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PROCEEDINGS

"Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond"

BOOK 3

FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, f) technology-based language instruction, g) the role of technology in innovation in ELT methodology, h) the role of technology in language materials development, i) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

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DEVELOPING TEACHING MATERIALS FOR ENGLISH ELEMENTARY TEACHERS

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ABSTRACT

This study aims at developing teaching materials for English Elementary school teachers in the form of a Handbook and two DVDs. It used the ADDIE model of five stages, carried out in two phases. In the first phase, the writers conducted the Analysis, Design and Development stages, resulting in the prototype of the materials. At the beginning, a needs-analysis was conducted by distributing a questionnaire to 30 respondents who were English elementary school teachers from various schools. Based on their feedback, the materials were designed and developed. The second phase covered the remaining stages: Implementation, Evaluation, and the Follow-up stage. In the first two stages, the prototype of the materials were evaluated by teachers through a workshop obtaining their feedback to form the basis for the revisions. Later, it led to the production of the materials in the form of a handbook called 'Fun in the English Classroom' containing five modules supplemented with 2 DVDs which show classroom scenes of English teachers using the techniques of storytelling, drama, songs/rhymes and games. While the follow-up stage was an intensive training for teachers coming from the respondent schools to be trained to spread out their knowledge to other teachers in their environment.

Keywords: *techniques of teaching English, storytelling, drama, songs / rhymes and games*

INTRODUCTION

Graduates from Teacher Training and Education Faculties in Indonesia generally are not trained to become teachers of English for young learners (preschool and elementary school levels). This is due to the fact that they are usually prepared to teach secondary and high school levels, as English is not a compulsory subject at preschool and elementary school levels. However, the demand for teachers of English at those levels has been increasing, as quite often English is used as a medium of instructions besides Bahasa Indonesia. It is also partly due to the fact that the stakeholders have been more and more aware that English becomes a means of global communication.

Considering this, since the year 2000 the English Department of the Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya has added some new subjects dealing with childhood education, such as Teaching English to Young Learners (TEYL) Child Education, Developmental Psychology, Teaching Math and Science in English. Therefore, when those graduates enter the working world, they have the appropriate knowledge and competence to teach English to young learners. Meanwhile, there are many other teachers who are not yet appropriately equipped to teach English to young learners.

English at preschool level is usually taught in a fun way to make the students enjoy learning the language. Unlike those at preschool levels, many teachers of English at elementary schools do not know how to enliven the class. One of the reasons is that those teachers lack knowledge of how to teach English to young learners. Thus, training them with appropriate techniques and equipping them with the knowledge of children's characteristics will be useful to assist them in teaching English in a fun and effective way in the classroom.

In line with the reasons stated above, the main objective of this study is to design an Elementary School Teacher's Handbook containing practical tips of how to use various techniques, such as Storytelling, Drama, Songs/Rhymes and Games to teach English to young learners. The content of the Handbook covers a brief introduction of each technique and a sample lesson plan. This Handbook is accompanied with 2 DVDs containing classroom scenes where teachers are seen teaching English using those different techniques to their students.

METHOD

Based on the purpose of the research, this study follows the framework of a Developing Material Model called ADDIE consisting of 5 stages (Analyzing, Designing, Developing, Implementation and Evaluation) which was followed by a follow-up activity. This study consists of 2 phases. In the first phase three stages were covered, which are Analyzing, Designing and Developing, while the Implementation, Evaluation and Follow-up activity are carried out in phase 2.

The Analysis Stage was carried out by conducting a needs assessment survey to elementary school teachers from 30 Elementary schools in Surabaya to find out their difficulties in teaching English. In this survey, questionnaires were distributed to samples of teachers of English from different grades (1st up to 6th grades in elementary schools), which were chosen randomly.

In the Design Stage, based on the needs assessment, the modules and their contents were decided. Each module consisted of the definition of each technique, the reasons of choosing and the impact of those techniques on the learning process, the steps in carrying out those techniques, and samples of integrated lesson plans of the respective techniques as a model for teachers to be used in class. These lesson plans were carried out in real classroom settings which became the classroom scenes recorded in the DVD accompanying the handbook.

In the Development stage, the prototype of the Handbook and the DVD were made, so they were ready to be evaluated by the teachers in the second stage of the research starting in August 2014.

The last two stages, Implementation and Evaluation stages were done in the second phase of the research plan:

In the Implementation Stage, the prototype of the Handbook and DVD were evaluated by English Elementary teachers through workshops to obtain their feedback.

In the Evaluation Stage, the Handbook and DVD were revised based on teachers' feedback and later multiplied to be distributed to teachers who are the respondents in the survey.

As a follow up activity, intensive training for Trainers (TOT) workshops was conducted for teachers who will be using the materials.

Table 1. Research Plan (phase 1 and 2)

Year	Target	Activity	Subjects
1	Analysis stage: Identification of teachers' needs	Conducting a needs assessment survey	English teachers of preschool and elementary schools

	Design Stage: a. Identification of the learning units in the handbook b. Identification of the objectives of each learning module and the design of the samples of the integrated lesson plans	Designing the prototype of the handbook and the DVD	Research team and students with multimedia experts
	Development stage: The prototype of the handbook and the DVD	Developing the prototype of the handbook and DVD	Research team and students with multimedia experts
2	Implementation stage: Revision of the handbook based on the teachers' feedback	a. Conducting a workshop to get feedback from teachers b. Having an in-depth interview with the teachers	Teachers who are respondents of the survey
	Evaluation stage: The revised Teacher's Handbook and DVD	Revising and Editing the handbook and DVD based on the teachers' feedback	Research team and students with multimedia experts
	The follow-up stage: Intensive Training for Trainers Workshop Observation in teachers' classrooms	Conducting the TOT workshop Conducting classrooms observations in which the core teachers are giving demonstrations in using the lesson plans to their students	Core teachers who will be trainers for other teachers in their respective areas

RESULTS AND DISCUSSIONS OF THE STUDY

After the needs analysis done in the first phase, it was found out that the respondents, most of them were familiar with techniques, however they needed some guide lines how to use those techniques in the correct way. Thus, the Handbook and the sample lesson plans would help them to carry out those techniques. Moreover, from the DVD teachers could see how it is done in real classroom settings. To obtain feedback from the teachers who were the former respondents, a seminar was conducted on March 28, 2015, in which the researchers explain the modules and showed the DVDs to the participants. After the seminar a questionnaire was distributed and each

participant had to answer some questions which gave us information about the strength and weakness of the teaching material designed. .

There were 22 statements in the questionnaires which were grouped into six categories (TEYL presentation, the examples of lesson plan, Storytelling video, Drama video, Songs video, and Games video). The presentation of TEYL got a high appreciation as according to them the knowledge was useful for them as teachers of English at primary level. The examples of lesson plan were also useful for them in carrying out the techniques in the classroom. Storytelling video was very good in the stages of activities, good quality of sound and picture, very interesting activities, and quite inspiring in teaching English attractively. On the contrary, Drama video was not as good as that of Storytelling. The weaknesses were on the quality of sound and picture. Besides, the overall activities were not very interesting and not very inspiring. Meanwhile, all respondents stated that the stages of activities in Song video were clear and effective, the sound and picture quality was good (only 5 % did not quite agree), and inspiring. The stages of activities in the last one— Games video— were clear and effective, the quality of sound and picture was good (5% did not agree), the overall activities was very good, and it was very inspiring.

Besides the responses above, the respondents also gave some general comments and suggestions. The general comments were as follows: (a) On the whole, the seminar and workshop were very good and interesting; (b) The techniques presented—teaching English through Storytelling, Drama, Songs, and Games in the classroom—were inspiring and able to make young learners happy and not bored; (c) The handbook met primary students' need and it was presented clearly accompanied with the lesson plans as well as the multimedia.

The following are the suggestions given by the participants: (1) The video presentation should be improved to create the compatibility between picture and sound; (2) The teaching demonstrations should be in the real classroom with more students; (3) There should be an example of the application of TPR in Storytelling and Drama; (4) In applying Drama, the students should memorize the dialogues and understand the role or character; (5) In using Songs, it is important for the teacher to read the lyric first to be repeated by the students. Besides, some more songs should be added for the teachers to practice at their schools.

Based on those feedback from the participants, the Handbook and the DVDs were revised in the Implementation and Evaluation Stage. At the end of the last stage, the Handbook and DVDs were produced.

The handbook consists of 5 modules which are described as follows:

1. module 1 discusses the nature of young learners and the teaching and learning activities that can maximize their potentials.
2. module 2 discusses story-telling activities that can enhance the learners' English skills, and the techniques and strategies of presenting stories in a classroom.
- 3, module 3 discusses drama to make learners experience personal and interpersonal relationships with the characters they are playing the roles of.
4. module 4 discusses songs, chants and rhymes to train learners for better pronunciation, to motivate them to learn English .
5. module 5 discusses games that can help develop learners' skills and encourage them to be creative and imaginative.

Each module (module 2 up to module 5) is completed with model lesson plans to show teachers how to teach their young students using stories, drama, songs, chants, rhymes, and games. Besides, teachers can get some examples of how to conduct the activities in a real classroom by watching the DVD. The model lesson plans and the teaching demonstrations were done by some alumni of the English Department.

Therefore, the Handbook will be accompanied with a DVD that shows how the model lesson plans made by the alumni/student of the English Department of Widya Mandala Catholic University Surabaya are carried out in a real classroom setting.

In the follow-up stage, a TOT workshop was conducted to train a specific number of teachers from the different schools used as the respondents during the survey. These teachers will have the responsibility to spread out the techniques to English Elementary School teachers in their surroundings. The TOT was attended by 19 teachers of Elementary Schools throughout Surabaya. The TOT was divided into 2 sessions. The first was playing the videos, which have been revised. The “teachers” in the video were also present in the event to give short and practical explanations about the lesson plan. They also brought along with them the media or properties they had used in their performances in the video. In this session, the participants were invited to ask some questions or give comments.

After the video viewing was over, in the second session the participants were divided into four groups according to the teaching techniques presented by using lotteries. So, one group belonged to Storytelling group, one group for Drama, one group for Song, and the last one was for Games. Each group, which consisted of four or five teachers, then sat together to prepare for their performance or teaching demonstration using the media that had been prepared by the “teachers” in the video. They were given an hour to prepare for their teaching demonstration. They could use the same story/song/game or a different one. After they had finished with their preparation and lunch, each group performed their teaching demonstration in front of the rest of the workshop participants. After each presentation, some evaluations as well as suggestions were given by the research team. Finally, after all had had their teaching demonstration, they filled in the questionnaires that were distributed. As two teachers had to leave early, the results of the questionnaire from the 17 participants were as follows:

- ❖ Most of them (75 %) were attracted to the 4 techniques with the following reason: they give a new atmosphere in the classroom that motivates the students to learn better and understand the learning materials more easily
- ❖ The Video was good in picture and sound, thus it can be used as reference for the teachers
- ❖ The lesson plans were well-designed and contain innovative ideas that can be carried out, modified or adapted in their respective classrooms
- ❖ The training was beneficial for their professional development and they were hoping for other trainings in the field of teaching English.

CONCLUSIONS AND SUGGESTIONS

Although theoretically all the subjects—the teachers teaching English at elementary schools—know the techniques of teaching English to young learners such as storytelling, drama, songs and games, they still need the knowledge and a practical guidance of how to carry out each of them in details. Otherwise, they can be trapped in simply teaching the techniques, whereas the target is actually English. The TOT workshop helped them with how to use the techniques as well as how to teach English using each of the techniques as also shown in the Handbook. Besides, the DVDs can be the media from which teachers can learn how to carry out the techniques in a classroom.

Considering the fact that teachers of English at elementary schools hope for other trainings, it is advisable to conduct trainings of other techniques of teaching English to young learners such as using chants, TPR, Community Learning, or Multiple Intelligence with a wider scope of participants. Such trainings will not only encourage them to implement interesting and fun techniques in teaching, which benefit the young learners, but also make the participants learn from each other, and later, spread their skills to other teachers.

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