

The Gwangju Communicator

Newsletter of the Gwangju-Jeonnam Chapter of Korea TESOL

August 2015

Sneaking Learning into Pop Songs

By Trevor Homeniuk

Giving students agency to direct their studies could ideally serve to help calm their high-pressure academic investment. Enjoyable strategies and content for both the learner and educator seem ideal for relieving such pressure. Incorporating my passion for music into lessons has aided in student language acquisition and helped make my classrooms enjoyable learning spaces.

As students are consistently confronted with catchy tunes in public places and at home, wouldn't taking advantage of such exposure by creating a correlation to a lesson be effective? Lyrics can easily be manipulated to give students a comprehension challenge as well as an academic earworm. A simple activity that modifies lyrics of popular songs can help direct a student's thought towards target language. Also, in the case of mistaking lyrics for mondegreens, like "Mr. Sun, Sun, Mr. Gordon Sun...", native speakers and English learners alike can be shown weaknesses in a humorous way. The dissonance discovered in this misunderstanding of lyrics can add humor to a class while revealing a person's second language awareness and abilities.

Bringing music into the classroom through an organic and enjoyable presentation is important to keep students' attention and can ease the facilitation of a student's learning. Can educators

further explore comprehension or phonemic weakness in classrooms by changing popular song lyrics? Would recognizing such weakness help a student in their ability to interpret English? A musical approach to maintain a balance between fun and function through music study will be the focus of this presentation.

PRESENTER BIOGRAPHY

Trevor Homeniuk (BEd, BFA) has taught for six years in both Korea and Canada. He studied experiential outdoor education, primary and junior education, and digital media art in Canada. His present academic interests include place-based outdoor education, inquiry-based learning, self-assessment, and art education. In 2010 in Gwangju, Trevor co-created the "Green Seed" English environmental awareness program, which has since expanded and is currently being taught to elementary students around the city. Trevor joined KOTESOL in 2014 and is thankful to be part of a local professional-learning community. He currently teaches Language Arts at Sahmyook Elementary School in Gwangju.



(Trevor will be speaking on the use of pop-song activities in the EFL classroom at the August 8th Gwangju-Jeonnam Chapter meeting at Chosun University.)

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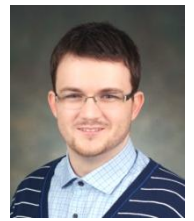
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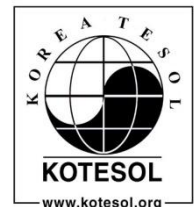


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■ Joining Korea TESOL

Who May Join: English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities, and other organizations. University students may join as student members.

What Memberships Types Are Available?

- **Regular 1-Year Membership:** 50,000 won.
- **Lifetime Membership:** 500,000 won. Student and International Membership options are also available.

How to Join: Apply by using the online membership form at <http://www.koreatesol.org/>. On the front page, click on “Join KOTESOL” in the menu, and follow the directions.

Alternately, paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application with Chapter assistance.

Membership payment may be made by:

- Bank transfer to **KOTESOL:** Korea Exchange Bank account number 630-006952-841
- Payment in cash to the Chapter Membership Officer at a Chapter Meeting

What Every EFL Teacher Should Let Their Students Know About Learning English

By Dr. David E. Shaffer

As educators in Korea, we often take it for granted that our students are aware of the basic concepts and strategies related to the learning of English. But the truth is that they often aren't. It is our duty as English teachers to make our students aware of what are effective ways of learning, what are less efficient ways, and what they can do to make their English learning more effective and more enjoyable.

Students need to know the difference between English “study” and “learning.” The term most often used in Korea is “English study,” and what it is mainly used to refer to is to studying the artifacts and the facts related to English – mainly the words and the grammar of English.

Students need to know that much more than mere classroom study is required. And it must be realized that English is a “skill” that needs to be learned, or acquired, rather than being just another academic subject such as history or social studies. Just as learning to ride a bicycle requires one to get on the bicycle and practice, and just as learning to play tennis requires one to practice hitting the tennis ball, learning English requires one to use the language – to practice listening, speaking, reading and writing – practice and practice, not just study textbooks and memorize.

Students need to know how to set up an effective self-guided language-learning program, students need to first realize that to learn English, vocabulary and grammar-rule memorization is not enough, a good test score is not enough, and classroom-style study is not enough. They need to know that, in addition, they need to also have unstructured learning practice. Students need to know that having at least one structured and one unstructured learning method for each of the four skills and micro-skills is advantageous.

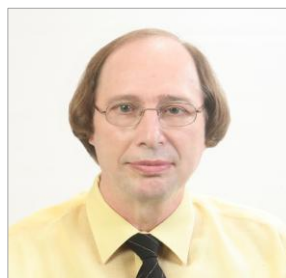
Students need know how to set language learning goals for themselves – long-term goals, medium-term goals, as well as short-term goals. Too many learners merely decide to “study TOEIC” because that is what their shortsighted, goalless classmates are doing. Once the learner has reflected on the

learning methods they intend to use and the amount of time they intend to allocate to each, they need to make a realistic schedule to fit them all into. They must remember that “self-guided” does not necessarily mean “self-study.” While extensive reading (i.e., pleasure reading of massive amounts of materials at one’s proficiency level) is a great activity to do alone to strengthen vocabulary, grammar, and general English skills, interaction in English with others is also essential for language learning to progress naturally.

Students also need to know that reflection on their own learning methods and goals at regular intervals is essential and that readjustment to make their goals more realistic and their methods more effective is necessary. This can be achieved by keeping a reflective language learning journal – by selecting individual methods, or goals, or skills to reflect on and then evaluating what is going well and not so well with each, analyzing what the problems may be and how to solve them, and then executing the solutions. Learner goals need regular reflection too, as the major uses of English in our students’ working sphere may be very different in 15 years from what it is today. Our students need teacher guidance in creating self-guided language learning programs that will work effectively for them.

THE PRESENTER

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching English majors in the graduate and undergraduate programs. Dr. Shaffer’s present academic interests include learner autonomy, effective teaching techniques, loanwords, and professional development. Within KOTESOL, Dr. Shaffer is presently Gwangju-Jeonnam Chapter President, National Publications Committee Chair, and a member of several committees, including the International and National Conference Committees.



(Dr. Shaffer will be speaking on what teachers need students to realize to better learn English at the August 8th Gwangju-Jeonnam Chapter meeting at Chosun University.)

Gwangju-Jeonnam KOTESOL August Chapter Meeting

- Time: Saturday, August 8, 2015, 1:45–5:00 p.m.
- Place: Chosun University Main Building (Gwangju), 4th Floor, Room 4211

■ Schedule

Chapter Meeting: Main Session

- 1:45 pm:** Sign-in and Meet-and-Greet (Admission is free. Future membership is welcomed.)
- 2:00 – 2:30 pm: MINI-PRESENTATION 1**
What Every EFL Teacher Should Let Their Students Know About Learning English
 Dr. David Shaffer (Chosun University, Gwangju)
- 2:30 – 3:00 pm: MINI-PRESENTATION 2**
Sneaking Learning into Pop Songs
 Trevor Homeniuk (Sahmyook Elementary School, Gwangju)
- 3:00 – 3:20 pm:** Refreshment Break
- 3:20 – 4:45 pm: Super Summer SwapShop Session**
 Everyone is asked to Share at least one item with the group: Your Teaching Ideas, Classroom Activities, Games, Books, or other Teaching Wisdom. (Handouts welcomed.)
- 4:45 pm:** Announcements / Drawing for Door Prizes / Closing

6:00 pm: After-Meeting Dinner

Upcoming Chapter Events

September 12, 2015. Monthly Chapter Meeting & End-of-Summer Outdoor Dinner
Grabbing the Class's Attention: Seongsuk Yun
My Favorite Language Game (Round Robin)

October 17, 2015. Monthly Chapter Meeting
The International Conference in Review

November 14, 2015. Monthly Chapter Meeting

December 12, 2015. Monthly Chapter Meeting & End-of-Year Dinner

Upcoming KOTESOL Events

Korea TESOL Reflective Practice SIG
Day of Reflection
 August 22, 2015 (1:00-6:00 p.m.), Seoul

Transitions in Education, Transitions in ELT
 October 10-11, 2015; COEX Convention Center, Seoul

The 2015 Korea TESOL International Conference and English Expo

Pre-Conference Workshops (Oct. 9, Fri.)
 Professional Development / Young Learners & Teens / Teaching & Learning / Media & Technology

Upcoming Korea ELT Events:

2015 MEESO International Conference
Building Blocks of English Teacher Training: Policy and Professionalism
 August 19, 2015; Konkuk University, Seoul

2015 KATE International Conference
Shaping the Past, Leading the Future of English Education in Korea: KATE 50th Anniversary
 August 29, 2015; The K Hotel, Seoul