

# Musik im Deutschunterricht

## Der gezielte Einsatz



## Introductory Thoughts

- Well selected song lyrics are appropriate for foreign language instruction.
- The lyrics should not be given to the students when they hear the song for the first time. Instead, the students should listen to the song and try to transcribe the lyrics in small groups. This activity is an enjoyable and effective learning activity.
- The lyrics must be made interesting for the students, i.e., accompanied by good exercises.
- The exercises and worksheets should help the students to understand the song lyrics..

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- The teachers should not take on too much at once. One song per hour is sufficient.
- Vocabulary lists can be compiled from the key words or deduced by the students with the aid of targeted exercises and questions.
- Interactive exercises, drawing of illustrations, association exercises, etc... are good activities.
- If the song can be sung, teachers should sing it with their students.
- Don't use music for the sake of music. Try to incorporate the song into the curriculum. We are, first and foremost, German teachers, not music teachers.

## Music in Language Instruction 3 Steps

- I. Selection:** What criteria do I use to select the music?
- II. Annotations:** How do I prepare lesson plans for the songs?
- III. Usage:** How do I use the song in my lesson?

## **Selection Criteria**

- Comprehensibility
- Clarity of spoken words
- Complexity of structures
- Applicability/ Suitability (levels)
- How does the song fit in my lesson?
- Appeal (interesting, “jazzy” songs)
- How often would you use the song?

## The Annotation Process

### Phase I: Preparation

1. Listen to the song
2. Read the lyrics
3. Which words and structures catch your eye?
4. Find information about the musicians and the band
5. Play the song for your kids (if you have any). They are great judges.

## **Phase II: Study the lyrics and analyze them**

1. Which parts will be used in the initial, pre-listening phase?
2. Which parts will be discussed in the active listening (comprehension) phase?
3. Which parts will be employed in the application/implementation phase?

**Phase III: Preparation of Exercises and Worksheets – A 3 Phases Model:**

**Approach → Comprehension → Application**

**Syntax → Semantics → Pragmatics**

## **Didactization Methods**

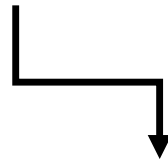
**Warm UP  
Pre-Listening  
Exercises**

**Illustrative, functional,  
step by step**



**Comprehension  
Exercises**

**Awareness: Students know what  
they have to pay attention to.**



**Application  
Exercises**

**Deliberate targeted  
usage/application of what  
was learned**

## Advantages of Using Music in Language Instruction

- Song lyrics are **authentic texts** with **mnemonic features** and memory-enhancing aspects: refrains, melodies, rhythms, repetitions.
- Singing songs can be helpful in **mastering pronunciation** (accent, intonation, rhythm and melody).
- All four **language skills** can be taught with songs: listening, reading, speaking and writing.
- **Grammar** and **vocabulary exercises** are more varied when song lyrics are used.

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- Songs contain a wide variety of socio-political, historical, culturally specific and **relevant themes**.
- Songs are useful for **drilling** many grammatical structures, vocabulary words, idiomatic and colloquial expressions.
- Above all, the **monotony** of the daily routine can be alleviated. Nowadays, with the help of *YouTube* and *iTunes* on the Internet, songs and music videos are easy to find.
- When instructed with songs students are **creative** and **imaginative**.

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- The students' **cooperative learning** and group dynamics are improved.
- The students are relaxed, **motivated**, and ready to absorb new information.
- What they learn is **unforgettable**.
- It is not boring and dry.
- Furthermore, music increases the **self-confidence** of the students and it can help to recruit and attract new students.
- Above all, however, music is **incredibly good fun**.

## Sources

- Esa, Mohamed. Die Lieder der Wise Guys im DaF Unterricht. Cornelsen Verlag: Berlin, Germany 2013
- Esa, Mohamed. *Musik im Deutschunterricht*. CD-Rom, AATG, New Jersey. (2011) ISBN: 1-932737-26-X (\$20)
- Esa, Mohamed. “Musik im Deutschunterricht. Der gezielte Einsatz.” *Die Unterrichtspraxis/ Teaching German* 41.1 (2008): 1–14

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## Contrasts and Opposites

**Klee: *Zwei Herzen***

CD: Berge versetzen, 2008



wise guys



## Konjunktiv II und Infinitiv mit zu

**Wise Guys: *Es ist nicht immer leicht***

CD: Frei, Pavement Records, 2008



