

Idioma estranger i la seva didàctica

♪ Teach your teacher music ♪

Adapted from Vidal, N. (1997) *Teach Your Teacher Music*. Madrid: Longman - Alhambra

Maria del Mar Suárez Vilagran - 2008

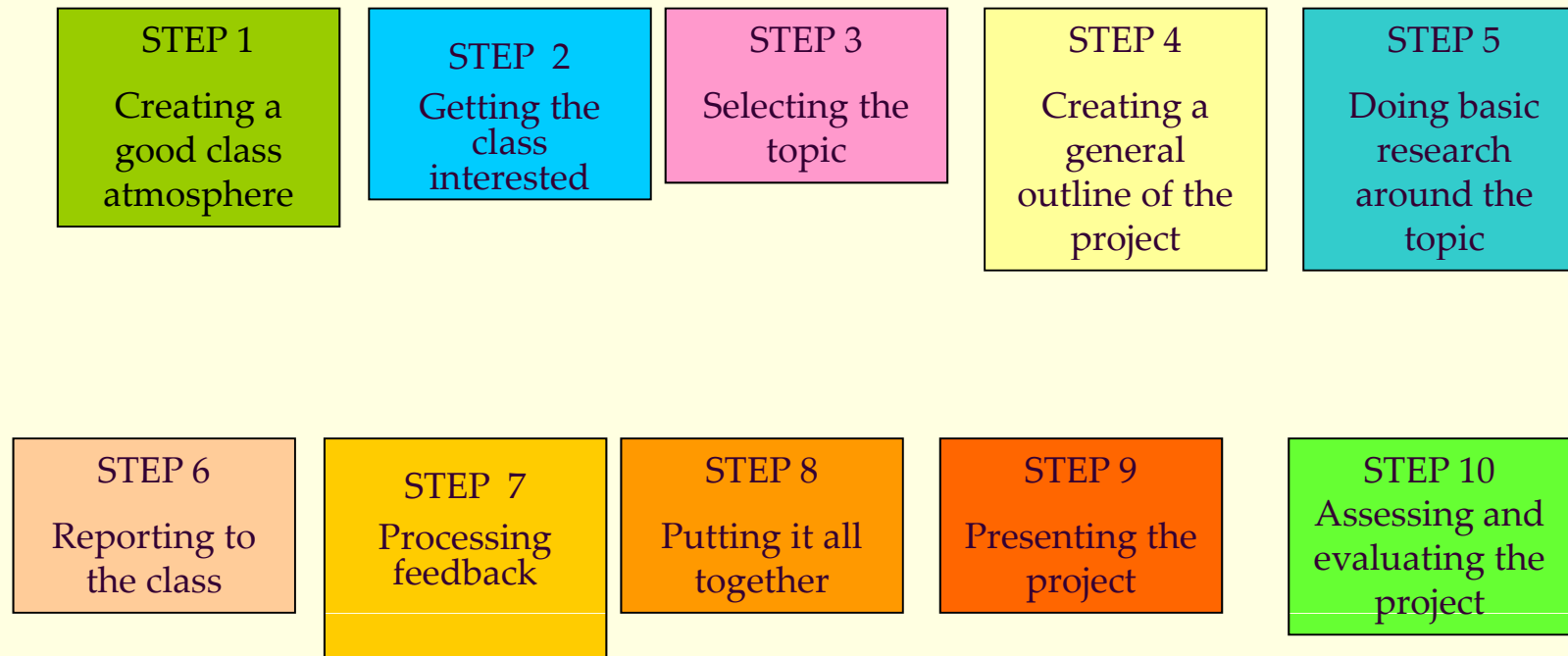


TEACH YOUR TEACHER MUSIC

Some teachers like modern music, some others know nothing about it! Your teacher wants to learn from you. You sing songs in English. You use words and expressions from songs. Use your knowledge and make your English class different.

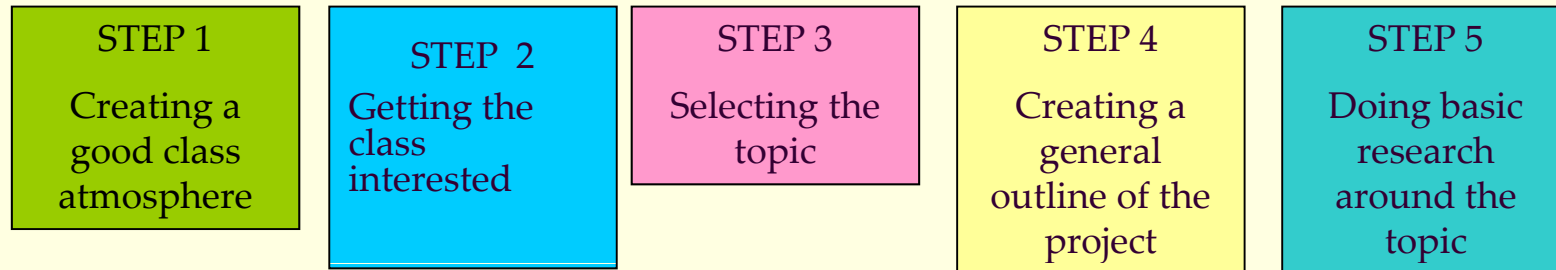
Teach your teacher music!!!

Catering for diversity: PROJECT WORK Steps



Ribé & Vidal (1993)

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Step 5: DOING BASIC RESEARCH AROUND THE TOPIC

Our group's music and songs

Names	Song	Singers / groups	Style

Prepare a short paragraph about your group's preferences. Take notes and be sure to use first person plural forms.

F.ex.: **We** like Bon Jovi. **Our** favourite song is 'Keep the Faith'.

Step 5:

Doing basic research around the topic

Messenger information

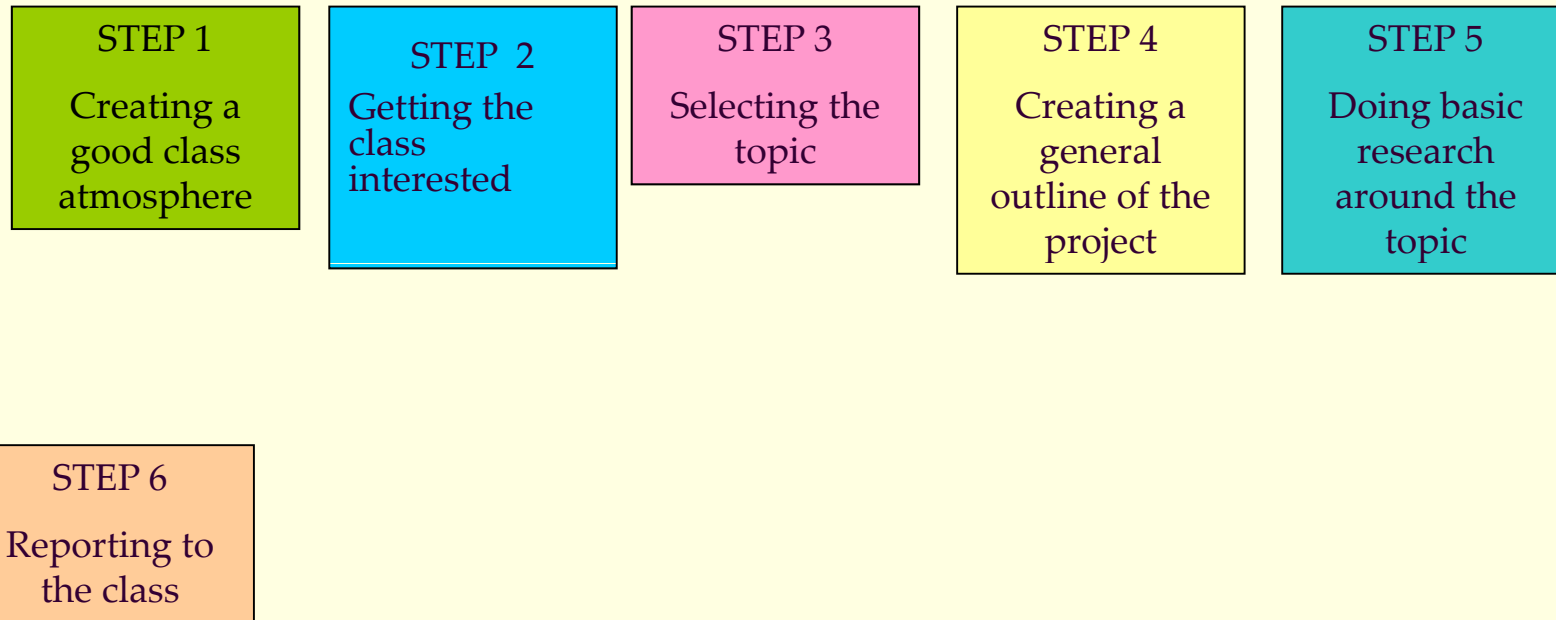
Names	Song	Singers / groups	Style

Questions for the messenger

1. Who is in your group?
2. What singers do they like?
3. Which music do they prefer?
4. What songs do they listen to?

Catering for diversity: PROJECT WORK

Steps



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STEP 6: REPORTING TO THE CLASS

All together now!

- Classify the info from your charts.
- Make a graph.
- Find out the class' favourite singer or group, song and style of music
- The least favourite group or singer.

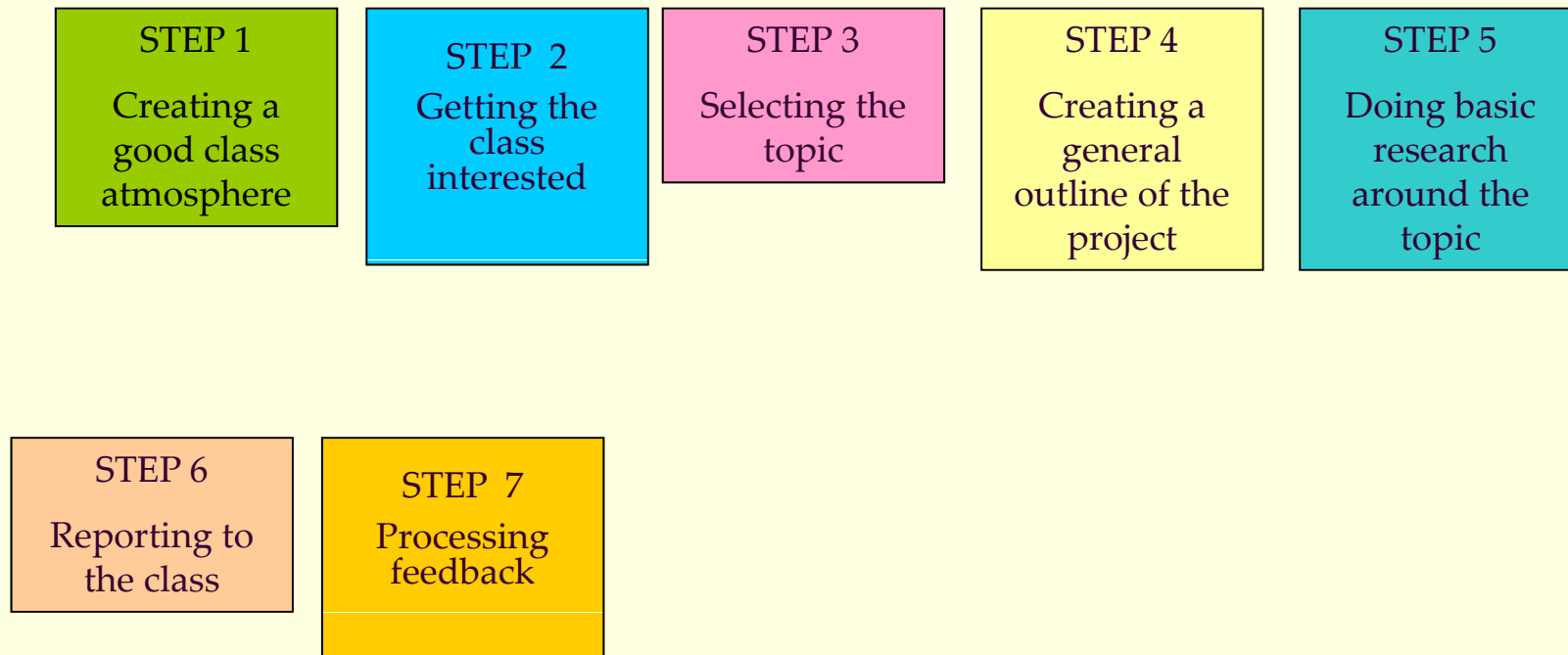
STEP 6:

REPORTING TO THE CLASS

- When you have all the info, write a paragraph summarising the info.
- Compare your paragraph with the others in class.

Catering for diversity: PROJECT WORK

Steps



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STEP 7:

PROCESSING FEEDBACK

WHAT WE KNOW:

- Favourite singers
- Favourite songs
- Favourite styles

Songs often encourage us to make the world a better place. They carry messages about peace, hope, society, ecology, travel, friendship, experiences and love ...

SONGS CARRY MESSAGES

So I lay my head back down,
And I lift my hands and pray
To be only yours, I pray, to be only
yours,
I know now you're my only hope.

(Only Hope, Mandy Moore)

Come as you are,
As you were,
As I want you to be,
As a friend.

(Come As You Are, Nirvana)

Relax, take it easy,
For there is nothing we can
do.

(Relax, Mika)

We're free to fly the crimson sky,
The sun won't melt our wings tonight.

(Even Better Than the Real Thing, U2)

Shiny happy people holding
hands
Shiny happy people laughing.

(Shiny Happy People, R.E.M.)

Flames to dust,
Lovers to friends,
Why do all good things
come to an end?

*(All Good Things, Nelly
Furtado)*

STEP 7:

PROCESSING FEEDBACK

WHAT WE WANT TO KNOW:

- What are the themes of the songs we know and love?
Discuss and make a chart like this one with your own songs and themes

TOPIC	SONG	SINGER / GROUP
Love	<i>She Loves You</i>	The Beatles
Friendship	<i>Friends Will Be Friends</i>	Queen
Society	<i>Dear Mr President</i>	Pink
Solitude	<i>Message in a Bottle</i>	The Police
Peace	<i>Give Peace a Chance</i>	John Lennon

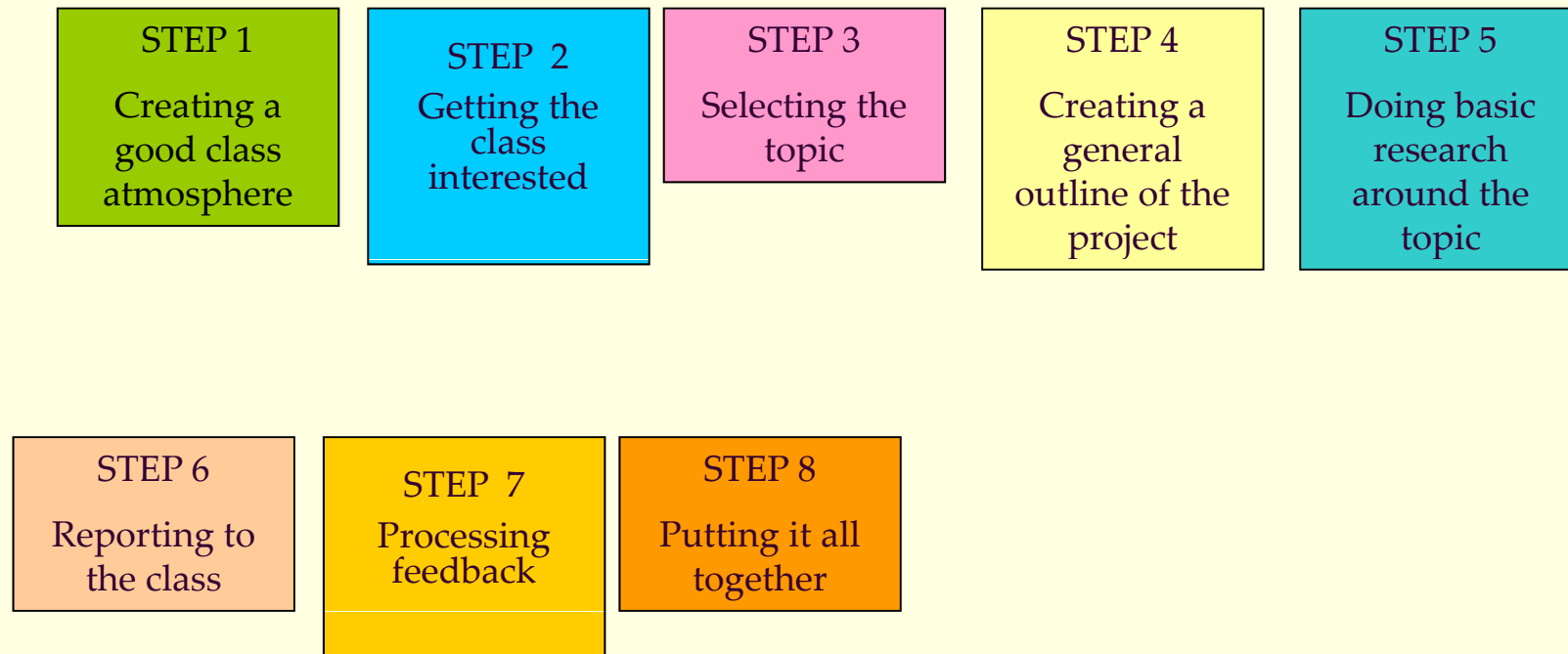
STEP 7

PROCESSING FEEDBACK

1. Discuss and exchange information about musical tastes, most popular singers, favourite songs and themes

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STEP 8

PUTTING IT ALL TOGETHER

Prepare a poster about your favourite music:

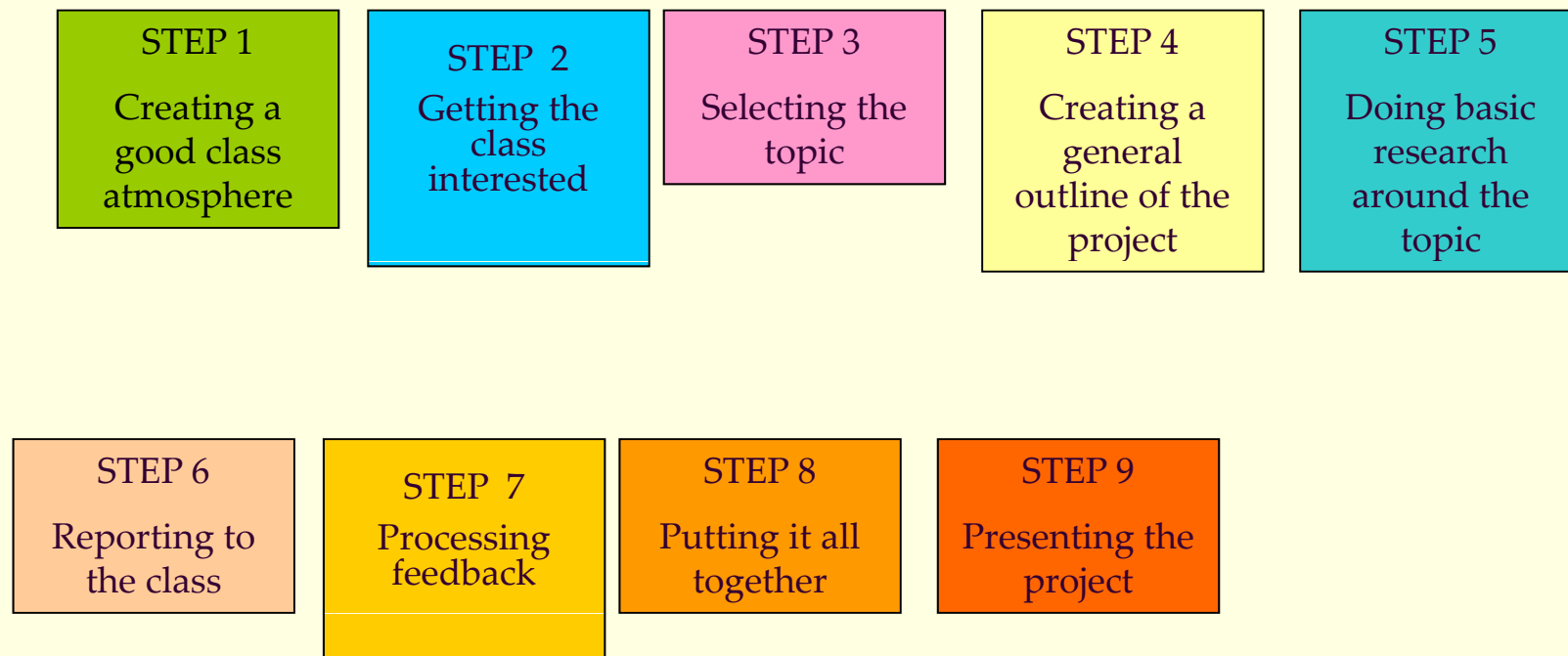
- Negotiate what you want to include on the poster (pictures of singers and groups, names below the pictures, quotations from lyrics, charts...) .
- Decide whether you want illustrations or graphics.
- Decide whether you want it to be plain or elaborate.

Make a list of the materials you will need.

- Distribute the work amongs the group members.
- Prepare the presentation of the poster for the rest of the groups.

Catering for diversity: PROJECT WORK

Steps



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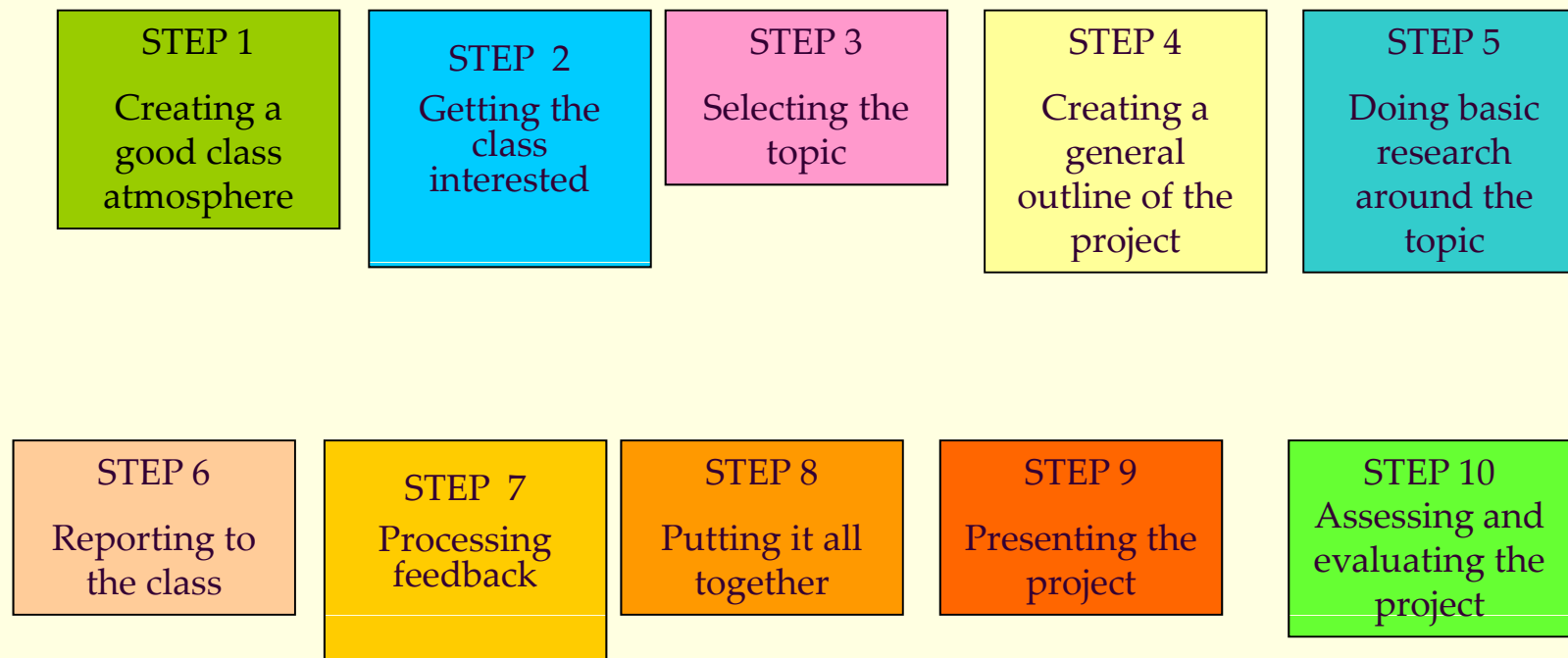
STEP 9

PRESENTING THE PROJECT

1. Present your poster to the teacher (and to the rest of classmates).
2. Interview your teacher to find out how much he or she is learning about music.

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Steps



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STEP 10

ASSESSING AND EVALUATING YOUR PROJECT

- Write down what your teacher has learnt about music.
- Evaluate whether you have fulfilled your own objectives (grammar, vocabulary, spelling, pronunciation, etc.)