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.

Countering Disinformation Discourse in the English Language Classroom (Pages 2–9)

Pre-Reading

1. What, to you, is "disinformation"? What examples of disinformation can you think of?
2. Why is countering disinformation discourse important?
3. What experiences with disinformation—in English or in another language—do you think your students already have? What experiences have you had?
4. If you wanted to help students in your classes recognize and counter disinformation, how would you do it?

Post-Reading

1. Have you already worked with students on recognizing and countering disinformation discourse? If so, how was your approach similar to or different from the approach presented in the article?
2. What challenges might your students have in carrying out the activities described in the article?
3. The author provides several examples. As you were reading, did any other examples of disinformation—perhaps from your own local or regional context—come to mind?
4. The author writes that "almost any topic will have some disinformation incorporated into the discourse surrounding it, and part of the excitement of this activity is discovering disinformation in unlikely places." By yourself or with colleagues, pick a current topic of interest and see if you can find examples of disinformation related to it. How easy is it to find examples? Does anything you find surprise you?
5. These activities give students multiple opportunities to use English in various ways. For example, when they are coding the semantic markers, you might ask them to work individually, in pairs, or in small groups, then compare and discuss their results. Try this, and reflect on the process. Are there ways to adapt the given activities to fit your students' abilities and needs?

Developing an International Multilingual Writing Center: Lessons Learned (Pages 10–21)

Pre-Reading

1. What do you imagine when you think about a writing center? Where is it? What does it look like? What purposes can it serve?
2. The title includes the words *Lessons Learned*. Can you guess what any of the lessons might relate to?
3. Have you ever used a writing center? If so, what was your experience like?
4. Does your school have a writing center? If not, what are some reasons that it should? What do you think you and your colleagues would have to do in order to develop one?

Post-Reading

1. The authors present descriptions of two writing centers. What are the key differences between them? Which of the two university scenarios seems to be closer to your context?
2. The writing centers mentioned in this article were developed at universities. Would it be possible to develop a writing center at the secondary-school (or primary-school) level? What purposes could such a writing center serve, and what challenges would it present?
3. Suppose you (and your colleagues) decide to develop a writing center where you teach. What is the first step you would take?
4. The authors write that "Writing-center tutors need not be 'experts,' but rather serve as peers and critical readers who ask questions and promote a writer's agency through dialogue." Does this statement change your perception of what a tutor's role is? Does this description of what a tutor does make it easier for you to imagine finding and training tutors where you teach?
5. If there were a writing center where you teach, who could serve as tutors?
6. The authors emphasize the importance of "identifying local writing issues." First—make a list of local writing issues in your context. Second—how can this list help you and your colleagues, even if you don't immediately use it to develop a writing center?

Collaborating Online: The Affordances of Online Word Processors with Students (Pages 22–27)

Pre-Reading

1. How is collaborating online different from collaborating in person?
2. What challenges might online collaboration present—to students and to teachers?
3. What are some ways you can set up and facilitate online collaboration among your students? Have you done this already? If so, what strengths and weaknesses have you observed?
4. Which word processors, if any, are you familiar with? How can they support online collaboration?

Post-Reading

1. Were you familiar with the ICAP framework before reading this article? How would you summarize the framework to a colleague?
2. The author emphasizes the importance of helping students develop their prior knowledge. Is this something you already do? Which suggestions in the article can you apply in your teaching?
3. If you teach in-person classes, not online, can you still use these activities with your students? What changes, if any, would you make?
4. Use one of the sources the author mentions in the Final Suggestions section to select one or more texts that are appropriate for your classes. Try using the two activities described in the article with your students. How easy or difficult is it to activate students' prior knowledge in support of their reading? What are students' reactions to the activities? What are yours?