

Transformative Translingual Songlet Singing! For EFL & JFL (kt=5

kotowaza) Tim Murphey mitsmail1@gmail.com 2018 version 12 (#1,2,3,8,10,11,12 original tunes, others kaauta*) With Call and Response Questions! FEEL FREE TO RECORD THE PRESENTATION

- 1) **(Why do you smile?)** Built on a Japanese kotowaza, we usually sing both Japanese & English together. Very shy and sweet. “*Warau kado niwa fuku kitaru. Smiling brings you happiness, let it show the way.*” [Original Tune] + [k]
- 2) **(What is asking?)** “*Asking may be a moment’s embarrassment, not asking is a lifelong regret!*” **Kiku wa itoki n hadji, kikanu wa isho no hadji.** (still working on the Japanese tune) [kt] + Story telling
- 3) **(How do you change the world?)** *Be the change (x3) you wish to see, in the world. I don’t serve my dear world, by pretending to be small. I’ll stand tall. I will stand tall. When you change yourself, you change the world.* *Mikata kaereba, Sekai mo kawaru. 見方変えれば世界も変わる* [Original Tune] Gandhi&MJackson&JapKotowaza [kt]
- 4) **(How do you succeed?)** *A. **Do it again!** [Sung to the tune of **Santa Claus is Coming to Town**] It is useful to show students native-like blended pronunciation of “doidagin”. The lyrics are *Doidagin x 8 + Make many mistakes and Doidagin!* In Japanese we sing *Yariba dekiru naseba naru x 2 + nana korobiya—oh ki!* Of course students should be told not to write this way, but they will hear them pronounced this way. * [kt kt]
*B. **Same tune: How do you eat well?** “Take a little bit of (*alidabida*) this, Take *alidabida* that (x2) Diversify and balance your life!” + Jap coming
*C. **Same tune: How do you stay fit?** “Walk a little bit (*alidabit*) here, run *alidabit* there (x2) Dare to take the stairs and be a bear! GROWL!” + Jap coming
- 5) ***Super happy optimistic joyful and prodigious (How are you?)** [tune of supercalifragilisticexpialidocious... Disney: Mary Poppins] Students can also be asked to make their own greeting to the same tune and fit some words in. My second one for this tune is “*truly awesome so tenacious lovingly vivacious.*” In Japanese, I sing **sugoi kampeki subarashi sekyiokuteki genki!** [+Ron Gutman TEDtalk on Smiling, download script for students]
- 6) ***The Weather Song:** What’s the weather like? The tune is the refrain of the 1950’s hit “The Witchdoctor”. lyrics: “*It’s raining cats n’ dogs and it’s cold outside, my sunshine is deep inside.*” Japanese: *Hari Toki doki kumori Ame doshaburi!* *+ with gestures. (Tim’s hiking story.)
- 7) ***The Five Ways to Happiness! (What are the 5 ways to happiness?)** Sung to the tune of the 12 Days of Christmas. Lyrics & audio are available and on my podcast page <http://mits.podomatic.com> Articles about the use and teaching of the song can be found at <http://kandaeli.academia.edu/TimMurphey> (cf: Know Happy, Know Life! Murphey, 2013b) **English Lyrics** (Tim Murphey)*+ with Gestures: *When you want to be happy, there’s (#) thing you can do... (#: 1, 2, 3, 4, 5) (Tune: “The 12 Days of Christmas”)1. Smile from ear ear. 2. Breathe in deep. 3. Look up at the sky. 4. Sing a melody. 5. Dare to show your love. + Exp.*

日本語: 幸せになりたい時は * + (Sanae Takenaka, Makiko Takemura, Atsuko Suga)
幸せになりたい時は・・・
1. 思いっきり笑おう
2. 深呼吸して 思いっきり笑おう
3. 空を見て 深呼吸して 思いっきり笑おう
4. 歌を歌って 空を見て 深呼吸して 思いっきり笑おう
5. 愛をしめそう 歌を歌って 空を見て 深呼吸して 思いっきり笑おう
- 8) **(What’s a happy person?)** This one line song is a quote from Hugh Downs: “*A happy person is not a person in a certain set of circumstances, but rather a person with a certain set of attitudes.*” I put it to music and translated it in Japanese with help from friends, “Tokubetsu na jokiyo ga hito wo shiawase ni shinai, Tokubetsu na kangaikata ga hito wo shiawase ni shimas.” [Original Tune] +
- 9) * **(How do you have a good life?) Make New Friends:** [4 CSs] This is an old camp song that goes: “*Make new friends / and keep the old. One is silver and the other’s gold.*” A good song for the first few classes when you want your students to make friends. *Tomodachi ni aite koe des Yorokonde o tetsudaishimas* [Camp song]
- 10) **(What’s more beautiful than a bird sitting in a tree?):** *A turtle trying to fly is more beautiful than a bird sitting in a tree. Ki ni tomateiru tori yori, tobo toshiteiru kami, no ho ga utsukushi.* [Original Tune]
- 11) **(What should we notice?)** “*We are not nearly enough in AWE of ourselves.*” E.T.Hall (*Beyond Culture*) “*Jibun tachi no suBarashiSA ni kizuku bekki.*” [Original Tune]
- 12) **(How can you be rich?)** “*We’re rich in proportion to the number of things we can do without.*” J.D.Thoreau *Hito wa nakute koto tareru mono ga oi hodo yutaka de aru.* [Original Tune]
- 13) **(book Love You Forever- Munsch) I’ll love you forever, I’ll like you for always, As long as I’m living, My baby you’ll be. // Aishiteruyo, nani ga attemo, ikiteiru kagiri, itoshii ko yo**

References:

FEEL FREE TO RECORD! 2018

- Cosolino, L. (2013) *The social neuroscience of education: Optimizing attachment and learning in the classroom*. New York: W. W. Norton.
- Fonseca-Mora, M. & Machancoses, F. (2016). Music and language learning: Emotions and engaging memory pathways. In Tammy Gregerson, Peter McIntyre, & Sarah Mercer (Eds), *Positive Psychology in SLA Multilingual Matters*: Bristol, UK. Book chapter. Pp.359-373.
- Gaser, C. & Schlaug, G. (2003). Brain structures differ between musicians and non-musicians. *J. Neurosci.* 23: 9240–9245.
- Krueger, J. (2013). Empathy, enaction, and shared musical experience: Evidence from infant cognition. In *The Emotional Power of Music: Multidisciplinary Perspectives on Musical Expression, Arousal, and Social Control*. (eds.) T. Cochrane, B. Fantini, and K. Scherer, Oxford: Oxford University Press. Pp. 177-196.
- Mithen, S. (2006). *The singing Neanderthals*. Cambridge: Harvard University Press.
- Murphey, T. & Alber, J. (1985). A pop song register: the motherese of adolescence as affective foreigner talk. *TESOL Quarterly* 12: 793-795.
- Murphey, T. (1986). Le discours d'un pop song. *Tranel 10* (Travaux Neuchatelois de linguistiques) pp. 117-139. Switzerland juin.
- Murphey, T. (1989). The when, where, and who of pop lyrics: the listener's prerogative. *Popular Music* 8 (2) 163-170.
- Murphey, T. (1990). The song-stuck-in-my-head phenomenon: a melodic din in the head. *System* 18 (1) 53-64.**
- Murphey, T. (1990). *Song and Music in Language Learning: an analysis of pop song lyrics and the use of song and music in teaching English as a Foreign Language*, (Ph.D. dissertation). Peter Lang Verlag, Bern, Switzerland. In The European University Studies in Education series XI.
- Murphey, T. (1992). *Music and Song*. Oxford University Press (4th printing)**
- Murphey, T. (1992). The Discourse of Pop Song *TESOL Quarterly* 26 (4) 770-774.**
- Murphey, T. (1996). Student-Created Song Listening Library. In David Gardner and Lindsay Miller (Eds.), *Tasks for independent language learning*. Alexandria, VA: TESOL. pp.88-89.
- Murphey, T. (1996). Class Songbook, Class Cassette (Eds.) *New Ways in Teaching Children*. Alexandria, VA: TESOL.
- Murphey, T. (2010) Gracias a la vida - musica que me ha dado tanto: songs as scaffolded-linguaging for SLA. In *Linguagem e cognição: Diferentes perspectivas de cada lugar um outro olhar*. Eds. A. Hermont, R. Espirito Santo, S. Silva Cavalcante. PUC Minas; Bela Horizonte, Brazil. Pp 241-255. Book chapter
- Murphey, T. (2012). *Teaching in Pursuit of WOW!: Two decades of musings on maximizing learning potential*. Tokyo and San Francisco: Abax**
- Murphey, T. (2014). Singing well-becoming: Student musical therapy case studies. In *Studies in Second Language Learning and Teaching* SSLT 4 (2). 2014. 205-235 doi: 10.14746/ssl.2014.4.2.4
- Murphey, T. (2016). Teaching to Learn and Well-Become: Many Mini-Renaissances. In Tammy Gregerson, Peter McIntyre, & Sarah Mercer (Eds), *Positive Psychology in SLA Multilingual Matters*: Bristol, UK. Book chapter. Pp.324-343.**
- Patel, A.D. (2008). *Music, language and the brain*. New York: Oxford University Press.
- Sachs, O. (2007). *Musicophilia: Tales of Music and the Brain*. New York: Knopf. Sachs p. 219-220 melodic intonation therapy...
- Schlaug, G., Norton, A. Overy, K. & Winner E.(2005). Effects of Music Training on the Child's Brain and Cognitive Development. *Ann. N. Y. Acad. Sci.*1060:219-230
- Schlaug, G. (2001). The brain of musicians: a model for functional and structural adaptation. *Ann. N. Y. Acad. Sci.* 930: 281–299.
- Tabata, M. (2016). The relationships between sound sensitivity, English prosody processing and English listening comprehension. PhD dissertation Nagoya University, Japan. (February 2016). On line: <http://ir.nul.nagoya-u.ac.jp/jspui/handle/2237/24219>
- Tim Murphey's Class Publications: <https://sites.google.com/site/folkmusictherapy/home>**
- [Tim Murphey Tips - YouTube](http://www.youtube.com/playlist?list=PL274902FC5BDAAA30) www.youtube.com/playlist?list=PL274902FC5BDAAA30**
- [Mits Mind | Free Podcasts | PodOmatic](#)" 13 songslets**