

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.

Twelve Activities for Teaching the Pragmatics of Complaining to L2 Learners (Pages 2–13)

Pre-Reading

- 1.** Imagine that you get to school and see that one of your coworkers left a window in the teachers' room open overnight. It rained, and now water is everywhere. What would speakers of English say to the teacher who left the window open? What would speakers of your language say? Write a few notes. How are the complaints in the two languages the same? How are they different?
- 2.** In language learning, transfer is the effect of a language you already know on the language you are learning. Transfer can be positive (increases the successfulness of learning the new language) or negative (decreases the successfulness of learning the new language). Consider your students. What are some examples of positive transfer? Negative transfer?

Post-Reading

- 1.** Consider the Four Strategies for Complaining in Table 1 (page 3). Imagine that you are staying in a hotel in an English-speaking country. When you get to your room, there are no towels. You call the front desk to complain. What do you say? Use the Four Strategies. Make a table similar to the one in Table 1.
- 2.** Review your answer to the first question. How is your complaint similar to a complaint you'd make in your first language? How is it different?
- 3.** You want to teach your students to complain in English. Which of the teaching activities in the article will help your students the most? Choose one of the activities. How would you use it in class? Write some ideas you could use in a lesson plan.

Group Dynamics: Building a Sense of Belonging in the EFL Classroom (Pages 14–21)

Pre-Reading

1. When you read the title, what do you think the article will be about?
2. Why would students need to have a “sense of belonging” in their classroom? How many benefits can you think of?
3. Do you use groups in your classroom? What kinds of lessons are suitable for groups? How do you decide how many students should be in a group?

Post-Reading

1. Make a table like the one below and, in the appropriate box, write the titles of the bonding activities described in the article.

Start of the Course	During the Course	End of the Course

Explain why the author placed these activities at these points in the course. Why are some group activities more suited to one stage of a course or lesson than another?

2. Which activities described in the article were your favorites, and why? How do you think your students would respond to those activities? What adjustments (if any) would you make to the activities to fit the level or interest of your students? (If you are in a discussion group, form pairs and share your answers.)
3. What would the author say are the advantages of developing good group dynamics in your classroom?

Book Clubs as a Tool for Community Building and Language Enhancement (Pages 22–29)

Pre-Reading

1. What do you read in English that is not related to your teaching? If you read books, are they fiction or nonfiction? What is a book you read for pleasure recently?
2. Do you think there is any benefit to discussing a book with others after you’ve read it? Why?
3. Have you ever participated in a book club? If you have, what was the experience like? If you haven’t, what do you imagine happens when a book club meets?

Post-Reading

1. List as many reasons as you can think of *for* starting a book club in your school or community. Then list all the reasons you can think of *against* starting a book club. Which list is longer? What are some ways you can change the reasons against starting a book club to reasons for starting a book club—in other

words, how can you overcome possible challenges?

2. Choose three titles (books or short stories) you would consider using in an English language book club. What are the most important criteria in selecting a book? If you are in a discussion group, pair up with another teacher and compare your choices. Which book or story would work best in a book club, and why?
3. Suppose you decide to start an English language book club. What goals would you have for the club? At (or before) the first meeting, what are the most important things for the participants to know about the club and how it differs from a typical English class? How would you communicate your own expectations, how would you make sure everyone understands the purpose of the club, and how can you empower everyone to participate as peers?