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.

Implementing Humor Instruction into English Language Teaching (Pages 2–13)

Pre-Reading

1. Do you use humor in your teaching? If so, how do you use it—what are your purposes for using humor? What kind(s) of humor do you use?
2. Do you think that humor has a useful function in language teaching? What are possible benefits to including humor in language teaching? What are possible drawbacks?
3. Notice that the title says "humor instruction"—not just humor, but humor *instruction*. What does "humor instruction" mean to you?
4. What types of humor can you think of? Which, if any, should students in your English language classes learn about? Why?

Post-Reading

1. The article distinguishes between teaching *with* humor and teaching *about* humor. How are they different?
2. Have you ever used humor in your class, only to realize that the students did not find it funny? What did you do? Did you try to explain the intended humor? After reading this article, can you analyze why the humor fell flat, as one of the authors does in the introduction?
3. The authors focus on three types of humor and offer multiple ideas for teaching about those types. Do you think your students are familiar with those types of humor already? (How could you find out?)
4. Which of the three types of humor would fit best in any of the courses you teach? To determine which type, you might want to reread the three questions at the end of the section called "A Framework for Including Humor Instruction in Language Teaching." For each type of humor, can you answer "Yes" to the questions?
5. As you were reading about the three types of humor in the article, including the examples given, how did you feel? Did you understand the humor? Did you laugh—or chuckle, or just smile—often while reading this article? Why or why not?

6. Start keeping a "humor journal." Jot down things that you find humorous—jokes, funny things you hear or think, something funny you see, etc. Try to understand why you find these things humorous. Do any of the funny things match any of the types of humor described in the article? How can keeping a humor journal support any humor instruction you might do?

Using Story Retelling Wheels with Young Learners (Pages 14–24)

Pre-Reading

1. What comes to your mind when you see the words "story retelling"? What language skills are involved? Are other skills involved, too?
2. What do you think a "story retelling wheel" is? Describe what kind of wheel you imagine. How might it be used for story retelling?
3. Do you often use stories in your teaching? How do you use them? What do you ask your learners to do after they have heard a story? What techniques do you use to check for their comprehension of the story?
4. What challenges do your young learners have when telling or retelling stories? How do you typically help them overcome these challenges and strengthen their skills?
5. Do you think the ability to retell a story is important for young learners? Why or why not?

Post-Reading

1. What do you think about story retelling wheels? Do you like the idea? How likely are you to use them with your students? If you don't think you will use them—why not?
2. Pick out a story that you use with your students. Can you break it down into separate events (no more than eight, and preferably fewer, as the author suggests)? How easy is that to do?
3. Of the stories you read with your students, which one would be the best to use retelling wheels with first? What makes that story a good one to start with?
4. The author emphasizes that it is important to model how to use the wheel for retelling. Make a wheel for a story you use in your teaching, and practice retelling the story by using the wheel. (Or use the wheel shown in Figure 2.) What do you learn by doing this? What tips can you pass along to your students while you are modeling the use of the wheel to them?
5. Let your students use a story wheel to retell a story they like. What are the results? Do students speak more than they normally do? Is it fun? Will you do anything different when you use story wheels again?