

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.

Practical Tips for Increasing Listening Practice Time (Pages 2–13)

Pre-Reading

1. What makes a good listening activity? When you answer, consider your experience as either a teacher or a learner.
2. If the goal is for students to use English successfully outside the classroom, what kinds of listening activities would be most beneficial?
3. Look at the title of the article. Do you have any practical tips to share? What particular techniques do you use or have you seen that can improve textbook listening activities?

Post-Reading

1. Take the listening activity quiz on page 4. Discuss your answers with a partner or a group of colleagues.
2. On page 5, the author suggests that listening activities may be about “product rather than process.” What does this phrase mean to you? What does the author recommend for a more process-oriented approach?
3. Have you ever used authentic listening texts in your classroom? What was your students' reaction? Find an authentic listening text and share with a partner how you would teach it.
4. The author, on page 2, suggests five tips for teaching listening. Which ones would work best in your classroom? Can you brainstorm a new activity based on any of these tips?

Observation Tools for Professional Development (Pages 14–24)

Pre-Reading

1. What experiences have you had with classroom observation? Have you ever observed another teacher or been observed by a colleague or supervisor? If so, what do you remember about the experience?
2. In what ways and circumstances do you think classroom observations can be helpful? Do you know of any specific techniques that observers can use to give teachers effective feedback?

During-Reading

Complete the activities and questions suggested by the author. Share your answers in a group of colleagues, if possible.

Post-Reading

Is there any specific change you want to make in your teaching? How could you use the techniques presented in this article to help make that change?

Increasing Awareness and Talk Time through Free Messaging Apps (Pages 25–32)

Pre-Reading

1. Do you use any free messaging apps on your mobile phone? If your students have mobile phones, do they use free messaging apps?
2. Have you ever used phone messaging to improve your students' English? If so, what were the results?

Post-Reading

1. Reread the second paragraph under the heading "Goals of the *KakaoTalk* project" (page 26). Have you had experiences with your students similar to the ones described? If so, how do you think the activities in this article can help your students?
2. The author suggests three activities. If you were to use free messaging apps to supplement your students' learning, which activity would you use first—and why?
3. Can you think of any other ways to engage your students through free messaging apps?