Chapter 13

Songs and Music

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Abstract

This chapter provides an overview of recent research relating to the ways in which children and young people find, listen to, and learn songs from another country or culture and how this can lead to informal language learning. Cheung (2001) argues that music can form a bridge between "formal and informal" language learning; for example, students may encounter a song they enjoy in class and then access it via the Internet to hear it again, watch the music video or even learn the lyrics by heart. Songs and musical resources developed by teachers to use in the classroom (including folk or traditional music and children's songs, chants and rhymes) may contain "simplified" or "targeted" language, whereas the music found by young people is more likely to contain the "authentic" language found in popular music and rap songs. The linguistic benefits of using foreign language songs and music may include gains in listening comprehension, speaking and pronunciation (Ludke, 2018); vocabulary knowledge, including informal, idiomatic and slang expressions (Milton, 2008); improved literacy and more automatized use of grammar (Saricoban & Metin, 2000); and increased intercultural understanding (Cheung, 2001). Suggestions for choosing songs to help learn foreign language material are also provided.

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Introduction

My original interest in the use of songs and music to support foreign language learning arose during my undergraduate studies at the University of Michigan, where I attempted to learn four different foreign languages in addition to my native tongue (American English). I had always enjoyed listening to and playing different kinds of music, and it seemed natural to extend my out-of-class language learning to finding songs from singers and bands that I liked who were singing in the languages that I was trying to learn. One of my professors was impressed by the level of listening comprehension and speaking skills in Spanish that I attained in just one semester, and was surprised when I explained that outside of class I had been learning through singing along to CDs by Shakira and other musicians to practice the new sound patterns, discover the meaning of new words and reinforce useful grammatical structures.

After I graduated and began volunteering as an English and additional language tutor at the public library in Harlem, New York, I encouraged my adult learners to learn English through music, building on song activities I introduced to them during our sessions. Over time there was a noticeable improvement in their English pronunciation and speaking fluency. I was also singing in a women's choir that showed me that "incidental" language learning can happen through singing a multilingual musical repertoire.

I came to suspect that listening to songs was more likely to lead to "hearing" the speech sounds as they *are*, as opposed to mentally "translating" the sounds into the native language's sound system. As a result, singing to imitate the new foreign language sounds might enable them to be learned—potentially even by older learners—with less of an accent than learning through spoken activities or pronunciation drills. I also hypothesized that listening to songs might be more effective for learning sounds, words and phrases than listening to the spoken language found in everyday life or in television programs or in films, simply because the linguistic input coming from a favorite foreign language song is more likely to be repeated many times during the informal language learning process. Answering these and related questions about how we can more effectively learn linguistic material is a focus of my current research.

We turn now to a discussion of research of informal language learning, with a focus on how music and songs can be used to support particular foreign language skills.

Informal language learning through music

Ala-Kyyny (2012: 27-31) offers a historical discussion of different kinds of learning, including a three-way distinction between formal learning (often classroom-based or leading to a certificate or qualification), informal learning (without an explicit goal to learn) and non-formal learning (usually having a learning goal in mind, but one that is set by the learner). Ala-Kyyny's distinction between formal, informal and non-formal learning resonates with Folkestad's (2006) ideas, which come from a music education

perspective. Folkestad argues that formal and informal learning can be thought of as opposing ends of a continuum, and that most learning situations involve an interactive mixture of "four different aspects of learning: (i) the situation, (ii) learning style, (iii) ownership, and (iv) intentionality" (2006, p. 135), and furthermore urges educators to teach a variety of traditional, popular, world and indigenous musics. There is qualitative evidence that self-reflective participation in informal music listening and discussions about those musicking experiences can have positive effects on emotional, mental and physical health (Batt-Rawden & DeNora, 2005). But how do these concepts about learning transfer into additional language learning outside of a classroom environment— and in particular, to the informal language learning that occurs when someone listens to a song in a new language?

Bridging from inside the classroom to informal language learning

Cheung (2001) argues that authentic foreign language music can form a bridge between "formal and informal" language learning; for example, students may encounter a song they enjoy in class and then access it via the Internet to hear it again, watch the music video or even learn the lyrics by heart. And as Engh (2013, p. 115) writes:

> "Huy Le (1999) extends this [metaphor of] bridging of formal and informal learning environments to include the bridging of the gap between teachers and students as well. By breaking down the boundaries or bridging the gaps between stereotypical 'institutional' learning and the 'informal' learning of our homes, work places and school grounds, we can continue to engage students in natural and authentic language that they will want to practice independently out of class (Jenkins & Dixon, 1983; Harwood, 1998)."

Pemberton, Fallahkhair and Mosthoff (2004) argue that listening to a song in a new

language can lead to more self-initiated learning through different strategies than those typically found in the classroom. It has also been argued that "various types of audio visual programs are considered to be authentic language materials which have the potential to provide the necessary language input for SLA in [an] informal setting by indirectly involving the language learners in the language learning process" (Bahrani, Sim & Nekoueizadeh, 2014, p. 1718).

Toffoli & Sockett (2010) investigated non-English-majors' informal English language use, with a survey of over 200 university students, revealing that the vast majority engaged in "incidental" leisure learning of English, including through music (with and without the lyrics as subtitles) and video/television programs, and (perhaps not surprisingly) that they engaged in more informal listening each day online than they read or wrote in English (often on interactive online forums and messaging boards). Key features of the language encountered through these online media are that the input is typically at B1 competency level, and it encourages productive (usually informal, written) output via commenting on the content of the lyrics, events in a TV series, etc. (Sockett & Toffoli, 2012). This fits with Chik and Ho (2017)'s argument that developing and using skills in a new language for "recreational purposes" online are most likely to occur when the focus is on pursuing a different interest (such as photo sharing or digital gaming) and when the individual is autonomous and able to direct own their language use through engaging in such media.

Interestingly, Toffoli & Sockett (2015) conducted a survey of English language

university professors in France which showed respondents believed less than half of their learners were using English informally outside of class, even though this informal or incidental language learning clearly has implications for both *what* and *how* English is taught within the classroom. The professors believed that learning English informally was most beneficial for listening skills, with specific observations that these students: "are less disturbed by rapid speech, use current idiomatic expressions with appropriate pronunciation, have better comprehension, demonstrate better pronunciation in general, and are more fluent" (Toffoli & Sockett, 2015, p. 14). By contrast, in a study of over 200 French university students that specifically focused on music, Toffoli and Sockett (2014) found great variety in their online music-listening choices, but reported that 100% of the students listened to English-language music outside of class (for most, equaling hundreds of hours per year). In addition, the students' ability to translate lyrics from 4 popular English songs had a significant, positive relationship with the amount of time they typically spent listening to English-language songs during their leisure time, showing that incidental vocabulary learning in a new language can take place through listening to songs outside of a formal classroom setting.

Frith (2003: 100) argues that the emotional, social and cultural sense of belonging made by young people's ownership of their musical preferences "is more important for their sense of themselves than what they watch or read." Furthermore, music can be used as a tool for self-management and self-regulation (Batt-Rawden & DeNora 2005: 290; Saarikallio 2007), emotional expression and communication (Trevarthen & Malloch, 2002).

Because of the popularity of music listening at all ages, but particularly for the development of self in young people, songs have also been used to support independent language learning outside of the classroom through specialized song worksheets developed for independent language learning (McCarthy, 2009). While survey respondents reported vocabulary tasks, discussions about the lyrics and the culture, and writing exercises in the classroom, the range of informal language learning activities with music were more diverse and included listening to the song many times (including with friends), keeping a vocabulary or grammar journal using the song lyrics, reading the lyrics, watching music videos, singing and karaoke because English songs are "cool" (McCarthy, 2009).

Use of technology for informal language learning through music and songs

It has long been the case that educators have developed songs and musical resources to use in the classroom, including folk or traditional music (Spicher & Sweeney, 2007) and children's songs, chants and rhymes, some of which may contain "simplified" or "targeted" language. By contrast, the popular music and rap songs found by young people is more likely to contain authentic language, including examples of "conversational" speech typically found informal interactions (Schoepp, 2001). With the advent of the Internet and now with multimedia resources like YouTube at our fingertips, often with automatically generated subtitles via smartphone technology, this has become easier than ever (Bahrani & Sim, 2012).

Recently, more research has begun to investigate how technology can support informal language learning. Alm (2015) explored the use of Facebook (which often uses an informal style of "conversational" communication) for informal language learning by collecting data from non-native English speakers using an anonymous survey. The results showed that beginners, intermediate, and advanced learners used Facebook in different ways. One respondent commented on the utility of Facebook to keep in touch with native English speaker friends from afar, including keeping abreast of "their culture, what they are interested in, the music they listen to, the videos they watch, photos of them travelling around France etc." Toffoli & Sockett (2013) write that the extensive informal use of platforms like Facebook can develop learners' foreign language skills in ways that may mean their teachers are unaware of students' linguistic strengths and weaknesses in particular areas.

In general, the following linguistic benefits of using music and songs to support foreign language learning have been noted:

- Improved listening comprehension, speaking and pronunciation (Ludke, 2016)

- Vocabulary knowledge, including informal, idiomatic and slang expressions (Milton, 2008)

- Improved literacy and more automatized use of grammar (Saricoban & Metin, 2000)

- Increased intercultural understanding (Cheung, 2001)

Given the relatively small amount of established information about this topic and the new

tools and technologies available to study it, we turn now to the question of what evidence

we can find about how young people discover, listen to, and learn songs from another

country or culture, and how this might lead to informal language learning. The remainder

of this chapter explores how and to what extent foreign language learners report using

music and songs as part of their (informal or non-formal) language learning, outside the

classroom, to develop their ability to understand and communicate in the new language.

The following sections provide specific examples of each of the linguistic benefits

highlighted above and draw from real examples of young people's informal language

learning through social media. Most of the examples come from www.narratives.hk

(HALL, 2016), which is a randomly collected dataset of responses from university

students in Hong Kong about their most memorable experiences of learning English. Out

of 3,000 short audio, visual and written narratives about their English language learning

experiences from the HALL (2016) repository, 143 included at least one of the keywords

"song", "music" or "lyrics" in the description. These narratives provide first-hand

material that exemplify the foreign language learning benefits highlighted above, and aim

to evaluate to what extent these learners have used music and songs to support these

aspects of their English language learning.

The linguistic benefits of using music and songs

Improved listening comprehension, speaking and pronunciation skills

Listening comprehension can be difficult to measure, and as a result there is relatively

less research about this L2 skill compared to others (El-dadi, 2017). However, it is clear

that both the quantity and quality of listening activities in the target language is important,

in part because it can both underpin and reinforce the other language skills. According to Weaver, "on average, we can expect to listen twice as much as we speak, four times more than we read and five times more than we write" (cited in Morley, 2001, p. 70).

A survey completed by 24 Vietnamese student teachers (McCarthy, 2009) revealed that 75% listened to at least one hour of music in English each day, mostly in informal situations such as while commuting, while doing chores, as background music or to relax while doing other everyday activities. In addition, 46% reported using English songs for independent language learning vs. 21% use within formal classroom activities. A full 100% reported practicing their English listening skills through songs.

Chen (2011) observes, in reflections about an English social club, that "song singing in particular is a good way of improving learners' confidence in their pronunciation and an understanding of speech rhythms in English" (p. 6) and that the more advanced learners were able to support and "teach" the others through the enjoyable medium of singing popular English songs.

There are a number of examples from the HALL (2016) dataset in which students in Hong Kong mentioned improvements in listening comprehension, speaking and pronunciation skills through listening to songs and learning lyrics outside of a formal classroom environment. Of the 143 English language learning narratives, 53 of the descriptions included the word "listen", 18 included "speak" and 4 included "pronunciation".

Student 4CJ118 (HALL, 2016) said that performing in a musical theatre piece helped her with listening, speaking and pronunciation because of the aural and oral requirements that required a lot of practice. She also believed that listening comprehension was improved by listening to music in English and trying to write down as many of the lyrics as she could, and gradually she increased the pace of the music as her capacity improved.

Also from the HALL (2016) database, student 5CJ221 believed that the teaching of English in Hong Kong in schools was "very boring" and said that he "preferred to learn English myself – listening to music. And so I think sometimes I listen to music, so I watch a film or video so I can fully understand what the music [is] talking about, and it's the best – best way to learn English" [00:13].

Student 5CK742 (HALL, 2016) said, "I remember when I was in secondary school and my teacher prepared some music pieces for us and he asked us to listen to the music and then try to write those lyrics on the paper, and then we will check the answer together. And I think this experience is interesting because it is the first time I know that I can learn English in a less formal way. I think I learned the accent…from pop music like Taylor Swift and Avril Lavigne" [00:00].

Vocabulary knowledge, including informal, idiomatic and slang expressions

Milton (2008) reviewed literature exploring the claim that foreign language learning activities outside the classroom can lead to substantial vocabulary gains, in part focusing

on the role of music and songs in this type of informal foreign language learning. The findings related to vocabulary acquisition from a song (in a variety of languages, with students having varying levels of proficiency in the languages) suggest an average uptake of 20-30 words per hour (a rate higher than that achieved from in-class instruction), with all students achieving sizeable vocabulary gains and the observation that students greatly enjoyed the activity and wanted to "listen to these songs more than once a week [as prescribed within the study]" (Milton, 2008: pp. 234). He further argues that there is a benefit in the repetition of the song chorus and in the repetition of the same song for multiple weeks, which resulted in a "100% retention rate observed for frequently occurring words even after 3 months of non-exposure to the language" (Milton, 2008: p. 234).

Although the evidence clearly showed that vocabulary learning can be enhanced through the use of music, Milton cautions that there are two caveats: (1) learners must be willing to carry out these informal language learning tasks; and (2) "The learning…is definitely intentional and planned, although it has occurred outside of class. (…) The presence of the word tests each week provided exactly the kind of focus on form which Laufer suggests is a condition of successful learning (Laufer 2005). These tasks appear to be activities where learners can direct themselves through the process and derive very real gains from the process. Learning is not inevitable with these tasks, however, and they still require considerable autonomy and motivation on the part of the learner" (2008, p. 235).

A study investigating informal language learning with mobile technology revealed that

"[o]nly 66 (38%) [of open-ended response] participants [used] mobile devices to access authentic language, such as to listen to songs, watch videos or drama, browse news or blogs, and view Facebook or Twitter updates" (Lai & Zheng, 2017: 6). This finding fit with the same study's Likert survey responses that participants tended to use mobile technology to personalize their learning (e.g., to look up a word or answer a question about the grammar) rather than using it to access authentic language or to communicate with others using the target language.

In McCarthy's (2009) report, 75% of the Vietnamese student teachers used songs for vocabulary learning and 62.5% used English songs to strengthen their reading skills.

Out of 143 English language learning narratives in the HALL (2016) repository, 30 of the descriptions included the keyword "vocabulary". Several of the Hong Kong students believed that listening to songs outside of the classroom helped them to learn new vocabulary, including informal, idiomatic and slang expressions.

From the HALL (2016) repository, student 6SC065 remembered "We would learn English [as a 7 to 8-year-old child in a playgroup] in a casual way, by games, music (…) So I think it's very good to learn English as a casual way" [00:03].

Student 5CJ483 (HALL, 2016) said that she enjoyed popular artists such as Coldplay, Adele and RadioHead, and found the lyrics helpful for learning vocabulary: "Yeah, I will find what the meaning about these songs and I will search the websites and when I listen

the song, I will see—I will try to listen to what they say, and the meaning" [08:01].

Also from the HALL (2016) repository, 5CJ234 first encountered songs in class during late primary school, and then "when the internet started to become popular, I soon searched the song" [00:44] herself. She liked popular English music artists such as Coldplay and Jason Mraz, and once she identified a song that she likes, she searched out the lyrics and used a dictionary to help her to fully understand the song's meaning.

Student 5CJ087 (HALL, 2016) said that his secondary school English teacher asked the students to share their most memorable English song, which is how he discovered Katy Perry's Firework, "and this is – I think this song is cheering. And that song later became one of my favorite songs in my playlist. And I think learning English through the media, like videos or music, is the most effective and efficient way to learn" [00:25].

Student 5TT260 (HALL, 2016) wrote that her secondary school teacher chose a variety of music to teach vocabulary words and phrases to use in daily life, [00:23] which she continued "because it is less boring and I can enjoy myself through listening to English—listening to music, or I watch movies" [00:36].

Improved literacy and more automatized use of grammar

Saricoban & Metin (2000) found that songs can support grammatical learning in a new language, in all skill areas including reading, writing, speaking and listening. Through the natural repetition found in song lyrics, learners are experiencing new language input in a

meaningful and enjoyable context, all of which is beneficial for foreign language learning. Saricoban & Metin (2000) also suggest that creating new song lyrics can support students' reading and writing skills and use of targetted grammatical features, which can then be extended into discussion in large or small groups (or online) about the new versions of the songs.

A recent study investigating informal language learning with new technology revealed that relatively advanced learners have their own opinions of which new technologies can support their learning (Trinder, 2017). She suggests that there is a level of intentionality associated with informal language learning activities; for example, film and television series are popular choices that are perceived as motivating and beneficial for learning. By contrast, written communication in chatrooms or by email is less often associated with an explicit intention of improving language skills, instead focusing on information exchange.

In her preliminary survey responses, McCarthy (2009) found that 50% of the Vietnamese student teachers used English songs to support their grammar learning. Similarly, within the HALL (2016) repository of students in Hong Kong, fewer responses indicated that listening to music outside of the classroom helped them to learn English grammar, which fits with McCarthy's (2009) observations. In total, out of 143 English language learning narratives, 9 of the descriptions included words related to "grammar" and 11 of the descriptions included the words "read" or "write" related to music and songs.

Student 5CJ471 (HALL, 2016) used to watch YouTube and listen to music at home to

work on her grammar, although she believed that this did not help her literacy skills: "I think I will remember things by hearing, so I sometimes only know how to say that word, but not – but I don't know how to spell it. Most of the time, yes" [02:45]. Student 4CN026 reported that during kindergarten, he "learnt simple English words and ph[r]ases through sources like singing the 'ABC' song and reading story books."

After hearing Lana Del Rey's "amazing" song Young and Beautiful in McDonald's, student 6SV160 (HALL, 2016) found many more songs by the same singer and reported reading song lyrics to support her English learning.

From the HALL (2016) repository, student 5TT042 said, "My most memorable English language learning experience was when I was a kid and I had a phonics teacher and she would always teach me, like, different phonicses, and she was the one who taught me how to spell banana, because I never knew how to spell banana. And she made up a song about how to spell banana. Yeah, that's how I learned how to spell banana" [00:00].

Student 5CN172 (HALL, 2016) was an English major who hoped to teach the English language, and who enjoyed listening to English music as an extracurricular activity. She also read the blogs of her favorite singers, which helped to improve her English reading skills.

Respondent 4CJ088 said that her secondary school English teacher used songs for writing exercises and that the teacher used fun activities to teach them. The student also enjoys

learning to play pop songs in English and Chinese on the piano, but did not specifically mention doing so to improve her English literacy skills [00:20].

Another HALL (2016) respondent, student 5TT329 reported that her most memorable English reading experience supported her pronunciation skills, which "happened when I read the lyrics for English songs, because I enjoy listening and singing the English songs from the Billboard [popular music chart]. So every time if I – if I want to sing it well, I really need to get familiar with the lyrics, so I will read it again and again until I'm quite familiar and I can sing it like my mother language." [01:15]. Although she was unsure whether learning English song lyrics might help others with pronunciation, in her case she finds it useful because she loves singing, which means that she spends time on it.

Increased intercultural understanding

Music and songs have long been recognized as important cultural artefacts that can express the same range and amount of information as other cultural objects. Indeed, much of what we know of very early historical events and the origins of particular cultural traditions was passed down for generations orally (in the form of epic poetry, which was usually sung) before they were written (Rubin, 1995; Rubin & Wallace, 1989).

Cheung (2001) argued that students in Hong Kong who were learning English at school would be more motivated and achieve better English language outcomes when their teachers made use of texts from popular culture, including music, in their lessons. Cheung agrees with Frith (2003) that popular music can help young people to forge an

identity that they share with others who like the same music, singers and bands. Quoting Domoney and Harris (1993: 235): "More time and attention to pop music in an English curriculum would increase student motivation because classroom activities would use *their* knowledge, *their* music, and *their* language." It is argued that this can lead the student to engaging with the target language through more intrinsic means and following up outside of class, rather than learning material because they have to "for school".

Sockett (2014) argues that informal learning happens throughout our lifetimes and helps us to understand the world around us, along with the "values, attitudes, behaviours, skills and knowledge which occurs in everyday life" (p. 10). However, Armour & Iida (2016) wonder whether popular music and popular culture (in their survey, Japanese pop music, manga and anime) lead to anything other than "enchantment" in those who are aware of it, and whether that initial fascination might lead to more goal-oriented or even formal study of the language.

From a music education perspective, Laird (2015) argues that empathy can be developed through music-making experiences, including through singing together. It is possible, then, that singing along with music in another language might bring the learner to feel closer to others from that culture.

The HALL (2016) repository of students reflecting on their English learning in Hong Kong showed that some students believed that listening to English songs helped them to learn about different cultures of English speakers in other countries and communities. In

total, 8 included the word "culture" in the description.

Student 5CJ403 in the HALL (2016) dataset reported enjoying the inclusion of Western festivals and songs (such as Christmas carols) into the English language curriculum, commenting "I think this is a good integration between the – learning and having fun" [00:52] although none of that material was covered later in their English exams.

From the HALL (2016) repository, 4CJ091 [01:41] recommended that younger learners "might learn from (…) other activities, like what they like, such as the movies or listen to some English music." Similarly, student 4CJ127 said "Maybe I will let them [my future English students in mainland China] do less paperwork, let them watch more English videos or perhaps playing songs so they may get more in touch with English" [03:05].

Conclusion

In summary, the research and individual comments outlined in this chapter reveal that music and songs have great potential for supporting informal foreign language learning in a variety of ways. Although many unanswered questions remain, it is clear that most people enjoy listening to music and that an initial spark via a foreign language song can lead on to many different activities, such as reading the singer's blog, commenting in the foreign language on a YouTube video or Facebook group, and so on. Thus, informal foreign language learning that may have been initially inspired by a song in the new language can lead well beyond listening to the song again, to learning the meaning of the

song, singing the lyrics, noticing and reinforcing grammatical constructions, communicating in the new language with other fans of the same singer or band, and so on.

It is interesting to note that although some educators and researchers may believe that a major strength of using songs in foreign language learning is for discovering more about a new culture, it was rare that the students from the HALL (2016) mentioned this benefit. This suggests that the cultural aspect might be passing "under the radar" and unnoticed by learners, or seen as less important when students seek out songs informally to learn new language material. Polyglot Benny Lewis writes that songs can be very helpful for foreign language learning, particularly for self-study pronunciation practice and for automatizing useful phrases and grammar, but does not mention culture (2018; www.fluentin3months.com/learning-a-language-through-music/).

This chapter has focused primarily on English language learning, and it is clear that the same amount of musical resources is not available for every language. Indeed, researchers have noted the unfortunate need for bands to sing in English in order to achieve greater recognition and financial success (Ala-Kyyny, 2012). There are, however, a range of musical resources and materials that can be adapted by individual learners for less commonly taught languages.

In addition to YouTube.com and some "freemium" (LyricsTraining, Mango Languages, Glossong, Linguician) and paid-for mobile apps (earworms) available through iOS and/or Google Play, websites such as the European Music Portfolio: A Creative Way into

Languages project (www.emportfolio.eu), www.Popullar.eu, www.fluentu.com and www.sing2learn.com contain a variety of foreign language resources and activities based around music and song.

In terms of the "ideal" choice of music for language learning, it has been argued that certain properties of songs are especially likely to support verbal learning, including:

• A simple and predictable song structure, such as verse and chorus (Kellaris, 2003, 2001; Wallace, 1994)

• A symmetrical melodic line, such as a rise in pitch followed by a fall (Wallace, 1994), ideally with a natural rhythm and intonation pattern and falling within a pitch range that is comfortable for the learner to sing (Ludke, 2009)

• Songs or phrases in which the end leads naturally back to the beginning (Kellaris, 2003)

• A rhyme scheme within the lyrics, which can facilitate word recall (Wallace, 1994; Rubin & Wallace, 1989; Rubin, 1995)

• Songs that do not introduce too much new vocabulary or grammar at one time, since this can cause confusion and frustration (Salcedo, 2010)

Spicher & Sweeney (2007) argue that traditional and folk songs can present challenging, authentic foreign language material that is more likely to follow the language's pronunciation and intonation patterns. Popular music or nursery rhymes with new song lyrics (as a parody) and even completely new compositions in the new language have also been suggested (Boothe & West, 2015). In my view, learners should not feel restricted to

any particular musical genre. It is most important to choose music that you enjoy—although it is important that you can clearly hear and imitate the lyrics in order to sing them—because it is (at least in part) through the frequent repetition of the sounds, vocabulary and grammatical structures in the song lyrics that informal foreign language learning through music can occur.

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