Northern Irish songs in the EFL classroom

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Agenda

1. The role of Irish studies in TEFL
2. The role of music in TEFL
   - Empirical SLA studies & music in ELT
   - Skills that can be promoted using songs in ELT
   - Example: Fostering language awareness with Northern Irish music
3. Overview of
   - Northern Irish artists and their most well-known songs
   - Songs about (Northern) Irish historical events
4. Pre-, while-, post-listening tasks for songs & other teaching ideas
5. A selection of specific Northern Irish songs (group work)
   - Their linguistic and literary features
   - Their potential for ELT and specific teaching ideas

Do you know any songs about (Northern) Ireland / by (Northern) Irish artists?

https://www.menti.com/ aluz8j5fzbry

1. The role of Ireland / Irish Studies in TEFL

- Ireland and other English-speaking countries apart from the UK and the US used to be neglected in EFL classrooms in Germany (Eisenmann, Grimm & Volkmann 2010)

- Currently, Ireland as a topic is included in the curricula (Lehrplan PLUS)   of all secondary schools in Bavaria (Realschule & Mittelschule: Grade 7, Gymnasium: Grade 12)

- Aspects of Irish studies mentioned in the Bavarian curricula (ISBa, ISBb, ISBc)
  - Geography, flora, fauna, and environmental issues
  - History, esp. Celtic traces in Ireland, Irish emigration to the US, the Troubles
  - Politics
  - Irish Economy
  - Technological inventions
  - Social and cultural issues
  - Recent developments in Ireland

2. The role of songs in TEFL

→ close relationship between music & language

→ motivational potential of songs (relevance to students' daily lives)

→ generally: empirical evidence indicating that songs can foster **linguistic**, **sociocultural** and **communicative skills** (Engh 2013: 121)

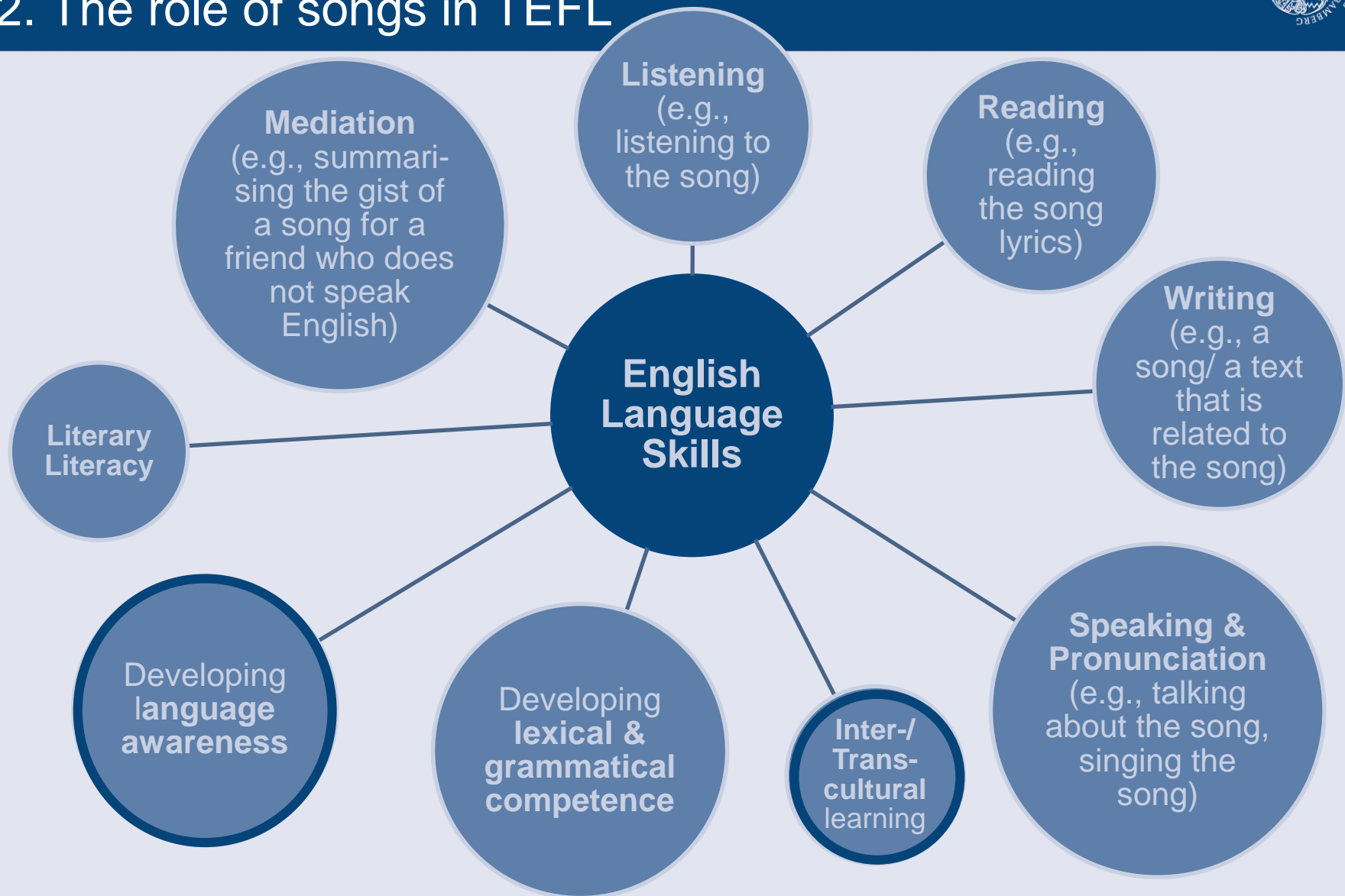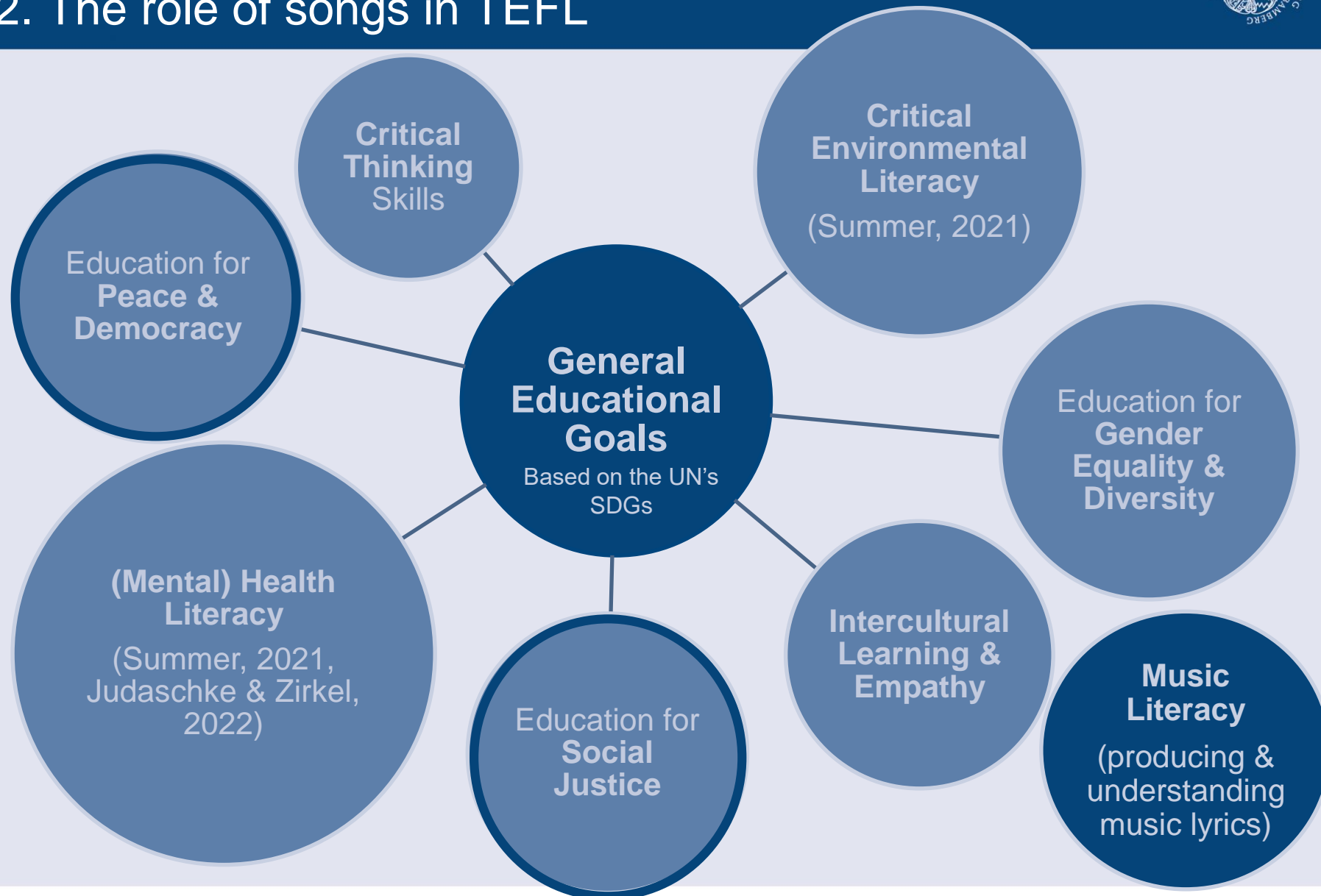| Empirical studies on the role of music in SLA	
Recall & memory	**Language-specific skills**
• positive results in the area of (delayed) **vocabulary** and **text recall** (e.g., Medina 1990, Schunk 1999, Fonseca Mora 2000; Salcedo 2010) • music-dependent memory using **background musical cues** with specific target vocabulary (Balch, Bowman & Mohler 1992)	• promoting **listening discrimination** and **comprehension** (Froehlich 1985; Kanel 1997; Odlin 1986; Smith 2003) • fostering **grammatical** and **lexical competencies** (Richards 1969; Saricoban & Metin 2000) • improving **pronunciation** (Allen & Vallette 1977; Schön et al. 2008, Leith 1979; Bartle 1962; Techmeier 1969; Shaw 1970) and **word identification** (Lems 2001; Wong & Perrachione 2006)

Fostering different kinds of skills by using songs

A) English language skills

B) General educational goals

C) Music literacy

2. The role of songs in TEFL

English Language Skills

Listening (e.g., listening to the song)

Reading (e.g., reading the song lyrics)

Mediation (e.g., summarising the gist of a song for a friend who does not speak English)

Writing (e.g., a song/ a text that is related to the song)

Literary Literacy

Speaking & Pronunciation (e.g., talking about the song, singing the song)

Developing **language awareness**

Developing **lexical & grammatical competence**

Inter-/ Trans-cultural learning

2. The role of songs in TEFL

Critical Thinking Skills

Critical Environmental Literacy

(Summer, 2021)

Education for **Peace & Democracy**

General Educational Goals

Based on the UN's SDGs

Education for **Gender Equality & Diversity**

(Mental) Health Literacy

(Summer, 2021, Judaschke & Zirkel, 2022)

Education for **Social Justice**

Intercultural Learning & Empathy

Music Literacy

(producing & understanding music lyrics)

Example
Fostering language awareness with Northern Irish music
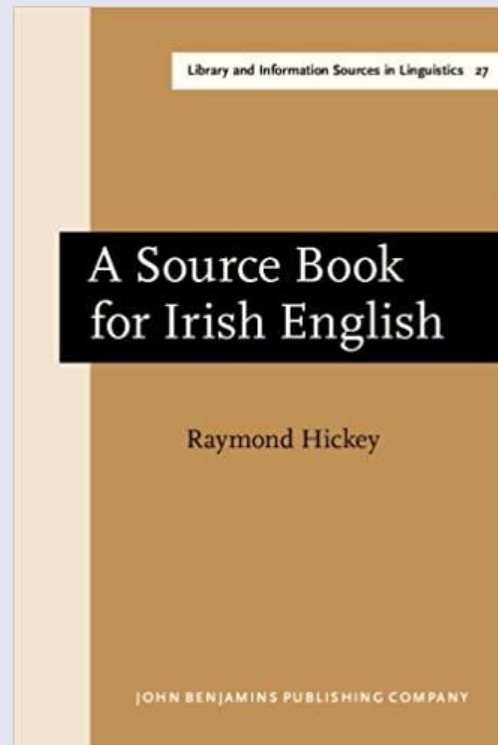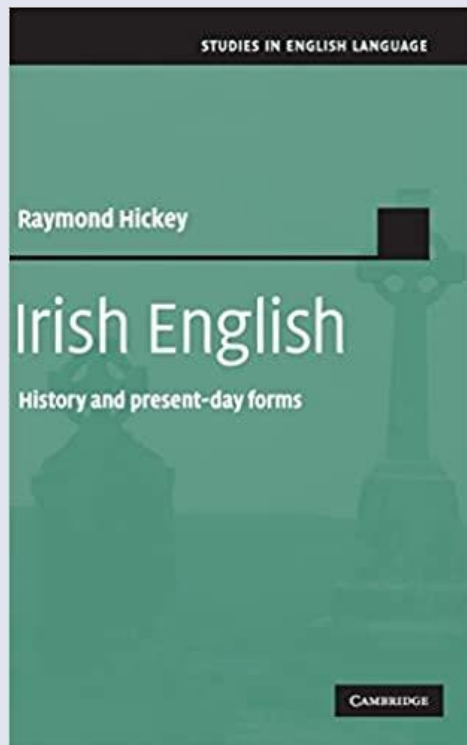
Language awareness =

• explicit knowledge about language,

• and conscious perception and sensitivity

• in language learning, language teaching and language use

ALA (2012)

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Fostering language awareness with Northern Irish music: useful resources for teachers

2. The role of songs in TEFL

Useful resource for teachers: British Library: "**British accents and dialects**"

Listen to the UK's regional accents and dialects

Click on a location on the map to hear speakers from 70 different locations recorded from the mid-20th century to the present day.

Screenshots taken from:
https://www.bl.uk/british-accents-and-dialects/articles/accents-and-dialects-of-northern-ireland

The Belfast accent

Paul speaks with an instantly recognisable **Belfast accent**. First of all, he is a **rhotic** speaker – that is, he pronounces the <r> sound after a vowel. Listen to the way he pronounces the words *whatever, sort of, personal, later, three percent blue card holders, lecturers, Bangor Tech., computer studies, computer operator, eleven years, working, government, Board Room, upstairs, worked, ever, covert, as regards, by and large, personally, first, sorted out, information, signers, simplified version, learning disability, visual impairments, wheelchair users* and *broader picture*.

T-voicing

Listen also to the consonant Paul uses in the following words and phrases where <t> appears between two vowel sounds: *to cut a long story short, a lot of, sort out, segregated, whatever, bottom, later, computer, operator, educator, disability* and *community*. In each case he uses a sound much more like a <d> than a <t> – a process known as **T-voicing**.

Rhoticity was at one time a feature of speech throughout the UK but in England it is nowadays increasingly restricted to the West Country, the far South West and a shrinking area of Lancashire to the north of Manchester. It is, however, a feature that unites speakers in Scotland and on both sides of the Irish border. T-voicing is also common in the West Country, but perhaps more

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Fostering language awareness with Northern Irish music
The linguistic features of song lyrics

Area	Example(s)	Feature
Pronouns	*y'all, you guys, youz/youse, ya*	Informal usage instead of plural and singular second person pronoun *you*
	Them	Instead of demonstrative *those*
	I, you, me	Overrepresentation of unspecified first- and second-person personal pronouns
Adverbs	*a real good time*	Informal spoken alternative to marking adverbs with *–ly*
	here, there, nowhere, now, again	Vague references of time and place
	really, a bit	Use of emphatics and downtoners to evaluate and express stance
Verbs	*I Ø never done this before*	Ellipsis (leaving out auxiliary verb have)
	what Ø you looking at	Ellipsis (leaving out auxiliary verb be)
	finna, fixing to	Use of innovative modal verbs
	wanna, gonna, imam	Use of contracted semi-modal verbs (instead of *want to, going to, I am going to*)

Summer & Werner (2022)

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Fostering language awareness with Northern Irish music
The linguistic features of song lyrics

Area	Example(s)	Feature
Verbs	*we don't need nobody, there ain't never a curfew*	Multiple negation, including the informal marker *ain't* instead of *isn't*
	there's better days to come	Informal *there's* with no plural agreement
	think, love, know	Overrepresentation of specific verbs relating to states and opinion/stance
Other aspects	*shit, fuck, bitch, nigga*	Use of swear and taboo words
	go ape, homie, bro	Use of slang terms
	'cause, cuz, outta, c'mon, 'bout, tryna, 'em, 'til	Use of abbreviations/clippings
	ya, yo, fi, da, riddim	Use of features from social and regional varieties, such as African American English or Jamaican Creole
	yeah, oh, boom, woo, la, na, dum	Use of musical tropes/phonesthetic devices to express musical qualities

Summer & Werner (2022)

Fostering language awareness with Northern Irish music
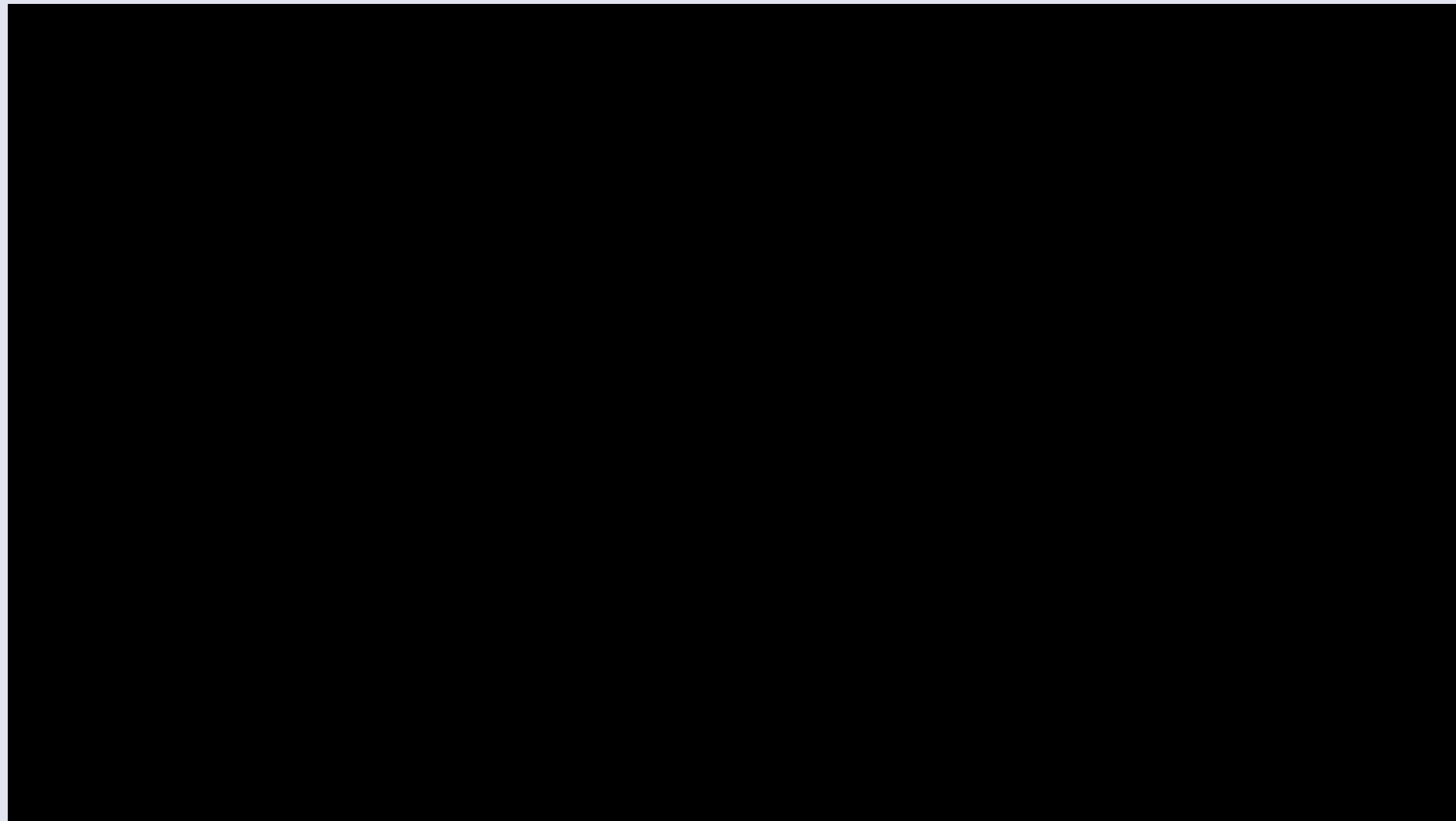
https://www.youtube.com/watch?v=mMEnqUDon4Y&t=50s&ab_channel=WeeGoose

Wee Goose: "Belfast Mentality" (2021)

*Well, what's **happenin'**?*

*This here **wee** rap song goes out to everyone from Belfast and the general area surrounding Belfast such as.. Antrim and Ballymena (And Maghaberry as well, Maghaberry!)*

*Aye, all of **youse**, the whole **lotta** youse*

*Keep **'er fuckin' lit***

***Got lifted** last night outside Lavery's (Did **ye**?)*

One more offence and it's off to Maghaberry (Ballix)

*Only thing I wanted was to do a **bit'a dancin'***

*The bouncer knocked me back for wearing a Helly Hanson?! (**Wha**?!)*

***Fuckin'** let me in, I won't take no for an answer*

*The bouncer was **ragin'** and started a fight*

*The cops pulled up, so I ran like **shite**! (Run like shite!)*

clipping
non-standard pronouns
Contracted forms
swear words
slang terms

(other slang terms in the song: *a tout* ('an informant of the police'), the peelers ('the police'), etc.)

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The linguistic potential of songs

Teaching idea for advanced students

- **Analyze a song** by a Northern Irish artist (e.g., Wee Goose, a Northern Irish artist who has a broad Northern Irish accent)

- **Discuss phonological features** of Northern Irish English and the use of **(Northern) Irish slang terms** to understand how native speakers of Belfast English use the English language

Ulster Anglo-Irish features in Belfast English (after Milroy 1981)

Palatalisation of /k,g/ before /a/, /kjat/ for *cat*
Dentalisation of /t,d/ before /r/, /bɛt̪ə/ for *better*
Lowering and unrounding of /ɒ/, /pɑt/ for *pot*
ME /ɛː/ realised as a mid-vowel, /bɛːt/ for *beat* /ʊ/ for /ʌ/ in *but, luck*, etc.
Lowering of /ɛ/ to /æ/, *set* /sæt/
The use of /au/ before /l/ in monosyllables, /aul/ for *old* also a feature of Lowland Scots.
Raising of /æ/ to /ɛ/ before velars, /bɛk, bɛg/ for *back, bag*
Raising of /æ/ to /ɛ/ after /k/ and (residually) /g/ /kɛp, kɛsl̩/ for *cap, castle*
Short realisations of high vowels, /bit, bʉt/ for *beet, boot*
Lowering and sometimes centralisation of /ɪ/, /bɛt, sɛns/ or /bʌt, sʌns/ for *bit, sense*

Hickey (2004, p. 18)

3. Traditional and contemporary (Northern) Irish songs

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"Put a finger down if you know the song" – a TikTok challenge

1. The Cranberries: "Zombie"
2. Snow Patrol: "Chasing Cars"
3. The Pogues: "Fairy Tale of New York"
4. U2: "Sunday Bloody Sunday"
5. Stiff Little Fingers: "Alternative Ulster"
6. Van Morrison: "Brown Eyed Girl"
7. Brand New Friend: "Seatbelts for Aeroplanes"
8. Two Door Cinema Club: "What You Know"
9. Malojian: "Communion Girls"
10. Brooke Scullian: "That's Rich"

Screenshot taken from @whistlingpunk on TikTok

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Popular songs by Northern Irish artists

Artist	Genre	Popular song(s)
Ash	Alternative Rock	Girl from Mars (1995)
Brand New Friend	Punk/Alternative Rock	Seatbelts for Aeroplanes (2018)
Brooke Scullion	Pop	That's Rich (2022)
Duke Special	Pop	Freewheel (2005)
Foy Vance	Indie Rock	She Burns (2016)
Hannah Peel	Instrumentalist	*Game of Thrones: The Last Watch* theme song (2019)
Jealous of the Birds	Indie Folk	Belfast Song (2021)
Jun Tzu	Rap	Irish Eyes (2014)
Oppenheimer	Pop	Nine Words (2006)
Phil Colclough	Folk Ballad	Song for Ireland (1980)

Eurovision Song Contest

- Representing Ireland in 2022: Brooke Scullion: "That's Rich"
- Fun fact
  - Ireland has won the ESC 7 times
  - holds the record for being the only country to have won the ESC 3 times consecutively
  (ESC 2022)

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Popular songs by Northern Irish artists

Artist	Genre	Popular song(s)
Ryan McMullan	**Pop Ballad**	**Belfast City (2019)**
Shamrock Tenors (originally: Alex Quinn)	**Irish Folk Ballad**	**Belfast (2021; originally 1984)**
Sea Pinks	Indie Pop	Depth of Field (2016)
Snow Patrol	Alternative Rock/Pop	Chasing Cars (2006); Run (2003)
Stiff Little Fingers	Punk	Alternative Ulster (1978)
The Undertones	Rock	Teenage Kicks (1978)
Two Door Cinema Club	Electropop	What You Know (2010); Undercover Martyn (2010)
Van Morrison	**Soft Rock/ Pop Rock/ Blues**	**Warm Love (1973);** Brown Eyed Girl (1967); Irish Heartbeat (1988); Carrickfergus (1988); Down To Joy (2021)
Wee Goose	Rap	Belfast Mentality (2021)

Van Morrison

- Won numerous awards (2 Grammy Awards, the Brit Award for Outstanding Contribution to Music, the Americana Music Lifetime Achievement Award for Songwriting)
- Latest song: "Down To Joy" (2021) written for the film *Belfast*, nominated for various awards as well

(Morrison 2022)

Belfast:
UNESCO City of Music

- In 2021, Belfast became one of the 59 UNESCO Cities of Music
- The city's rich musical heritage
- The importance of music to its future
- The only UNESCO City of Music in Ireland

(BCC 2021)

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Belfast Music Patrons

Snow Patrol's Gary Lightbody

Emmy-nominated composer Hannah Peel
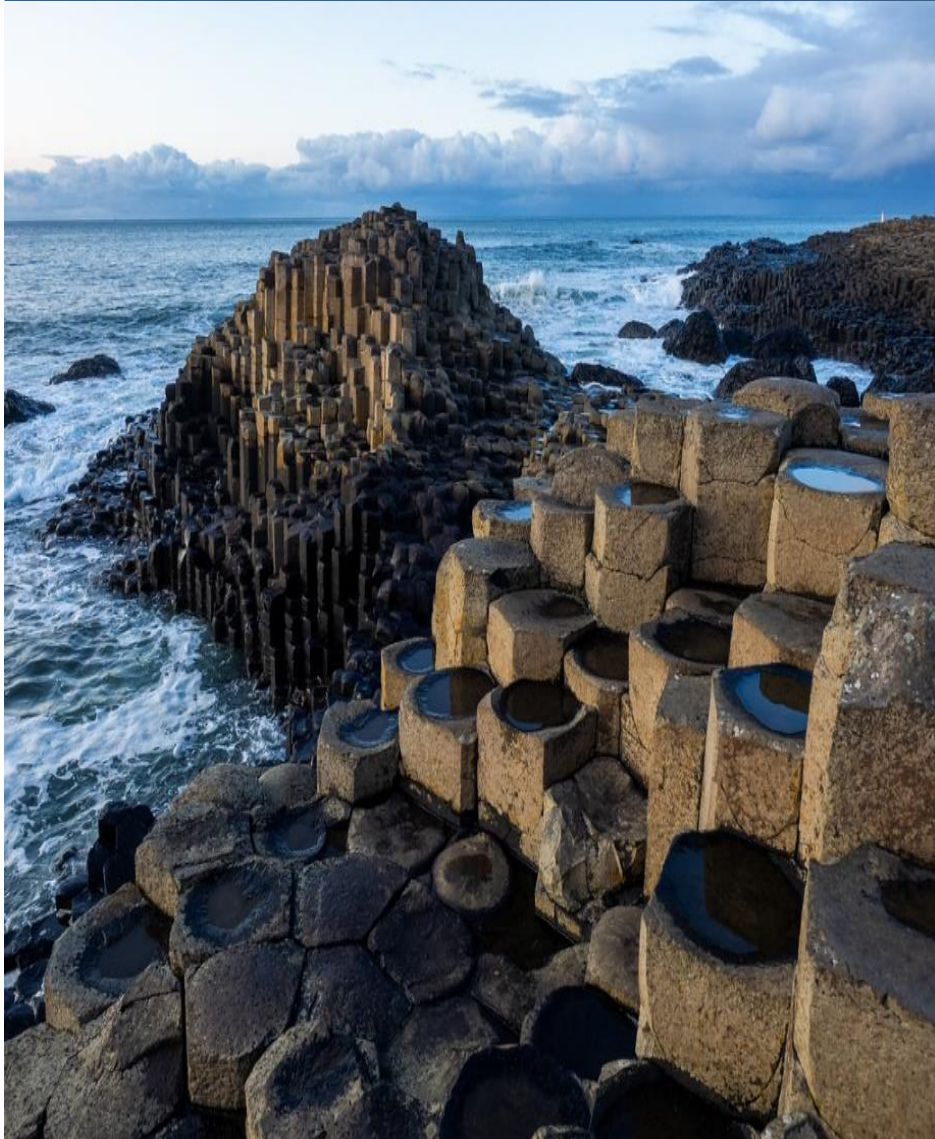
Songs
about
(Northern)
Irish history,
society,
and culture(s)

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Northern Irish Sea Shanties

Some examples

- "Ten Thousand Miles Away"
- "Bold McCarthy (The City of Baltimore)"
- "The Ballad of Ó Bruadair / Out on the Ocean"
- "We're All Bound to Go"
- "Clear the Track, Let the Bulgine Run"
- "Leave Her Johnny Leave Her"
- "Óró Sé Do Bheatha 'Bhaile"
  ('Oh-ro, welcome home')
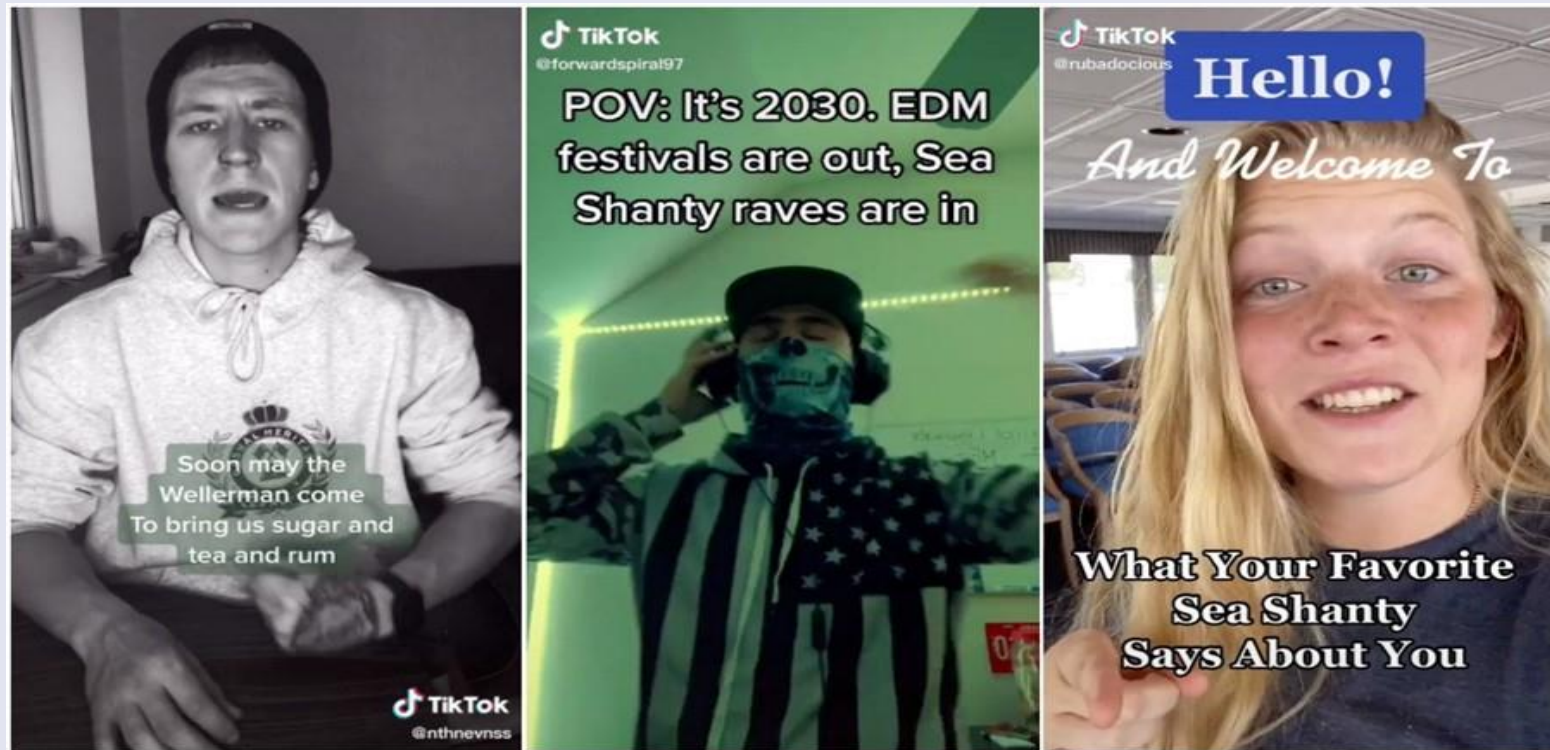- "The Last Shanty (A Sailor Ain't A Sailor)" by Tom Lewis

Topics
Life at sea
Emigration
Love
Leaving loved ones behind
Coming back home
…

More examples of (Northern) Irish sea shanties
https://folkways.si.edu/dan-milner-guest-artists/irish-pirate-ballads-and-other-songs-of-the-sea/celtic/music/album/smithsonian
https://blog.mcneelamusic.com/2021/04/21/the-irish-roots-of-sea-shanties/

The popularity of sea shanties on TikTok

Screenshots taken from @nthnevnss, @forwardspiral97, and @rubadocious on TikTok

Source: @thetrills on TikTok

- Music is deeply ingrained in (Northern) Ireland's cultural DNA, with numerous scholars (McCarthy 1999, O'Flynn 2009, O'Shea 2008, Smyth 2009, White 1998) illustrating that "a range of factors that were specific to Ireland's cultural and political history would lead to a dominant conception of the relationship between music and nation that was at considerable variance with patterns observable elsewhere in Europe" (O'Flynn & Fitzgerald 2014: 1).

- Two historic events have drastically shaped Irish history and contemporary society:
  - the Great Famine (1845 - 1849) and the ensuing Irish diaspora
  - the Troubles (the late 1960s - 1998) and their repercussions, which are still palpable in today's society

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Key events in (Northern) Irish history – in a nutshell:
The Great Famine & The Troubles

1. The Great Famine (1845-1849)
   - Cause: potato blight
     - → About 1 million deaths
     - → Evictions & appalling conditions in workhouses
     - → Rise of anti-British sentiments
     - → Mass emigration to America, Britain, Canada & Australia on 'coffin ships'
     - → Irish diaspora

O'Brien (2017, pp. 52-55)

Songs about (Northern) Irish historical events

Songs about the Famine / Irish Diaspora

Artist	Genre	Song
Don McLean	Irish Folk Ballad	Mountains of Mourne (1973)
The Pogues	Irish Folk Ballad	Thousands are Sailing (1988)
The Pogues	Irish Folk Ballad	Fairytale of New York (1988)
Frederic Weatherly	Irish Folk Ballad	Danny Boy (1910) (The Londonderry Air melody – sporting anthem of NI)
Pete St. John	**Irish Folk Ballad**	**The Fields of Athenry (1979)**
…		

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The Haka DROWNED OUT by the Irish and The Fields of Athenry

1:50 / 2:02

Irish Fans Sing Fields of Athenry Against Spain, Euros 2012

0:12 / 5:15

Screenshots taken from
https://www.youtube.com/watch?v=4N_t9_4hatc
https://www.youtube.com/watch?v=fZmYv6kDutw

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Key events in (Northern) Irish history – in a nutshell

2. The Troubles (late 1960s-1998)

- A conflict between unionists/ loyalists (mainly Protestants) and nationalists/ republicans (mainly Catholics) in Northern Ireland

- 1972: Almost 500 people died, many of them by IRA (Irish Republican Army) bombs (30 January: Bloody Sunday)

- 1994: IRA called a ceasefire

- 1998: Good Friday Agreement

- In total, more than 3.600 people were killed, approx. 20.000 were injured

O'Brien (2017, pp. 92-93)

Key events in (Northern) Irish history –
in a nutshell

2. The Troubles (late 1960s-1998)

- Repercussions & Remnants of the Troubles

    - Still a few violent outbreaks & bombings by other paramilitary groups, such as the New IRA

    - Rise of tensions due to Brexit & the fear of a hard border

    - Visible divisions between protestant and catholic neighborhoods in Northern Ireland, e.g., peace lines in Belfast:

Key events in (Northern) Irish history – in a nutshell

Kerb painting in republican neighborhoods

Kerb painting in unionist neighborhoods

Songs about (Northern) Irish historical events

Songs about The Troubles

Artist	Genre	Song(s)
Barleycorn	Folk	Men Behind the Wire (1972)
Dan Magill	**Rap**	**Caught Up (2015)**
John Lennon	Rock	Sunday Bloody Sunday (1972)
Jun Tzu	Rap	A Cause Worth Living For (2014); Born in Belfast (2014)
Malojian	Alternative/ Indie	Communion Girls (2015)
Mickey MacConnell	Folk Ballad	Only Her Rivers Run Free (1965)
Paul Brady	Ballad	The Island (1985)

Songs about (Northern) Irish historical events

Songs about The Troubles

Artist	Genre	Song(s)
Phil Coulter	Folk Ballad	The Town I Loved So Well (1983)
Robbie O'Connell, Mick Moloney & Jimmy Keane	**Folk Ballad**	**There Were Roses (1986)**
Simple Minds	Ballad	Belfast Child (1989)
Stiff Little Fingers	Punk Rock	Wasted Life (1979)
The Cranberries	Alternative Rock	Zombie (1994)
The Divine Comedy	Alternative/ Indie	Sunrise (1998)

Songs about (Northern) Irish historical events

Songs about The Troubles

Artist	Genre	Song(s)
The Pogues	Folk Ballad	Street of Sorrow (1988)
The Police	Alternative/Indie	Invisible Sun (1981)
Tommy Makem	Folk Ballad	Four Green Fields (1969)
U2	Rock	Sunday Bloody Sunday (1983)
Wings	Pop Rock / Blues	Give Ireland Back to the Irish (1971)

He's English, Orla. That's the way they talk.

Song about the Anglo-Irish relationship

*   "The Luck of the Irish"(1972, Folk Ballad) by John Lennon and Yoko Ono:

    "A thousand years of torture and hunger
    Drove the people away from their land
    A land full of beauty and wonder
    Was raped by the British brigands"

Other Irish rebel songs:
"Come Out Ye Black and Tans" by Dominic Behan

Screenshot: Northern Irish TV series *Derry Girls* (2018)

4. How to use songs in the EFL classroom

Based on Summer (2018), Summer & Werner (2022), Thaler (2014), Grund & Zirkel (2022), Falkenhagen & Volkmann (2019)
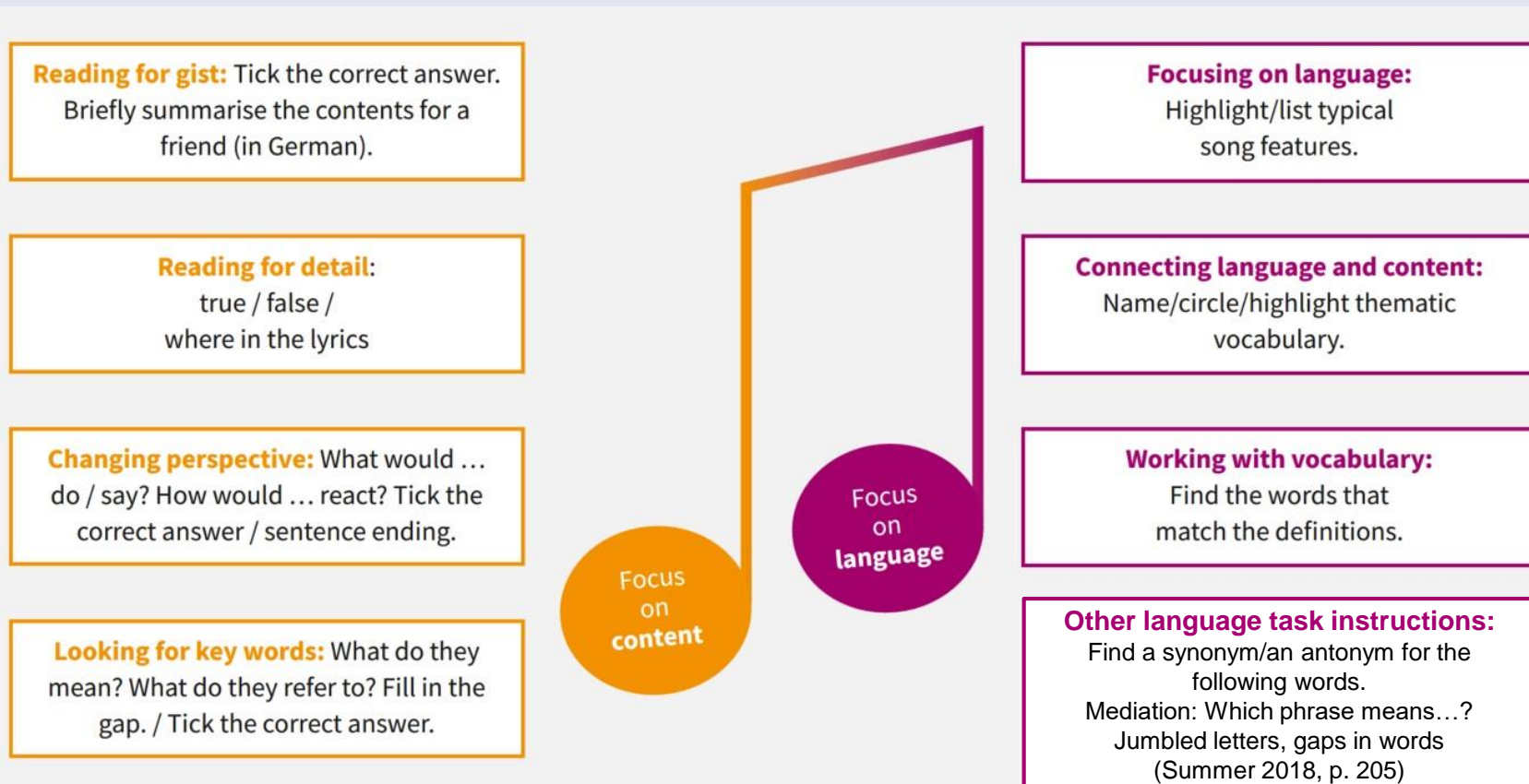
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Pre-listening tasks

- **Reverse listening comprehension:** Giving students questions on the lyrics and have them speculate about the answers before having them listen to the song

- **5-10 word story:** Giving students 5-10 key words of the song and have them write a short story using these words.

- **Song snippets:** Learners get snippets with important phrases from the song lyrics/the title of the song and they discuss the words/phrase and speculate about the content of the song.

- **Word cloud:** The teacher shows a word cloud (for instance created with https://www.wortwolken.com) of a song to learners. Through "Think-Pair-Share", learners generate possible lyrics/discuss what the song might be about and present their ideas.

- **Coming up with your own questions on the song:** give students song snippets/the title of the song and have them come up with their own questions on the song / aspects they are interested in

Pre-listening tasks

- **Tricky phrases puzzle:** The teacher gives some "tricky phrases" (e.g. metaphors, difficult/interesting excerpts from the song lyrics) to learners and asks them to discuss (or research online) what these could mean. By putting all of these "tricky phrases" together, learners gain a first understanding of the song's message.

- **Using pictures** (of the setting of the song / a screenshot taken from the music video / the album cover) to have students guess what the song is about / to have them write an inner monologue about their first impression of these pictures and how they might relate to the song

- **Using the music video:** Have them watch (parts of) the music video without the sound and then guess what the song is about

- **Research on the artist:** have the students do research on the musician(s) and present it to their classmates

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While-listening/reading tasks

Reading for gist: Tick the correct answer. Briefly summarise the contents for a friend (in German).

Reading for detail: true / false / where in the lyrics

Changing perspective: What would … do / say? How would … react? Tick the correct answer / sentence ending.

Looking for key words: What do they mean? What do they refer to? Fill in the gap. / Tick the correct answer.

Focusing on language: Highlight/list typical song features.

Connecting language and content: Name/circle/highlight thematic vocabulary.

Working with vocabulary: Find the words that match the definitions.

Other language task instructions: Find a synonym/an antonym for the following words. Mediation: Which phrase means…? Jumbled letters, gaps in words (Summer 2018, p. 205)

Focus on content

Focus on language

Adapted from Grund & Zirkel (2022)

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While-listening/reading tasks

- Focus on content

Listen to the song and …
• correct the mistakes in the song lyrics.
• tick the … [pictures] you hear (e.g. activities, things… depending on the song lyrics).
• **tick the … [words/chunks/phrases] you hear.**
• order the … (e.g. words of each line/song parts …).
• write the … (e.g. chorus) with the help of the words/chunks in the box.
• reconstruct (parts of) the lyrics with the help of X.
• deduce the missing words (e.g. colour-coded nouns/verbs; possibly showing the first letter etc.)

- Focus on music

  - karaoke singing, miming along, singing, speaking the lyrics in rhythm

  - analyzing and mimicking stress and intonation

  - hearing the music/song and identifying its different layers: beat, bass, melody, harmony (Moore, 2012, p. 20)

Summer (2018, p. 205) & Summer (*forthcoming*)

While-listening tasks: Focus on Music

Musical genre:	
Which Instruments do you hear?	
○ trompets	○ guitar
○ drums	○ flute
○ piano	○ …
Which adjectives describe the song best?	
○ interesting	○ romantic
○ lively	○ sad
○ catchy	○ boring
○ pleasant	○ passionate
○ soft	○ funny
It's a good song…	
○ to relax	○ to dance closely/cheek-to-cheek
○ to do sports to	○ to dance to in a club
○ to wake up in the morning to	○ to fall asleep to
○ to keep you motivated while cleaning your room	○ to listen to while studying
Respond spontaneously to the following questions:	
What do you see when you close your eyes?	
Where does the story described in the song happen?	
Who is the protagonist of the story?	
What is happening? (What could be the title of the song?)	

Adapted from Steveker (2017)

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Creative post-listening tasks

- Write a review/letter to the band
- Write an inner monologue from the point of view of the lyrical I/another person mentioned in the song
- Rewrite or continue the story told in the song
- Transfer the lyrics into a different genre (e.g., a short story or a comic/graphic novel, possibly using appropriate web apps, e.g., Storybird, LittleBirdTales, Vyond, Puppet Pals; Pixton)
- Perform the song
- Create a music video for it and possibly compare it with the original (if there is one)
- Imagine the lyrical I was one of your classmates: Ask them questions & do a role play

Creative post-listening tasks

- Write a letter/give advice to the lyrical I
- Write another song on this topic and set it to music
- Expand on a story that is only hinted at in the lyrics
- Discussing controversial quotes from the lyrics using the fishbowl method
- Create a quiz game on the song lyrics / the topic the song deals with (possibly online, using Kahoot, Playfactile, Classtools, LearningApps, H5p, Quizlet, XWords, etc.)
- Look for images from the Internet that reflect the mood conveyed/scenes depicted in the song (such pictures/drawings/comics can then be exhibited in the classroom and discussed/evaluated through a 'gallery walk')

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Creative post-listening tasks

- **Creative adaptations:** changing the lyrics, writing new verses, from a different perspective

- **Quote analysis:** Learners choose one quote from the song and use this as a basis for preparing a short oral presentation on one main theme/message.

- **New verse:** Learners write a new verse for the song by paying particular attention to the singer's style (e.g. use of rhymes, specific linguistic features, metaphors, use of swear words etc.).

- **Song poster:** Learners create a song poster in which they highlight four main components: 1) song messages, 2) language (linguistic features), 3) people's opinions (what people say about the song, e.g. on genius.com), 4) – ideally showing how these interrelate.

Summer (2018) & Summer (*forthcoming*)

Other teaching ideas

Organizing a (Northern) Irish music project:

1. With a PE teacher: a unit on tap dancing (including videos of Riverdance, TikTok videos of The Gardiners, YouTube videos of Irish dancing flashmobs) and/or organizing a ceílí

Example of a ceílí for beginners

https://www.youtube.com/watch?v=n9A7uEOxWyU
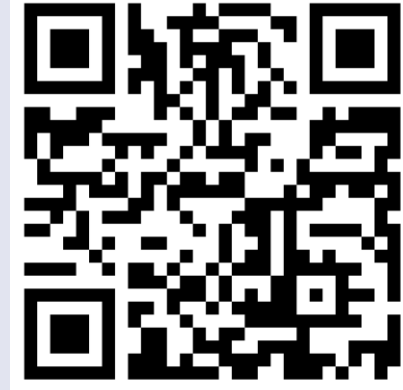
Other teaching ideas

Organizing a (Northern) Irish music project:

2. With a music teacher: a unit on Celtic instruments, learning how to play some of them (e.g., the bodhrán) while singing (Northern) Irish songs (e.g., recording sea shanties for TikTok)
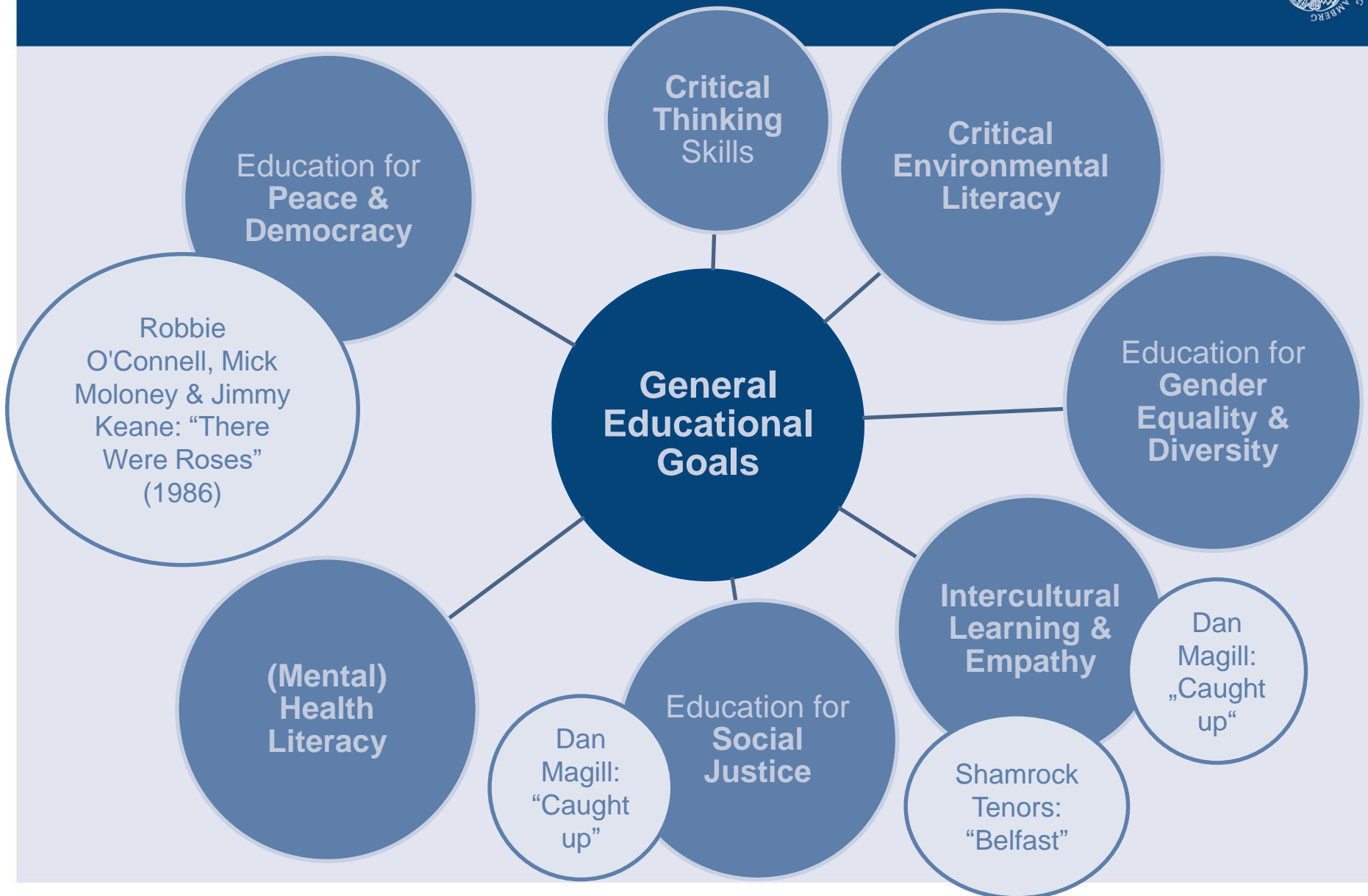
Focus on specific songs – Task

- Get into groups, decide who is going to take notes and who is going to present your results

- Choose one of the songs to focus on

- Discuss the potential of your selected song & take notes on:

  - The linguistic and literary features of the song

  - Skills that can be promoted when using the song in an English lesson

  - Practical implications for ELT, e.g. pre-/while-/post-listening tasks / other teaching ideas

  - Take notes on Padlet
    https://padlet.com/englishstudiesengfachdidaktik/17qc56a7ppi3vp3v

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Critical Thinking Skills

Critical Environmental Literacy

Education for Peace & Democracy

Robbie O'Connell, Mick Moloney & Jimmy Keane: "There Were Roses" (1986)

General Educational Goals

Education for Gender Equality & Diversity

(Mental) Health Literacy

Education for Social Justice

Dan Magill: "Caught up"

Intercultural Learning & Empathy

Dan Magill: „Caught up"

Shamrock Tenors: "Belfast"

More Northern Irish artists and songs

- https://www.last.fm/tag/northern+ireland/artists?page=1

- https://open.spotify.com/playlist/41rYGTdTxE7lPM5nIW9utD?si=Wjs Y5u1QTSSqUzX_5FQtKQ&utm_source=copy-link&fbclid=IwAR1fl_1SqHUy2pqXxgytuOw2LGXMnFkZ5I0t0qyn_vh sLjwF_pQR4PI_L2E

- https://open.spotify.com/playlist/4BxTNmEEEe37ZwlFuuimY2?si=oj hoa-65TrC7JQWS0eT9Ig&utm_source =copy-link&fbclid=IwAR0jy5DISPqy7dAOEnyGRonsa47tCph0jUkDVsGfym TNll-i2mwzAwicmTM

- https://open.spotify.com/playlist/52TpLKvDt8R27b2E9XFPKY

- https://open.spotify.com/playlist/551uG7qeova9HRYu7BUqCz

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Any questions?