

# Teaching Pronunciation in Korean Elementary EFL Classroom: Using Songs and Games

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### <국문초록>

## 노래와 게임을 이용한 초등학교 영어발음 교육

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효과적으로 외국어 교육을 하려면 학습자가 지속적으로 흥미를 갖고 수업에 임하게 하고 이미 학습한 내용을 자연스럽게 직접 사용해 봄으로써 강화할 수 있도록 유도하여야 한다. 노래와 챗트, 게임은 특히 초등학교 영어교육시 중점적으로 사용하고 있는데 보다 많은 교육효과를 내기 위해서는 이들을 보다 체계적인 방법으로 활용할 필요가 있다. 이에 본 워크샵에서는 초등학교 어린이를 대상으로 영어에 대한 흥미를 북돋우면서 효과적으로 영어발음을 지도하기 위하여 어린이들에게 맞는 영어노래와 게임을 사용하는 방법 즉 노래와 게임을 이용한 학습목표 세우기, 노래 및 게임 고르기, 노래와 게임 소개하기, 여러가지 수업활동과 접목시키는 방법등을 소개하고 한국인 초등학교 영어교사들을 위해 노래와 게임을 지도할 때 사용함으로써 자연스럽게 어린이들의 영어듣기 및 말하기 능력을 신장시키는 데 필요한 영어표현을 소개한다.

## 1. Introduction

Language learning can and should be fun and enjoyable, particularly for children. In this sense, songs, games, and jazz chants are very effective teaching devices. Therefore, they should be included as a central part of teaching and learning, not as a marginal activity, filling the class hour. However, in order to better teaching English using songs and games, teachers need to know what they are and how they can be used. The main role the English teachers play in their classroom is not to be music teachers, game show hosts, nor jazz chants performers (They may, if they can or if they want to). It is to be the language teachers, English teachers. The major goal to use them should be to teach their children ENGLISH. It includes teaching them how to use a language, English, and enjoy using it through songs, games and jazz chants. In order to effectively use them for teaching English, the following is suggested to be considered:

1. Set your teaching objectives clearly.
2. Choose songs, games, and jazz chants to teach or reinforce your teaching focus.
3. Get familiar with the songs, games, and jazz chants of your choice and the procedure to use them.
4. Be flexible with the time limit.
5. Make sure to evaluate your students' achievement while or after you have these activities. Otherwise, the children might have some fun without knowing what they are supposed to learn.

## II. How to teach songs

### 1. The Alphabet Song

A B C D E F G, H I J K L M N

O P Q R S T U, V- W- X Y Z

A B C D E F G, I can sing my ABCs.

- 1) Focus - Alphabet: the name and the sound of each letter
- 2) Materials needed- Sets of alphabet cards (enough number of the cards for the whole class)
- 3) Procedure
  - (1) Ask if children know what the English alphabet is. Go through the English alphabet with them, focusing on the name and the sound of each letter.
  - (2) Have the children snap with their fingers to a certain beat. Recite the alphabet snapping to the beat. Start from the slow tempo and gradually do it faster and faster.
  - (3) Play the song with the piano or the tape. Check how many children already know this song. If many of them know it, go ahead and sing the song together.
  - (4) Divide the class into groups and have a singing contest.
- 4) Instruction English: Do you know the English alphabet?; What is it?; Very good.; Let's snap.; Snap, snap; Can you do it?; Let's snap and say the alphabet together.; Do you know this song?; Sing with me.; Sing slowly; Sing a little faster; Sing very fast.; Wow, it's fun.

## 2. Hello

Hello, hello, hello, hello.

Hello, Don. Hello, Peg. Hello, Don. Hello, Peg.

Hello, hello, hello, hello. Hello!

- 1) Focus - Greetings: Hello, Hi.
- 2) Procedure
  - (1) Ask children what they say in Korean when they meet someone. Then ask them if they know what to say in

English: 'Hi' or 'Hello'.

- (2) Ask children what English (or American) names they have heard. For example, Michael Jackson, Magic Johnson, and so on. Explain 'Don' and 'Peg' are American names.
  - (2) Play the song and check how many children already know this song.
  - (3) Have the children go around the classroom and use the child's name when they meet any child while singing this song.
- 3) Instruction English: What do you say in English?; Don is American.; When you say 'Hi', wave your hand.; Go around the classroom.; Say your friend's names.

### 3. Ten Little Indians

One little, two little, three little Indians;  
 Four little, five little, six little Indians;  
 Seven little, eight little, nine little Indians;  
 Ten little Indian boys.

Ten little, nine little, eight little Indians;  
 Seven little, six little, five little Indians;  
 Four little, three little, two little Indians;  
 One little Indian boy.\*

\*big Koreans, young Americans, puppy dogs, kitty cats, happy child(ren), Christmas trees, etc.

- 1) Focus - Numbers 1-10; descriptive words: little, big, young, tall,

happy; people: Indians, Koreans, Japanese, American

2) Materials needed: Number cards (or calendar), pictures of many different people and things

3) Procedure

(1) Say the numbers 1-10 in English with the children using the number cards.

(2) Practice the names of the people and things in the pictures.

(3) Sing the song counting out on fingers.

(4) Have the children sing the song using the names of the objects in the picture that you show them.

4) Instruction English: Let's count the numbers in English.; How many Koreans?; Show me fingers.

## 5. Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes, knees and toes;

Head and shoulders, knees and toes, knees and to-o-o-oes.

Eyes and ears and mouth and nose;

Head and shoulders, knees and toes, knees and toes.

1) Focus - Body parts: ear, eye, mouth, nose, head, shoulders, knees, toes; singular and plural: mouth, nose, head, shoulders, knees, ears, toes

2) Materials needed: Picture of body parts (Laminated if possible)

3) Procedure

(1) Go through the names of the body parts in English with the children.

(2) Ask how many heads they have; how many eyes, ears, mouth, and so on.

- (3) Start singing the song slowly focusing on the name of each part.
  - (4) Have the children touch the parts singing the song.
  - (5) Have a group of children and give one body part picture to each child.
  - (6) Have all the children sing the song and let those who have the picture raise it when they hear the name of the part in his/her picture.
  - (7) Divide the class into groups and have a "Song and motion" contest (with or without the pictures).
- 4) Instruction English: What's this?; Touch your head/eyes/ears/mouth/nose/shoulers/knees/toes.; Raise your picture when you hear its name.; Who wants to show the picture?

### III. How To Teach Jazz Chants

#### 1. Ernie

- 1) Focus - Greeting: Good morning; Hello; Goodbye.; Intonation, rhythm, and beat
  - 2) Materials needed: Chant tape, some percussion instrument: tambourine, drum, etc.
  - 3) Procedure:
    - (1) Divide the class into two groups and choose one child to be Ernie.
    - (2) Play the chant tape and have the children repeat after the tape. When they get familiar with the chant, say along the tape playing their percussion instruments.
    - (2) Start with a slow beat, softly and gently, and build the sound.
- (Group A)            (Group B)            (Ernie)

Good morning.

Hello.

Good morning.

Hello.

Where's Ernie?

I don't know.

Where's Ernie?

I don't know.

Good morning.

Hello.

Good morning.

Hello.

Where's Ernie?

I don't know.

Here I am!

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Hello, Ernie.

It's Ernie! Goodbye, Ernie.

Goodbye, goodbye, goodbye.

## 2. Snow Is Hot.

- 1) Focus - hot, cold; snow, soup, ice cream, sun, coffee, rain, ice, fire; intonation, rhythm, and beat
- 2) Materials needed - Pictures of hot/cold objects, chant tape, some percussion instrument: tambourine, drum, etc.

3) Procedure

- (1) Practice the names of hot/cold things.
- (2) Divide the class into two groups.
- (3) Play the chant tape and have the children repeat after the tape. When they get familiar with the chant, say along the tape playing their percussion instruments.
- (4) Start with a slow beat, softly and gently, and build the sound.
- (5) Change the chants using different names of hot/cold things.

(Group A)

(Group B)

Snow is hot.

No, it's not.

No, it's not.

Snow is hot.

Snow is hot.

No, it's not.

Yes, it is.

No, it's not.

No, it's not.

Snow's not hot.

Snow's not hot.

Yes, it is.

No, it's not.

Snow's not hot.

3. Tall Trees

- 1) Focus: Tall, big, beautiful, coast, trees, rhythm and beat



2) Materials needed: a picture of the coast of California. chant tape,  
some percussion instrument: tambourine, drum, etc.

3) Procedure

- (1) Practice the words of the teaching focus with the picture.
- (2) Divide the class into two groups.
- (3) Play the chant tape and have the children repeat after the tape. When they get familiar with the chant, say along the tape playing their percussion instruments.
- (5) Say the chant making the motions for 'big' and 'tall'.
- (4) Start with a slow beat, softly and gently, and build the sound.

(Group A)

(Group B)

Tall trees

Tall trees

Big, tall trees.

Tall trees

Tall trees

Big, tall trees.

Tall trees, Tall trees

Big, tall trees.

The coast of California

is a beautiful sight.

Tall trees, Tall trees

Big, tall trees.

With the tall trees, tall trees,

big, tall trees.

Tall trees, Tall trees

Big, tall trees.

The coast of California

is a beautiful sight.

Tall trees, Tall trees

With the tall trees, tall trees,

Big, tall trees.                      big, tall trees.

Big trees, tall trees.

Big trees, tall trees.

Big trees, tall trees.

Big, tall trees.

#### IV. How To Teach Games

##### 1. I See

- 1) Focus - Listen and speak about the classroom objects: a table, chair, map, clock, eraser, etc.
- 2) Materials needed: real classroom objects (or realia, pictures)
- 3) Procedure
  - (1) Move the furniture to the side of the room.
  - (2) Divide children into teams.
  - (3) Each team lines up behind their team leader.
  - (4) When teacher says, "I see a (chair, desk, map, clock, or any classroom object)," the first student in line on each team goes to that object. The first one to reach it scores point for that team. Each player goes to the end of her teams' line.
  - (6) Have children say things.
  - (5) You can vary the clues according to the language ability of the class.:
    - I see something red/black/white/green.
    - I see something new/old/dirty/long/tall/round.
    - I see something you can write with.
    - I see something we made yesterday.
- 4) Instruction English: What's this?; Line up.; Go and touch it.

### 3. Circle A Number

- 1) Focus - Numbers; vocabulary; listening, speaking
- 2) Materials needed: picture cards (preferably, laminated ones)
- 3) Procedure
  - (1) Write down various numbers to be reinforced clearly and firmly on the board.
  - (2) Divide the class into two teams.
  - (3) One member from each stands at the board, colored chalk in hand. (Each team has a different color).
  - (4) Teacher or a student calls out one of the numbers. The two children look for it, and the first to circle the number scores a point.
  - (5) Students take turns being a caller or a player.
  - (6) According to students' level and teaching focus, it can be a different game by using clock time, weights and measure, dates, sums of money, telephone number, etc.
- 4) Instruction English: Come to the board.; Find the number.; Circle the number.; You are the winner.

### 3. Chain Talking

- 1) Focus - Listening, speaking; pronunciation; vocabulary
- 2) Materials needed: Flash cards (words or pictures)
- 3) Procedure
  - (1) Divide the class into teams. Each team lines up.
  - (2) The first person in each team looks at the card the teacher shows and memorizes the words(or the names of the pictures) in order.
  - (3) The first person passes the words onto the next person by whispering. Then the words are passed onto the last person.

- (4) The team that finishes passing the words without an error faster gets a score.
- (5) Switch the cards and play again.
- 4) Instruction English: Look at the words on the card.; Memorize them.; Whisper them to the next person.; Keep going.

## V. Conclusion

There is no cure-all, work-for-everyone teaching method. Teachers need to choose and develop their own teaching strategies. Once you choose something, make yourself confident about using it. Don't blame yourself for not being able to use something effectively when the other teachers are. All you need is to have a positive attitude about you and your students and put a consistent effort to be an efficient language teacher.

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