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VIRTUAL SYMPOSIUM ON TEACHING & LEARNING (VSTL) 2020

Redefining the Practice of Teaching and Learning

E-PROCEEDING

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INTRODUCTION

The very first Virtual Symposium on Teaching and Learning 2020 has been organised by the Academy of Language Studies, UiTM Cawangan Johor Kampus Pasir Gudang in collaboration with Unit Penulisan dan Penerbitan, BPJIA UiTM Cawangan Johor Kampus Pasir Gudang.

This symposium has provided an opportunity for researchers and educators to share their ideas and insights in the name of education. This symposium has also provided a platform for the exchange of knowledge and expertise in relevant fields and promoted exploration of potential collaboration for future research.

This event has the goal to bring academicians and researchers in education together from across the globe.

Researchers and authors have been invited to submit original high-quality extended abstracts. Papers are solicited on, but not limited to:

a. E-Learning

b. Innovation and Creativity in Teaching and Learning

c. Assessment and Evaluation in Teaching and Learning

d. Best Practices in Teaching and Learning

e. Others (related to Teaching and Learning)

All accepted extended abstracts have been presented by participants on the symposium day via Google Meet.

All accepted, registered and presented extended abstracts have been published in this e-proceeding with e-ISBN. Authors of selected extended abstracts will be invited after the symposium to submit a full paper for Scopus-indexed Journals/ a special issue in the Insight Journal UiTM Cawangan Johor. Best Papers and Best Presentations have also been awarded in this event.

FOREWORD BY ASSISTANT RECTOR



Dr. Haryana binti Mohd Hairi

Assistant Rector, UiTM Pasir Gudang

Assalamualaikum wbt and good day everyone.

I am pleased to welcome all of you to the Virtual Symposium on Teaching and Learning, VSTL, 2020. Congratulations for your participation, fruitful sharing session and discussion for the symposium.

Today, we have witnessed educators across institutions, disciplines and expertise, coming together to share the insights, experience, and practices in teaching and learning. I bet that everyone has had your fair share of not only getting inputs and ideas from others, but also share your own perspectives in the field of teaching and learning.

Ladies and gentlemen,

VSTL 2020 is one of the many virtual academic get-togethers, which could have been organized in the conventional way, with face-to-face meetings and sessions. However, considering the many aspects in our current situation, with the seemingly unending COVID-19 fiasco, this symposium is successfully done on a virtual platform today without neglecting the ultimate purpose of such programs. I believe that all of us today have gained so many positive inputs for various aspects in teaching and learning even without physically meeting each other, which is no less than if the program is done conventionally.

It is high time that such an event took place to highlight the remarkable contribution, in which “the new norm” of teaching and learning took place in our current education situation. I am proud to know that, through a glance at the list of presentations planned for today, reveals the amazing diversity of these areas. Congratulations to all of you.

COVID-19 pandemic has not only changed our way of teaching and learning, but also forced us to become more creative and innovative. In some cases, we could not meet our students face to face, and had to use virtual methods, as how we met today to carry out our duty as teachers and educators. This can be easy for some of us, but a mounting task for others. However, the responsibility of educating our learners still needs to be carried out, in one way or the other, no matter how challenging it is. Thus, the purpose of this symposium is for us to

not only share the traditional practices but also new methods and techniques in online or distance learning.

I hope that VSTL 2020 has been a good platform to inspire us, the educators to try out new teaching techniques and the experts to share their insight and valuable knowledge in this area. This could also be the route to a unique opportunity to share and exchange with counterparts from different specialties the advancements in your field. I also hope that our meeting will not stop today and can promote exploration of potential collaboration for future research.

Ladies and gentlemen,

On behalf of the committees and UiTM Cawangan Johor, I would like to thank all of you for your support and I hope that you have had fruitful and rewarding exchanges from this program. I would like to also congratulate the Academy of Language Studies, UiTM Cawangan Johor, Kampus Pasir Gudang for organizing the symposium, together with Unit Penulisan dan Penerbitan of BPJIA, UiTM Cawangan Johor Kampus Pasir Gudang. It is my hope to see more programs such as this in the future.

Before I end my speech, I would like to share a quote by Phil Collins;

“In learning you will teach, and in teaching you will learn”. May all of us here never stop learning, and continue inspiring the learners, and each other in our jihad to share and value the knowledge that we have.

I hereby officiate the closing ceremony and announcement of awards of Virtual Symposium on Teaching and Learning 2020.

All the best to everyone, and may all our effort be blessed. Thank you.

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Language Learning with Copacabana

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Abstract

Songs and music in the classroom are known to be attractive and act as a valuable teaching tools in language learning. They can be fully utilized to help students improve on various skills of the language. Thus, an action research in the classroom was developed to allow students to practice on the various language skills through a song. The purpose of this study was to develop activities in the classroom that integrate the four major language skills through the use of a song. Using the song entitled *Copacabana* by Barry Manilow, this study explored some possible ways in enhancing language learning in all the four major language skills basically grammar, reading, listening and speaking. Through a survey that was carried out, this approach received positive feedbacks from the students. It was observed that students were more responsive and attentive in class when using this approach. Thus, integrating songs into language learning serves not only as an effective teaching tool, but it provides a positive learning experience for students.

Keywords: songs, language skills, tertiary level

Introduction

As we are now venturing into the different educational approaches in this technological era, songs have remained to be a valuable tool in language teaching and learning. Many researchers agree that using songs in language classroom can help to motivate learners and make learning environment become more interesting. Songs have been a valuable tool in language learning at different levels of students. However, songs have normally been used in the classroom to teach a certain language skill and few studies have been carried out to examine the effectiveness of a lesson in which one song is utilized and integrated into the learning of all the language skills in a classroom. Therefore, this study aims at developing activities that integrate the four major language skills through the use of a song in the classroom at the tertiary level.

Background of Study

This study is an action research in which activities were formulated in teaching English by using songs to adult learners at the tertiary level. The study was initiated to facilitate students' learning in English language course which is a prerequisite for the students before they proceed to the following semesters. In this higher institution, students are required to take English course in the first three semesters of their studies. This study was conducted with the first semester students as they have to undergo listening, reading, writing and speaking skills in the course. From the researcher's observation, many students found it challenging to overcome their lack of proficiency in use of language and this has affected their level of motivation in learning. Therefore, songs were brought in as a tool to assist students in language learning and to help increase their motivation in the classroom. Language activities were created using songs and the exercises prepared helped to increase students' communicative and creative skills, thus assisting and improving students' motivation and performance in language learning.

Literature Review

Research has shown that using songs in a classroom brings many benefits to the students. First of all, songs serve as an effective tool in supporting students' understanding in learning a language, thus it also helps them in improving their proficiency in the language (Ludke, 2016). In a study by Ainul Azmin Md Zamin & Nor Azrul Hardy Adzmi & Maslawati Mohamad (2020), students have shown improvement in their vocabulary skills through the use of songs in the classroom as new words were found in the song lyrics. Using songs in the classroom can also bring in a more relaxing setting in learning English.

Dolean (2015) has found that music and songs help to decrease student's anxiety level, thus provide the benefits of improving their wellbeing.

Methodology

This study was carried out in a classroom of 25 students from semester 1 Diploma level from the Faculty of Applied Science at a higher institution. The lesson took two hours to complete, in which a song was utilized to create exercises in reading, listening, writing and speaking. The song that was used for this particular study entitled Copacabana by Barry Manilow which was released in 1978. It is an old song and it is purposely selected by the researcher as students were not familiar with the lyrics. The activities during the two-hour lesson were divided into two parts. In each part, the strategy of the lesson was explained, followed by a display of the task, students' output, language skills involved and the duration of the task. A summary of the activity is given in table 1.

Table 1
Module for Copacabana

NO	TASK	OUTPUT	LANGUAGE SKILLS	DURATION
PART 1 – THE FIRST HALF OF THE SONG IS PLAYED				
1	Listen to the song and try to understand what the song is about. Take note of the characters, and the place of the scene and the story.	Written notes	Listening	5 minutes
2	Answer the following questions about the song. 1. How many characters are there in the song? 2. Name the main characters? 2. Where does the scene take place? 3. What is the profession of the characters?	Verbal responses	Speaking / Listening	15 minutes
3	In groups, predict the ending of the story in the song. Discuss and write the ending of the story. OR Discuss and role play your prediction of the story.	Written paragraph/short essay Role play presentation	Reading and writing Speaking	40 minutes
PART 2 – THE SECOND PART OF THE SONG IS PLAYED				
4	Play the song and sing together. Listen to the actual ending of the song	Singing	Speaking	5 minutes
5	Students fill in a gap-filling exercise on grammar and vocabulary based on the lyrics of the song.	Grammar and vocabulary exercises	Writing	15 minutes
6	In groups, create a different style to singing the song (eg: rap) and present it.	Group presentation	Speaking	40 minutes

After the activities were carried out, a short and simple survey was given to all the 25 students involved to find out their perceptions of the lesson. There were two parts of the survey in which part A comprised of the demographic profile which was made up of 2 items while Part B consisted of 5 items of a five-

point Likert scale (1- strongly agree (SA), 2- agree (A), 3- not sure (NS), 5- disagree (D), and 5- strongly disagree (SD)). The data were analyzed by using descriptive analysis.

Results

Using songs in language learning classroom such as Copacabana has brought in positive feedbacks from the students. The result of the survey is shown in Table 2.

Table 2
Students'perception on using a song in the classroom

No	Question	SA	A	NS	D	SD
1	I like doing writing tasks by using a song in the classroom	64%	36%	0%	0%	0%
2	I like doing listening by using a song in the classroom	72%	24%	4%	0%	0%
3	I like doing reading comprehension exercises by using a song in the classroom.	72%	28%	0%	0%	0%
4	I like practicing on my speaking by using a song in the classroom.	80%	20%	0%	0%	0%
5	I like learning new words through songs	76%	34%	0%	0%	0%
6	I like doing grammar exercises based on a song played in the classroom	60%	32%	8%	0%	0%
7	I like learning English through songs	92%	8%	0%	0%	0%
8	Using a song helps me to relax in learning English	88%	12%	0%	0%	0%
9	I like the song Copacabana	56%	44%	0%	0%	0%

From the results, using songs in language classroom has brought in positive responses from the students. This study is in line with other studies which have shown that songs serve positively as a useful tool in language classroom as it assists students to increase their proficiency, interest and motivation in learning English (Ainul Azmin Md Zamin & Nor Azrul Hardy Adzmi & Maslawati Mohamad, 2020; Romero, 2017; Dolean, 2016; Ludke, 2016;). In addition, introducing songs from the past to the younger generation also provides a different outlook and new appreciation towards music.

Conclusion

This study has provided input on how a song can be used in an English language classroom at the tertiary level to teach the four major language skills: reading, writing, speaking and listening. It is shown that songs work as a powerful tool in language learning and one song can be used in learning numerous language skills. Having songs as a teaching aid to learning English can help students to increase their proficiency and motivation levels. It provides a path to students in learning new words and gaining understanding in the language. Therefore, it is recommended that more songs from the past are selected as teaching tools in language learning. Further research can be carried out on the effectiveness of using songs in language learning particularly on the cognitive and affective levels of students at the tertiary level.

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