Sing Out Loud!
Teaching Language and Culture with Music

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Webinar Objectives

• To introduce the *Sing Out Loud* materials from [American English](#)

• To encourage the use of songs to teach language skills and American culture

• To demonstrate how songs can be used to teach English language and American culture
Webinar Poll Question 1

In the English class, I think songs are good for teaching... (check all that apply):

- reading
- writing
- listening
- speaking
- grammar
- vocabulary
- pronunciation and intonation
- learning culture
- creative thinking
- motivating learners
Question

Why do you use songs for teaching English?
Why use music for language learning?

Music can “appeal to a wide range of learner styles and preferences. When song lyrics are presented in both visual and auditory formats, carefully designed music activities have the ability to tap into the four modalities: visual, auditory, emotive, and kinesthetic.”

(Abbott, 2002, p.11)
Why use music for language learning?

Students’ feeling of
“affinity with music makes songs vital tools to create a safe and natural classroom ethos and to overcome feelings of shyness and hesitation on the part of the learners.”

(Şevik, 2012, p. 11)
Why use music for language learning?

“Song picture books support emergent literacy by building on familiarity and enjoyment, providing repetition and predictability, expanding vocabulary and knowledge of story structures, promoting critical thinking and problem solving, fostering creative expression and language play.”

(Jalongo & Ribblett, 1997, p. 16)
Why use songs for teaching English?

You can provide students with opportunities for:

• Meaningful language for listening
• Repetition
• Cultural learning
• Fun
Question

What challenges do you find when you try to use songs in the classroom?
Challenges

1. Identifying good songs for language learners
2. Understanding the meaning of the lyrics
3. Explaining the cultural significance of the song
4. Creating materials to allow students to learn language from the song
1. How can I find good songs?

SING OUT LOUD: Using Music in the Classroom
Children’s Songs, Traditional Songs, & American Rhythms

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www.americanenglish.state.gov
Children’s Songs

1. The Alphabet Song

2. Twinkle, Twinkle, Little Star

3. Heads, Shoulders, Knees and Toes
Traditional Songs

1. Clementine
2. Swing Low, Sweet Chariot
3. Oh! Susanna
American Rhythms

1. Can't Stop
2. Further Down
3. Good Morning, New Orleans
2. Understanding the Lyrics

Peace by Chen Lo (from American Rhythms)
2. Understanding the Lyrics

**Peace** by Chen Lo (from American Rhythms)

People across the world, stand up don’t be ignored.  
Let ‘em know just what you want PEACE and nothing more.  
We gotta break these walls, divided just because  
What really makes us strong, PEACE to one and all.
3. Explaining the culture

Red River Valley (from Traditional Songs)

• Where did the song *Red River Valley* come from?
  (River Valley, Manitoba, Canada or Great Plains of the United States)

• Who does it relate to?
  (Who are ‘the cowboys”? Are movie cowboys “real” cowboys?)
3. Explaining the culture

**Red River Valley** (from Traditional Songs)

Come and sit by my side if you love me,
Do not hasten to bid me *adieu*,
But remember the Red River Valley,
And the cowboy who loved you so true.
4. Materials for Learning

Pre-listening activities

Listening activities

Post-listening activities

Singing activities
4. Materials for Learning

Pre-listening activities:

– activate background knowledge and generate interest in the song
– introduce vocabulary and language structures that students will encounter in the song
– show pictures to increase interest and comprehension
4. Materials for Learning

Listening activities:

– provide tasks to complete while listening to the song

– help students focus their attention on particular aspects of the song including vocabulary, language forms, and the meaning of the song
4. Materials for Learning

Singing activities:

– sing along to a newly learned song for fun
– practice using grammatical expressions and pronouncing new words
– become familiar and comfortable with rhythm and stress in English
4. Materials for Learning

Post-listening activities:

– help students practice producing spoken English in an enjoyable group environment
– help students practice their prediction strategies
– study particular vocabulary and cultural references
– help students plan before they carry out the writing task by introducing them to particular vocabulary and cultural references
A close up look at three songs

Hokey Pokey

Yankee Doodle

Into the Garden
Song 1: Hokey Pokey
Hokey Pokey: Pre-listening Activity

Where Is It?
Pre-listening Activity: Where Is It?

Where Is It?

**Purpose:** To carry out oral commands, and practice prepositions of place

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Prepare a small box for each group of students. Make a copy of the picture cards showing items in various locations for each group and cut them apart.

**Instructions:** See *Activities Instruction Manual*. Call out the following picture descriptions one at a time in random order. Have students choose the matching picture and place it in or near the box to match the picture and description you have given.

- The baby is **IN** the box.
- The CD is **IN** the case.
- The mop is **IN** the bucket.
- The girl is **ON** the chair.
- The dog is **INSIDE** the box.
- The boy is **BEHIND** the tree.
- The baby is **OUT** of the box.
- The CD is **ON TOP OF** the case.
- The mop is **IN FRONT OF** the bucket.
- The girl is **UNDERNEATH** the chair.
- The dog is **BESIDE** the box.
- The boy is **NEXT TO** the tree.
Pre-listening Activity: Where Is It?

Hokey Pokey: Where Is It?
Pre-listening Activity: Where Is It?

Where Is It?

Purpose: To carry out oral commands, and practice prepositions of place

Level: All

Time: 15 – 20 minutes

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- The baby is IN the box.
- The CD is IN the case.
- The mop is IN the bucket.
- The girl is ON the chair.
- The dog is INSIDE the box.
- The boy is BEHIND the tree.

- The baby is OUT of the box.
- The CD is ON TOP OF the case.
- The mop is IN FRONT OF the bucket.
- The girl is UNDERNEATH the chair.
- The dog is BESIDE the box.
- The boy is NEXT TO the tree.
Pre-listening Activity: Where Is It?
Pre-listening Activity: Where Is It?
Pre-listening Activity: Where Is It?
Hokey Pokey: Listening Activity

Relax and Enjoy!
Hokey Pokey: Post-listening Activity 1

Speaking: Go Fish!
Post-listening Activity 1: Go Fish!

Description of “Go Fish!”:

• a speaking-based card game
• 20-25 minutes to complete
• students ask questions using the key vocabulary from Hokey Pokey
Materials:

- a set of cards showing the vocabulary (should be cut with scissors)
- a set has two identical cards for each vocab item
- one set is enough for 3-4 students
Post-listening Activity 1: Go Fish!

Instructions:

• Practice the question:
  “Do you have a card with ____?”

• Divide the students into groups of 3-4

• Students’ task is to get two identical cards by asking other players the question they just practiced

• The winner is the person who collects the most pairs of cards
Hi, Tinkle! Do you have a card with a mouth?
Yes, I do. Here you are.
Vijay, do you have a card with a head?

No, Tinkle, I don’t. Go fish!
Hokey Pokey: Post-listening Activity 2

Reading: Follow Me
Post-listening Activity 2: Follow Me

**Reading:** Follow Me

**Purpose:** To make connections between written forms and word meanings, and follow commands

**Level:** All  

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Follow Me handout for each student.

**Instructions:** See *Activities Instruction Manual*, Modification B.
Hokey Pokey: Follow Me

1. head to heart
2. hand to heart
3. other hand to heart
4. heart to stomach
5. foot to stomach
6. other foot to stomach
Post-listening Activity 2: Follow Me

- Written instruction:

  Head to heart
Post-listening Activity 2: Follow Me

- Answer Key:

1. Head to heart
2. Hand to heart
3. Other hand to heart
4. Heart to stomach
5. Foot to stomach
6. Other foot to stomach
Which of the Hokey Pokey activities we introduced would work well with your students? (choose all that apply):

- Pre-listening Activity: Where is It?
- Listening Activity: Relax and Enjoy!
- Post-listening Activity 1: Go Fish!
- Post-listening Activity 2: Follow Me

Why? (type in the chatbox)
Song 2: Yankee Doodle
Pre-listening Activity: Can You See What I See?

Instructions:

• List all the things you remember seeing in the picture.
• The picture will be shown for only 30 seconds.

Ready?
Pre-listening Activity: Can You See What I See?

- What did you see in the picture?
- What might the song be about?
Yankee Doodle: Listening Activity

Find the Mistakes
Listening Activity: Find the Mistakes

As you listen to part of the song, read the lyrics below. Find and correct all of the mistakes in the lyrics.

There was Captain Washington, upon a slapping stallion, Giving orders to his men—I guess there was a billion. Yankee Doodle keep it up, Yankee Doodle candy! Mind the music and the pop, and with the girls be handy!

Then the weather on his hat. They cooked so very fine, oh! I wanted desperately to get, To give to my Jemima. Yankee Doodle keep it down, Yankee Doodle dandy! Find the music and the step, and with the girls be handy!
Listening Activity: Find the Mistakes

There was Captain Washington, upon a slapping stallion,
Listening Activity: Find the Mistakes

There was Captain Washington, upon a slapping stallion,
Giving orders to his men—I guess there was a billion million.
Listening Activity: Find the Mistakes

There was Captain Washington, upon a slapping stallion,
Giving orders to his men—I guess there was a billion million.
Yankee Doodle keep it up, Yankee Doodle candy dandy!
Listening Activity: Find the Mistakes

There was Captain Washington, upon a slapping stallion,
Giving orders to his men—I guess there was a billion million.
Yankee Doodle keep it up, Yankee Doodle candy dandy!
Mind the music and the pep step, and with the girls be handy!
There was Captain Washington, upon a slapping stallion,
Giving orders to his men—I guess there was a billion million.
Yankee Doodle keep it up, Yankee Doodle candy dandy!
Mind the music and the pep step, and with the girls be handy!

Then the weather feathers on his hat. They cooked looked so very fine, oh!
Listening Activity: Find the Mistakes

There was Captain Washington, upon a slapping stallion, giving orders to his men—I guess there was a billion million. Yankee Doodle keep it up, Yankee Doodle candy dandy! Mind the music and the pep step, and with the girls be handy!

Then the weather feathers on his hat. They cooked looked so very fine, oh!

I wanted desperately to get, To give to my Jemima.
There was Captain Washington, upon a slapping stallion, Giving orders to his men—I guess there was a billion million. Yankee Doodle keep it up, Yankee Doodle candy dandy! Mind the music and the pep step, and with the girls be handy!

Then the weather feathers on his hat. They cooked looked so very fine, oh! I wanted desperately to get, To give to my Jemima. Yankee Doodle keep it down up, Yankee Doodle dandy!
Listening Activity: Find the Mistakes

There was Captain Washington, upon a slapping stallion, giving orders to his men—I guess there was a billion million. Yankee Doodle keep it up, Yankee Doodle candy dandy! Mind the music and the 

pep step , and with the girls be handy!

Then the weather feathers on his hat. They cooked looked so very fine, oh!

I wanted desperately to get, To give to my Jemima. Yankee Doodle keep it down up , Yankee Doodle dandy!

Find Mind the music and the step, and with the girls be handy!
Yankee Doodle: Post-listening Activity
Yankee Doodle: Post-listening Activity

Reading Groups
Post-listening Activity: Reading Groups

Choose a role based on the first letter of your first name (e.g., a participant whose name is Alex would be the Historian) and complete the task assigned to your role:

1. **The Historian (A-H):** define/discuss the cultural events underlined in the text

2. **The Wordmaster (I-P):** define the words in bold (e.g., by looking them up in the dictionary or online)

3. **The Questioner (Q-Z):** create 1-2 reading comprehension questions related to the text
Post-listening Activity: Reading Groups

British soldiers first sang *Yankee Doodle* to **humiliate** the rebels. However, the colonial soldiers soon began to use the term Yankee to refer to themselves with great pride. They also took the song from the British, changed some of the words, and then sang it themselves to make fun of the British! What a switch! *Yankee Doodle* quickly became a song that motivated the rebel soldiers and became a symbol of their pride and patriotism. Today, it is one of America’s best known traditional songs. People often sing the song at **Independence Day** celebrations and at **reenactments** of famous **Revolutionary War** battles.
Webinar Poll Question 3

Which of the Yankee Doodle activities we introduced would work well with your students? (choose all that apply):
- Pre-listening Activity: Do you See What I See?
- Listening Activity: Find the Mistakes!
- Post-listening Activity: Reading Groups

Why? (type in the chatbox)
Song 3: Into the Garden
Into the Garden: Pre-listening Activity

Unscramble the Sentences
Pre-listening Activity: Unscramble the Sentences

For each sentence, put the words in the correct order to form grammatical and sensible sentences

1. go out the let’s to field

Unscrambled sentence 1: _____________________________
Pre-listening Activity: Unscramble the Sentences

For each sentence, put the words in the correct order to form grammatical and sensible sentences

1. go out the let’s to field

Unscrambled sentence 1: Let’s go out to the field
Pre-listening Activity: Unscramble the Sentences

For each sentence, put the words in the correct order to form grammatical and sensible sentences

1. go  out  the  let’s  to  field  
   *Unscrambled sentence 1:* Let’s go out to the field

2. let’s  knees  get  on  our  down  
   *Unscrambled sentence 2:* __________________________
Pre-listening Activity: Unscramble the Sentences

For each sentence, put the words in the correct order to form grammatical and sensible sentences

1. go out the let’s to field
   Unscrambled sentence 1: Let’s go out to the field

2. let’s knees get on our down
   Unscrambled sentence 2: Let’s get down on our knees
Pre-listening Activity: Unscramble the Sentences

For each sentence, put the words in the correct order to form grammatical and sensible sentences

1. go out the let’s to field
   *Unscrambled sentence 1: Let’s go out to the field*

2. let’s knees get on our down
   *Unscrambled sentence 2: Let’s get down on our knees*

3. pull let’s weeds those
   *Unscrambled sentence 3: __________________________
Pre-listening Activity: Unscramble the Sentences

For each sentence, put the words in the correct order to form grammatical and sensible sentences

1. go out the let’s to field
   Unscrambled sentence 1: Let’s go out to the field

2. let’s knees get on our down
   Unscrambled sentence 2: Let’s get down on our knees

3. pull let’s weeds those
   Unscrambled sentence 3: Let’s pull those weeds
Into the Garden: Listening Activity
Into the Garden: Listening Activity

Did you hear what I heard?
Listening Activity: Did you hear what I heard?

As you listen to part of the song, answer the first question.

*Question 1:* What are three things that help plants grow?

Type in the answer into the chat box.
Listening Activity: Did you hear what I heard?

**Question 1:** What are three things that help plants grow?

Water, care, sunshine, good soil, pulling weeds
Listening Activity: Did you hear what I heard?

Now listen to the part of the song again, and answer the second question.

*Question 2: What can we enjoy about being in a garden?*

Type in the answer into the chat box.
Listening Activity: Did you hear what I heard?

**Question 2:** What can we enjoy about being in a garden?

Sunflowers, breathing cool air, pulling weeds, having fun
Into the Garden: Post-listening Activity
Into the Garden: Post-listening Activity

Writing: Paragraph Posters
Post-listening Activity: Paragraph Posters

• Write **one** persuasive sentence on: *Reasons for growing your own food.*
  Type your sentence in the chat box.

• A Model Sentence:
  “Growing your own food can give you more confidence about your food because you know how it is grown.”
Webinar Poll Question 4

Which of the Into the Garden activities we introduced would work well with your students? (choose all that apply):

- Pre-listening Activity: Unscramble the Sentences
- Listening Activity: Did you hear what I heard?
- Post-listening Activity: Paragraph Posters

Why? (type in the chatbox)
Using *Sing Out Loud*

What do teachers say?
Teachers who used *Sing Out Loud*

- Participated in the *Materials Development Professional Workshop*
- Used, tested, evaluated, and revised State Dept. English Language Teaching materials
- Demographics and context:
  - Come from all over the world
  - Work at private and public schools and universities
  - Teach low to intermediate-level EFL learners
  - Have 10-25 students per class
Comments from the Teachers

My students liked singing activities the best. It helped with pronunciation and intonation and they brought a lot of fun to my students and me.

Teachers find the activities useful for class because they are very interesting!

They are full of language material and are easy to understand.
Comments from the Teachers

Wow, it’s a complete package! I did not need to do much to prepare once I had the materials.

The amazing range of activities, really impressed me!

Students enjoyed all of it
Summary

• Effects of using songs for teaching English
  – Practice listening and other language skills in a meaningful context
  – Learn about some features of the target culture
  – Enjoy the process of learning
Summary

• Challenges of using songs for teaching English
  - Identifying good songs for language learners
  - Understanding the meaning of the lyrics
  - Explaining the cultural significance of the song
  - Creating materials to allow students to learn language from the song
How to Get *Sing Out Loud* Materials

*Children’s Songs & Traditional Songs*

- Mp3s, lyrics, and posters are available on [American English](http://americanenglish.mtu.edu/)

*American Rhythms*

- Mp3s, lyrics, and classroom activities are available on American English (3 songs so far)

Lesson Ideas from today’s webinar:

- [shapingenglish.ning.com](http://shapingenglish.ning.com)
Questions and Comments?

http://shapingenglish.ning.com
