

Speaking in Song and Chant

By Trevor Homeniuk

Rhythm in English speaking changes constantly. For example, one could say the sentence “My music hits me so hard it makes me say ‘oh, my Lord’” differently depending on their connection to pop culture. This presentation will pick up where August’s “Sneaking Learning into Pop Songs” left off by elaborating on the idea of chant and song in the EFL classroom. The beginning will focus on a rhythm activity. In small groups, we will create a variety of rhythms for a number of sentences. Second, we will practice combining chants with song to look at a fun way of understanding and memorizing language. By using songs and chants in conjunction, we will be using a method for achieving greater learning as reported by Kuo, Kuo, Chen, and Peirce (2014).

Time permitting, mondegreens will also be revisited for their humorous value and to encourage clear pronunciation instruction during activities. Our follow up will be the viewing of websites for bringing music into class and discussing any ideas that may apply.

To weaken the affective filter (Krashen, 1982), we can use song in classrooms to create comfortable atmospheres, encourage engagement and deepen learning. We will consider how well music can sustain and direct a student’s attention during a lesson. I hope to focus on how language awareness through music can be useful to help students discover a rhythm with which to speak, sing, and learn harmoniously with their peers. presentation.

References

Krashen, S. D. (1982). *Principles and practices in second language acquisition*. Oxford, UK: Pergamon Press.

Kuo, F.-L., Kuo, Y., Chen Y.-H., & Pierce, R. (2014). Three types of musical instruction: Effects on young Taiwanese EFL learners’ word decoding and rhyme production. *Electronic Journal of Foreign Language Teaching*, 11(2), 226.



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 songs and chants in the EFL classroom at the September 12th Gwangju-Jeonnam Chapter meeting at Gwangju Natl. University of Education.)

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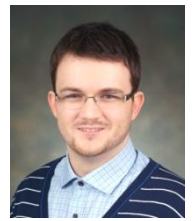
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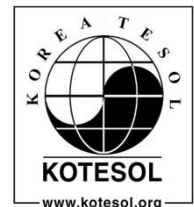


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Grabbing the Class's Attention

By Seongsuk Yun

The secret to an effective lesson is to grab the class's attention at the beginning of the class. If the teacher fails to pique the class's interest within the first three to five minutes of the class period, it will be much harder to acquire it further into the lesson. This presentation introduces a set of seven tried-and-proved tips for capturing the students' attention. These techniques are simple yet powerful.

Using choral chants. Here is one example: the teacher says "Are you ready?" Students respond "Yes, I'm ready." The teacher next says "Are you really ready?" and the students say "Yes, I'm really ready." The teacher can create variation by adding words or repeating in a unique way to hold the students attention in preparation for the lesson.

Changing one's voice. By changing the loudness or softness of one's voice or the tone, students become more attentive. Surprisingly, a very soft voice grabs strong attention, as does just moving one's lips. Changing the tone of the voice in the appropriate context is also very effective.

Using musical "instruments." Teachers can use almost anything around them as an instrument. Creativity is the important thing: the table, water bottles, empty containers can all be used. The teacher should be resourceful, creative enough to use unique things as musical instruments. The teacher's desk, laps, nut containers, and even the teacher's voice can serve as an interesting musical attention-grabber.

Creating movement. Having the students move their bodies through simple activities (or start the class in a very quiet way with the no-voice activity) is very effective. Students love to move their bodies, so if the teacher can give them chances to do so at the beginning of class they will naturally become engaged and have fun.

Drawing or writing something on the board. Awakening students' interest by drawing something that is related to the day's lesson can serve as a

motivator. Messages to students with missing letters can serve as a way of introducing the lesson.

Using simple visual aids. Bringing interesting or unusual items into the classroom can be used as attention-getters and conversation-starters. Puppets can be used to build conversations. Visual aids can be used to provide hints to answer teacher's questions.

Using technology for visuals. For example, the teacher can use applications or movie-making tools to make short video clips and other materials. With Chatter Pix, you can make any photo come alive, and with Windows Movie Maker, you can turn students into actors.

These seven attention-grabbing techniques are based on the presenter's experience with young learners. However, many of them can also be used quite effectively with middle school classes or even university freshman English classes with little or no adaptation necessary.

THE PRESENTER

Seongsuk Yun is the Team Leader of the Ojeong English Center, one of only four government-funded English



centers in Gwangju. She is a graduate of Gwangju National University of Education (GNUE) and has taught at the elementary school level for seven years as a homeroom teacher and for another six years as an English subject teacher. Ms. Yun was selected by the Office of

Education for an intensive teacher-training program at Powell College in the United States. Most recently, she has become a lifetime member of Korea TESOL.

(Seongsuk Yun will be speaking on tips for getting the class's attention at the September 12th Gwangju-Jeonnam Chapter meeting.)

Gwangju-Jeonnam KOTESOL September Chapter Meeting

- Time: Saturday, September 12, 2015, 1:45–5:00 p.m.
- Place: Gwangju Natl. University of Ed., Teacher Training Bldg., Room 811 (1st Floor)

■ 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**
Grabbing the Class's Attention
 Seongsuk Yun (Ojeong English Center, Gwangju)
- 2:30 – 3:00 pm: MINI-PRESENTATION 2**
Speaking in Song and Chant
 Trevor Homeniuk (Sahmyook Elementary School, Gwangju)
- 3:00 – 3:20 pm:** Refreshment Break
- 3:20 – 4:20 pm: My Favorite Small-Group Game**
 Round-robin style concurrent game presentations (Lindsay Herron facilitating)
- 4:20 – 5:00 pm: SwapShop**
 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: End-of-Summer Social**
 Potluck Dinner and Barbeque — Bring a dish to share.
 Place: Gwangju Natl. University of Ed., YogerPresso Outdoor Patio
 Near the back central part of campus

Upcoming Chapter Events

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

November 14, 2015. Monthly Chapter Meeting

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

Upcoming KOTESOL Events

The 2015 Korea TESOL International Conference and English Expo
Transitions in Education, Transitions in ELT
 October 10-11, 2015; COEX Convention Center, Seoul

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