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.

**Exploring and Expressing Culture through Project-Based Learning
(Pages 2–13)**

Pre-Reading

1. Do you know what project-based learning is? If so, how would you describe it to someone who is not familiar with it? If not, what do you think project-based learning involves?

2. If you have taught English using project-based learning, what was the focus? Were you satisfied with the results? What benefits and possible drawbacks did you notice?

3. What does "expressing culture" mean to you? What does "exploring culture" mean to you?

4. What stereotypes do you think people from other cultures might have about your culture? What stereotypes do you think you might have about other cultures?

Post-Reading

1. Think about the courses that you teach. In which course—or courses—would these activities fit best?

2. Reread the Stereotypes and Generalizations Activity description in Figure 1. Fill in the blanks in Part B. If possible, compare your responses with a colleague's. If you disagree on any of the items, discuss why. When your students do this activity, make sure they have time to explain the reasons for their responses and to discuss—in groups or as a class—reasons why they might disagree with one another.

3. The article suggests that it's important for students to share their work with others outside their classroom. In your situation, is it easy for students to share their work with peers in other classes? How could your students share their work with people outside your school?

4. The author describes a project that he calls *Vietnamese Teens Talk!* What does that project involve? Could your students carry out a similar project? What challenges might you and your students have to deal with? What could you call your project?

5. In Lesson 4, students use commercials to analyze cultural values, norms, and practices. Pick out a commercial that is currently being shown in your country or region. Watch it several times. What cultural values, norms, and practices do you notice in the commercial? Could you use this commercial as an example in your class?

6. Think about experiences you have had with stereotypes—stereotypes you might have had or stereotypes other people have had. Would you be willing to share any of those experiences with your students as part of this overall assignment? Have you had an experience in which a stereotype you had eventually changed or disappeared? What caused the change?

7. Have your students ever expressed or discussed concerns about stereotypes with you? How could you use any or all of these activities to help your students deal with their concerns?

Cooperative Game-Playing in the EFL Classroom (Pages 14–23)

Pre-Reading

1. Do your students play games in your English classes? If so, what are the purposes of the games? If not, what are the reasons?

2. Have your students ever told you that they don't want to play games in your classes? If so, what reasons did they give? Did you agree with them?

3. If you played games in English classes as a student, did you enjoy them? Did they help you learn or practice using the language? Was there anything about the games you disliked?

4. What do you think makes a game "cooperative"?

5. Think about games you have played in English classes and games that you have had your students play. Would you say that those games are cooperative? Why or why not?

Post-Reading

1. If you have a game that you often ask your students to play, think about how cooperative it is. Are there ways you could make it more cooperative?

2. Would you agree that the more cooperative a game is, the more enjoyable it will be for students to play? Why or why not?

3. If your students play games in your classes, do you tend to keep giving them different games to learn and play? Or do you prefer to use and reuse just a few games that you adapt, according to the goals of the unit or lesson you are working on? What are the advantages and disadvantages of each approach?

4. The author provides two sets of sentences that can be used in this version of the Running Dictation game. Brainstorm a few more sets of your own. After your students have played the game, can you ask them to create more sets themselves? These sets could be used by other groups or in future classes that you teach.

5. What do you think are appropriate rewards or "prizes" for students? Do you think prizes should be given at all?

6. The author notes that "Giving a concise explanation of the game's benefits bolsters students' motivation" (page 22). The next time your students play a game, make sure to explain the game's benefits. Do you notice an increase in their motivation?

7. Now that you have finished reading the article, has your opinion about using games in language classes changed in any way? Please explain.