

# **Students' Well-Becoming Singing and Asking**

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## **Task Based Learning for Audience:**

**To get the feel of what the class was like and the assignments.**

HW: For the next 3 months. Any time anyone asks you “How are you?” in any language, please answer with:

**Trulyawesomsotenaciouslovinglyvivacious**

**Truly Awesome So Tenacious  
Lovingly Vivacious**

# **5 strategies for learning a long sequence**

- 1. Chunk / Small portions**
- 2. Back Formation / Start at the end and go toward the start**
- 3. Rhythm / Clap at underlined parts and keep a beat**
- 4. Song / To the Mary Poppins tune of Supercalifragilisticexpi...(please sing with me)**
- 5. Tie to Routine/ Any time someone asks “How are you?”, you answer...**

**Truly Awesome So Tenacious  
Lovingly Vivacious**

## **Task Based Learning for Conference Attendees**

**Please Ask Someone Near You  
NOW:**

**How are you?  
And sing together...**

**Truly Awesome So Tenacious  
Lovingly Vivacious**

# **Strategy #6: Teaching!                      Results?**

## **155 student-conducted musical case studies**

Students in CBI/CLIL course on the importance of music and song (TIOMAS) learned about 20 songlets (short songs with routine questions) and were asked to teach someone outside of class a song or two, and to write it up as a case study.

**My first meta-study has 155 student-conducted musical case studies from six semester-long classes over a four-year period. Each class published their own booklet of case studies (a class publication – available online - handout).**

The second study has students from two classes (53 case studies) who asked someone with appreciative inquiry, “How do people help you have a great day and a meaningful life?”

**(Due to time limits I will restrict myself to the first study for this presentation.)**



# Benefits Emerging from the Qualitative Data of 155 Music Therapy Case Studies

- 1) High Affect Well Becoming
- 2) We-Learning
- 3) Social and Familial Bonding
- 4) Meaning-Making
- 5) Teaching-Rushes
- 6) Embodied Cognition
- 7) Love 2.0 & Power Posing Well Becoming
- 8) Pedagogical Recommendations
- 9) Learner Centeredness
- 10) The Network Contagious Spread

# Well-Becoming through Teaching

## Well-Becoming through Giving

### Well-Becoming as Agents of Change

- It feels good to help people
- It is a rush to see them learn
- It is a rush to see them excited
- It is a rush to sing together
- It is a rush to see them engaged
- It is a rush to see them teach others

## Student quotes

# 1) High Affect Well Becoming

[One student quoted her mother as saying]

***, "I can change my own mind by singing a song a little bit. I try to change my mind positively more from now. Thank you for your teaching! Please teach me more ..."*** (Koge, 2012, p.11)

***He [father] said, "I love this song." And he was enjoying singing it, so I was happy, too. I was surprised that he seemed to be a little silly while he was singing!*** (Wakaume, 2010, p. 16)

***We worked humming it for the rest of this work time and enjoyed it... our hard working time changed to an enjoyable working time. The song made us happy. She told me that she wanted to sing more English songs...*** (Sato, 2013 p. 12)

***The main goal of the experiment was to make my grandfather and myself happy. It was the most joyful homework ever I had.***

(Tokuyama, 2012, p. 29-31)



## 2) We-learning

***[My mother said] to sing with you is better than to sing alone. I am happy when I sing songs with someone." We always sing the songs in the class with our partners. Therefore this activity should be held in the group if it is possible.***

**(Shirai, 2011, p.11)**

**(#10) ...we sang the song together...we laughed a lot...  
I'm not sure that singing together is a good method  
to learn English or not but it definitely makes us  
feel happy... (Tanaka 2012, p. 6)**

**(#11) ...I intentionally didn't ask my father to sing  
alone. I think singing together with someone else  
feels better and makes long verses easier to  
remember... I asked my father to join [with my  
sister]... Singing together definitely helped the  
song to get stuck in his head and provided a better  
atmosphere. Group singing helps with language  
learning! (Yamashita, 2013, p. 5)**

### 3) Social and Familial Bonding

#5) *"It was a rare opportunity that she [mother] learned something from me, so she looked very happy when I taught her the song. I was also happy* (Miyamoto, 2011, p. 6)

(#7) *...she (mother) was happy because she could talk to me for a long time. Recently I have not called. It was a good communication for us...* (Sugahara, 2011, p.7)

(#1) *She said that she could relax by breathing deeply before the exam, she could be positive by looking up at the sky and she could smile a lot.... Especially, I thought that the bond between Saya and I became much stronger than before by singing together.* (Numayama, 2013, p.15)

(#2) *It is not too much to say that singing together makes living together a wonderfully joyful time!* (Hori, 2014, p. 5)



# 4) Meaning-Making

*(#4) We were eating cakes in her house and talking about the last part of the lyric "I'll laugh, and I'll cry and I'll sing." Risa said, "Yuki said she likes the optimistic view. I also like it, but I think it's important to cry and talking negative things with my friends too. Sharing feelings with others always helps me. So I want to laugh and cry and sing with friends and dearest people." After that we cooked dinner, talking and singing not only this song, but also other songs. It was very fun. I intended to teach the song for my friend, but I learned another interpretation and meaning of the song from my friend: having negative experiences and crying may give us some chances to notice little happiness in our ordinary life. Tim said we can make meaning of the lyric by ourselves. I understand it's true through this project. (Nishina, 2013, p. 11)*

## 4) Meaning-Making (continued)

*(#2 & #6)... it was interesting to see the differences among people in many ways of interpreting the songs. This reminds me that I create my own meaning to songs but my friends hear different ways **so truly the words do not have meanings but each person gives them meanings.** (Goto, 2013, p.10)*



# 5) Teaching-Rushes

**(#3 & #4)...the most important thing is how much I could enjoy teaching! While I was teaching songs, I could enjoy it and my mother seemed to enjoy singing new songs. Our enjoyment made it a successful project!** (Sekine, 2014, p. 17)

**(#2) ...watching someone's skill improve was very exciting.** (Yonaha, 2014, p. 8)

**(#4) I learnt that you do not have to sit in front of the desk to learn something new.** (Amemiya, 2013, p. 27)

**(#5) It is an effective way to teach that mixes study with happy things.** (Sato, 2013, p. 27)

**(#1) We laughed many times. We almost forgot that this was studying.** (Omagari, 2013, p. 28)

# 6) Embodied Cognition

(#1) *Through teaching this song, I thought that when we memorize something, **we should use our body**. And also it's important for us to **use rhythm**. **When my sister used her hands, she really memorized... I think music makes us happy and smart.** (Fujisawa, 2012, p. 10)*

(#1) *We sang the song together **with big gestures like when we were little kids... This case study brought us an opportunity to sing and laugh together.** (Akimoto, 2013, p. 15)*

(#2) *I was surprised to see that **he was using some gestures with the rhythm in order to remember some words, although I did not tell him to use them. I guess people will naturally use gestures to remember.** Teaching him made me happy. (Murakami, 2013, p.20)*

**(#14) To my surprise, she soon started to imitate me before I finished teaching... She said “It is just fun! I can’t stop enjoying myself!!” after finishing memorizing it. ... I noticed teaching songs makes me happy, so I want to teach more songs from this class.**

**(Suzuki, 2014, p.18)**



## 7) Love 2.0 & Power Posing

(#2) *She told me that "Thank you for choosing me as the learner. I'm happy I could learn this song from you. **I'm in love!**" I told her **"the teacher of my class shouted 'I'm in love!!'** too. She was surprised and laughed....**Thank you for giving me a great time with my friend in English.** (Matsunaga, 2013, p. 31)*

(#8) *It made good harmony between my mother and I. I felt really comfortable; **it was a micro-moment!** ... The next day, she mailed me to tell me about how the song was affecting her. She said, **"I can't forget the song 'Why do you smile?'** because it has a memorable melody. **This song is repeating in my head!**" (Yoshihara, 2014, p. 12)*

(#2 & #6) *In the morning of December 8th she had the TOEIC test, I called her again and asked "How do you succeed?" Surprisingly, **she could answer completely and asked me "Are you young?" I gave advice to her to do power pose before the test. I think these two songs helped her English learning.** (Kahsiwagura, 2014, p. 26)*

(#6) [visiting at a nursery school in Australia] / *became aware that a little girl tried to pile up some blocks as high as possible. **When the blocks had stacked up as tall as her, the blocks tower had collapsed suddenly. She was surprised and became fretful after that. Then I walked up to her and sang, "Do it again!"** to her. She gave me a strange face at first, but she got more and more smiley and she did it again and again singing, "Do it again!" many times with me. **It was a micro-moment of love for me!*** (Odaka, 2014, p. 27)



# 8) Pedagogical Recommendations

*(#11) My advice...is to think about the student's feelings and **change the way of teaching flexibly when they seemed to have troubles.** (Akiyama, 2010, p. 19)*

*(#1) **To teach two different types of people I should use different ways.** This time I taught them by the same way. It was good for Misa but not for my mom. (Kyo, 2011, p. 18)*

***it is important that we follow our own advice and be cheerful and positive.** (Sugawara, 2014, p. 4)*

*....My advice to others who wish to teach affirmation songs is to choose **short songs or make long songs into shorter ones.** (Tsuchiya, 2010, p. 11)*

# 9) Learner centeredness!

*I passed my notebook to her to choose a song. After she read some lyrics and asked tunes, she chose the song: Are you young? My original plan was completely destroyed... (Ogasawara, 2011, p. 5)*

*(#5) [Purposeful choice of song] The reason why I chose this song was she was writing [her] graduation thesis and she was worried about how to do it. (Kanai, 2011, p. 12)*

*Finally, I learned that having fun is very important for teaching and learning...I am glad for having this kind of opportunity.  
(Tomitsuka, 2011, p.14)*

*(#6 & #7) Teaching is always challenging, but the most important thing is thinking what are the best ways and materials for the students. (Chiba, 2014, p.10)*

# 10) The Network Contagious Spread of Songlets in Fractal Pedagogy

*(#1) My sister taught our younger sister and [we] sang together.  
(Demise, 2010, p. 12)*

*(#1) ...she told me she taught the 5 ways of happiness at the nursery school. Children had fun and enjoyed it. (Ito, 2012, p. 32)*

*(#4) I knew she (mom) would forget the song easily so I told her to be a teacher of my father. She was proud that she could sing an English song, so she was being a teacher next day... Next day, my mother and my father were singing "Today" completely. (Hoshino, 2011, p. 26)*



(#2)..when I was helping her with cooking, **she hummed the rhythm and started singing. We sang the line together and it was very fun. My sister came and asked us what we were doing and we said "How are you?" to her.** Of course she did not know what we were talking about but we all laughed together... She said it made her feel well and increased her energy... **She also said that she asked her colleagues the question and taught the answer too. When she was talking about this story her face was shining and it also made me feel happy too....** (Yokohara, 2012, p. 18)

(#6 & #10) We were [at the restaurant] about two hours and I asked, "How do you succeed?" every 30 minutes... After that **he wanted to look at other songs and he looked in my action log and read.,,** two weeks later...we sang the song together... (next) I taught him "What do you like?" ... **Before we did the case study, we were not good friends and now sometimes he uses the song and gestures to teach his students [in a cram school]. Now many other teachers have interests to teach English with songs so we are making songs which make English learning easier.** (Suzuki, 2013, p.14)



Amy Cuddy – TED.com pres

Power Posing = increase in  
testosterone

THE CONFIDENCE HORMONE

Our minds change our bodies.

Do our bodies change our minds?

**YES!**

Small Posing = Increase in cortisol  
The STRESS HORMONE



Do our bodies change our minds?



I' M IN LOVE!



I' m Young Strong and Beautiful  
I' m living an adventure  
The world' s so fascinating  
It makes me want to cry  
I wanna cry to the world  
I wanna fly all around  
I wanna tell everybody  
I' m in love I' m in love x 3  
I wanna tell everybody I' m in love  
**I' M IN LOVE!**



SEND ME  
YOUR VIDEOS and PICTURES  
OF YOU & Others

- CRYING **“I’ M IN LOVE”**
- IN INTERESTING PLACES
- PUBLIC SPACES
- **Send to:**
- **[mitsmail1@gmail.com](mailto:mitsmail1@gmail.com)**





Thank you!

I'M IN LOVE!!!!



# EXPANSIVE LEARNING Through Teaching

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## SONG #2

Be the change X 3 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.

(Gandhi & Michael Jackson)

# Books to GET

Love 2.0

The Social Neuroscience of Education

## Appreciative Inquiry in Higher Education

Thank you! Brene Brown & Sara Bareilles  
Gandhi and Michael J.

# Class Publication

Booklets available at

[https://sites.google.com/  
site/folkmusictherapy/ho  
me](https://sites.google.com/site/folkmusictherapy/home)



# SOCIAL TESTING ARTICLES

First two – short and quick 2013

Third – TESOL Journal – 1994 – 20 years ago!

All available at academi.edu Tim Murphey

[https://www.academia.edu/5989258/With\\_or\\_Without\\_You\\_and\\_Radical\\_Social\\_Testing](https://www.academia.edu/5989258/With_or_Without_You_and_Radical_Social_Testing)

[https://www.academia.edu/4926868/Social\\_Testing\\_Turning\\_Testing\\_into\\_Healthy\\_Helping\\_and\\_the\\_Creation\\_of\\_Social\\_Capital](https://www.academia.edu/4926868/Social_Testing_Turning_Testing_into_Healthy_Helping_and_the_Creation_of_Social_Capital)

[https://www.academia.edu/1902762/Tests\\_Learning\\_through\\_negotiated\\_interaction](https://www.academia.edu/1902762/Tests_Learning_through_negotiated_interaction)