

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.

Repeated Reading with Retelling: A Multi-Skilled Fluency Activity (Pages 2–8)

Pre-Reading

1. What techniques do you use to teach reading skills?
2. When you teach reading, do you incorporate practice in other language skills as well?
3. How can teachers get their students to develop their overall English skills based on a text they are reading?
4. Have you ever used any “repeated reading” techniques? What are the purposes and potential benefits of repeated reading?
5. Look at the first part of the title: “Repeated Reading with Retelling.” What do you think students do in this activity?
3. What do you feel are the main benefits of RRR? Is there anything that would prevent you from using RRR with your students?
4. The author notes that “students should read the same text throughout the activity,” even though they may change partners several times. Why do you think the author stresses the importance of reading the same text throughout?
5. Can you see elements of both 4/3/2 and repeated reading in RRR? Does reading this article inspire you to use 4/3/2 and repeated reading, in addition to using RRR?

Post-Reading

1. Suppose another teacher asked you to describe the “repeated reading with retelling” (RRR) activity. How would you explain it?
2. Will you try the RRR activity with your students? Why or why not?
6. Would any of the texts you already use in your classes work well in RRR? Which ones?
7. In your opinion, how important is it for language learners to be able to retell a story or information that they have just heard or read? Can you think of other ways to incorporate retelling into any of your lessons?

A Simple and Authentic Assessment of Language Learners' Reading Abilities: The Reading Level Measurement Method (Pages 9–19)

Pre-Reading

1. If you teach reading, how do you measure your learners' reading abilities?
2. How important is it to measure learners' reading abilities? What methods are you aware of?
3. Have you heard of the Reading Level Measurement Method (RLMM)? How do you think it is used?
4. If you could design your own method of assessing learners' reading abilities, how would your method work?
5. How likely are you to use the RLMM to assess your learners' reading abilities? What are the strongest reasons to do so? What would prevent you from using it?
6. Do your students let you know if they feel their reading material is too difficult or too easy?
7. Find a reading passage, online or in print, that you feel is appropriate for your reading level. Read the passage and circle the words you don't know. Find the word count of the passage and count your unknown words. What is the percentage of unknown words? Is that a comfortable level for you? What does this tell you about the importance of finding the appropriate reading level for each of your students? (You can try this again with a passage that is more difficult and one that is easier, then reflect on how well you comprehend each passage and how you feel about the reading experience in each case.)

Post-Reading

1. Do you understand how the RLMM works? How would you describe the method to a colleague?
2. Besides learning about the RLMM, what insights did you gain about the teaching of reading?
3. Do you use graded readers in your teaching? Why or why not? If you have used them, what benefits, for learners and for yourself, have you noticed?
4. The author recommends using graded readers along with extensive reading. How well will