

# Learning English through the image of jazz lyrics

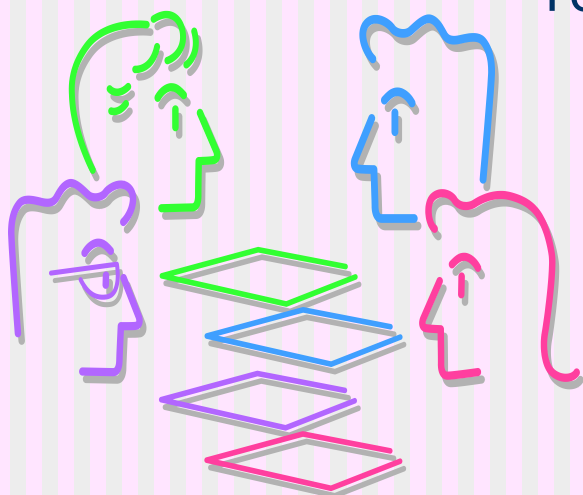
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**ACT City, Hamamatsu**

# Outline

## 1. Introduction

### <Theory>

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- 3. Why jazz music?
- 4. What's image?
- 5. Lyrics and images
- 6. Sounds and images

### <Case study>

- 7. Research Q
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# 1. Introduction

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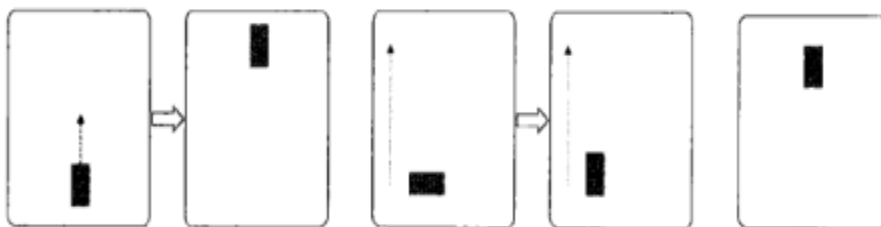
## Enhancing the learners' awareness of the English language

- Instead of teaching how they should listen & speak, help them **feel the image** of the language.
- How do we help them **feel the image**?!
  - ◆ Jazz Chants (Graham, 1978~)
  - ◆ Sound symbolism (Ohala, 1994)
  - ◆ Synesthesia, Onomatopoeia
- **How do the learners construct the image?**

# 2. Cognitive Linguistics

## English learning through image

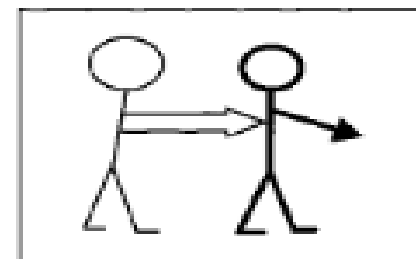
UP: position at a high place or moving up to a higher one



*carried ... up – comes up – go up – got up – picking up – put ... up (2x) – put up/put ... up – sit up – stood up – throws up – toss up*

Rudzka-Ostyn(2003)

MUST



Strong external authority  
placing irresistible force  
on the actor/mover.

You must pass all your  
courses in order to  
graduate.  
You must be home by 10.

Tyler(2012)

# 3. Why jazz music? ①

- ◆ Context
- ◆ Repetition
- ◆ Moderate length



Automization



Sound pattern  
Rhythm  
Intonation



Words, Phrases,  
Structure, Word order,  
Sentence, Grammar,  
Pragmatics, Situation,  
Emotion

# 3. Why jazz music? ②

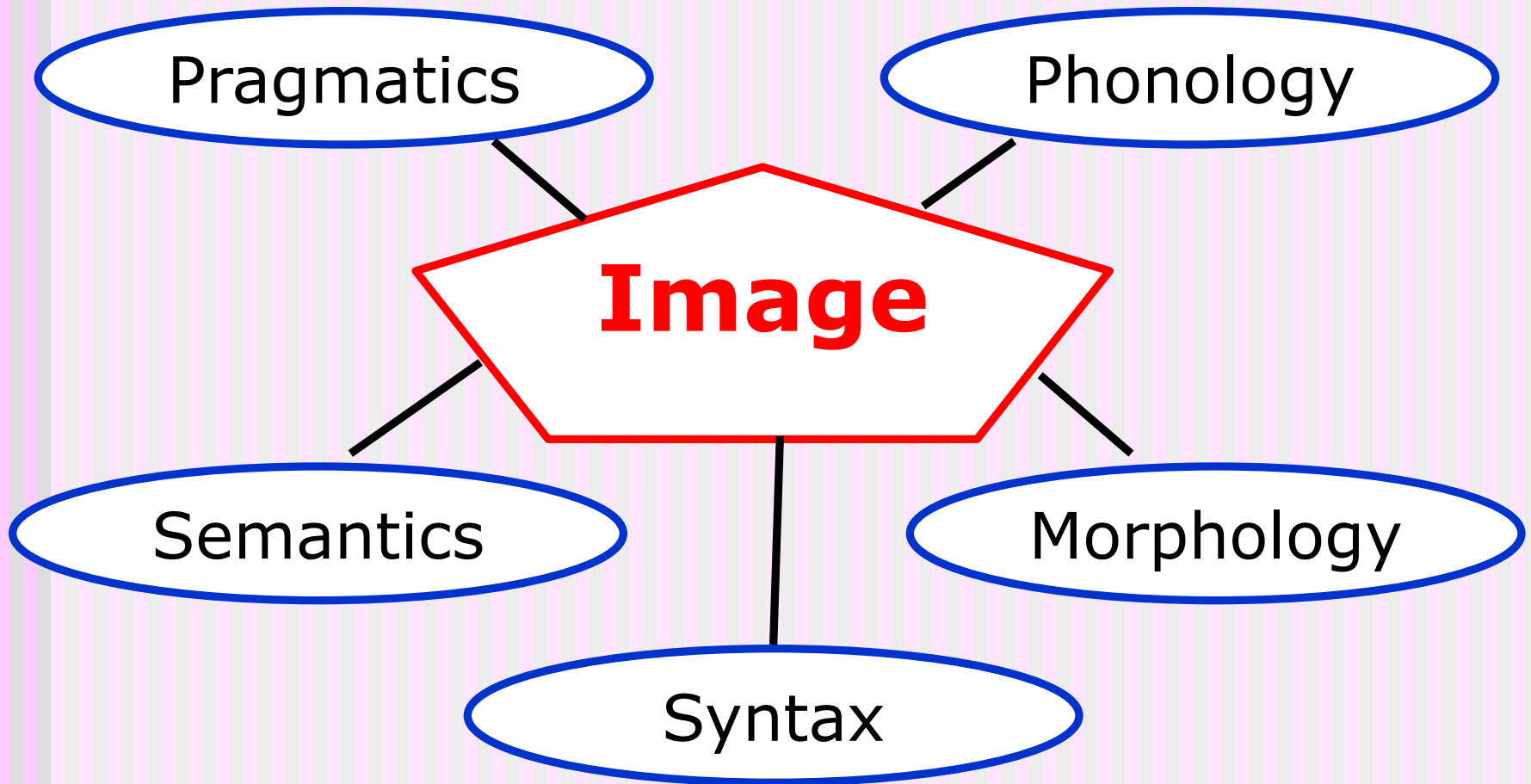
- ◆ History
- ◆ Culture
- ◆ Variety in models
- ◆ Mature learners



中西、中川(2012)

# 4. What's image?

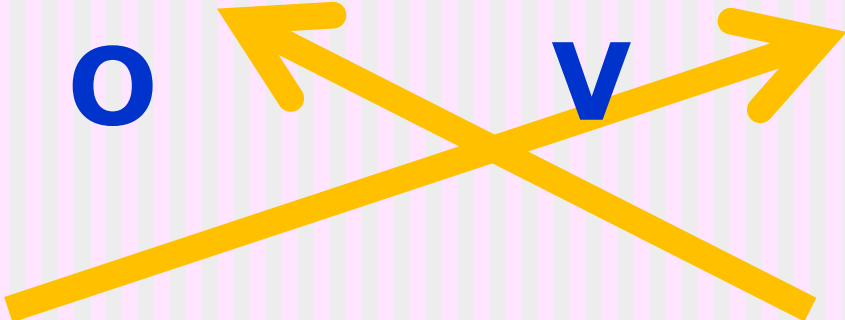
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# 5. Lyrics and images

## INVERSION

Word order

- ♦ Just a jack knife has Mac Heath, dear  
O V S
  - ♦ Mac Heath has just a jack knife.  
S V O
- 



# 6. Sounds and images ①

① Front Vowels  /iː, i, e, æ/	SING, SING, SING IT'S ONLY A PAPER MOON FEELINGS
② Mid Vowels  /ə, ʌ/	UNFORGETTABLE ALONE TOGETHER YOU'D BE SO NICE TO COME HOME TO
③ Back Vowels  /uː, u, ɔː, ɑ/	JOHNNY GUITAR I DON'T KNOW WHY (I JUST DO) MORE THAN YOU KNOW
④ Diphthongs  /eɪ, aɪ, aʊ, ɔɪ, ou/	DAY BY DAY AIN'T MISBEHAVIN' YESTERDAY
⑤ R-colored V, Approximants	CRY ME A RIVER MOON RIVER MORE THAN YOU KNOW

## 6. Sounds and images ②

⑥VLS Stop <b>/p, t, k, (tʃ)/</b>	TAKE FIVE ROUTE 66 CHEEK TO CHEEK
⑦VCD Stop <b>/b, d, g, (dʒ)/</b>	BYE BYE BLACKBIRD STAND BY ME GEORGIA ON MY MIND
⑧VLS Fricative <b>/f, θ, s, ʃ, h/</b>	SING, SING, SING MY FOOLISH HEART THE GIRL FROM IPANEMA
⑨VCD Fricative <b>/v, ð, z, ʒ/</b>	THE DAYS OF WINE AND ROSES LOVE (L-O-V-E) MY FAVORITE THINGS
⑩Nasal, Lateral <b>/m, n, ŋ, l/</b>	FEELINGS SOMEDAY MY PRINCE WILL COME MY ROMANCE

# 7. Research question

◆ Can the learners construct their own images of English prosody through singing English jazz songs?



# 8. Method

## <Participants>

- ◆ Adult learners ( $n=12$ )
- ◆ False beginners
- ◆ Singers (mostly housewives)

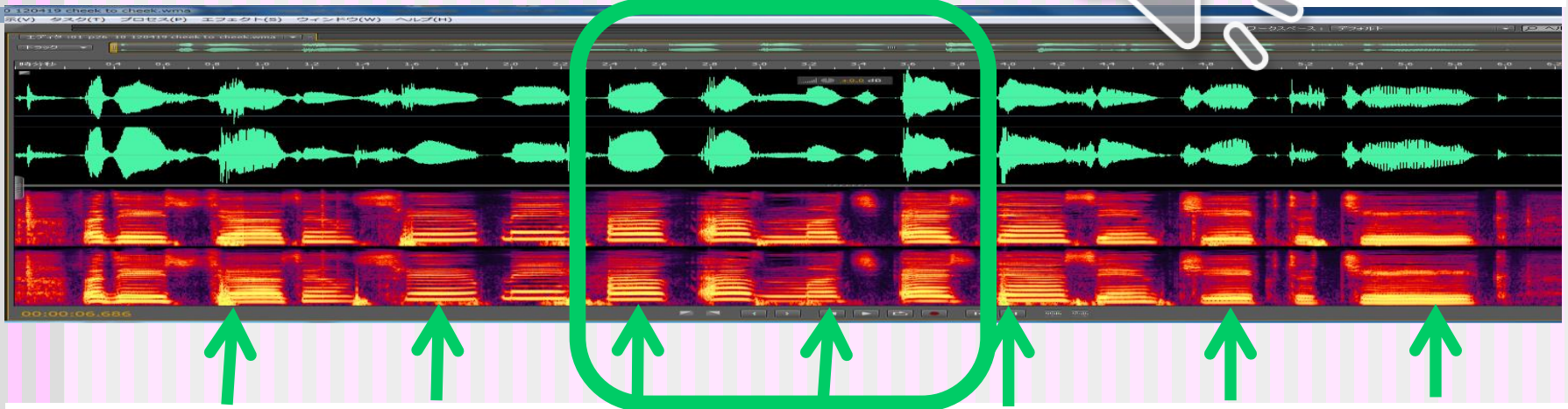
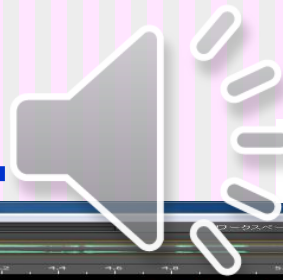


## <Procedure>

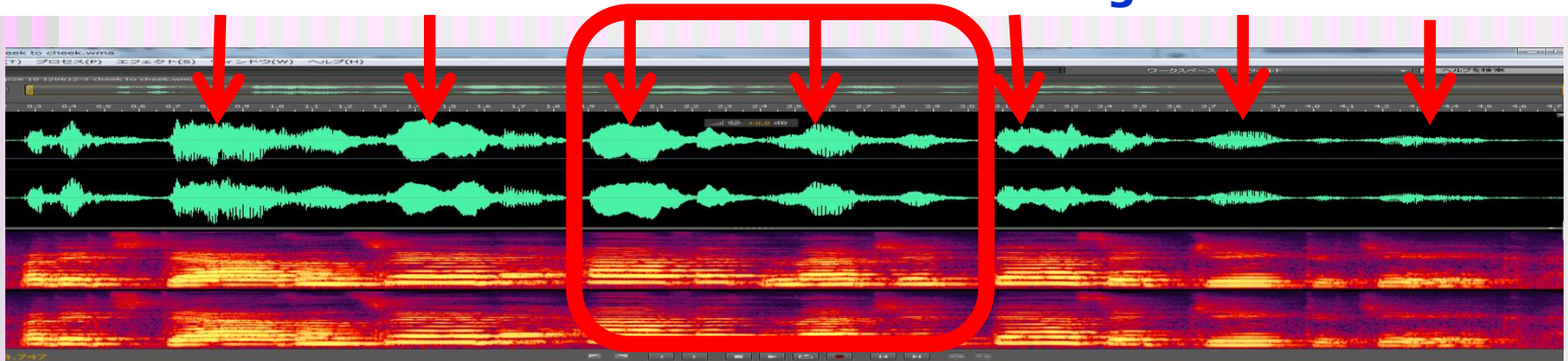
- ◆ January / April - June 2012
  - ◆ Twice a month
  - ◆ Private lesson (10 min.)
- ⇒ Self check ⇒ Group lesson (60 min.)

# 9. Result : Case 1

12.04.19



But it doesn't thrill me half as much as dancing cheek to cheek



◆ Stress on the content words

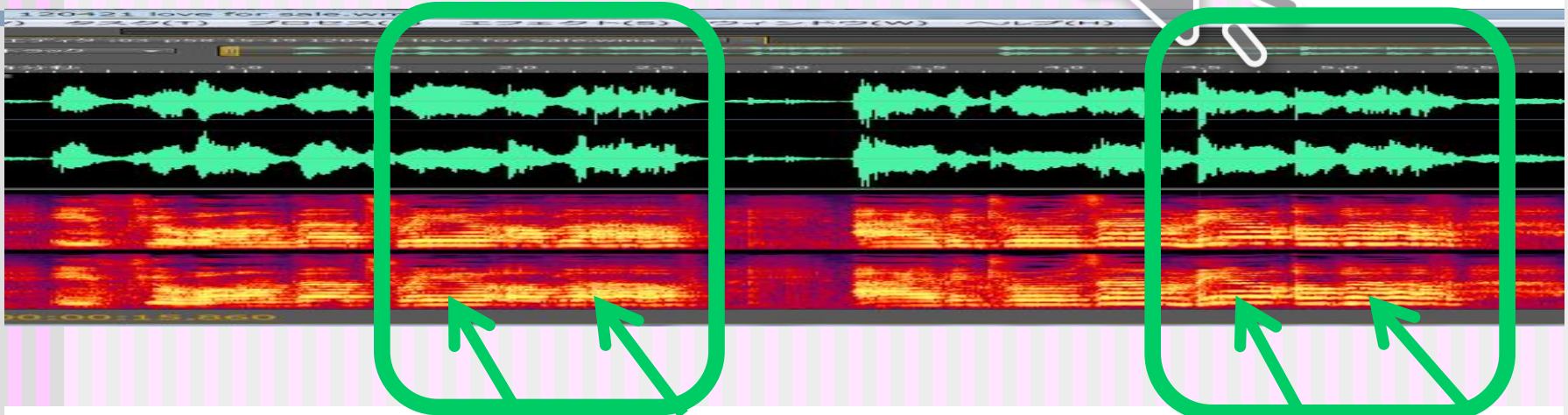
12.06.12

◆ Faster, higher pitch (Cheerfulness)



## 9. Result : Case 2

12.04.21



If you want the thrill of love, I've been thru the mill of love

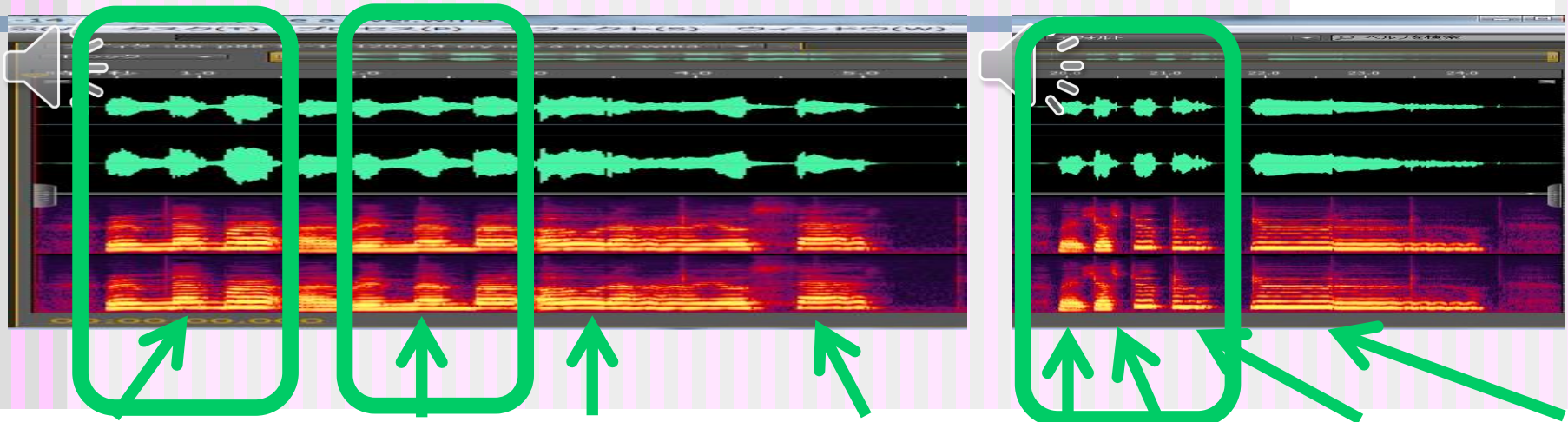


12.06.12

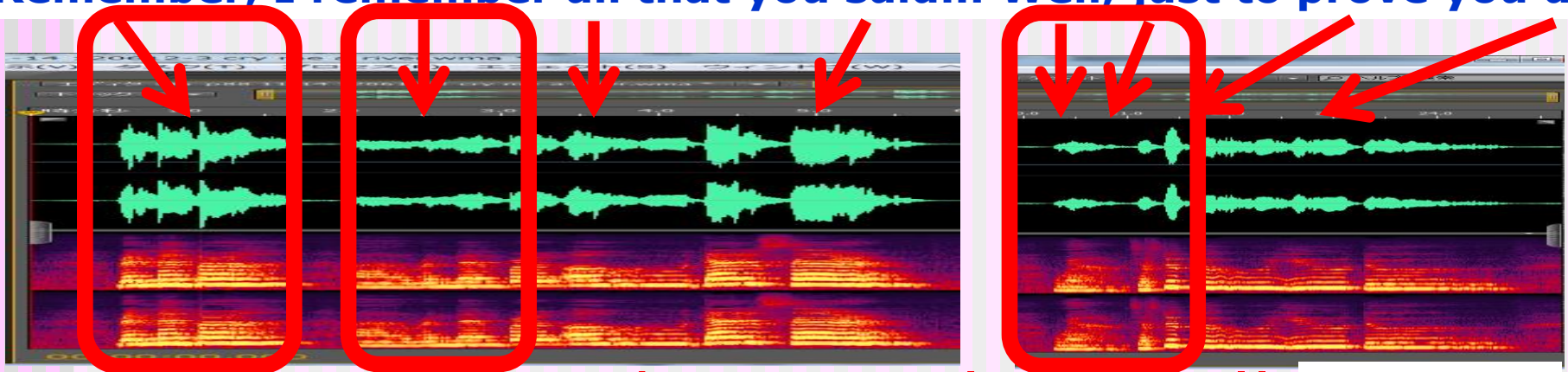
- ◆ Dropping "of" (function word)
- ◆ Slower, heavier tone (Sorrows)

# 9. Result : Case 3

12.02.14



Remember, I remember all that you said... Well, just to prove you do



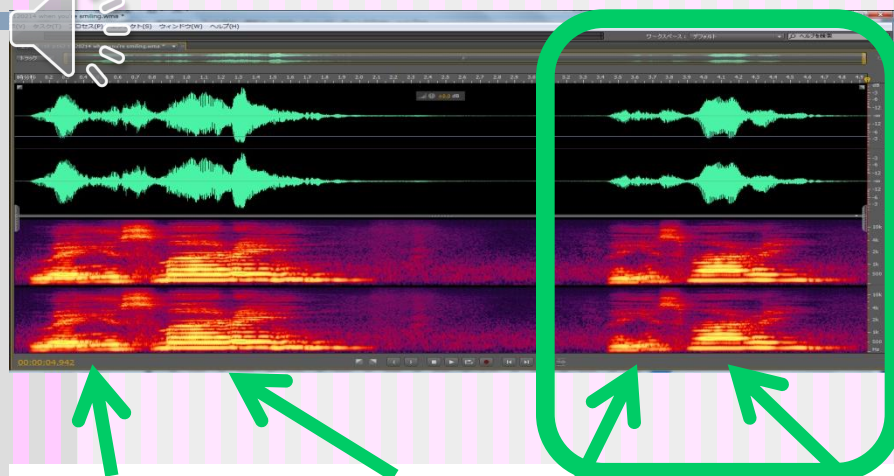
◆Remember? / You said / Well, 12.06.12

◆Closer to the real talk

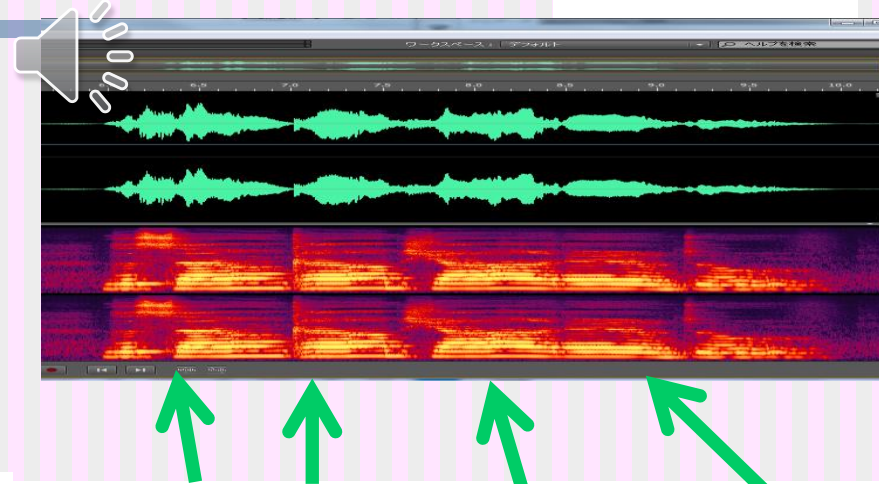


# 9. Result : Case 4

12.02.14



When you're smiling, when you're smiling



The sun comes shining through



◆New / old information

◆Image of "smile", "laugh", "the sun"

12.06.12



# 10. Findings

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The prosodic features show that the learners have found their own ways of expressing their interpretation of the jazz lyrics.

- ◆ Clear purpose → "I want to sing..."
- ◆ Realistic goal → "...in jazz bars..."
- ◆ Visible progress  
→ "and let everyone say 'She's cool!'"

# 11. Conclusion

- ◆ Learning English through the image of jazz lyrics  
⇒ Constructing the image of jazz lyrics brought learners to the automatization of making their pronunciation better than before.

**What is important is to feel the image of the language, English through jazz music**



# Thank you!

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