Teaching English for Young Learners with Songs

By
Ika Farihah Hentihu
ikafarihah@yahoo.com
Universitas Islam Negeri Maulana Malik Ibrahim Malang

English is an international language, it is very useful and important, with English we can communicate over the world. In Indonesia English is a foreign language, but it is very popular, it is taught in all levels educations stages. In many years, teaching foreign language to children was seen as something additional to the normal curriculum of the school system. Increasingly, educators have come to recognize the importance of starting foreign language learning at an early age.

Teaching English for young learners will very completely different with teaching English for adult. Young learners are unique. They are different with adult, they have very different needs, interest and abilities from adult and more enthusiastic than adult in language activity. In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. Many parents believe that by studying English from early stage their children will get a better future. Because of that the Indonesia Ministry of Education has begun to respond by introducing English as a foreign language in elementary school, even in kindergarten.

Using songs is one of the marvelous ways in introducing English vocabulary to the young learners. The learners, the parents, and the teachers can get many benefits from this method. In the following paragraphs, we will classify and explain in detail the benefits of using songs in learning English by looking at the side of the young learners itself, the teachers, and the parents.

Orlova (1997) identifies that songs can encourage learners to use English. The English teachers from many non-English speaking countries find the difficulty in stimulating learners to use English in speaking; songs may be the starting point to train the students in speaking English. It will help teachers in motivating students to be more active and confident to speak English. For instance, Joshua, a three-year-old boy, who has a great skill in speaking English with other people. In his age of three, he is able to introduce himself, asking someone’s name, telling what he is recently doing, etc. He has confidence since he has already had good vocabularies in his mind and songs help him to learn how to memorize foreign words and the structures of them in a sentence easily.

Music can have a very beneficial role in teaching young learners. It can help to establish a classroom 'atmosphere', it can make learning more memorable and it can give a sense of security and comfort to the children. Songs and chants, in particular, are very useful in developing confidence in English and giving practice, but instrumental music can also be used to great effect in the classroom.

Practical ideas
If you play music when you are starting a lesson, you can help the children to ease into their English class and make the 'psychological switch' from what they were doing immediately before.

Different types of music can be used to affect the pace that the students are working at. If, for example, they are working on a craft activity, you could play some soft classical music, which will encourage them to work with care. If you want them to work more quickly, you can choose faster, more rhythmic music.

The parents are ones of people who will get the benefit if their children learn English by using song. They will have an easy way to do the review when their children come home from school. For example, Joshua’s Mom who always does the review on what Didi got from school in the car on the way home. Didi always tells everything and sings the English vocabulary learning song he has learnt. In short, the review can be done everywhere and anywhere. In the dining table during the dinner time, in the family room while watching TV programs or in the bedroom before their lovely children go to bed. The thing they should do is just by asking them what song they learnt at school and voluntarily the children will start to sing. The parents should listen carefully and correct anytime the children do something wrong in their pronunciation. Doesn’t it seem fun? Songs always turn everything easy and fun.

In conclusion, songs turn out to be important things in learning, especially learning English. Many people including the learners, the parents, and the teachers feel the benefits of songs itself. The learning process becomes easier and enjoyable since the songs method comes out in the learning methods. As the future teachers, we should dig our creativity deeper in order to get an improvement in teaching. By giving a new idea of teaching, the purpose of learning will be easier to accomplish.
Children Songs

1. **ABC**
   ABCDEF
   GHJKLMN
   QRSTU and V
   WXYZ and Z
   Now You’ve heart my ABC
   Tell me what you think of me

2. **Ten Little Fingers**
   One, little two, little three, little fingers
   For, little five, little six, little fingers
   Seven, little eight, little nine, little fingers
   Ten little fingers hands

3. **Ten Little Indians**
   One, little two, little three, little indians
   For, little five, little six, little indians
   Seven, little eight, little nine, little indians
   Ten little fingers indians

4. **Old Mc Donald**
   Old Mc Donald has a farm
   E, I, E, O
   And on his farm he has some ducks
   E, I, E, O
   With a quack quack here
   And a quack quack there
   Here quack
   There quack
   Everywhere quack quack
   Old Mc Donald has a farm
   E, I, E, I, O

5. **BINGO**
   There was a farmer had a dog and
   BINGO was his name
   And BINGO was his name
   B-I-N-G-O
   B-I-N-G-O
   B-I-N-G-O
   And BINGO was his name

6. **My Eyes, My Ears, My Nose, My Mouth**
   My Eyes, My Ears, My Nose, My Mouth
   My Eyes, My Ears, My Nose, My Mouth
   We all clap hands together

7. **That is**
   That is the window and that is the door
   That is the blackboard this is the floor

8. **Days of The Week**
   Sunday Monday Tuesday
   Wednesday and Thursday, Friday
   Saturday all those are the days of the week

9. **Months**
   January February March April May
   June July August September
   Oktober November December

10. **I have a cock**
    I have a cock as you can see
    I like my cock and my cock likes me
    My little cock says
    Kukuruyuuukk

11. **Wheel on the Bus**
    The wheels on the bus go round and round
    Round and round, round and round
    The wheels on the bus go round and round
    All through the town.
    The wipers on the bus go "Swish, swish, swish,
    Swish, swish, swish, swish, swish, swish"
    The wipers on the bus go "Swish, swish, swish"
    All through the town.
    The door on the bus goes open and shut
    Open and shut, open and shut
    The door on the bus goes open and shut
    All through the town.
    The horn on the bus goes "Beep, beep, beep"
Beep, beep, beep, beep, beep, beep"
The horn on the bus goes "Beep, beep, beep"
All through the town.
The horn on the bus goes "Beep, beep, beep"
Beep, beep, beep, beep, beep, beep"
The horn on the bus goes "Beep, beep, beep"
All through the town.
The horn on the bus goes "Beep, beep, beep"
All through the town.
The money on the bus goes "Clink, clink, clink, clink";
Clink, clink, clink, clink, clink, clink"
The money on the bus goes "Clink, clink, clink"
All through the town.
The baby on the bus says, "Wah, wah, wah!
Wah, wah, wah, wah, wah, wah!
"The baby on the bus says, "Wah, wah, wah!"
All through the town.
The people on the bus say, "Shh, shh, shh, shh, shh"
The people on the bus say, "Shh, shh, shh"
All through the town.
The mommy on the bus says, "I love you,
I love you, I love you"
The daddy on the bus says, "I love you, too"
All through the town.
12. **The Bear went Over the Mountain**
The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see
To see what he could see,
To see what he could see
The other side of the mountain,
The other side of the mountain,
Was all that he could see
Was all that he could see,
Was all that he could see,
The other side of the mountain,
Was all that he could see!

13. **Can You Touch Your Toes**
Can you touch your toes
Can you hold your knee
Hore hore...
Can you touch your toes

14. **London Bridge**
*London Bridge* is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.

15. **Head and Shoulders**
Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose,
Head and shoulders, knees and toes, knees and toes.
Ankles, elbows, feet and seat, feet and seat,
Ankles, elbows, feet and seat, feet and seat,
And hair and hips and chin and cheeks,
Ankles, elbows, feet and seat, feet and sea

16. **Twinkle twinkle Little Stars**
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!
When the blazing sun is gone,
When there's nothing he shines upon,
Then you show your little light,
Twinkle, twinkle, through the night.
Twinkle, twinkle, little star,
How I wonder what you are!
In the dark blue sky so deep
Through my curtains often peep
For you never close your eyes
Til the morning sun does rise
Twinkle, twinkle, little star
How I wonder what you are
Twinkle, twinkle, little star
How I wonder what you are

17. Blubird
Bluebird, bluebird, through my window.
Bluebird, bluebird, through my window.
Bluebird, bluebird, through my window.
Oh, Johnny, I am tired.
Redbird, redbird, through my window.
Redbird, redbird, through my window.
Redbird, redbird, through my window.
Oh, Johnny, I am tired.
Yellowbird, yellowbird, through my window.
Yellowbird, yellowbird, through my window.
Yellowbird, yellowbird, through my window.
Oh, Johnny, I am tired.

18. Are You Sleeping / Studying
Are you sleeping
Are you sleeping
Brother John Brother John
Morning Bells are ringing
Morning Bells are ringing
Ding Ding Dong
Ding Ding Dong

19. If you are Happy?
If you're happy and you know it,
clap your hands (clap clap)
If you're happy and you know it,
clap your hands (clap clap)
If you're happy and you know it,
then your face will surely show it
If you're happy and you know it,
clap your hands. (clap clap)

If you're happy and you know it,
stomp your feet (stomp stomp)
If you're happy and you know it,
stomp your feet (stomp stomp)
If you're happy and you know it,
then your face will surely show it
If you're happy and you know it,
stomp your feet. (stomp stomp)

If you're happy and you know it,
shout "Hurray!" (hoo-ray!)
If you're happy and you know it,
shout "Hurray!" (hoo-ray!)
If you're happy and you know it,
then your face will surely show it
If you're happy and you know it,
shout "Hurray!" (hoo-ray!)
If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)
If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

20. A Hundred Miles
If you miss the train I'm on, you will know that I am gone
You can hear the whistle blow a hundred miles,
A hundred miles, a hundred miles,
a hundred miles, a hundred miles,
You can hear the whistle blow a hundred miles.
Lord I'm one, Lord I'm two, Lord I'm three, Lord I'm four,
Lord I'm five hundred miles from my home.
500 miles, 500 miles, 500 miles, 500 miles
Lord I'm five hundred miles from my home.

Not a shirt on my back, not a penny
to my name
Lord I can't go a-home this a-way
This a-away, this a-way, this a-way, this a-way,
Lord I can't go a-home this a-way.

If you miss the train I'm on you will know that I am gone
You can hear the whistle blow a hundred miles.

21. Auld Lang Shyne
Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And day of auld lang syne!
For auld lang syne, my dear,
For auld lang syne.
We'll take a cup o' kindness yet,
For auld lang syne.