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Resources for Teachers of French in Maine

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RESOURCES FOR TEACHERS OF FRENCH IN MAINE

Teaching French Language and Culture through Franco-American Traditional Music



I. INTRODUCTION

One of the funniest ways to teach French language and culture in Maine is to use Franco-American traditional songs as a learning tool in the classroom. French Canadians, who came to work in the textile mills in Lewiston from the second half of the Nineteenth Century, saw music as a crucial component of their identity. As Robyn Holman puts it, "The French Canadians brought a cultural identity to Lewiston that is characterized by a strong connection to the Catholic church, a distinct language identity, and close family and community ties. Part of this cultural identity found expression in music with its advantages of portability, preserving the French language, and being easily passed from one generation to another in both in oral or written form. Music, especially song, enabled the community to join together, from singing in church choirs to Saturday night social gatherings" (in **Susann Pelletier, James Bau Graves & Madeleine Giguère**, *Franco-American Music Traditions*, Lewiston-Auburn College: University of Southern Maine, "Introduction", undated). To keep Franco-American traditions alive, parents taught French songs to their children (**Normand Beaupré**, « Souvenance d'un enfant », in *Résonance*, Vol. 1, 2019: 2-4).

Songs that are part of Franco-American musical heritage can be found in **Charles-Émile Gadbois'** series entitled *La Bonne chanson* (11 Volumes, 550 songs), among others. After attending the Congress of French Language held in Quebec City in 1937, Father Gadbois started publishing French and French-Canadian songs of quality. His aim was to promote French language and culture through music by undermining the predominant influence of American music, since it was broadly propagated by the radio of that time. **In 1938, the Board of Public Education recommended that Gadbois' anthology should be sent to all schools.** By the end of 1940, the songbooks had been printed in nearly five million copies. "Charles-Émile Gadbois organized festivals, contests, and congresses, including those at the Montreal Forum (1942) and the Quebec Coliseum (1943) and in **Lewiston, Me (1944)**"(**Jay**

Farrar, "La Bonne chanson" (<https://archivesblog.lib.umassd.edu/2013/07/09/la-bonne-chanson/>), University Archives & Special Collections, Ferreira-Mendes Portuguese-American Archives, University of Massachusetts at Dartmouth, posted on July 9, 2013, my emphasis. See also **Claire Quintal (dir.)**, *Le Patrimoine folklorique des Franco-Américains*, Québec: Le Conseil de la Vie Française en Amérique, 1985).

Music performances were perceived as one of the best way to preserve and promote the French spirit (<https://mondieuetmontout.com/Charles-Emile-Gadbois-Naissance-de-La-Bonne-Chanson.html>). The content of Gadbois' anthology can be organized into themes as follows: exile, immigration and nostalgia of the homeland, patriotism, cultural identity, linguistic identity, man and nature, nature and culture, love, family and affection, destiny, faith, fate, etc.

Apart from songs that were recorded in Gadbois' *La Bonne chanson*, there are many others popular airs whose origin goes back quite a long way in the history of France. These rhymes constitutes an appreciable vehicle of French cultural and moral values (see **Claire Quintal**, dir., *Le Patrimoine folklorique des Franco-Américains*, Québec: Le Conseil de la vie française en Amérique, 1986; **Barbara LeBlanc & Laura Sadowsky**, « La survivance par la chanson et la danse », in Claire Quintal, *op. cit.* See also **Jean-Nicolas De Surmont**, « Les conditions de production et de circulation de l' œuvre de La Bonne Chanson de Charles-Émile Gadbois », *Cahiers de l'ARMuQ*, 16, June 1995; **id.**, *La Bonne Chanson en France et au Québec: le commerce et la tradition*, Montréal: Triptyque, 2001).

II. SONGS AS LITERARY GENDER: LA CHANSON COMME GENRE LITTÉRAIRE

Songs are a combination of text and music. « Si on en croit Paul Zumthor, la chanson, par son texte, est poésie; mais c'est une poésie orale sonorisée. Orale parce que chantée; sonorisée, parce qu'elle est accompagnée d'une musique » (**Gilles Perron**, « De la chanson à la littérature », in *Québec français*, (119) 2000: 79). As such, they can be used to get students to engage in listening, speaking, reading, and writing activities in the classroom room. They are particularly useful when it comes to improve pronunciation or to exploit cultural or historical themes.

For more information, see:

- **Louis-Jean Calvet**, *Chanson et société*, Paris: Payot, 1981.
- **Roland Barthes**, « La musique, la voix, la langue », in *L'Obvie et l'obtus. Essais critiques III*, Paris: Seuil, 1982: 252-264.
- **André Gaulin**, « La Chanson comme genre », in *Québec français*, 46, 1982: 37-39.
- -----, « La Chanson comme discours », in *Études littéraires*, 27 (3), 1995: 9-16.
- **Gilles Bonnet**, dir., *La Chanson populittéraire. Texte, musique et performance*, Paris: Kimé, 2013.
- **Olivier Migliore**, « Chanson & littérature : multiplier les approches », *Acta fabula*, vol. 16, n° 5, « Musique ! On lit », Mai-juin-juillet 2015, <http://www.fabula.org/revue/document8224.php>, page consultée le 15 mai 2020.

III. SAMPLE OF SONGS

Here is a sample of songs that teachers can use as French learning tools:

1. Ô Canada! mon pays, mes amours

Lyrics

<http://faculty.marianopolis.edu/c.belanger/quebechistory/encyclopedia/CartierOCanada.htm>

Videos

<https://www.youtube.com/watch?v=oXryW5heVLc>

https://www.youtube.com/watch?v=81pSI_8nW_4

2. Alouette

Lyrics <https://www.teteamodeler.com/vip2/nouveaux/expression/fiche274.asp>

Video <https://www.youtube.com/watch?v=udFlaqoKMDk>

3. À la claire fontaine

Lyrics <https://www.lyrics.com/lyric-lf/1158767/A+LA+CLAIRE+FONTAINE>

Videos <https://www.youtube.com/watch?v=tDjkY9hMvQA>

<https://www.youtube.com/watch?v=-VctOj6Bm4Y>

4. Vive la Canadienne!

Lyrics

<https://greatsong.net/PAROLESEVA-GAUTHIER,VIVE-LA-CANADIENNE,191430.html>

Videos

<https://www.youtube.com/watch?v=brBuNIHL-Is>

<https://www.youtube.com/watch?v=-KHxdreP8rA>

5. C'est l'aviron

Lyrics

<http://www.momes.net/Comptines/Comptines-pour-danser-rondes-et-farandoles/En-revenant-de-la-jolie-Rochelle>

Videos

<https://www.youtube.com/watch?v=Ge6Y3h8UUWM>

<https://www.youtube.com/watch?v=b43jdPdPKN4>

<https://www.youtube.com/watch?v=M54z2r5vfbM>

6. Que sera, sera

Lyrics

<http://paroles-traductions.com/chanson/montreal/4463059/jacqueline-francois/paroles-et-traduction-que-sera-sera/>

Videos

<https://www.youtube.com/watch?v=SH3WU5DPxwA>

<https://www.youtube.com/watch?v=uOwUxV0z-6k>

<https://www.youtube.com/watch?v=U-IBL7sKYA8>

7. Ma Cabane au Canada

Lyrics

https://www.paroles-musique.com/paroles-Line_Renaud-Ma_Cabane_Au_Canada-lyrics,p81095

Videos

<https://www.youtube.com/watch?v=UZZnPWjQbyk>

<https://www.youtube.com/watch?v=3usKuOnuUJI>

8. Partons, la mer est belle

Lyrics

http://www.cyberus.ca/~rg/ch_tro01.htm

<http://www.beatoninstitutemusic.ca/acadian/partons-la-mer-est-belle.html>

Videos

<https://www.youtube.com/watch?v=YPXetRRSBTo>

https://www.youtube.com/watch?v=GD_d4Ae9iO4

<https://www.youtube.com/watch?v=CyFyTK-YOk4>

<https://www.youtube.com/watch?v=MBiL9GPeOCw>

9. Allons danser, Colinda

Lyrics

<https://www.songsforteaching.com/charlottediamond/collinda.htm>

Videos

https://www.youtube.com/watch?v=LEr_LzSZ9oU

<https://www.youtube.com/watch?v=cFERQJ6GHNU>

10. Mon chapeau de paille

Lyrics

<https://greatsong.net/PAROLES-CONRAD-GAUTHIER,MON-CHAPEAU-DE-PAILLE,252421.html>

Videos

https://www.youtube.com/watch?v=hEvA2_ctkVA

<https://www.youtube.com/watch?v=4WTQp8bjrEk>

<https://www.youtube.com/watch?v=kYiQLt3kfbk>

11. Quand il neige sur mon pays

Lyrics

http://textesatoutvent.blogspot.com/2012/12/quand-il-neige-albert-lozeau_21.html

Videos

<https://www.youtube.com/watch?v=Yp-BTWotMWQ>

<https://www.youtube.com/watch?v=JCf679oPHic>

https://www.youtube.com/watch?v=zZTSyG_Ay28

12. La feuille d'érable

Lyrics

<https://impronb.wordpress.com/2014/09/02/lhymne-nationale-de-limprovisation-une-historique-hymnotisante/>

<http://collections.banq.qc.ca/bitstream/52327/1968839/1/0000276379.pdf>

Videos

<https://www.youtube.com/watch?v=nd2wixlJEYM>

<https://www.youtube.com/watch?v=Lq1TtsOR-iA>

<https://www.youtube.com/watch?v=lGnzjHBM11c>

13. Envoyons d'l'avant

Lyrics

<http://pages.ca.inter.net/~yvondian/dlavant.htm>

<https://lyricstranslate.com/en/charles-marchan-envoyons-dlavant-nos-gens-lyrics.html>

Videos

<https://www.youtube.com/watch?v=v9S1nTlsIac&list=RDqoGo5aCNjZU&index=14>

14. Avant que tu ne t'en ailles

Lyrics

<https://paroles2chansons.lemonde.fr/auteur-paul-verlaine/poeme-avant-que-tu-ne-t-en-ailles.html>

Video

https://www.youtube.com/watch?v=Y26zFBxD_Kw

15. La vie en rose

Lyrics

<https://genius.com/Edith-piaf-la-vie-en-rose-lyrics>

Videos

<https://www.youtube.com/watch?v=ofeNVUwQA8U>

<https://www.youtube.com/watch?v=l1Ub56lucuc&list=RDtdfLyEQSSso&index=2>

<https://www.youtube.com/watch?v=tdfLyEQSSso>

<https://www.youtube.com/watch?v=KhWvG7pBUwg>

<https://www.youtube.com/watch?v=-NK9zdPj-os>

<https://www.youtube.com/watch?v=PqmInvZuUhk>

https://www.youtube.com/watch?v=3Ba_WoSZXvw

<https://www.youtube.com/watch?v=259qKVXSjq4>

<https://www.youtube.com/watch?v=v9xOgjk1Bg>

<https://www.youtube.com/watch?v=jnI8hrdYRn8>

<https://www.youtube.com/watch?v=kN1WoneA1Kw>

16. Hymne à Dollard

Lyrics

<https://www.shazam.com/track/46766921/hymne-a-dollard>

Videos

<https://www.youtube.com/watch?v=AgBSPtzUSCY>

17. La vigne au vin

Lyrics

<https://musiqueabouches.bandcamp.com/track/plantons-la-vigne>

Video

<https://www.youtube.com/watch?v=cUHVp-w5h5k>

<https://www.youtube.com/watch?v=ifXUuHJDxHg>

18. Vive la rose et le lilas

Lyrics

https://www.paroles-musique.com/eng/Guy_Beart-Vive_La_Rose_Et_Le_Lilas-lyrics.p7421

Videos

<https://www.youtube.com/watch?v=Obs7LtDrLgc>

https://www.youtube.com/watch?v=BXCILjRG_KA

<https://www.youtube.com/watch?v=hvc9AZk4g4c>

19. Au près de ma blonde

Lyrics

https://www.paroles-musique.com/eng/Chansons_Populaires-Aupres_De_Ma_Blonde-lyrics.p91459

Videos

<https://www.youtube.com/watch?v=pSmZsS8SsaI>

<https://www.youtube.com/watch?v=BKOoU16eKg>

<https://www.youtube.com/watch?v=NpzqxtAt95s>

20. À la volette

Lyrics

<https://www.songsforteaching.com/french/monpetitoiseau.php>

Videos

<https://www.youtube.com/watch?v=wwHFOiDqfrs>

<https://www.youtube.com/watch?v=9FVXSTpNhY4>

21. Au clair de la lune

Lyrics

<https://www.teteamodeler.com/vip2/nouveaux/expression/fiche187.asp>

<https://paroles2chansons.lemonde.fr/paroles-chansons-enfantines/paroles-au-clair-de-la-lune.html>

Videos

<https://www.youtube.com/watch?v=IYLTc3tGdzc>

<https://www.youtube.com/watch?v=Fur6nhwjVM>

22. Évangéline

Lyrics

http://www.cyberus.ca/~rg/ch_c010.htm

<https://laboiteauxparoles.com/titre/42764/annie-blanchard-et-marie-jo-therio-evangeline>

Videos

https://www.youtube.com/watch?v=G6uNTEip_DQ

<https://www.youtube.com/watch?v=SCd2ypFTrL4>

<https://www.youtube.com/watch?v=tZsVxezxAnk>

<https://www.youtube.com/watch?v=hzmmTnx6iJo>

https://www.youtube.com/watch?v=J4QtS_n49GU

23. Tous les Acadiens

Lyrics

<https://www.nrv.fr/artistes/natasha-st-pier/albums/mon-acadie/tous-les-acadiens-71321780>

Videos

<https://www.youtube.com/watch?v=T-TBh5qelxY>

<https://www.youtube.com/watch?v=WwhlD1teOFg>

<https://www.youtube.com/watch?v=tDkLElfl-SQ>

<https://www.youtube.com/watch?v=1ApITN5oygo>

24. Le Clocher du village

Lyrics

<https://genius.com/Luis-mariano-le-clocher-du-village-lyrics>

Videos

<https://www.youtube.com/watch?v=ZSTkFaeNzAI>

<https://www.youtube.com/watch?v=G8472euUA7Q>

<https://www.youtube.com/watch?v=Drj-ekgmnqk>

25. Il faut croire au bonheur

Lyrics

https://www.paroles-musique.com/eng/Francois_Brunet-Il_Faut_Croire_Au_Bonheur-lyrics.p58299

Videos

<https://www.youtube.com/watch?v=eaBLtLWuPBg>

<https://www.youtube.com/watch?v=dTno5bYOosQ>

<https://www.youtube.com/watch?v=8c5B8R1A8I>

<https://www.youtube.com/watch?v=lyegXxvRcvg>

26. Là-bas, sur ces montagnes

Lyrics

<https://www.partitionsdechansons.com/pdf/10528/Traditionnel-La-bas-ces-montagnes.html>

Videos

<https://www.dailymotion.com/video/x22740x>

<https://www.youtube.com/watch?v=LHpcDUrAq7w>

<http://chansons-net.com/index.php?param1=EN01240.php>

27. Mon merle

Lyrics

<https://www.mamalisa.com/?t=es&p=4547>

Videos

<https://www.youtube.com/watch?v=kujIbJWeBqA>

<https://www.youtube.com/watch?v=ZVXqepdGdis>

<https://www.youtube.com/watch?v=LHpcDUrAq7w>

28. Fringue, fringue sur la rivière

Lyrics

<https://musiqueabouches.bandcamp.com/track/fringue-la-vargenton>

Videos

<https://www.youtube.com/watch?v=xyPwAlcsaFM>

<https://www.youtube.com/watch?v=WaBkUTxmwbA>

<https://www.youtube.com/watch?v=3TWpLe4w7pU>

29. La guignolée

Lyrics

<https://greatsong.net/paroles-la-guignolee-helene-baillargeon>

Videos

<https://www.youtube.com/watch?v=E5CehUzHEKE>

30. Ô carillon!

Lyrics

https://www.paroles-musique.com/eng/Paul_Emile_Corbeil-O_Carillon-lyrics.p92568

Videos

<https://www.youtube.com/watch?v=SNqYaTWT-ys>

https://www.youtube.com/watch?v=SNqYaTWT-ys&list=RDSNqYaTWT-ys&start_radio=1&t=0

31. Au fond des campagnes

Lyrics

http://www.toujourspret.com/techniques/expression/chants/A/au_fond_des_campagnes.php

Videos

<https://www.youtube.com/watch?v=37Odu4jeTPw>

32. Blanche comme la neige

Lyrics

<http://songbat.net/archive/songs/french-and-walloon/blanche-comme-la-neige>

Videos

<https://www.youtube.com/watch?v=agO4rYc9aeQ>

<https://www.youtube.com/watch?v=FY0BtbxPFf4>

<https://www.youtube.com/watch?v=Yj2Z4ahHxUI>

33. Dans les chantiers nous hivernerons

Lyrics

<https://www.letras.com/le-reve-du-diable/1365135/>

http://www.chants-populaires-francais.com/textes6/Dans_les_chantiers.html

Videos

<https://www.youtube.com/watch?v=DCoB2Sv3H5k>
https://www.youtube.com/watch?v=GMECmGZ-x_Q

34. Un canadien errant

Lyrics

http://www.cyberus.ca/~rg/ch_troo2.htm
<https://laboiteauxparoles.com/titre/43908/un-canadien-errant>

Videos

<https://www.youtube.com/watch?v=JIjoByUJbPQ>
<https://www.youtube.com/watch?v=JIItAQfchvY>
<https://www.youtube.com/watch?v=QmjdmPBzKvk>
<https://www.youtube.com/watch?v=Z5GBscV2FuU>

35. Frère Jacques

Lyrics

<https://www.mamalisa.com/?t=es&p=180>

Videos

<https://www.youtube.com/watch?v=BC6rvbxdywg>
<https://www.youtube.com/watch?v=RXI7KEUbSxM>
<https://www.youtube.com/watch?v=T6nlYiJCfDo>
<https://kcls.org/content/french-frere-jacques-are-you-sleeping/>

36. Quand j'étais chez mon père

Lyrics

https://www.paroles-musique.com/eng/Christian_Borel-Quand_Jetions_Chez_Mon_Pere_Lapprenti_Pastouriau-lyrics.p8725

Videos

https://www.youtube.com/watch?v=WCv-G-8O9_U&pp=QAA%3D
<https://www.youtube.com/watch?v=sChdIOufJH4>

37. Le temps des sucres

Lyrics

<https://chansonsdercoltes.bandcamp.com/track/le-temps-des-sucres>

Video

<https://www.youtube.com/watch?v=5VrlC7fMwnQ>

38. Isabeau s'y promène

Lyrics

<https://www.youtube.com/watch?v=jw2YxUTlRg>

Videos

<https://www.youtube.com/watch?v=8muzopIotvA>
<https://www.youtube.com/watch?v=fPoK4kKd4Do>

39. Grand Pré, ode à l'Acadie

Videos & lyrics

<https://www.youtube.com/watch?v=KKABJtIZWr8>

<https://www.youtube.com/watch?v=s8PnFeJmbjg>

40. Il était un petit navire

Lyrics

<https://www.mamalisa.com/?t=es&p=139>

Videos

https://www.youtube.com/watch?v=pHNIpMO5q_s

<https://www.youtube.com/watch?v=gL5tR9d8s54>

IV. TEACHING METHODOLOGY

A. The choice of songs

Here are, according to **Gianfranco Conti**, "the most important principles one should heed when selecting a song for optimal learning enhancement: (1) Comprehensible input – choose a song which you believe is **linguistically accessible** – with some support – to the target students. (2) Flooded input – the song will ideally be ‘flooded’ with the target linguistic features, be them sounds, lexical items, and/or grammatical / syntactic structures. **This is key.** (3) Linguistic relevance – select a song which is relevant to the linguistic goals of the curriculum, i.e. that contains lexis and grammar which is related to what the learning outcomes of the lesson and/or unit-in-hand are. Ideally the song should introduce, model, recycle or reinforce linguistic or culture features you have been teaching or planning to teach. It shouldn't be a ‘pedagogic island’, as often happens, exposing students to language or other information that is not going to be revisited later on. (4) ‘Socio-cultural’ relevance and sensitivity – by ‘cultural’ here I do not mean the culture of the country, but rather **the relevance to the sub-culture of the students they ‘belong’ to**. For instance, if the group you are teaching is mainly composed of teen age rugby players ‘with an attitude’ you would not choose a romantic song stigmatized in their sub-culture as a ‘girly’ song. By the same token one must be careful not to choose a song whose lyrics and/or official Youtube video contain culturally insensitive material".

(<https://gianfrancoconti.com/2015/06/15/how-to-exploit-the-full-learning-potential-of-a-target-language-song-in-the-mfl-classroom/>)

The teacher will make sure that he chooses songs according to the learning objectives he has already set up himself and the proficiency level of learners. Here are the outlines of an adequate description of language competencies from the *Cadre Européen Commun de Référence pour les Langues* (CEFR) (<https://rm.coe.int/16802fc3a8>) and the American Council on the Teaching of Foreign Language.

(<https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012FINAL.pdf>)

Cadre Européen Commun de Référence pour les Langues (CECRL)

"Six levels of foreign language proficiency. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. It also defines three 'plus' levels (A2+, B1+, B2+)" (<https://www.coe.int/en/web/common-european-framework-reference-languages>)



Conseil de l'Europe, *Cadre Européen Commun de Référence pour les Langues*, Paris: Didier, 24-25:

«• Le Niveau introductif ou découverte (Breakthrough) correspond à ce que Wilkins appelait « compétence formule » dans sa proposition de 1978 et Trim « compétence introductive » dans la même publication.

• Le Niveau intermédiaire ou de survie (Waystage) reflète la spécification de contenus actuellement en vigueur au sein du Conseil de l'Europe.

• Le Niveau seuil (Threshold) reflète la spécification de contenus actuellement en vigueur au sein du Conseil de l'Europe.

• Le Niveau avancé (Vantage) ou utilisateur indépendant, supérieur au Niveau seuil, a été présenté comme étant une « compétence opérationnelle limitée » par Wilkins et par Trim comme une « réponse appropriée dans des situations courantes ».

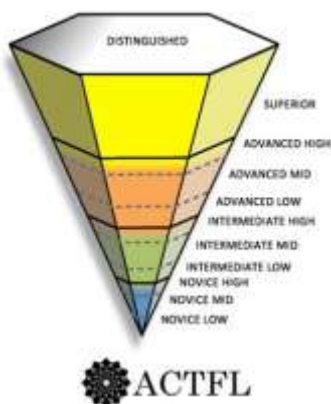
• Le Niveau autonome ou de compétence opérationnelle effective, qui a été présentée par Trim comme « compétence efficace » et comme « compétence opérationnelle adéquate » par Wilkins, correspond à un niveau de compétence avancé convenable pour effectuer des tâches ou des études plus complètes. 1. Trim, J.L.M., Des voies possibles pour l'élaboration d'une structure générale d'un système européen d'unités capitalisables pour l'apprentissage des langues vivantes par les adultes, Conseil de l'Europe, 1979. 25

• La Maîtrise (Trim : « maîtrise globale » ; Wilkins : « compétence opérationnelle globale ») correspond à l'examen le plus élevé dans l'échelle ALTE. On pourrait y inclure le niveau encore plus élevé de compétence interculturelle atteint par de nombreux professionnels des langues ».

American Council on the Teaching of Foreign Language (ACTFL)

The American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines is a description of what individuals can do with foreign language in terms of listening, reading, writing and speaking in real-world situations in a natural and non-rehearsed context. For each skill, ACTFL identifies five major levels of proficiency: Novice, Intermediate, Advanced, Superior and Distinguished. All of our language tests are designed to meet internationally recognized levels, and students are presented with questions according to the CEFR/ACTFL proficiency level"

(<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012>)



B. Exploitation of songs in the classroom

1. First listening and motivation

After a first listening, the teacher will ask questions that are likely to raise learner's curiosity and interest: "what kind of musical instruments do you recognize in the video", "what type of music style do you like most", "give the names of your favorite singers", etc. He can inquire about the dominant impression learners have while listening to the song: feeling of tenderness, joy, happiness, melancholy, despair, disorder, shame, fear, violence, etc.

2. Second listening with special focus on lyrics

The teacher will have learners listen to the lyrics of the song itself beyond the visuals (learners can still use subtitles when available to understand the song). This is a "global listening" through which the learner is expected to discover the general meaning of the song (**Élisabeth Lhote**, *Enseigner l'oral en interaction. Percevoir, Écouter, Comprendre*, Paris: Hachette, 1995, p. 69-72).

3. Songs analysis

a. Gathering basic information about songs text

Here are questions whose answers provide learners with basic information contained in the musical text: "Where did it take place? Who is it about? When did it take place? What happened?"

b. Thematic exploitation of songs

Songs are also cultural, sociological, and historical indicators. Such as, they can be used as great starting point to explore cultures and cultural diversity around the world.

4. Learning activities

The activities can target various skills. For beginners, the work is mainly focused on phonetics: pronunciation, flow, rhythm of the sentence, placement of the accent, etc. By listening and reproducing the words, learners soak up common uses which they then apply in their oral practice. The songs also provide a large number of useful "key phrases" in everyday life. (**My translation** from <http://franc-parler.fipf.org/2012/02/28/introduire-la-chanson-en-classe-de-francais-2/>). Songs can help students master French pronunciation).

The teacher can also use songs to introduce a grammar lesson (E.g. a song like "**Que sera, sera**" can easily lead to a lesson on the present simple future tense in French), to help students boost their vocabulary (songs as mnemonic tools), etc.