

Pre-Reading

1. Do you listen to podcasts? If so, what podcasts do you like? What makes a podcast interesting to you? What makes you decide to continue listening to a podcaster?
2. What is your experience with using podcasts for teaching language skills?
3. Even if you haven't used podcasts with your students—what are some ways you can think of to use podcasts in your teaching?
4. What 21st-century skills do you know of? How important is it to you to teach 21st-century skills to your students?
3. In your opinion, how do student-made podcasts differ from traditional in-class debates, discussions, etc.? What are the benefits of having students make podcasts? In other words, how can making podcasts benefit students in ways that other activities might not?
4. Suppose you have decided to assign your students to make podcasts. How would you introduce the assignment in order to energize and motivate your students? What topic(s) could you use as examples? What specific skills would you emphasize and hope to develop with the project?

Post-Reading

1. The author describes numerous types of podcasts that students might create. Which one(s) would your students be most interested in? Why do you think so?
2. Why is it important to classify and describe different types of podcasts?
5. By yourself or with a colleague, choose one of the templates in the article and create a podcast. What challenges are involved, and how can you overcome them? What are the rewards? Will you share the podcast with your students?