

# 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.

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## **Boost English Language Learning through a Camp Experience (Pages 2–15)**

### **Pre-Reading**

1. As a student, did you participate in an English Camp? If so, what do you remember about the experience?
2. What do you think of when you imagine an English Camp? Where does it take place? What are the goals? What happens there? How long does it last?
3. From a teacher's point of view, how do you think an English Camp experience differs from an English classroom experience? How might the two experiences be different for students?
4. Is your opinion of English Camps mostly positive or mostly negative? Do you know why you have that opinion?
5. language classrooms. How would you describe the differences? How comfortable would you be moving from a classroom environment to a camp environment?
3. Spend a few minutes brainstorming: Where could your school hold an English Camp? What theme(s) would work well with your students?
4. The article provides tips for—among other things—incorporating experiential learning and helping learners stay in English. Which of the tips can you use in your teaching, even if you don't hold an English Camp?
5. At your next department meeting, or when you are talking with colleagues, consider raising the idea of holding an English Camp. What reasons can you give to persuade your colleagues that holding a camp is a good idea?

### **Post-Reading**

1. Did reading the article change your opinion of English Camps in any way? If so, how?
2. The authors stress that the atmosphere and goals of an English Camp are different from the atmosphere and goals of most English
6. How easy or difficult would it be to convince students at your school to join an English Camp during a school break? How could you present the idea to them most effectively?

How do you think your students' parents would react to the idea?

7. If you are interested in holding an English Camp but are unsure how to get started,

check the suggestions given in the article and explore the resources that the QR codes lead to. You may discover that much of the background planning has already been done!

## Using Pop Songs to Teach English to Young Adults: Principles Derived from an Outreach Project (Pages 16–25)

### Pre-Reading

- Which of these statements is closer to matching your opinion?
    - Using pop songs in English class is a filler activity to let the students relax.
    - Using pop songs in English class can be an effective way for students to learn English.
  - Which of the two statements above do you think comes closer to matching the opinions of your colleagues? ... of your school administrators? ... of your students?
  - Have you used recent pop songs in your classes? What was your purpose? What activities, if any, did you use with the songs?
  - If you teach young adults—how interested are your students in pop songs?
- parallel to the lyrics in English in terms of both their register (formal or informal) and poetic qualities (wording, rhyme, etc.).” Try doing this with your students. How do they react? What are the language-learning benefits of this exercise?
- What is your understanding of the concept of communities of knowledge, as described in this article? How can communities of knowledge be developed during a course at your school?
  - Besides pop songs, what types of content could you use to develop a “collective approach” to learning that reassures students “that their knowledge is valued and respected”?
  - Many teachers say they don’t have time in their classes to use songs for language learning and critical thinking. Do you? If not, what other opportunities can you or your school provide for your students to engage with pop songs in the ways that the article describes?

### Post-Reading

- How many of the songs mentioned in the article are you familiar with? How many do you think your students are familiar with? If you don’t know, try asking them. Do their responses surprise you?
  - The authors suggest that “Pop songs do not have to be necessarily serious to be meaningful.” Do you agree? What would make a song meaningful to your students?
  - The authors asked their learners to translate lyrics from English to their native language, and they “required that the translation be
- Take another look at the statements given in Pre-Reading Question 1. Now that you have read the article, answer these questions: (a) Which statement is closer to matching your opinion? (b) How would you rewrite one of the statements so that it expresses your opinion exactly?