

Teacher Development Session Tim Ball ELTC 23/09/2015  
 Room DO4  
 14.30 - 15.15

**Pop goes the ELTC**  
**Using pop songs in the EFL classroom**

Sep 21-15:17

**EFL Desert Island Discs**

**Teaching view**

Think back to a lesson when you used a song in an EFL class...

1. What was the song? Who was / were the singer(s)
2. Why did you choose it?
3. What did you think was significant about the lyrics?
4. What do you think your students learnt from the song?
5. How did the students react to the song?

Sep 21-15:23

**EFL Desert Island Discs**  
**Language learner view**



1. Do you / Did you use song lyrics to help you learn a foreign / second language?
2. Who do / did you listen to?
3. How do you think it helps you learn?
4. What advice / recommendations would you make to someone who wants to learn a language via songs?

Sep 23-12:04

**Pragmatics and song lyrics...**

How do Grice's Maxims relate to song lyrics?

- Quantity 2 / and or Manner 3  
 repetition (chorus)
- implicature Quality 1  
 Do not say what you believe to be false  
 "I was looking for a job , and then I found a job,"  
 Implicature in line 1 cancelled by line 2  
 "And heaven knows I'm miserable now. "
- Manner 1, Avoid obscurity of expression  
 Name your favourite culprits . What are they on about?!

Sep 21-15:35

**Song titles as questions**

**Answer the questions!**

1. Is there life on Mars?
2. Don't you want me, baby?
3. Should I stay or should I go?
4. What have I done to deserve this?
5. What's love got to do with it ?

Sep 22-16:09

**Pronunciation / listening and song lyrics**

Mondegreens

Misinterpretation of the lyrics due to (near) homophony.

Can you think of famous examples?

"No dark sarcasm in the classroom" Pink Floyd

Another Brick in the Wall

"Take a chance on me" ABBA

"Taking care of business / everyday " Bachman Turner Overdrive

"She's got a ticket to ride" The Beatles

How can they help our learner's attitude towards listening to realtime / real world English?

Sep 21-15:43

