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.

Accommodating Learning Disabilities in the English Language Classroom (Pages 2–11)

Pre-Reading

1. How much experience do you have teaching students with learning disabilities in your English language classes?

2. How has your teacher training prepared you to teach students with learning disabilities?

Post-Reading

1. The authors point out that "identifying learning disabilities is a complex endeavor." If you feel that one of your students has a learning disability, what steps could you take to help that student? What assistance, if any, is available at your school?

2. The article presents four methods for helping students with learning disabilities. Take time to reread the descriptions of these methods. Which one(s) would you feel most comfortable using? What factors could determine which method(s) would be most practical and beneficial for students at your school?

3. Does the article provide any insights that can help you with your teaching, even if you don't think any of your current students has a learning disability?

4. The article provides an extensive list of helpful resources. With colleagues, choose one or more of the resources to explore together and discuss the ways the resource(s) can be helpful. Or have several colleagues choose one resource each, then have everyone share findings with one another. If possible, devote time during meetings to address ways you can accommodate students with learning disabilities, or schedule separate meetings specifically for that purpose.

Reading Eyes Wide Shut: Visualization, Language Learners, and Texts
(Pages 12–19)

Pre-Reading

1. What does the term "eyes wide shut" mean to you?

2. Have you used any visualization techniques with your learners? How do you help your learners visualize what they are reading about?

3. Do you "see" scenes and characters in your mind when you read fiction? Do you use any specific techniques to do so or to reflect on what you've seen?

Post-Reading

1. Reread the excerpt from "Love of Life" that appears at the beginning of the article. Can you visualize everything clearly? If you have trouble visualizing any of the details in that excerpt, why do you think that is? What causes you to be able to visualize some things more clearly than others?

2. Jot down what you remember about each of the five strategies discussed in the article. Which would you be most likely to try first with your students? Which can you use most effectively if you are teaching virtually?

3. The authors give a detailed example of using logographic cues as a visualization technique. Try making cues of your own with a passage from a text that you teach. What is the experience like? Then, after giving your students examples of logographic cues, ask them to make logographic cues based on that same passage. Have students compare their cues with one another's—and with yours. What similarities and differences are there, and how do they help you understand the passage in different ways?

Using Movie Dubbing to Improve Natural English Pronunciation Skills
(Pages 20–25)

Pre-Reading

1. Have you ever used movies in your classes? What were your purposes for doing so?

2. What are some of the ways you help students improve their English pronunciation? Which technique has been most successful? Why do you think it has worked well?

3. What is movie dubbing, and how do you think it can help students' pronunciation?

Post-Reading

1. Use the techniques described in the article to dub part of a movie yourself. What is the experience like? What challenges do you face? How can trying the techniques first improve your ability to help students with their own dubbing projects?

2. The author presents the project as a major part of a course. Are you able to do something similar with a course you teach?

If not, how might you (and your colleagues) give your students a chance to benefit from such a project? Could it be an English Club activity, for example?

3. Would you rather have all students dub the same excerpt or work on different excerpts? What are the advantages and disadvantages of each approach, and which would work better for you and your students?

4. The author suggests using an excerpt from *The Lion King*. What other movies, or scenes within movies, could you use for a dubbing project? When you watch English-language movies, stay alert for scenes that could work; make a list of them. What criteria are most important?