

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.

Cross-Cultural Collaboration: Working Together to Achieve Shared Goals (Pages 2–15)

Pre-Reading

1. Do you have experience with cross-cultural collaboration? If so, what was the situation? What were the results, and how satisfied were you with the experience?
 2. What benefits of cross-cultural collaboration can you think of? What challenges might there be?
 3. In this article, the authors offer tips to help make cross-cultural collaboration productive and fulfilling. Can you predict any tips the authors might include? Try to think of at least three—and if you are reading and discussing the article with other teachers, share your predictions before you read it.
 4. If you were getting ready to collaborate on a project with someone from a different culture, how would you feel? What steps would you take to prepare?
- the tips seem surprising to you? (If you made predictions about the tips in Pre-Reading Question #3, did any of your predictions match the tips in the article?)
2. The authors included details of their first meeting, as well as some personal information about their situations and working relationship. Why do you think the authors felt that it was important to include this information in the article? Did it help you get a fuller understanding of what is involved in cross-cultural collaboration?
 3. Although the article focuses on collaboration that is cross-cultural, what advice can you take from the article about collaborating with educators who share essentially the same culture?
 4. Along with tips, the authors mention benefits of their collaboration throughout the article. What benefits stood out to you as you were reading?

Post-Reading

1. Do all of the authors' tips make sense to you? Do you agree with them? Did any of

5. Does this article make you more interested in pursuing opportunities to engage in cross-cultural collaboration than you were before you read it? What types of collaboration—what topics, or what kinds of projects—are most appealing to you?

C.A.R.E.: A Methodological Framework for Using Pop Songs in the EL2 Classroom (Pages 16–25)

Pre-Reading

1. Have you used pop songs in your classes? What was your purpose? What activities, if any, did you use with the songs?
2. Do you have a favorite pop song that you use with your students? Why do you like that song for use in the classroom? What are the main teaching points related to that song?
3. What do you think the acronym C.A.R.E. might stand for? Make a guess now and read the article to see if your guess (or any part of it) is correct.
2. The author suggests that “Here Comes the Sun” can be a lead-in to having students learn related topics. First, how much do you know about the Beatles and this time period? Second, what songs (or singers/bands) do you know of that could lead your students to learn about a different period of time?
3. Have your students complete “The Song-Sharing Meetup” task on their own. In class, have them discuss their findings and reactions to the task in groups or as a whole class. What are some important takeaways? What do you learn by listening to your students’ discussion?

Post-Reading

1. Do you know the song “Here Comes the Sun”? Listen to the song and read through the lyrics. Do you understand why the author has chosen this song as an example for applying the C.A.R.E. framework? How do you think your students would react to this song? Will you try teaching a lesson based on it? Why or why not?
4. Do you agree that songs can be the basis for both literary and language-focused learning? Why or why not?
5. Read through the general tips for working with songs in Table 2. Do you agree with all the tips? Based on your experience, are there any tips that you would add?