

Online Conference 2014

Play it, Sam! Songs and music in the EFL Classroom

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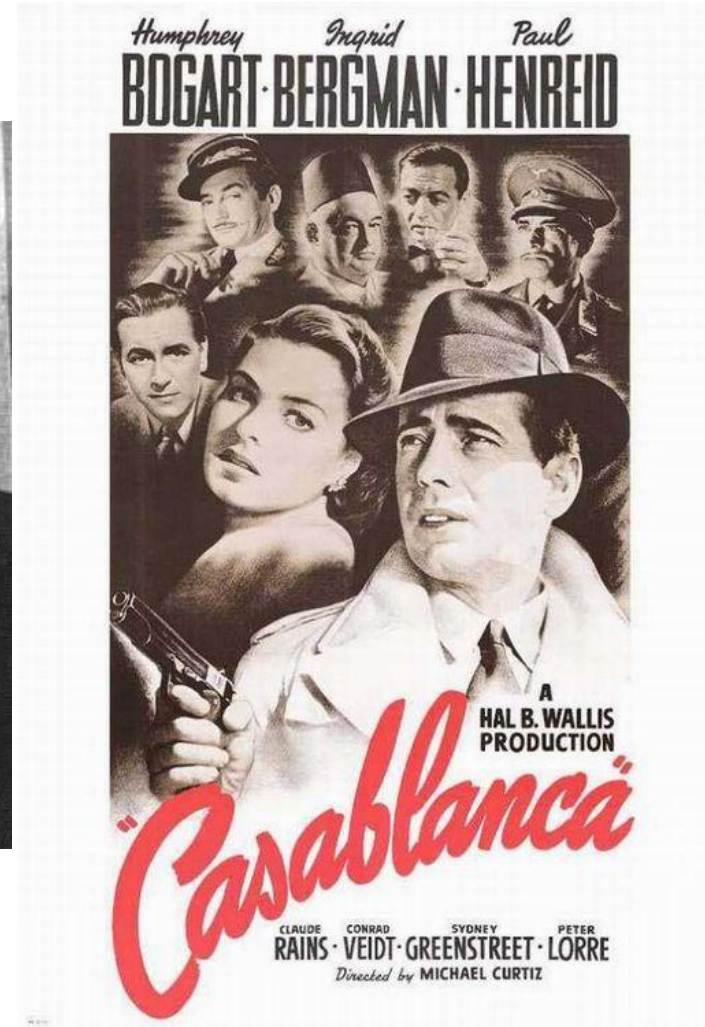
Language
Learning



macmillan
education

You must...

Can you complete the sentence?



But you must not...!

Why? Oh, why?

You _____ remember

A _____ is still a _____

A _____ is just a _____

The fundamental _____

As _____ goes _____.

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Songs and Music in ELT

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Some criteria for choosing the right song (from the pros).

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- 10. Recall potential. A song isn't great until it's out there doing its job, touching lives, and making money (enhancing learning).**

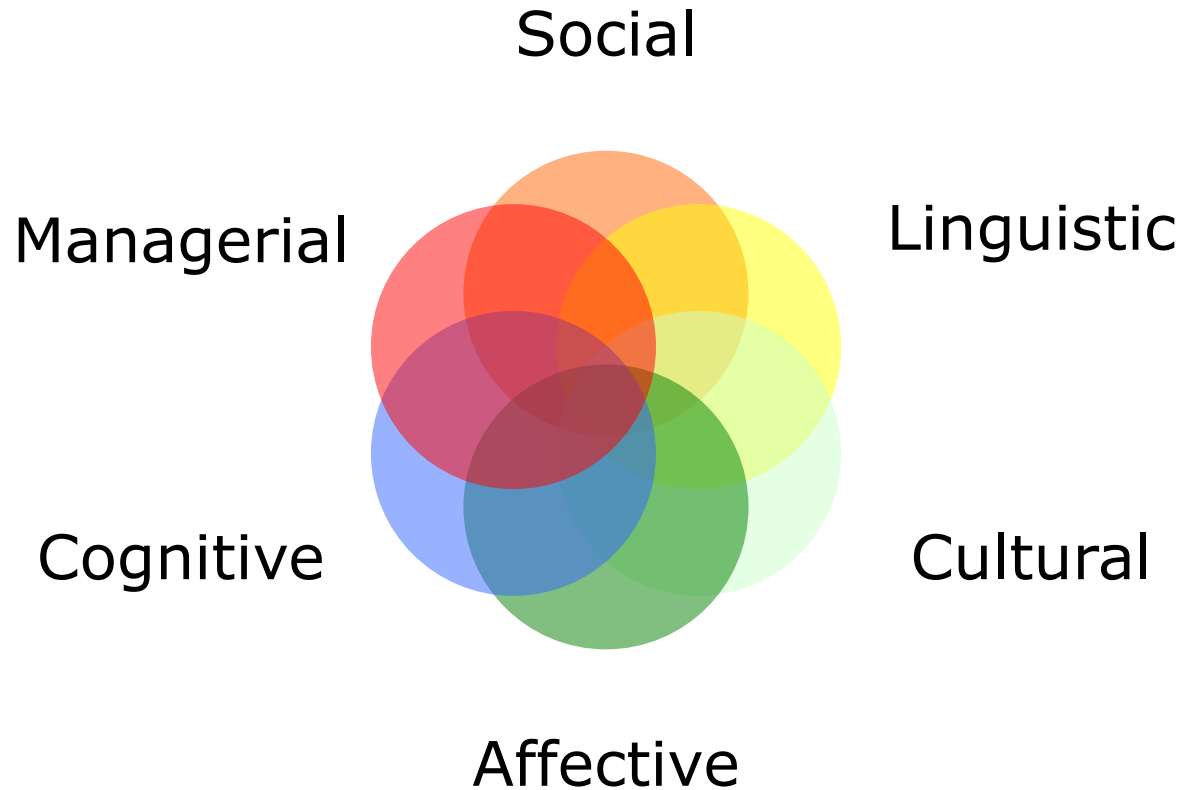
How high or low does this song rate

Listen to the song and check off the criteria

- 1. Originality.**
- 2. A catchy part.**
- 3. A climactic moment or hook.**
- 4. Reinforcement.**
- 5. Helps bring the listener.**
- 6. Real emotional or affective appeal.**
- 7. Clear lyrics.**
- 8. A catchy tune.**
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General reasons for using songs and music



Why use songs in the classroom?

Music and songs...

- **are fun!**



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- **reinforce what has been learned**
- **help people absorb material**
- **are easily obtained**
- **are flexible**



Good teaching songs

Adapting the criteria to ELT. A good song contains:

- **everyday vocabulary**



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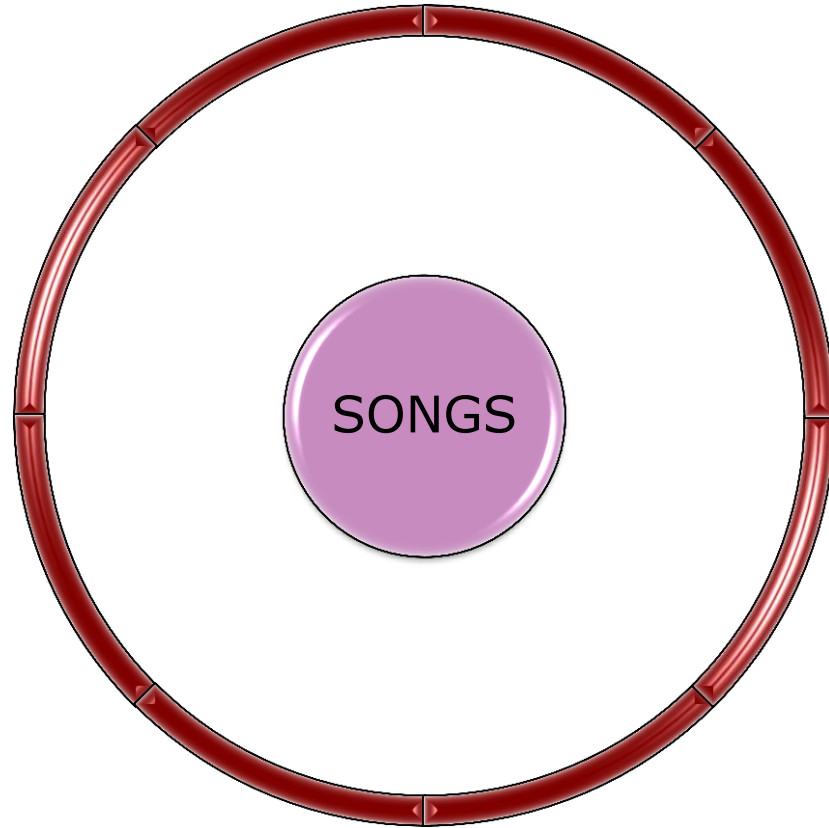
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- **automaticity: instant review!**
- **an achievable challenge**



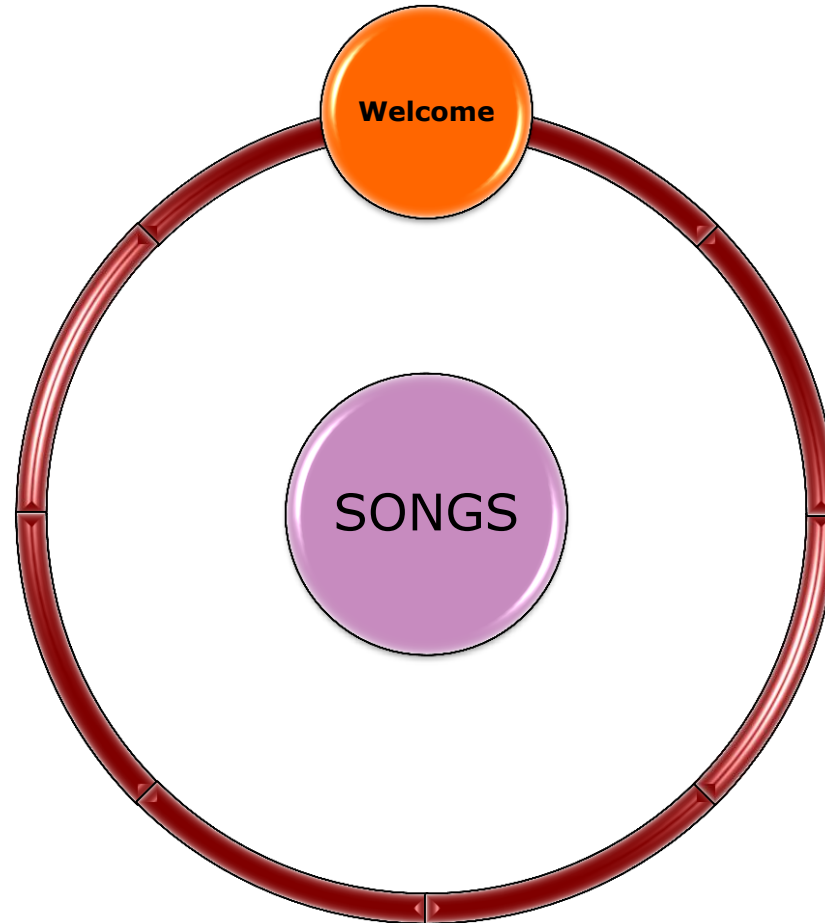
Song types

And their potential uses



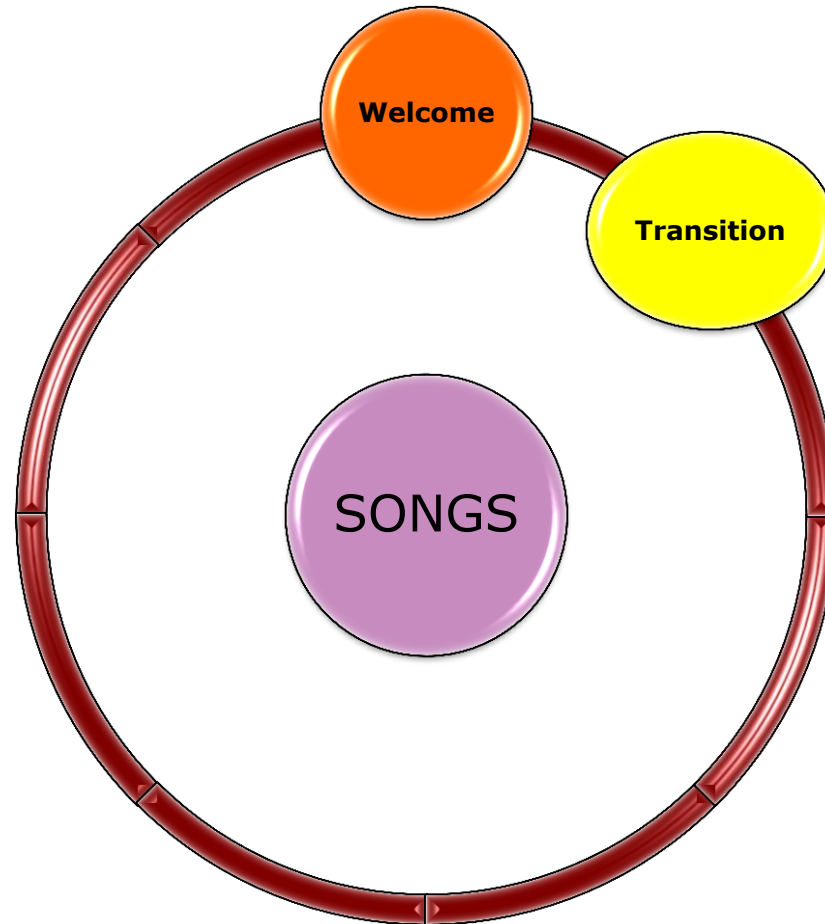
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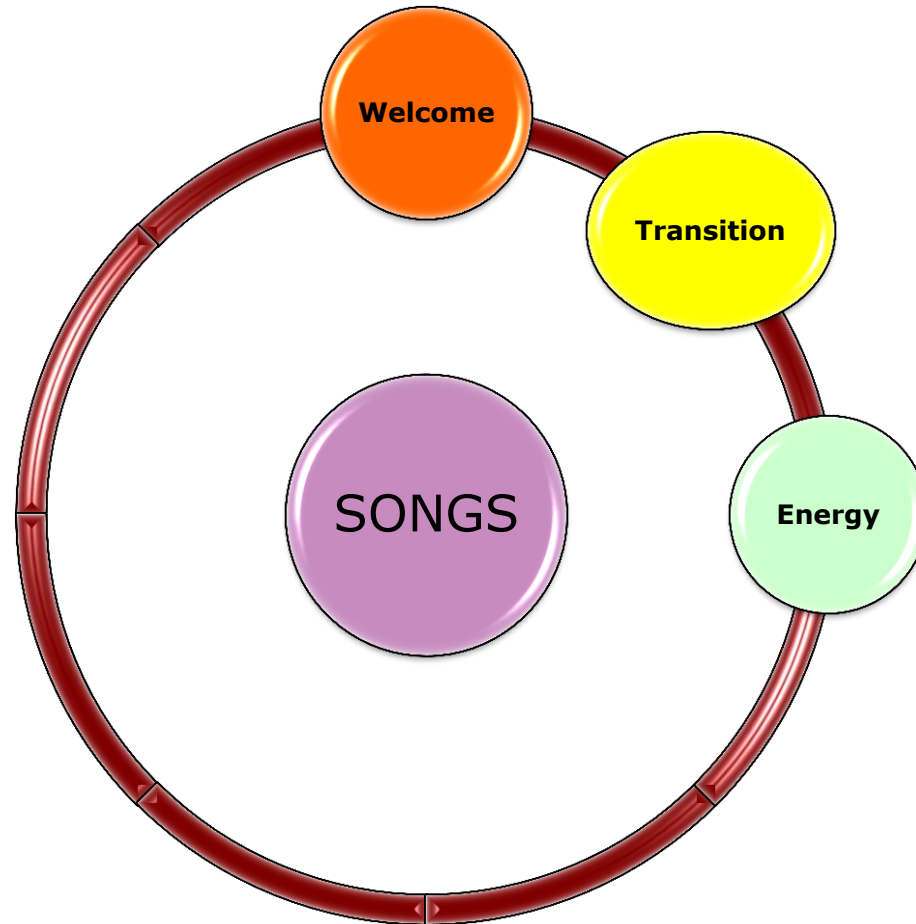
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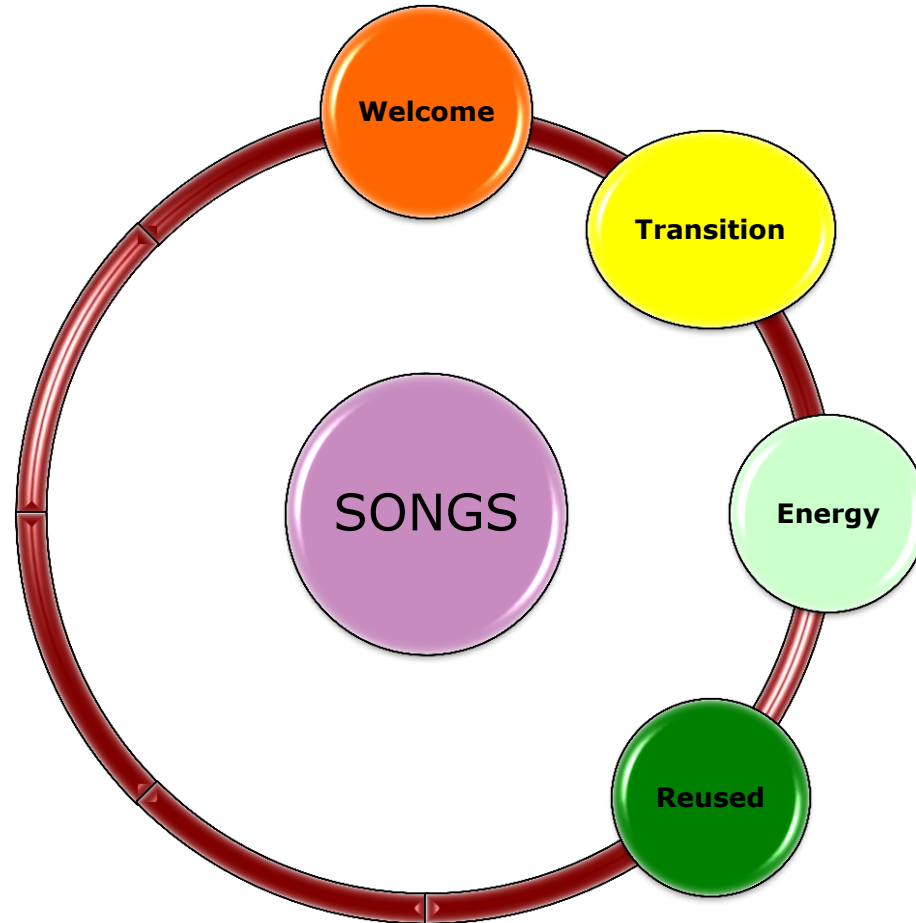
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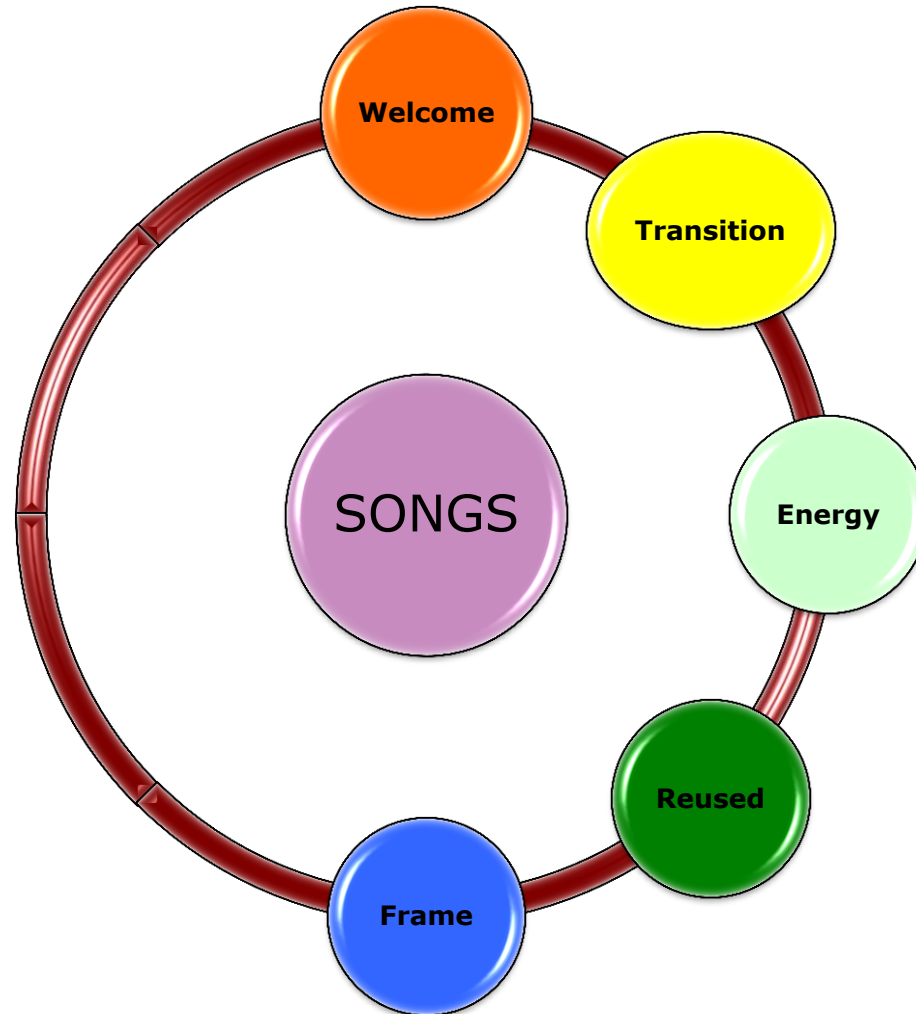
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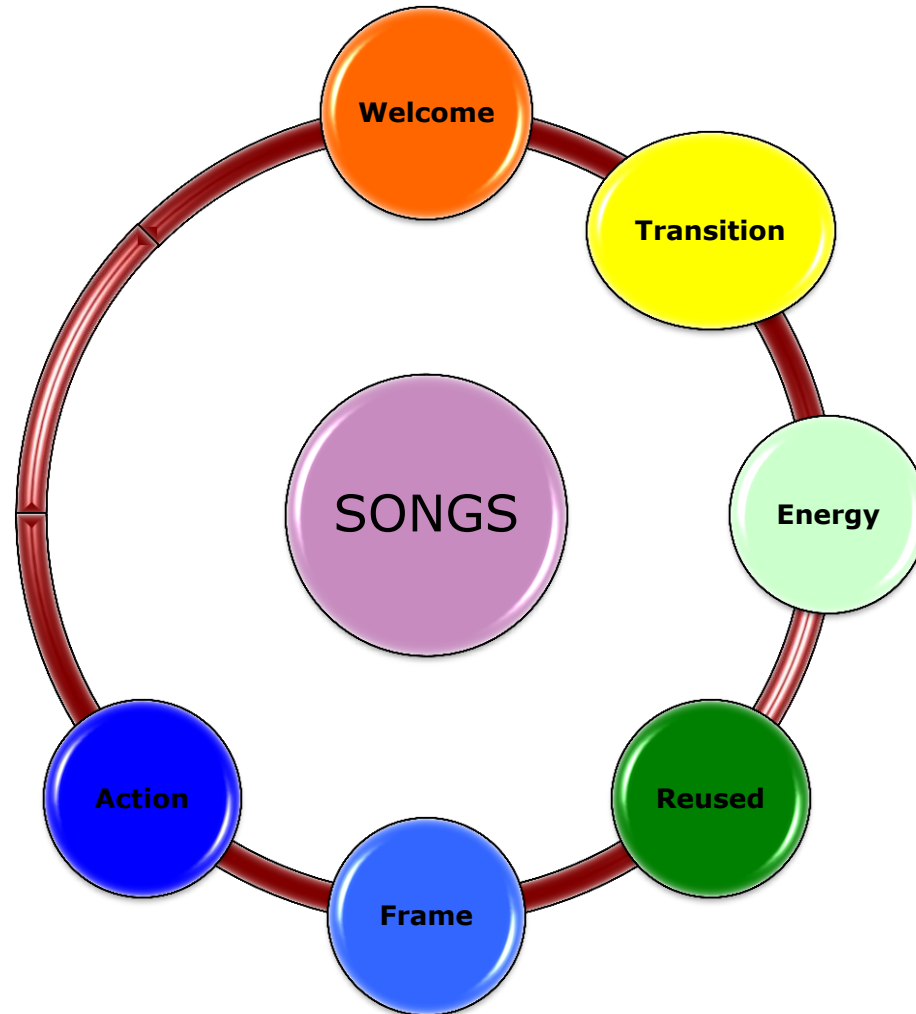
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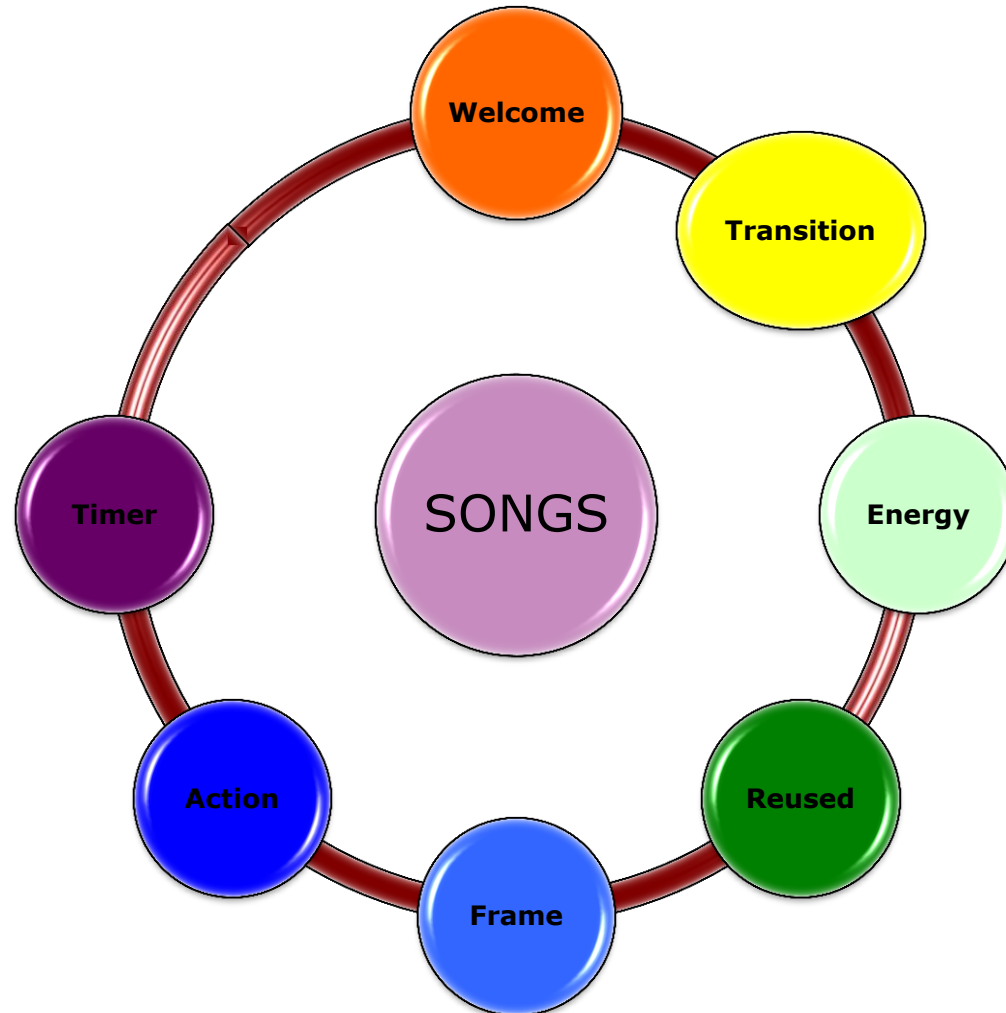
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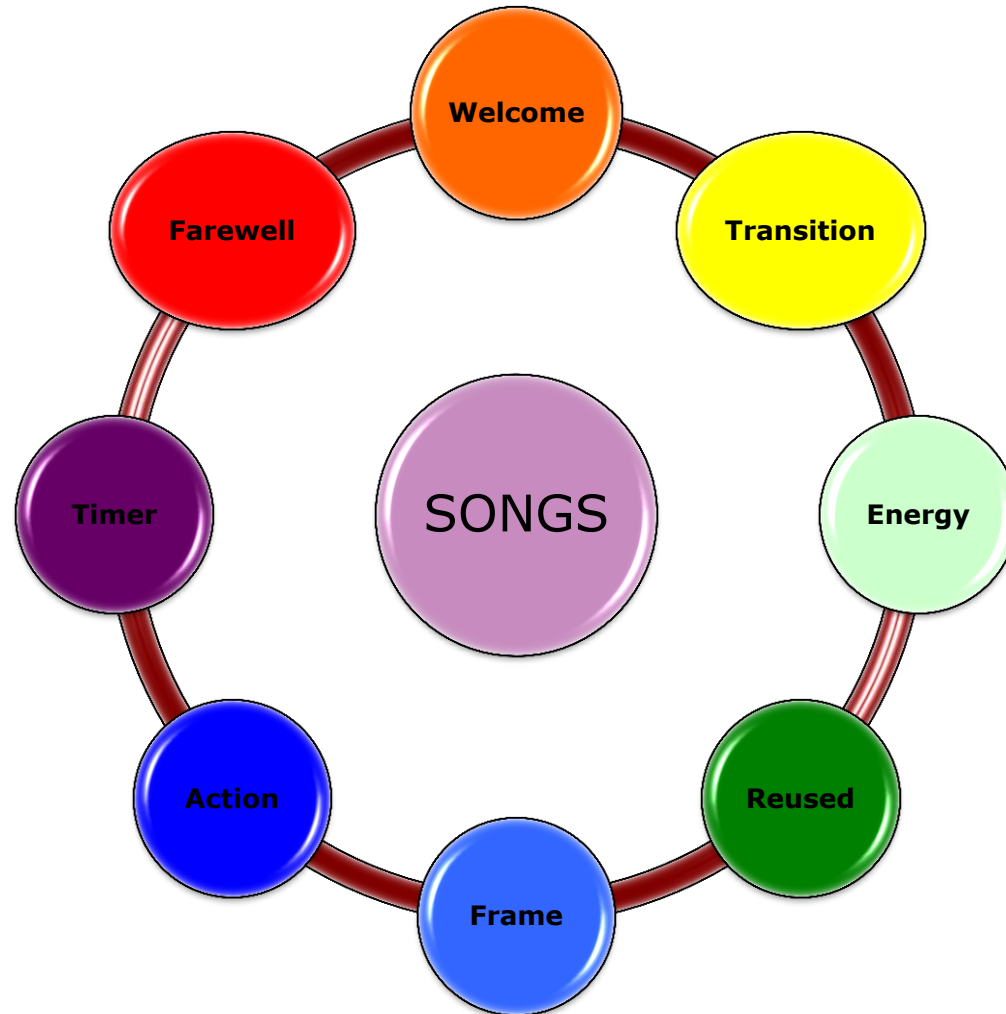
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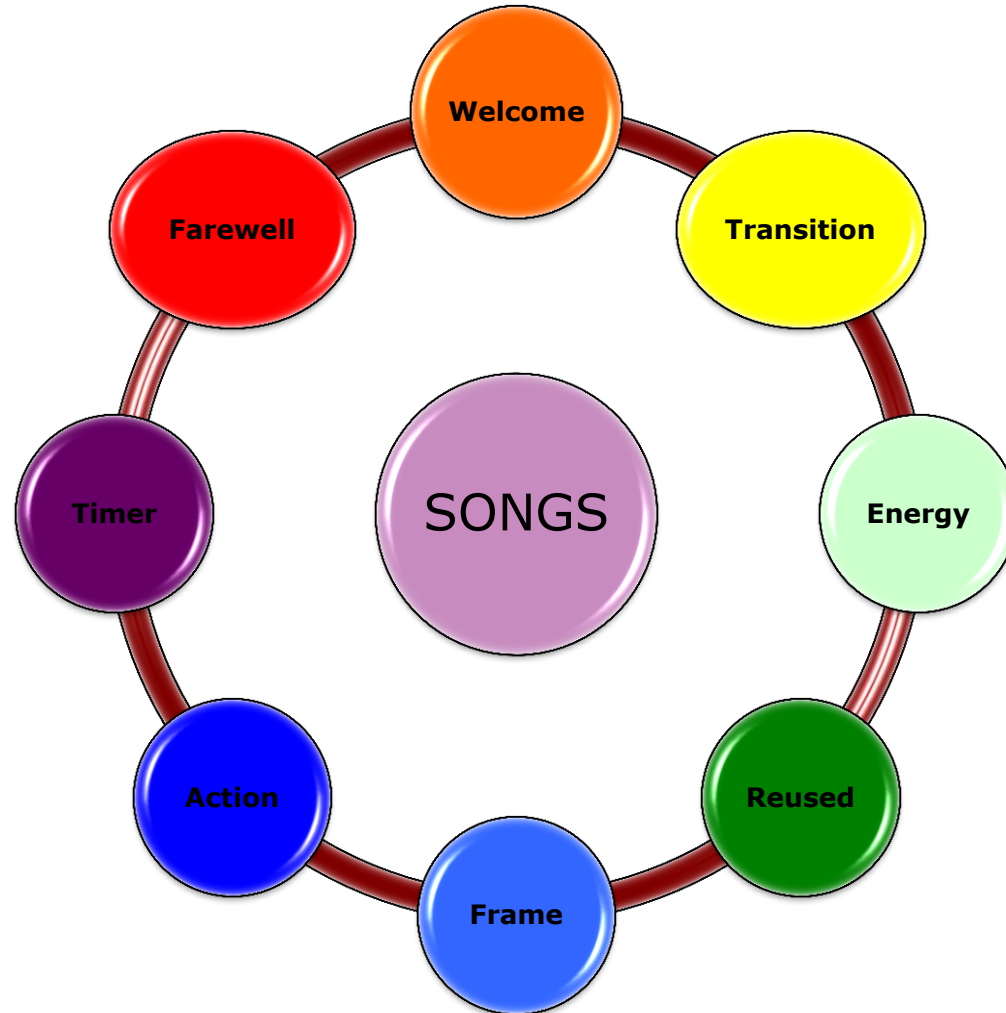
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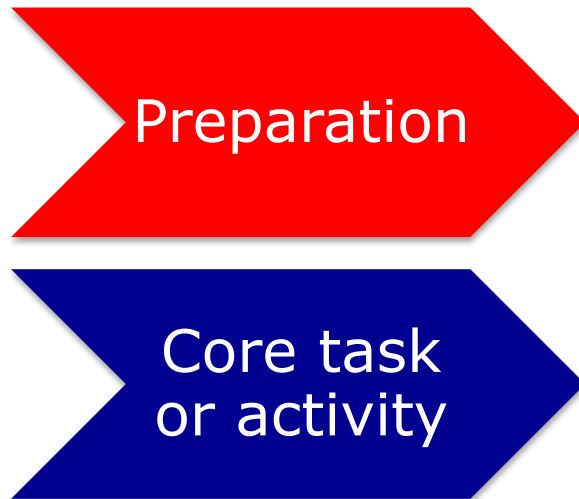
Teaching with songs

Moving beyond the gap



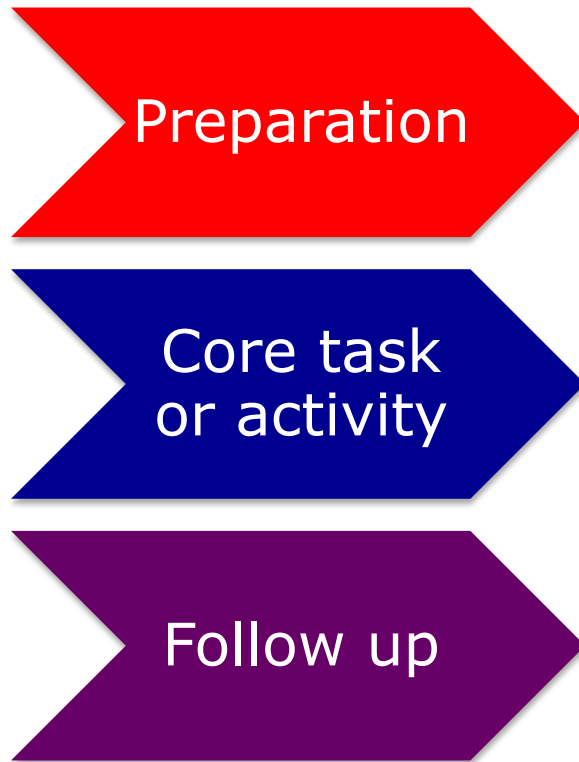
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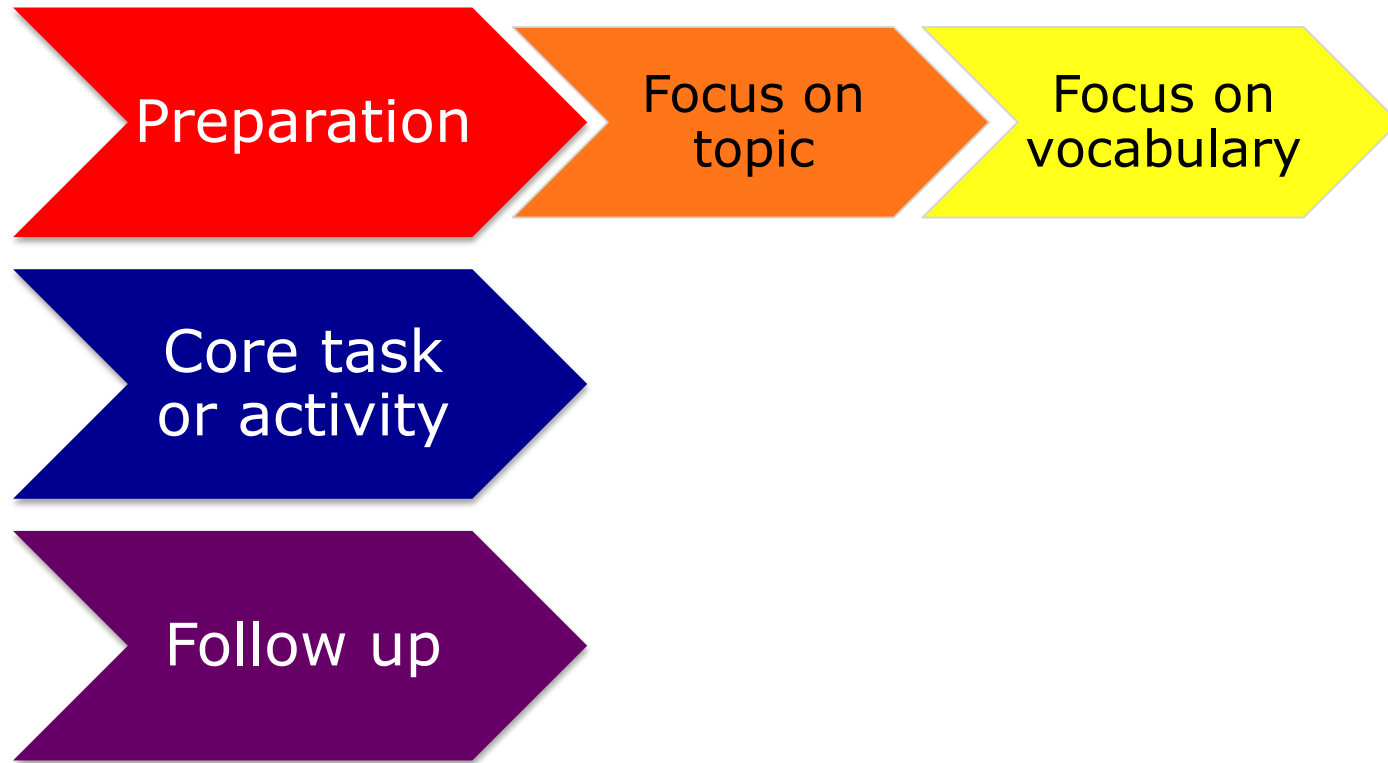
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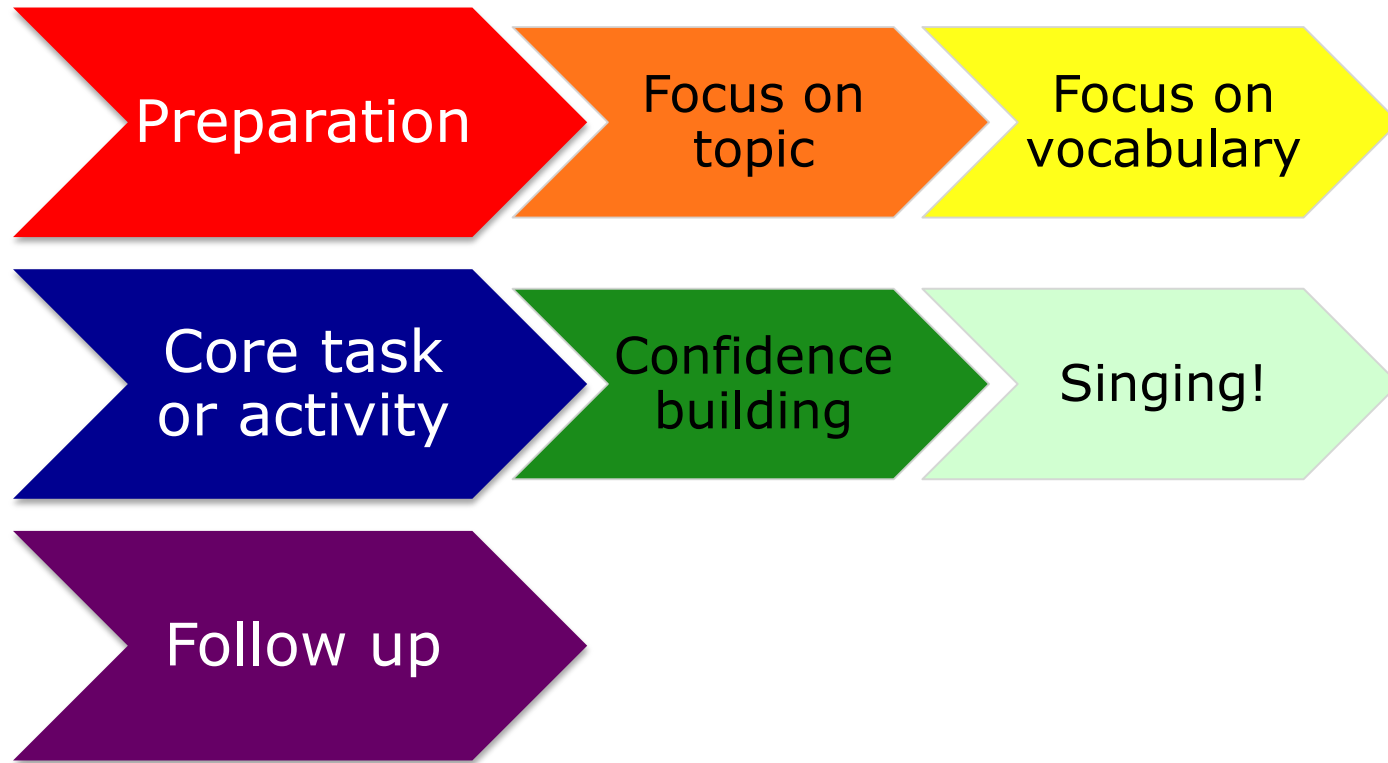
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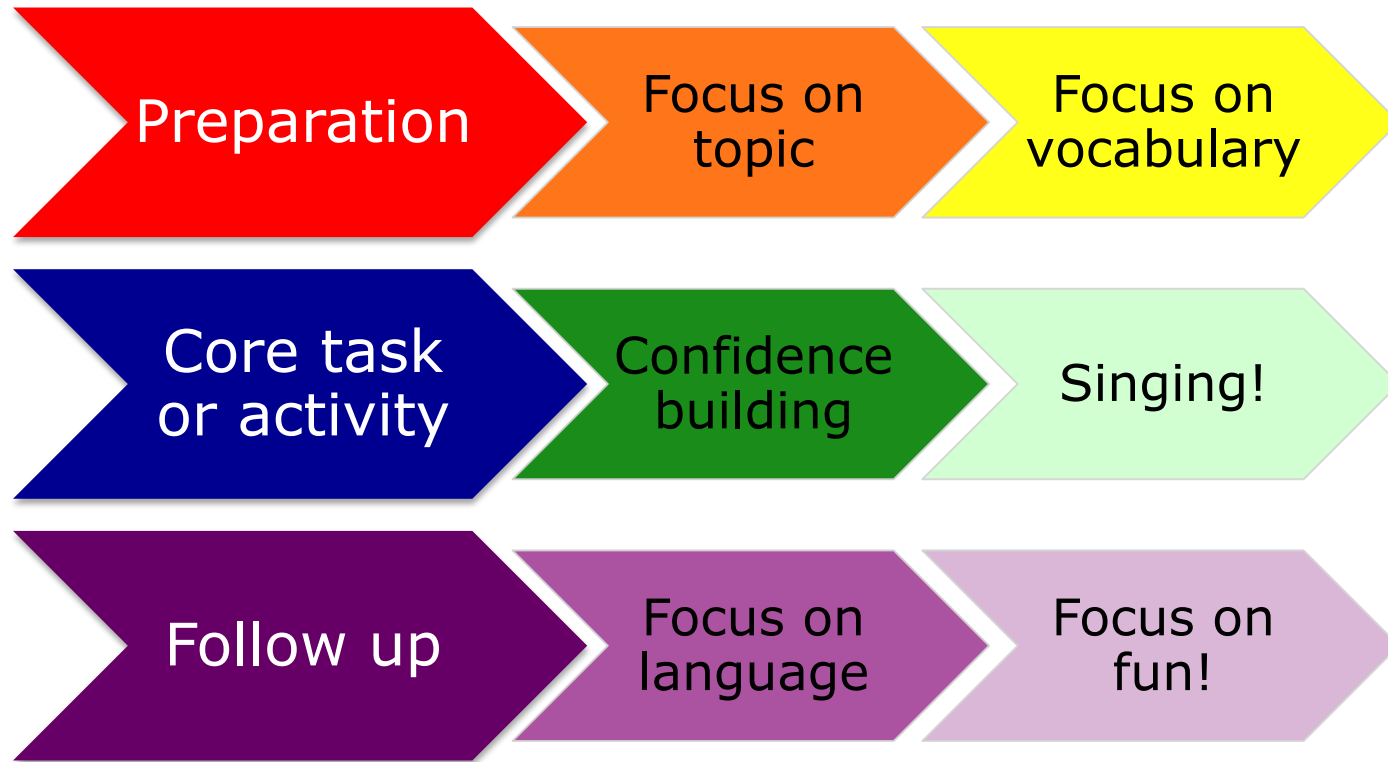
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Ten things to do with songs

Though I am sure you have many, many more ideas...

Change it: wrong words; extra words; missing words.

Ten things to do with songs

Though I am sure you have many, many more ideas...

Change it: wrong words; extra words; missing words.

Strip it and order the strips.

Ten things to do with songs

Though I am sure you have many, many more ideas...

Change it: wrong words; extra words; missing words.

Strip it and order the strips.

Draw it.

Ten things to do with songs

Though I am sure you have many, many more ideas...

Change it: wrong words; extra words; missing words.

Strip it and order the strips.

Draw it.

Question it.

Ten things to do with songs

Though I am sure you have many, many more ideas...

Change it: wrong words; extra words; missing words.

Strip it and order the strips.

Draw it.

Question it.

Retell it as a simple narrative.

Ten things to do with songs

Though I am sure you have many, many more ideas...

Change it: wrong words; extra words; missing words.

Strip it and order the strips.

Draw it.

Question it.

Retell it as a simple narrative.

Subtitle it!

Ten things to do with songs

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Change it: wrong words; extra words; missing words.

Strip it and order the strips.

Draw it.

Question it.

Retell it as a simple narrative.

Subtitle it!

Finish it.

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Draw it.

Question it.

Retell it as a simple narrative.

Subtitle it!

Finish it.

Change it.

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Draw it.

Question it.

Retell it as a simple narrative.

Subtitle it!

Finish it.

Change it.

Match it (to other songs, to stories, to books, etc.).

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Draw it.

Question it.

Retell it as a simple narrative.

Subtitle it!

Finish it.

Change it.

Match it (to other songs, to stories, to books, etc.).

Deconstruct it (for language analysis: underline, circle, etc.).

To conclude...

If a picture is worth 1,000 words

**Then, a song is worth 1,000
memories**

Are there any...?



References

Here are some more suggestions for you to continue reading:

- **Diaz Maggioli, G. and Painter-Farrell, L. (forthcoming). . *Happy Campers Level 5. Student's book and Language Lodge*. Oxford: Macmillan.**
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Thank you

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