

# Teaching Language Proficiency with Music

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Music is a powerful tool that can be added to most, if not all, learning situations. It has a direct physical, emotional, and psychological effect on both the students *and* the teacher. (Jensen, 2000)

(*Impact Teaching, Ideas and Strategies for Teachers to Maximize Student Learning*, Richard Allen, 2002. page 84)

## **Linguistic reasons to teach with music:**

For language acquisition  
For cultural (or history) lessons  
For activity time  
For grammar drills  
For love of language!

## **“Graded music” and adaptations**

- Alain LeLait (Colorado Springs) has many good CDs: <http://www.yadeeda.com/>
- Sing, Dance, Laugh and Eat... <http://www.singdancelaugh.com/>
- Singing the Basics (Spanish grammar) by Todd Hawkins  
<http://www.mentalnotemusic.com/>
- Songs, raps in many languages! <http://www.vibrante.com/>

## **Collections of traditional children’s songs**

## **The “standards”**

## **Popular songs and “hits”**

**Tools that aid acquisition:**

listen and gesture  
listen and read  
text with translation

**Testing songs:**

Coloring words from English cue  
Fill in the blanks while listening  
Fill in blanks from a word bank  
Put lines in order

**Enjoying songs:**

Dance  
Sing along  
Make a music video  
Use them in stories  
Activity pages

*Music for other purposes ...*

**Four Places for Music**

- Before Class
- During movement
- Behind discussion
- After class

Tunes for singing verbs

**Spanish****Auld Lang Syne**

Past is hablé  
 Varias veces hablaba  
 I will talk is hablaré  
 I would talk hablaría  
 I have talked he hablado  
 To show doubt is hable o hablara

**Ten Little Indians**

Caigo conozco digo doy  
 Hago pongo salgo soy  
 tengo traigo vengo veo  
 Oigo sé voy estoy

**Ten Little Indians**

Fui fui di vine  
 Tuve hice puse estuve  
 Quise pude supe dije  
 Traje y anduve

**Heigh Ho**

Diré haré  
 Podré pondré saldré  
 Tendré vendré querré sabré  
 yHabré una fiesta

**Gilligan's Island**

por qué is why  
 quién is who  
 cuanto is how much  
 cuándo, when  
 dónde, where  
 cuál, cómo, qué, which, how y what  
 cuál, cómo, qué, which, how y what (echo)

**French****Clementine**

Il chante  
 Il a chanté  
 Il chantait plusieurs fois  
 Il chanterait s'il pouvait  
 Et demain il chantera

**Auld Lang Syne**

Il chante he talks  
 Il a chanté he talked  
 Il chantait he used to talk  
 Il chanterait he would talk  
 Il chantera he will talk  
 chanter -e -r to talk (être irregular to be)

**Heigh Ho**

Aller venir  
 Entrer sortir partir  
 Naître mourir  
 Devenir revenir  
 Monter descendre  
 Tomber rester  
 Retourner arriver

je suis tu es il est nous sommes  
 vous êtes, il sont

**Heigh ho**

Il faudra, saura  
 verra, sera, fera  
 mourra, pourra  
 viendra, voudra, recevra  
 Il y aura une fête!

**Ten Little Indians**

ouvert, connu, su, lu, plu  
 reçu, voulu, venu, bu  
 écrit, dit, fait, mis, pris  
 eu, cru, dû, été

## **Gilligan's Island**

**Qui** is who  
And **Où** is where  
And **pourquoi** is why  
**Quand** is when  
and **comment** how  
**Combien** is how much  
**Combien** is how much (echo)

## **Yankee Doodle**

allé, parti, sorti, venu  
descendu, retourné  
arrivé, resté, monté, tombé  
entré, né et mort  
(then chant: Devenu, rentré, revenu, passé)

## **Ten Little Indians**

Je suis arrivé, allé, venu,  
devenu, revenu, entré, rentré,  
descendu, retourné, resté, monté,  
sorti, parti, tombé, né, mort.

## **Addams family**

pleuvoir plu (snap snap)  
avoir eu (snap snap)  
pouvoir pu, vouloir voulu, lire lu (snap snap)

savoir su (snap snap)  
mettre mis (snap snap)  
comprendre compris, apprendre appris, prendre pris (snap snap)

(main tune)  
permettre permis  
écrire écrit  
offrir offert  
ouvrir ouvert

souffrir souffert (snap snap)  
dire dit (snap snap)  
rire rit, c'est fini, merci merci.