

# Get Up and Sing! Get Up and Move! Using Songs and Movement with Young Learners of English

**C**hildren love singing songs. They love saying chants in rhythm. They enjoy repeating phrases that rhyme. They enjoy moving to the rhythm, clapping their hands, tapping their feet, and dancing to the beat. Music and movement naturally connect to children's hearts, minds, and bodies.

Teachers of young learners (YLS) often use songs and movement to engage children in the classroom. Based on the learning styles of children, classroom instruction should be “enjoyable and interesting; active and hands-on; supported and scaffolded; meaningful and purposeful; and culturally appropriate and relevant” (Shin 2014, 557). Using songs and movement is one of the best ways to ensure that second- and foreign-language classrooms demonstrate all these qualities. However, are we as teachers of YLS making the most out of music and movement in the English language classroom? Are there missed opportunities for language learning and practice that we can add to what we are already doing in our English for young learner (EYL) classes?

A deeper understanding of the importance of music in children's lives and their learning process will help EYL teachers use songs and movement more effectively. This article focuses on how music and movement can work naturally together to create an exciting

and effective EYL classroom. It details why teachers should use music and movement to teach YLS by explaining the benefits for child development, language learning, and cultural awareness. To connect theory to the classroom, the article gives practical suggestions to help teachers improve their use of songs and movement in the EYL classroom. These suggestions can be applied to all English as a second and foreign language (ESL/EFL) classrooms for YLS.

## **WHY USE MUSIC AND MOVEMENT IN THE EYL CLASSROOM?**

Children often sing songs, hum melodies, and move and dance to music. Gardner (1993) described music as the first intelligence to emerge. Children are naturally inclined to sing and move to rhythms. In order to apply a developmentally appropriate approach to teaching YLS in ESL/EFL classes, instructors need to understand the importance of music and movement to child development and the benefits for language learning.

### Music and movement are naturally connected

The connection between music and movement is inextricable and begins long before language learning begins. Starting with hearing the heartbeat in the mother's womb, children have an innate kinesthetic sensibility to move to beats and rhythms (Bayless and Ramsey 1991). As children grow up, developmental stages of music and movement are interrelated. Pica (2013) describes how music, movement, and rhythm develop together: children's interaction with music and songs progresses from rocking or clapping along with music as babies to engaging in "active listening" at about four years—singing, moving, and doing fingerplays. They then move on to more advanced interaction, reproducing melodies, synchronizing movements with rhythm, and singing and moving with a group (Pica 2013, 26–27). Throughout the primary grades, children enjoy different types of music. Music and movement continue to be important for their overall cognitive development (Copple and Bredekamp 2009).

### Benefits for child development and learning

Although many teachers know that songs are fun and can engage young English language learners, understanding more deeply the following benefits for child development and learning will help them use songs more effectively.

- **Psychomotor effects:** Because of the positive effects of music on brain growth and bodily systems, children should have daily opportunities to interact with music in the classroom (Hirsh 2004). Music reduces stress and enhances the function of the immune system; it also affects the heart rate and blood pressure while improving blood flow (Jensen 2001). Music can be mood altering. If children are overexcited, the right song can be calming and relaxing. If children have been sitting down for a while, the right song can add energy and excitement to the class (Pica 2013).
- **Emotional and social effects:** Music is emotional and builds children's sensitivity for feelings. Music and singing promote

a positive and comfortable classroom environment for optimal language learning (Paquette and Rieg 2008). Singing is also a social activity that is enjoyable and motivating for children. Singing together helps children bond and feel part of a group.

- **Cognitive effects:** Music helps develop attention span and memory (Bayless and Ramsey 1991; Pica 2013). As Hirsh (2004, 101) notes, music "develops the memory through melody and beat, and through its connection to the emotions." Songs, movement, and musical games are considered "brilliant neurological exercises" that support intellectual development (Coulter 1995, 22). In fact, the combination of rhythmic movement with speech and song helps children further cultivate their minds, including development of "inner speech" and "impulse control," which contribute to "self-management and social skills" (Coulter 1995, 22).

### Benefits for language learning

The use of songs in EYL classes has a number of benefits for language learning. Music and songs can do the following:

- **Provide authentic, meaningful context:** Using songs brings authentic language and text types that mirror real-life listening and speaking skills to the classroom. Songs, chants, and rap are naturally a part of children's daily lives and interests. As Shin and Crandall (2014) note, in the ESL/EFL classroom, teachers need to motivate young learners by providing meaningful and purposeful activities in a context-rich environment that helps new language become more comprehensible, memorable, and useful.
- **Introduce children to the target culture:** Children's songs are a source of rich, authentic material. Using songs with YLs is a developmentally appropriate way to introduce children to other cultures (Hirsh 2004). Pica (2013, 28–29) believes that

“children exposed to music have a greater motivation to communicate with the world, perhaps because music provides their first exposure to the existence and richness of their own culture, as well as the heritage and cultures of other people and regions.”

- **Create enjoyable classroom atmosphere:** Fonseca-Mora (2000, 152) points out that “allowing students to give a choral melodic repetition of the new language just taught lowers their anxiety filter.” Use of songs creates a comfortable and enjoyable classroom environment where children have opportunities to hear the sounds of the language, build vocabulary, and improve their listening and speaking skills.
- **Provide opportunities to practice oral language:** Songs are effective for practicing oral language. The melody and rhythm are useful for improving students’ pronunciation and intonation of a second or foreign language. According to Curtain and Dahlberg (2015, 370–371), songs in the target language help students “internalize the sounds, vocabulary, rhythms, and structures of the new language. Students can often sing with a better accent than they can speak with at first.”
- **Aid in retention and comprehension:** The rhythm and repetition in songs help learners retain new language (Forster 2006). When children sing and listen to songs, they develop vocabulary and comprehension skills (Hill-Clarke and Robinson 2004). Coyle and Gracia (2014, 282) found that young learners of English, even with limited exposure to the foreign language, could identify and retain “vocabulary contextualized in a song,” and the authors suggest “it could be that the combination of language, music, and actions made particular words more salient than others.”
- **Enhance literacy instruction:** Songs are a great tool to enhance literacy

instruction (Paquette and Rieg 2008). They are effective for developing phonemic awareness, which is an understanding that speech is built from sounds (Yopp and Yopp 2000). Some studies show that preschool children who take part in programs that integrate music into instruction “develop phonological awareness, word recognition, and invented spelling abilities more efficiently than their classmates who do not participate in such programs” (Bolduc 2008, 1). As Hill-Clarke and Robinson (2004, 95) put it, “each time children learn a chant or nursery rhyme, their reading skills grow. Each time children learn a rhythmic pattern, they strengthen their accenting and syllabication skills. Each time children learn a new song, their memorization and comprehension skills are enhanced.”

### HOW CAN WE EFFECTIVELY USE MUSIC AND MOVEMENT IN THE EYL CLASSROOM?

Curtain and Dahlberg (2015, 91–92) point out that “songs can play an important role in every unit and every class period. They are most effective when they are an integrated part of the curriculum, selected for their relationship to all of the activities and vocabulary in a class period and not regarded as an add-on, or filler.” Songs can be a regular part of each class in order to teach academic and social skills as well as to manage young learners by facilitating routine activities (Cerniglia 2013; Gillespie and Glider 2010). Teachers need to know how to choose and teach a new song and integrate song activities that teach new vocabulary, check listening comprehension, allow learners to practice oral language, and refine pronunciation and intonation.

#### Choosing the right song

Most EYL classrooms use traditional children’s songs as part of the curriculum. These authentic pieces of culture are used to teach English-speaking children their first language and have been passed down from generation to generation. The following

are examples of popular children’s songs in English:

- “B-I-N-G-O”
- “Head, Shoulders, Knees, and Toes”
- “Hokey Pokey”
- “If You’re Happy and You Know It”
- “Itsy Bitsy Spider” (or “Eensy Weensy Spider”)
- “London Bridge is Falling Down”
- “Mary Had a Little Lamb”
- “Old MacDonald Had a Farm”
- “Skip to My Lou”
- “The Wheels on the Bus”

These songs are morsels of culture used to teach children both language and content simultaneously. The songs embody a number of characteristics, making them attractive to children and effective for teaching language and content in a natural way. As Shin (2015a) says, “children’s songs are short and repetitive with simple melodies and often rhyme. They have a distinctive rhythm. These songs work with children because they are catchy and easy to remember. In addition, they often have corresponding body movements and gestures

that help develop children’s motor skills as well as retention.”

In addition to using traditional children’s songs in English, teachers can choose more-modern songs or even pop songs. Many English language book series incorporate newer songs that have been created for the purpose of teaching particular vocabulary and language structures. However, teachers can use the checklist in Figure 1 to help choose or write appropriate songs for a lesson.

Some teachers may want to use songs and chants that come from musical approaches designed to teach English to YLs. Two notable approaches are Jazz Chants and the International Children’s Song Approach. These approaches follow the items in the Figure 1 checklist, and the songs were selected and/or written to be attractive in melody and rhythm, musically simple and repetitive, and motivating to children. They can be easily connected to the language level and content of YL English language curricula.

#### ***Jazz chants***

Jazz chants refer to songs and chants written by Carolyn Graham for teaching English as a second language. Graham’s approach uses songs, chants, and poems as exercises for practicing spoken American English to rhythms of American jazz. According to Graham (2006), her chants reflect authentic spoken language that helps English learners practice the rhythm, stress, and intonation

<b>Song Selection Checklist</b>	
Is this song ...	
<input type="checkbox"/>	connected to the language and content in the lesson?
<input type="checkbox"/>	compatible with learners’ level of language proficiency?
<input type="checkbox"/>	attractive in melody and rhythm?
<input type="checkbox"/>	musically simple (e.g., range of notes, melody, rhythm)?
<input type="checkbox"/>	repetitive in text, rhythm, and melody?
<input type="checkbox"/>	easily adaptable to actions and/or dramatization?
<input type="checkbox"/>	motivating and interesting to children?

**Figure 1. Song selection checklist**

of natural conversation in American English. Teachers might choose jazz chants because they can be used with both small and large classes and do not necessarily require musical ability. Below is an excerpt of a jazz chant from Graham (1979):

Where's Jack?  
He's not here.  
Where did he go?  
I don't know.  
Where's Mary?  
She's not here.  
Where did she go?  
I don't know.

Most notable about Graham's jazz chants is that the language is like a real conversation. In fact, the language in this example could even enhance classroom management and be used to take attendance at the beginning of class (Forster 2006). Jazz chants were written for the purpose of teaching English, so they are not authentic cultural material. However, they are a great resource for teaching American English in a catchy and natural way. Graham (2002) is also an excellent source for jazz chants for YLs.

#### ***International Children's Song Approach***

The International Children's Song Approach (ICSA) by Shin (2015a) focuses on the use of children's songs from countries and cultures around the world to teach English. ICSA is based on the emergence of English as a global language and theorizes that English does not belong to any particular country or culture. Therefore, cultural materials used to teach English—like children's songs—should not be limited to American, British, or any other culture. ICSA takes popular, catchy children's songs from around the world and creates an English adaptation children can enjoy singing while learning language. For example, instead of learning about farm animals in English by singing "Old MacDonald Had a Farm," children can use an English version of a song from Turkey called "Ali Baba Has a Farm" (Shin 2015b). This approach brings diversity into the preprimary EYL classroom, using authentic cultural material. Songs

such as "Three Bears" from Korea and "Tiny Little Boat" from Spain can be found in Shin (2015a).

#### **Teaching a song (even for tone-deaf teachers!)**

Some teachers love singing and have even studied music, so using songs to teach English is also motivating to them. Some teachers do not like singing in public and may even consider themselves to be tone-deaf. However, every teacher can learn the basics for teaching and using songs with movement. Now with YouTube, Vimeo, and other social-media sites, finding videos of songs to teach English is easy (see [www.youtube.com/user/SuperSimpleSongs](http://www.youtube.com/user/SuperSimpleSongs) for an example). Moreover, English language book series for children usually have songs with audio and/or video resources for every unit. Whether or not you like to sing and dance, using music and movement in the classroom to teach English can be fun and effective.

The first step is to be enthusiastic about using songs in the classroom. You can use videos or audio of the songs instead of your own singing, but always do the singing and movement along with your students. Young learners do not care if their teacher can carry a tune, as long as they are having fun singing and moving around.

#### ***Step-by-step scaffolding***

It is important for teachers to scaffold instruction; they need to break down tasks into smaller, achievable steps and give students a model to follow. Using songs and movement is no exception. Luckily, many children's songs, like "Hokey Pokey" and "The Wheels on the Bus," are short and simple and can be taught by singing the song with movements and encouraging students to follow along. Children easily pick up the melody and start understanding the words by using the cues given through movement and gestures. Shin and Crandall (2014) suggest steps teachers can use after introducing children to the songs through video, audio, or singing themselves (see Figure 2).

### Teaching Songs Step-by-Step

- Introduce the topic of the song.
- Review the vocabulary students already know.
- Pre-teach the new vocabulary.
- Listen to the song (with the teacher singing, or with an audio recording or video).
- Teach the song line by line.
- If there are multiple verses and a refrain, follow these steps:
  - Teach the refrain line by line.
  - Teach the tune of the verse using “la la la” instead of the lyrics (be sure to add the refrain with the lyrics at the end of the verse).
  - Teach the verses one by one, always singing the refrain after each one.
- Point out words that rhyme at the end of each line and practice repeating them when teaching each verse.

**Figure 2. Steps for teaching songs to YLs (Shin and Crandall 2014)**

When teaching each line, teachers need to focus on the meaning of the words, making it comprehensible through visuals, realia, and gestures. During this process, teachers should check comprehension often, making sure students can show they understand the meaning of each line.

To learn to sing the song, students repeat after the teacher line by line. The teacher can engage students in choral repetition two ways: first by speaking each line and having students repeat; then by singing each line for students to repeat. After practicing each line, teachers and students put it all together and sing the song.

#### ***Always teach gestures with songs***

Teachers should prepare gestures for songs carefully. The use of meaningful gestures linked with the song’s context and vocabulary will enhance language learning and engagement. Just dancing to the music can add excitement to singing, but it can also be a missed opportunity for language learning. Adding movement and gestures to songs also helps students understand the meaning of new language and can further facilitate its retention (Coyle and Gracia 2014). Teachers can also invite students to suggest gestures for newly learned vocabulary. For example, when

singing a song about weather, teachers can ask students how to gesture the words *sunny*, *cloudy*, *rainy*, *snowy*, and *windy*. This approach allows teachers to check comprehension of the vocabulary and encourages student creativity and participation. However, it is advisable for teachers to help students decide upon one gesture attached to the meaning of a word or phrase that everyone will use while singing in order to keep the movements consistent and avoid confusion. Then the gestures can be used in future lessons when the word is recycled in other contexts.

#### **Song activities to engage young learners**

##### ***“Listen and ...” activities***

Songs are a great way to work on building listening skills. Teachers should use activities that check students’ listening comprehension, especially when teaching a new song. Teachers can check comprehension by using various verbal and nonverbal responses. Some activities, such as fingerplays, can be done while children are listening and learning to sing. Fingerplays are songs that come with hand motions or gestures that correspond to the meaning of the words or context. Figure 3 gives two examples of fingerplays with popular American children’s songs.

### **“Itsy Bitsy Spider” Fingerplay**

The itsy bitsy spider went up the water spout  
*(Alternate touching the thumb of one hand to the index finger of the other)*

Down came the rain and  
*(Hold both hands up and wiggle the fingers while moving hands down)*

washed the spider out  
*(Move both hands out away from body)*

Out came the sun and dried up all the rain  
*(Move both hands above head to make a circle)*

And the itsy bitsy spider went up the spout again  
*(Alternate touching the thumb of one hand to the index finger of the other)*

### **“Thumbkin” Fingerplay**

Where is Thumbkin? Where is Thumbkin?  
*(Hold hands behind back)*

Here I am.  
*(Bring right hand to front of body with thumb up)*

Here I am.  
*(Bring left hand to front of body with thumb up)*

How are you this morning?  
*(Wiggle right thumb)*

Very well, I thank you.  
*(Wiggle left thumb)*

Run away.  
*(Hide right hand behind back)*

Run away.  
*(Hide left hand behind back)*

**Figure 3. Two fingerplay songs**

Teachers can do other activities to keep students engaged during songs and to check their comprehension. Shin and Crandall (2014) list 33 ways teachers can check students’ listening comprehension. Figure 4 offers a few of the “Listen and ...” activities that show students’ comprehension, with examples based on some recognizable children’s songs.

Conceptualizing activities using the “Listen and ...” framework is an easy way to make sure teachers remember to check comprehension. It also ensures students are active in the listening process.

#### ***Practice and repetition activities***

Young children learn through repetition, but the repetition should be meaningful and enjoyable. Luckily, at the younger ages, children often ask to repeat songs they love. It can be fun for YLs when the teacher plays with the different aspects of music, such as tempo, volume, and rhythm. Altering these can also serve as language exercises to help students improve fluency, pronunciation, intonation, and retention.

- *Tempo*: Teachers play with the tempo to make songs more dynamic and memorable. Teachers can lead students to speed up or slow down the song in different ways.

### "Listen and ... " Song Activities

- *Listen and point*: Students point to the correct picture or object.
  - Using "Head, Shoulders, Knees, and Toes," students can point to each corresponding body part as they learn to sing along with the teacher.
- *Listen and move*: Students respond by moving their bodies (i.e., Total Physical Response).
  - Using "Hokey Pokey," students follow the directions in the song: "Put your left foot in. Put your left foot out. Put your left foot in, and you shake it all about."
- *Listen and perform actions*: Students perform or mime what they hear.
  - Using "Old MacDonald Had a Farm," students sing, "On his farm he had some ducks" and mime duck movement with wings and waddling.
- *Listen and draw*: Students listen to the teacher describe something and have to draw it correctly.
  - Using "Mary Had a Little Lamb," students draw a picture that shows Mary, a white lamb following her to school, and children laughing and playing to show comprehension of the song.
- *Listen and sequence pictures in the correct order*: Students are given a series of pictures—large pictures on the board or a series of pictures on a handout. Students put the pictures in the correct order.
  - Using "Itsy Bitsy Spider," the teacher uses the following four pictures and has students sequence them: (1) the spider going up the water spout; (2) the spider going down the spout and rain falling; (3) the sun shining; and (4) the spider going up the water spout.

Figure 4. "Listen and ... " song activities (see Shin and Crandall 2014, 135–137)

### Tempo Games

*Speed It Up*: The teacher starts singing a song slowly, then sings it faster and faster in subsequent repetitions of the song. This is a great exercise to build fluency. For example, using "Head, Shoulders, Knees, and Toes," students point to the body parts as they sing. The faster the song goes, the more challenging the singing and movement become. YLs love this activity, and they will also be sure to remember the word "faster" as you repeat the direction before each repetition.

*Super Slow Motion*: A fun tempo activity is to give instructions for students to sing a song with actions in super slow motion. Children will love slowing down the actions with their bodies and mouths, and they can practice accurate enunciation with the exaggerated slow tempo.

Figure 5. Tempo games

Students find the variety and change of tempo fun, and teachers can use these tempo games to work on fluency and pronunciation. Two fun song games using tempo are described in Figure 5.

- *Volume*: Teachers play with volume and lead students to sing songs loudly, quietly, in a whisper, or even just mouthing the words. Using volume can add interest to the repetition of songs, but it can also be



### Volume Games

*Quiet Down:* Using “Old MacDonald Had a Farm,” the teacher starts by encouraging students to sing the song loudly. Students will love making the animal sounds like “quack quack” and “moo moo” loudly. Then the teacher has students sing quietly and even whisper the song, adding fun. Teachers can use this as a classroom management technique to get excited students to calm down.

*Read My Lips:* Doing the song only mouthing the words is funny but also gives the teacher a chance to focus students on how they are using their mouths to formulate the words. It is a fun and effective way to practice a song and work on pronunciation.

**Figure 6. Volume games**

a great way to focus on pronunciation. Figure 6 offers two suggestions for altering volume productively.

- *Rhythm:* Students can tap or shake a percussion instrument and keep the beat of the songs. Keeping the beat can help children hear the rhythm of the language, help them produce stress and intonation accurately, and improve their fluency. Using instruments to accompany songs sounds great, but not all teachers have instruments available. Luckily, creating percussion instruments is easy. Almost any object can be used as a percussion instrument when it is tapped on the floor or on a desk. Teachers may not want to encourage students to use objects such as pens, pencils, and rulers or have students do rhythm games at their desks because students may tap rhythms later, during

other activities. In that case, students can sit in a “rhythm circle” away from their desks and do rhythm activities there. Figure 7 suggests ideas for percussion instruments that teachers can make from recyclable items or local materials.

As students keep the beat with these homemade percussion instruments, they focus on the rhythm and stress patterns of English, which in turn can improve their fluency, pronunciation, and intonation. Making homemade instruments is also a great way to teach the vocabulary of everyday objects and encourage the creation of instruments through recycling.

#### **Student personalization activities**

One way to help students develop more language through the use of songs and chants is to personalize the songs. That is, students

### Easy-to-make Percussion Instruments

*Keep the Beat Cans (or Keep the Beat Cups):* Use recycled empty soda cans or plastic cups to beat rhythms on the floor. They are light and easy to pick up, and they make a great noise.

*Bottle Maracas:* Use a plastic water or juice bottle (or storage container) with a top that won’t come off easily. Fill it halfway with uncooked beans or rice and close the top tightly. Students can shake it to make a maraca sound to accompany the song. To make the “maraca” look nicer, students can cover the bottle with colored paper or decorate it with paint.

*Box Drums:* Use recycled shoe boxes, cereal boxes, or any other cardboard box to make a simple drum. The drumstick can be an unsharpened pencil or a ruler.

**Figure 7. Easy-to-make percussion instruments**

connect the new language and content to their own lives. For example, here is a verse from a song from Shin and Crandall (2015). This song, originally from Tunisia, can be integrated into a unit about toys.

I have a ball, and it's the best!

I have a ball, and it's the best!

I like my ball. It's blue and red.

I like my ball. It's blue and red.

I have a ball, and it's the best! Yeah!

I have a ball, and it's the best! Yeah!

It is fun to personalize the song by having students bring in their own toys for Show and Tell and sing about them. For example, a student who brings in a stuffed animal bear that is brown and black can sing the verse like this:

I have a bear, and it's the best!

I have a bear, and it's the best!

I like my bear. It's brown and black.

I like my bear. It's brown and black.

I have a bear, and it's the best! Yeah!

I have a bear, and it's the best! Yeah!

YLS will enjoy personalizing the song; most importantly, it will help them stretch their ability to use the language in new ways and connect new content and language to their own lives.

### **Using songs and movement for classroom management**

Songs and chants are useful in classroom management. Teachers can build routines

that help YLS know what is expected of them through the duration of the class. For example, many teachers use a greeting song at the beginning of class, a transition song between activities, and a farewell song at the end of class. Singing these songs can become fun rituals for YLS that also build real language in the classroom. Teachers have to teach the songs at the beginning of the semester or academic year and make an effort to keep these routines consistent. Once YLS learn the routines, they feel a sense of comfort and purpose in the classroom.

Figure 8 shows three routine songs teachers will find useful with YLS. They are set to internationally familiar tunes. These songs are short, fun, and easy to sing, and they use real language YLS can use outside the classroom. Teachers can find simple gestures for each line that add movement to the routines. Teachers can also create their own songs using familiar catchy tunes like these for other routines. Some teachers like to have an attention-getter song or chant that helps manage student behavior. Others like to use a clean-up song after project work. It all depends on what works best for each teacher and his or her classroom.

### **CONCLUSION**

Songs and movement are effective at making EYL classes engaging and fun while using an authentic form of communication that is developmentally appropriate for YLS. YLS are still growing socially, emotionally, and cognitively, and songs and movement are important for their development in these areas. In addition, children learning a second or foreign language need meaningful, purposeful, and culturally relevant activities that interest them and encourage them to express themselves in English. With practical suggestions in this article, teachers should be able to choose the right songs, teach them

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**The more energy and excitement teachers have for music and movement, the more energy and excitement their YLS will have.**

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### Classroom Management Songs (with motions)

**Greeting song:** “Hello, How Are You?” by Joan Kang Shin

Sung to the tune of “La Cucaracha”

Hello! How are you?

*(Wave hand, then hold hands open with arms outstretched toward class)*

Hello! How are you?

*(Wave hand, then hold hands open with arms outstretched toward class)*

Hello! Hello! How are you?

*(Wave hand, then hold hands open with arms outstretched toward class)*

I’m very good. Yeah!

*(Hold hand to chest, then put fist in the air)*

I’m very good. Yeah!

*(Hold hand to chest, then put fist in the air)*

Thank you very much. And you?

*(Hold hands open with arms outstretched toward class)*

**Transition song:** “Stand Up Tall” by Joan Kang Shin

Sung to the tune of “Skip to My Lou”

Stand stand stand up tall.

*(Stand up and hold up arms above head)*

Touch touch touch the floor.

*(Bend down and touch the floor)*

Turn turn turn around.

*(Turn around)*

Now sit down, my darling.

*(Motion to children to sit down; children sit down)*

**Farewell song:** “It’s Time to Go” by Joan Kang Shin

Sung to the tune of “London Bridge is Falling Down”

Good-bye! It’s time to go.

*(Wave good-bye, then point to watch)*

Time to go.

*(Point to watch)*

Time to go.

*(Point to watch)*

Good-bye! It’s time to go.

*(Wave good-bye, then point to watch)*

See you later!

*(Point to eye, outstretch hand toward class, wave good-bye)*

**Figure 8. Classroom management songs (Shin and Crandall 2015)**

step-by-step, and engage children in activities that will make repeating songs and practicing the language enjoyable and effective.

The more energy and excitement teachers have for music and movement, the more energy and excitement their YLs will have. Remember, enthusiasm for singing, moving, and dancing is contagious. The goal is to get YLs motivated to learn English, so the last suggestion for teachers is this: Get up and sing! Get up and move!

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