Language, Medias and Culture III

Edited by

Li Feng

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Selected, peer reviewed papers from the
2014 3rd International Conference on
Language, Medias and Culture (ICLMC
2014),
April 12-13, 2014, Seoul, South Korea

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Welcome

Welcome to 2014 3rd International Conference on Language, Medias and Culture –ICLMC 2014. At first, we are so glad to see the progress of this conference both in terms of quality and quantity. Based on the success of the previous conferences by IEDRC, The number of the submissions for this conference has increased largely and many more scholars such as the leading researchers, engineers and scientists in the domain of interest from around the world, participate actively in and start to enjoy this conference. We trust deeply that we will step on a higher floor of this conference this year in Seoul, South Korea.

As a global academic symposium on Language, Medias and Culture, the aim of ICLMC 2014 is to facilitate the communication of academe between domestic and foreign, to construct international communication platform, and also to exhibit the new fruits of new advances of Language, Medias and Culture.

At this moment, our sincere thanks give to organizers and program committee who deeply contributed to the success of the conference in this year by organizing a technical track for the ICLMC 2014. Special thanks are due to the authors who contributed to this conference.

We hope and believe that everybody here will have an academic enjoyment during this conference in Seoul, South Korea.

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Singing and Dancing in English for Young Learners Classroom

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Abstract. English for young learners is a very attractive topic to be discussed in Indonesia since the learning and teaching process is really essential point to start new users of English in Indonesia. Unfortunately, the EYL in Indonesia is not having good perspective in learning foreign language due to the teachers' teachingmonotonousstrategyeventhe Education Ministry of Indonesia have determined Contextual Language Teaching as its teaching method basis. Therefore, I am interested in writing this descriptive idea about teaching English young learners through singing and dancing activities. I have implemented this in the classroom and fortunately, it works. There are four songs described which might be applicable to the EYL classroom activities. They are Coconut, Bingo, Rain, and Alphabet. Those songs are already modified based on the writer's needs and her classroom's

Keywords: Teaching EYL, Contextual Language Teaching, and Songs.

1. Introduction

Talking about how teachers of English teach the students especially in early age, there must be a misconception among the teachers themselves. Most teachers in Indonesia will not allow their students to make any noise in their class. The students are commonly only dictated and forced to memorize vocabularies and tense patterns. In addition, students must study soundlessly in a language classroom. As the result, the students become passive learners. This is due to the culture of Indonesian teachers. They believe that when students are too active in classroom activities, the students will only play in the classroom without getting any concepts delivered. I myself have ever been warned by other teachers because my classes are too crowded and always scream during the class. Fortunately, the teaching paradigm is slowly changing now. Teaching language is not frightening any longer now. Education Ministry of Indonesia proposed a newest teaching method for teaching. They proposed a Contextual Language Teaching; it is mostly about how teachers teach their students communicatively. Furthermore, it invokes the students to be actively

participating in teaching and learning language in th teaching students is commonly dealing with how to treat their students well and effectively.

Unconsciously, the misconception of the technique, which the teachers use at school, has broken students' enthusiasm in learning English, and it students will only be able to use language in receptive skills not in productive skills (Sad: 2008)[1]. Then, it

obviously breaks one of language functions as a means of communication (Fromkin and Rodman: 1998)[2], where the learners of English do not only know the rules, words, and meaning of English (receptive skills) but also produce them (productive skills). Receptive skills are listening and reading in that the language users do not need to produce language. Meanwhile, productive skills are speaking and writing in that language users need to produce the language.

Education Ministry of Indonesia (2003)[3] stated that to achieve more, students have to achieve in learning. Then, some questions appear as this statement grows. How do the teachers invoke the students actively in teaching and learning process? Therefore, the writer would like to propose two ways of teaching EYL that the writer considers successfully used to make the students active in learning. The two ways are singing and dancing.

Seeing the concept of songs in the classroom teaching, it would be more suited to the nature of primary pupils in learning a language. Halliwell (1992: 6)[4] suggested that children do get absorbed in play or fun in a language classroom, as long as it has a role i

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Therefore, rather than forcing the students to grasp the idea of a concept, it is better to invite them to acquire it by themselves.

Then, by also seeing the nature of children learning process, a good teacher is demanded to be aware of making the sense of fun in classroom activity for their elementary pupils. The teacher is demanded to be creative and innovative in creating as natural as possible for condition of learning in classroom. Therefore, the children would achieve better English when they learnt in the classroom. Singing and dancing could be one of the tools used to motivate and create an interesting and attractive classroom activity. It is also hoped to be an inductive way of learning language for children.

Finally, this article will discuss about some points. They are: (a) The concept of singing; (b) The concept of dancing; (c) The use of singing and dancing in EYL classroom; (d) How to implement the songs and dances in the classroom. Most of the ideas dealing with those ways which are drawn from Jedynak (2000)[5] and the writer's . own teaching experience

2. Discussion

2.1. The concept of singing

Singing is derived from the word[6], "sing".isAccordmaki sounds with the voice; speak words to a tune". singing a song means that speaking words, it is inextricably associated with language. By singing a foreign

language songs means that the students learn to promote their speaking (productive skill) together with encourage themselves to be active and lose their embarrassment. In short, the students build up their confident.

Now, what kinds of music are fit to use for an EYL classroom. Answering this, of course, we have to know our students age and characters. The age and characters will help teachers to select the songs for the

students. For instance, it is going to be a hard work for a three-years-old-student to sing a s McDonald Had a Farm". The song is fast and needs-years-old-students. However, the writer has some songs that she wants to share. These songs are actually

from English songs which are already popular to use in classroom. But, the writer adapted and modified them to meet the students'andlevelneed.Furtherinfo, these songs are applicable for all ages and levels of students.

4. **Coconut**
   C-o-c-o-n-u-t (2x) ser….ser….
   Co-co-nut (2x)
   Coconut, coconut, ooooo yes!

5. **Bingo**
   There was a farmer had a dog
   And bingo was his name oh..
   B-I-N-G-O ser…ser… (2x)
   And Bingo was his
   name, ooooo, great!

6. **Rain**
   Rain –rain
   Go away
   Come again another day
   Little children, little children want to play (2x)

7. **Alphabet**
   A B C D E F G
   H I J K L M N O
   P Q R S T U and
   V W X Y and Z
   Now, I know my ABC
   Next time you can sing with me

Those four songs are commonly used by the writer to invite the students to sing together. Teachers need to be creative to select the songs. You can use available songs at store or even just simply download the songs from the internet. A tip from writer is that teacher needs to selectively choose the songs which can help the teachers to introduce the concept of the lesson on the day. For example, teachers are going to introduce the beginner students about alphabet so teachers can use the alphabet song. Or, the teachers want to introduce the students the spelling procedures, so, the teachers can use coconut song to brainstorm the students.

2.2. The concept of dancing

Dancing   is derived from the word "dance". Dance

105)[6]. Therefore, teachers must be creative to create different dance for each songs they have. Then, the teachers transfer to the students.

A good dance is a movement which includes all body movement from head to feet. The writer herself has created some dancing for each song above. Finally, the teacher can invite the students to practice the song together with the dancing style. The most important thing is that no matter how simple your dance but when you involve yourself to dance with the students, it would be a very plus point and can create the engagement of the teachers and the students.

The students will not directly remember the movement. Therefore, teachers must be very active to always invite the students to dance. Possibly, teachers must have very simple movement since children will not really care enough about the movement. They only care that the teachers are also dancing with them.

2.3. The use of singing and dancing in EYL classroom

As the writer proposes singing and dancing in EYL classroom to encourage students to be active in learning, all songs and dance which are proposed by the writer are better done for primary school students. Teachers can use this activity at the beginning, middle, or last section of teaching and learning process in the classroom. It dependsagement shownon . the students' encour

This singing and dancing activity can be used as follows:

 [1] An activating students tool
    Teachers can use this way whenever the teachers feel that the students are passive. This activity is better to do together. Teachers give sample and then students imitate the songs and also the dance.
 [2] As a punishment

Teachers should not give the students physical punishment. Therefore, teachers can use this singing and dancing way to punish the students. The students will have a mental shock if they are asked to sing and dance in front of other students. As the result, the students will not be brave to make any foolish mistakes at all.

Teachers can use the songs and dances as their own need and function. All songs and dances can be classified in both categories. They just depend on the teachers' songs and dances.

2.4. How to implement the songs and dances in the classroom

Teaching the English young learners by the use of this tool must be a very tiring work to do. However, it would be eliminated when we, the teachers, get the benefits from it. I would share how I implement the songs and dances in my classroom activities. I do it for several steps and insert it in classroom activities.

Before implementing this, teachers must be sure that the students have already been familiar with the songs before they use this in the classroom as a tool for activating the students or punishment. Teacher can daily invite the students to sing the songs together as pre activities in classroom. Or the teacher can suddenly ask the students to sing and dance in the whilst activity as the teachers feel that their students might fall asleep. To close the class, the songs and dances can be used as well.

The following steps can be set as an example of what the writer had done through her teaching and learning in the Indonesian English Young Learners classroom.

Topic: daily routines

Objectives: enable the students to express their daily routines.

Time allocation: 45 minutes

Students'level: beginner

Students'number: 25-30 students

1) Step 1 (pre activities –20/15 minutes)

Share the students some verbs which might be used to express their daily routines. For example, *brush, wake up, get up*, and so on. Teachers can just simply jot these words down in whiteboard. However, it would be more interesting if teachers can make such a flashcard which contains each word of daily routines. Then, teacher can stick the cards on the wall surround the class.

Teachers encourage the students to guess what they a
them space to question. Teachers try to encourage the students to give as many as questions they can. Then, teachers announce that he/she has stuck some words dealing with today'saredaily lessonroutines w verbs. Teachers ask their students to move around and write all words on the wall in a piece of paper within five minutes. To make the class alive, the song and dance can be inserted in this activity. Teachers tell the students before moving around the class if the teachers clap their hands twice mean the students must sing the songs and dance (songs must be agreed before the activity). Furthermore, when the teachers clap their hands three times the students must stop singing and dancing and go to write the words again.

I believe that by doing so the students can be more active and easily managed during the moving around activity. This also trains the students to focus in learning. If you want to make the activity much longer, you can do it but you should consider the time allocation. I usually took 20 minutes for this pre activity.

2) Step 2 (whilst activities –20/25 minutes)

After   doing the pre activities, teachersordsgiven. can c
Teachers can directly have an explanation of how to use the words to express their daily routines. Provide the

students examples with sentences. Then, to enrich the students' expr students some slides or pictures which show the daily routines. Have discussion about it for at least 20

minutes, then, teacher can ask the students to make their own daily routines at least twenty activities. Teachers must set the time for this task in order to manage the time allocation meets the target.

Teachers can simply check the task after the time limit is over. However, it would be more interesting while checking their job, the teachers choose four or five students to read their job in front of the class.

Usually, students will neglect the teachers command. Then, students by their own demand but based on the st they need to perform the songs together and then, those who cannot perform as highly energetic as possible

will be asked to read in front of the class. I believe that the students will give their best performance in order not to be punished or selected.

In my own experience, the students even screamed aloud during this activity. Well, this would be disturbing but it is how we createThe amostfunimportantclassroothing is that all teachers have mutual understanding among classrooms. This would not be very effective and efficient if there are some parties feel disturbed and annoyed due to this activity. Therefore, I suggest you to have mutual understanding among all teachers to anticipate all problems which might be occured in the future.

3) Step 3 (post activities –5 minutes)

In this step, teachers need to summarize the whole activities and all topics discussed during the teaching and learning process. Singing and dancing can be used to close the class. After that, teachers can just say farewell to the class and inform them whether they have homework or not. In this step, teachers also need to give chances for students to give some questions dealing with the topic discussed.

To discipline the students when they are about to go home, teachers can also use singing and dancing. For instance, teacher can announce that the most energetic group to sing and dance can go out from the class immediately. I believe that the teachers are confused which group will go first.

3. Conclusion

The writer really suggests to use this technique in teaching children class. Since the writer has done this in her class, even though, it is not researched y herself have been amazed by the reactions of the students after doing this activity, for instance, there are some passive students become more actively involved when they have been treated by this kind of way. Nothing brings more joy to the teachers than having shy and passive students participate in the class actively. One does not to have a melodious sound or energetic dance to a language classroom with this activity, but it is only a way to encourage the students, especially passive ones, to involve in classroom activity. Finally, those two techniques proposed are really essential to be applied in classroom teaching. Besides, teachers can use this strategy as the way of giving punishment. This can also avoid teachers giving corporal punishment to their students.

However, teachers are demanded to be concerned of the effect of implementing this kind of teaching strategy. In Indonesia, it is not really acceptable to teach the students as this article proposed. Indonesians tend to have negative figure of a messy and crowded classroom. People will think that the class is no longer learning but only playing during the time. Then, this would be a mental burden for teachers who do not have supports from their headmasters, other teachers, parents, and staffs. Therefore, it is very important and very essential for teachers to have supports from other parties or even try to set the paradagim of every teachers in a classroom that is messy or crowded does not always result messy and useless outcomes.

4. Acknowledgements

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