

L2 Literacy Development through Genre Analysis of Song Lyrics & Playlists



By: Georgia Coats
SIL International

www.georgiacoats.wordpress.com

Overview of Session

- o Background: L2 literacy development
 - o Authentic texts
 - o Macro and Micro level processing
 - o Genre analysis
- o Focus: 3 Dimensions of Literacy
- o Highlight: Song lyrics as unique genre for learning
- o Practice:
 - o Select one L2 song
 - o Analyze lyrics
 - o Form group playlist

L2 Literacy

Overlapping Modalities

- o Reading
- o Writing
- o Listening
- o Speaking
- o Viewing

Paesani, K., Willis Allen, H., & Dupuy, B. (2016). A Multiliteracies Framework for Collegiate Foreign Language Teaching. Upper Saddle River, NJ: Pearson.

Authentic Texts

- o Any form of speaking, reading, writing, listening, and viewing that is found naturally within the target language community for authentic purposes.

3 Dimensions of Literacy

o Cognitive

o Linguistic

o Sociocutlural

Kucer, S. B. (2009). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings (3rd ed.) New York, NY: Routledge.

Lesson Design

- o Text Selection—Cognitive dimension
- o Lyrics analysis—Linguistic dimension
- o Playlist Construction—Sociocultural dimension

Macro & Micro Level Processing

o Macro level processing

- o top-down, global processing
- o learner driven
- o skimming

o Micro level processing

- o bottom-up, details of letters, words, phrases
- o text driven
- o scanning

Macro & Micro Level Processing in 3 Dimensions of Literacy

COGNITIVE DIMENSION	LINGUISTIC DIMENSION	SOCIOCULTURAL DIMENSION
Macro Level <i>-global</i> <i>-top down</i> <i>-learner driven</i>	Macro Level	Macro Level
Micro Level <i>-details</i> <i>-bottom up</i> <i>-text driven</i>	Micro Level	Micro Level

Cognitive Dimension

o Macro Level

- o Metacognitive Strategies (planning, evaluating)
- o Access background information
- o Self-regulate strategy use (monitoring)

o Micro Level

- o Utilizing specific strategies for learning in a given context
- o Discover, construct, and share meaning

Cognitive Dimension

Identify and sort **new and known** information

o **KWL** chart

o What do I already know (**K**)?

o What do I want to learn (**W**)?

o What did I learn (**L**)?

Linguistic Dimension

o Macro Level

- o Text genres
- o Text patterns

o Micro Level

- o Word order
- o Language forms
- o New vocabulary

5 Main Aspects of Linguistic Analysis

Handout: *Student Questions for Analysis*

- o Big Picture
- o Imagery/Metaphor
- o Language use
- o Grammar
- o Personal response

Sociocultural Dimension

o Macro Level

- o Cultural information within a given context
- o Distinct cultural perspectives
- o Social patterns of a group (Kucer, 2009)

o Micro Level

- o Interpretive interaction with a song, perspective, theme
- o Interpersonal interaction in the social context (i.e. classroom)

Linguistic Genres

- o Genre is “socially recognized ways of using language.” (Hyland, 2007, p. 148).
 - o Contain linguistic patterns and predictable content
- o Examples of linguistic genres of texts:
 - o Formal letter
 - o Recipe
 - o Song lyrics
 - o Commercial

Christmas in July?



Genre Analysis

Genre Analysis: the tools to process patterned information in an L2 text

- o Draw on repeated experiences
- o Make generalizations and comparisons with other L1 and L2 texts
- o Predict linguistic and cultural information in a text of a specific genre

Distinctives of Song Lyrics

- Music is a social, political, religious, economic, and psychological force



Jorgensen, E. (2003). Transforming music education. Indiana: Indiana University Press.

Distinctives of Song Lyrics

o Macro Level

- o Highly structured patterns
- o Variety of **musical genres**
- o Brief and recursive
- o Literary elements—theme, metaphor, form, style
(Kern, 2008, p. 376)

o Micro Level

- o Meaningful memorization of new linguistic forms
- o Multiple layers of meaning
- o Freedom of interpretation (polysemic)

Lesson Design

- o Text Selection—Cognitive dimension
 - o Identify new and known information
 - o Identify breakdowns in comprehension
 - o Manage strategy use
- o Lyrics analysis—Linguistic dimension
 - o Identify key features, themes, patterns
 - o Learn new linguistic information
 - o Interpret meaning of text
- o Playlist Construction—Sociocultural dimension
 - o Make comparisons between songs--interpersonal
 - o Reflect & Share ideas—presentational

Assignment:

Select **one** target language song to study, learn and practice. They will become part of a group playlist.

- o Song #1: Select a song from a genre you enjoy, that is familiar to you
- o ~~Song #2: Select a song that is more culturally different, or unfamiliar to you.~~

#1 Song (Familiar)	#2 Song (Diverse)	Key Song Features
Bidi Bidi Bom Bom -Selena Gomez	Burrito Sabanero -Kumbiambero	Onomatopoeia, love, Xmas carol
La La La (Brasil) -Shakira	Ámerica -Los Tigres	Social Identity (ser)
Lay your Head on Me -Juanes	Si puedes perdonar - Luna & Santaolalla	From movies, theme:Bull Fighting
Soy Yo -Bomba Estéreo	Súperman es ilegal -Los Hermanos Ortiz	Personal Identity (ser)
Hello, Goodbye -Beatles	So Long, Farewell -(Sound of Music)	Greetings, Cult. Relevant

Considerations for Text Selection

*MUST balance **Attentional Resources*** (Wicken, 2007)

- o **Familiarity** with the text, topic, genre
- o **Complexity** language, grammar, verb tense, speed of audio, images...
- o **Cultural Relevance** of a text as it relates to distinct cultural perspectives (famous singer, historical event or references, movie soundtrack...)
- o **Motivation** and interest of the student in relation to purpose of the text and teaching goals

Background Information

- o Name of song:
- o Musical Genre:
- o Singer/music group:
- o Country of Origen:
- o English version or translation?
- o Where did you find this song?

Sample Song: Background Information

- o Name of song: **Todo es del mismo color**
- o Musical Genre: **Pop/Rock**
- o Singer/music group: **Malsujeto**
- o Country of Origen: **Spain**
- o English version or translation? **None**
- o Where did you find this song? **Website:**
<http://latomatina.info/multimedia/>

Sample Song:

o Todo es del mismo color



Malsujeto, Rock

*Ácido por mi cuerpo
te busco y no te encuentro
del pueblo al mundo entero
todo es del mismo color*

Step 1:

Big Picture Information

Use *Big Picture* Questions from Students' Questions for Analysis

- o What do you observe about the genre?
- o What patterns do you notice in the lyrics?

Step 1:

Big Picture Information

Use *Big Picture* Questions from Students' Questions for Analysis

- o Skim the text for new and known information.
- o Highlight words that are familiar to you.
- o (use *Key Terms* worksheet to help you identify known information.)

Step 1: Big Picture Information

- o Scan the text more closely for
 - o Mark key words/phrases that repeat
 - o Circle all the verbs you can find
 - o Highlight words you want to learn
- o (use *Key Terms* worksheet to help you identify known information.)

Materials

- o You will need:
 - o *Student Questions for Analysis*
 - o *(KWL Chart)*
 - o printed lyrics of your song choices
 - o colored pencils

Step 1. Big Picture Sample Song:

Malsujeto
<https://www.youtube.com/watch?v=ZaH9g0P0Y1w>

Listo para **abrir fuego**
siento que **estoy ardiendo**
parece que **ha salido el sol**

Ácido por mi cuerpo
te **busco** y no te **encuentro**
del **pueblo al mundo entero**
todo es del mismo color

Donde las fábricas **resuenan**
y las escuelas **cantan rock n' roll**

Se hizo rojo el cielo y volaré
Cuando suene el disparo volaré

los verbos

frases que repiten

palabras conocidas

palabras que quiero saber

- fuego
- ácido
- resuenan
- el cielo
- volaré
- el disparo

Your song...

- o Take a minute to select a song that best suits your instructional purposes.
- o 4 groups have different level Spanish songs
- o 5th group provides 2 English song options
- o You may use your own song if you have the lyrics.

#1 Song (Familiar)	#2 Song (Diverse)	Key Song Features
Bidi Bidi Bom Bom -Selena Gomez	Burrito Sabanero -Kumbiambero	Onomatopoeia, love, Xmas carol
La La La (Brasil) -Shakira	Ámerica -Los Tigres	Social Identity (ser)
Lay your Head on Me -Juanes	Si puedes perdonar - Luna & Santaolalla	From movies, theme:Bull Fighting
Soy Yo -Bomba Estéreo	Súperman es ilegal -Los Hermanos Ortiz	Personal Identity (ser)
Hello, Goodbye -Beatles	So Long, Farewell -(Sound of Music)	Greetings, Cult. Relevant

Step 1. Your song...

- o Spend a few minutes **skimming** and **scanning** your text
- o Identify **known** and **new information**
- o What do you observe about the genre of the song?
- o What patterns do you notice in the lyrics?

Step 2: Organize New and Known information

Use the (K) & (W) of the *KWL Chart*, *Student Questions for analysis*:

- o What you already know (K)
- o What you don't know, but want to learn (W)

both cultural and language information.

Step 2.

Sample Song:

- o What do I already know about this song (K)?
 - o Big Picture—**rock, from Spain**
 - o language forms—**present and future verb tenses**
 - o Vocabulary & Imagery—**guns, fire, war**
 - o Language Use—**rock n' roll, cielo—Spain dialect**

- o What do I want to learn about this song (W)?
 - o Big Picture--**Ácido por mi cuerpo, se hizo rojo**
 - o language forms—**future tense**
 - o Vocabulary—**disparo, fuego, ácido, volaré**
 - o Phrases--**Donde las fábricas resuenan y las escuelas cantan rock n' roll**

Step 3. Identify Strategies

Sample Song:

- Words to look up: **disparo, ácido...**
- Background information on song, genre, country: **read about Buñol, geography**
- Access images, video related to the song (Big Picture): **read more about Tomatina festival on website—rules, history**
- Grammar lessons needed: **future tense**
- Identify where you are stuck or what is confusing to you: **Why do the schools sing rock n' roll?**

Cultural Perspective

o La Tomatina en Buñol, España



Step 2 & 3. Your song...

- o Take 5 minutes to **organize new and known information** from your lyrics
- o Think about cultural and language and genre information. How do these add to what you already know **(K)**?
- o Identify specific strategies for moving forward.

Step 4:

Song lyrics Analysis

Use Student Questions for Analysis

- o Use relevant questions and write answers in paragraph form.
- o Utilize strategies when you are stuck
- o Complete the (L) of KWL chart
- o Make note of information you never understood and move on

Step 4:

Answer these questions about your song...

- o **Big Picture:** Where would you hear or not hear this song? Notice patterns—what is repeated? How does the sound of the music contribute to the genre?
- o **Imagery:** What metaphors, imagery, or personifications do you observe? What idioms, or references to culture, history, literature or religion are there?
- o **Language use:** What kind of language is used—slang, formal, informal? Is there a particular dialect used? What key vocabulary is used? What kinds of rhymes are used?
Provide examples from the song that you find.
- o **Grammar:** Take note of verb tenses and person. Who is talking to or about whom? Make note of word order or changes to normal word order.
- o **Personal Response:** What is meaningful to you? What words, lyrics, metaphors stand out to you? What *don't* you like about this song? Why? What is confusing about this song? What don't you understand about it? *Be specific*

Step 4: Sample Song: (student sample)

Todo es del mismo color—Malsujeto.

Esta canción es sobre la guerra de tomates. Él está cantando desde el punto de vista del tomate. Esta canción muestra cuando la gente está lanzando tomates, estancia fuera de control. Dice en esta guerra que no es ningún dolor. Dice también que somos todos del mismo color en la guerra, porque los tomates son rojos.

Dice también que tiene ácido para su cuerpo, lo que demuestra que es un tomate!

¡TOMATES CONTIENEN ÁCIDO!

IN GROUPS

Sociocultural Dimension

In groups:

- o 5. Share and Reflect
 - o What you learned, personal opinion, themes
- o 6. Compile a group playlist
- o 7. ~~Present group playlist to the class~~
- o ~~8. Vote on your favorite song~~

Role of Playlists in LL

Playlists help students

- o co-construct meaning
- o organize songs (authentic texts)
- o make comparisons

Step 6:

Compile your group playlist

- o Order each song—based on genres, themes, styles, and preference
- o Create a playlist title
- o Consider and discuss:
 - o What genres are on your playlist?
 - o What are your favorite songs?
 - o How do songs connect or relate to one another?

Step 6. Sample Playlist:



Sample YouTube Playlists

o Professional Portfolio: (Products—Resources)

www.georgiacoats.wordpress.com

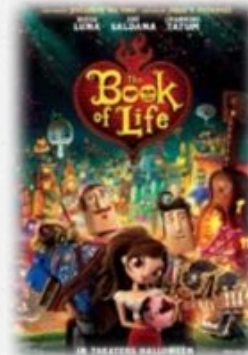
o YouTube: “[ACTFL Session 2018 Playlist](#)”

Wrap Up

- o Highlights of what you learned
- o Questions you might have
- o Ways to adapt to your context

Resources for finding Music

- o Radio—top hits
- o YouTube and related links
- o Movie soundtracks
- o Popular reality talent shows
- o Student recommendations
- o Recommendations from L2 community
- o Social music player: Pandora, Spotify, LastFM



Selecting Songs

- o From a variety of genres
- o High student interest
- o Culturally significant
- o Relevant vocabulary or grammar

Step 7:

Present Group Playlists

- o Group presentation
- o Opportunity to reflect, compare, & share

Step 8:

Vote for favorite song

- o Select on song from all the songs presented
- o Explain your song choice.

Authentic Texts

for learning purposes

- o Unpack **distinct** cultural perspectives using linguistic tools
- o Foster **Interpretive Communication**
- o Develop
 - o **connections mindset**
 - o **holistic literacy skills** (Kern, 2008)

The 5 Cs: National Standards for FL Education



Participants will...

- o *Select a song relevant to context and level*
- o *Learn the basic procedures of:*
 - o *finding the lyrics of the song*
 - o *utilizing background information*
 - o *Strategize linguistic and cultural learning*
- o *Practice two key aspects of genre analysis*
 - o *look for macro and micro level patterns in a text.*
 - o *identify new and known information.*
- o *Engage analysis questions in pairs or as individuals*
- o *Work in larger groups to form a playlist:*
 - o *Order songs and sharing their playlist with the entire group.*
 - o *Title playlist*
 - o *Share results*

Your song...

- o Take 3 minutes to discuss the kinds of information you sorted
 - o Is it macro or micro linguistic information?
 - o Is it sociocultural information?
 - o Which strategies do you find most helpful in this context?



People are innately inspired by music because it reflects us **personally, socially, culturally, and linguistically.**