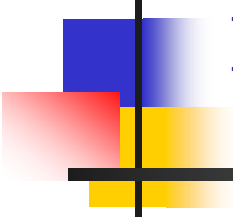
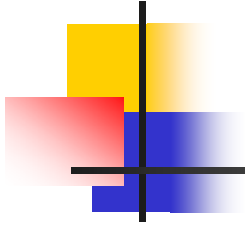


Karaoke in teaching of languages and cultures with non-Roman scripts



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karaoke: music video with text lyrics
on screen, highlighted

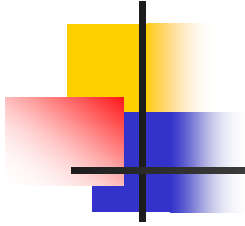
- separate track for music and vocal
- accompanied vocal can be turned on or off
- authentic
- "fun"

"How to take karaokes seriously as
language teaching material"



Outline

- problems of teaching non-Roman scripts languages
- reading : its importance in L2 learning, reading process
- reading processes and how to become a fluent reader
- discussion (with examples from Thai) of the features of karaoke that are relevant in teaching language skills



-
- karaokes in teaching literature and culture (with examples from Thai).
 - technological consideration in using karaoke in class instruction



Writing Systems

- **Logographic/Ideographic** : ex. *Chinese*
- **Syllabic**: ex. *Devanagari, Kana character*
- **Alphabetic**:
 - regularity in letter-phoneme mapping: *Thai vs. English*
 - word/syllable boundary marking device: *space (English), other device (Thai)*



characteristics of Thai scripts

- ❖ developed from "Grantha", an ancient Brahmi script of South India, since 1283 A.D.
- ❖ alphabetic, fairly systematic letter–sound mapping
- ❖ write from left to right
- ❖ no space among words/morphemes
- ❖ the vowel symbol(s) are in fixed position(s) around the initial consonant
- ❖ tone markers to represent tones, the position of the tone marker is on top of the initial consonant.



Thai script examples

น้องชอบขนมอบกรอบ

น้อง ชอบ ขนม อบ กรอบ

เขาเป็นนักเรียนทุน

เขา เป็น นัก เรียน ทุน



Tasks in learning to read Thai

- ❖ learn to "decode" or "decipher" unfamiliar scripts
- ❖ learn to identify syllable/morpheme/word boundaries



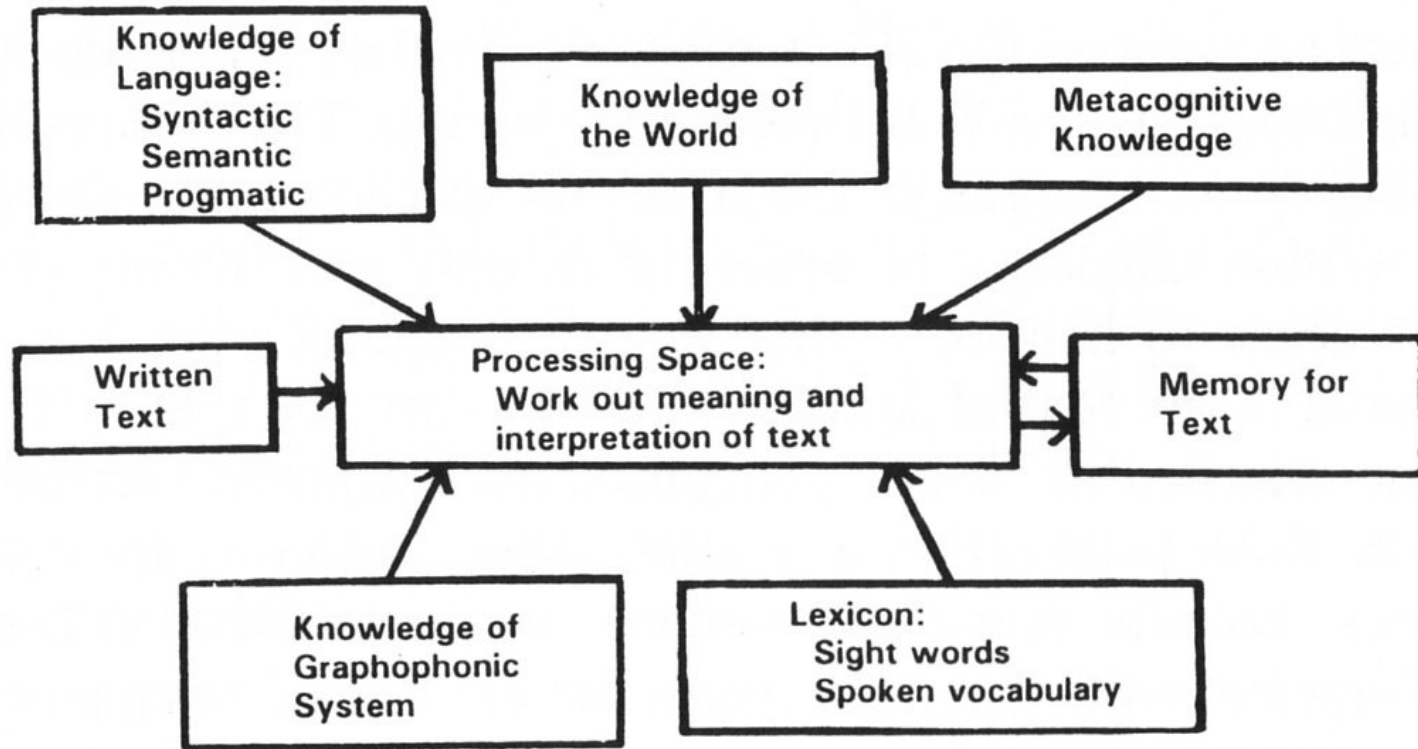
L2 learning and reading

- reading is a powerful language acquisition resource.
- encourage authentic reading and writing activities with L2 learners (ex. Tomlinson (2000) and Krashen (1993))

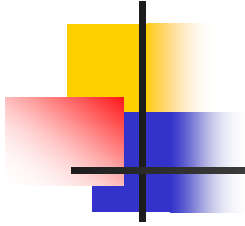


Cognitive processes in reading

- decipher the symbols(graphemes), word identification
(lower level)
- comprehend the meaning of the graphemes and the message conveyed
(higher level)
 - word meaning
 - text meaning

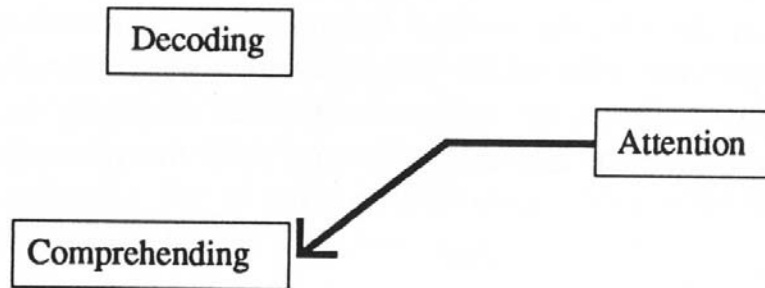
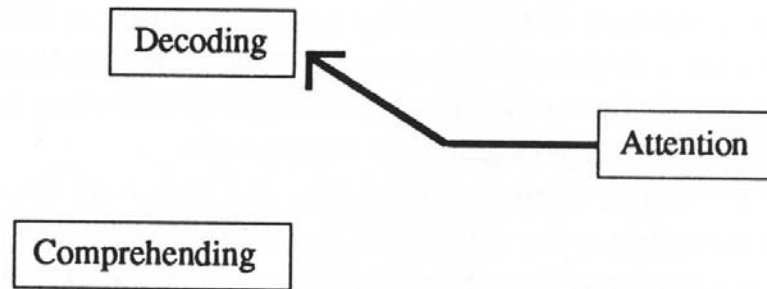


interactive model of reading proposed by Rumelhart (1977)
as adapted by Ehri (1998: 6)

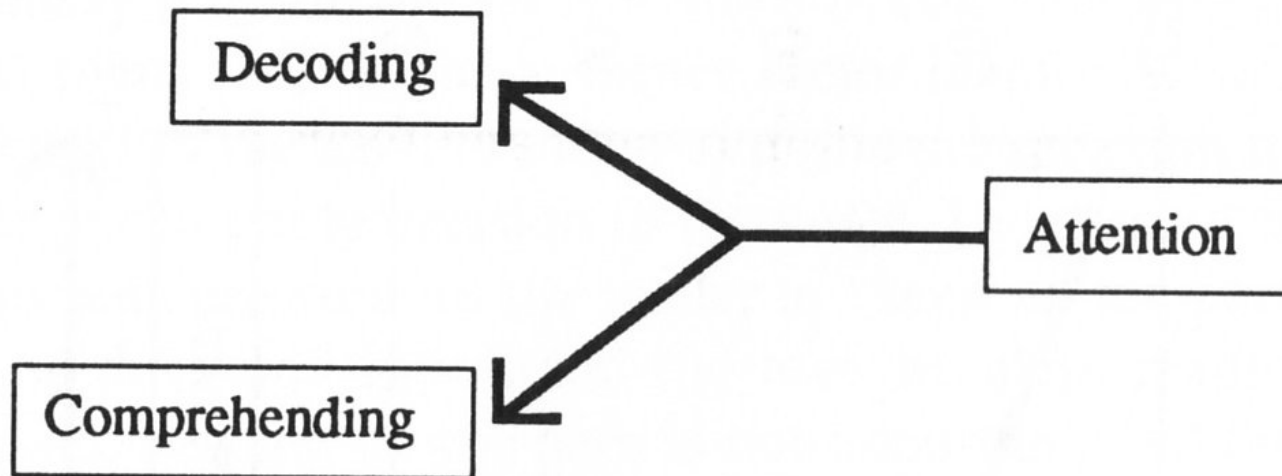


- efficient/fluent word recognition skills play a critical role in successful reading
- "automatic" word recognition skill
- Laberge and Samuels (1974)'s Automaticity Theory

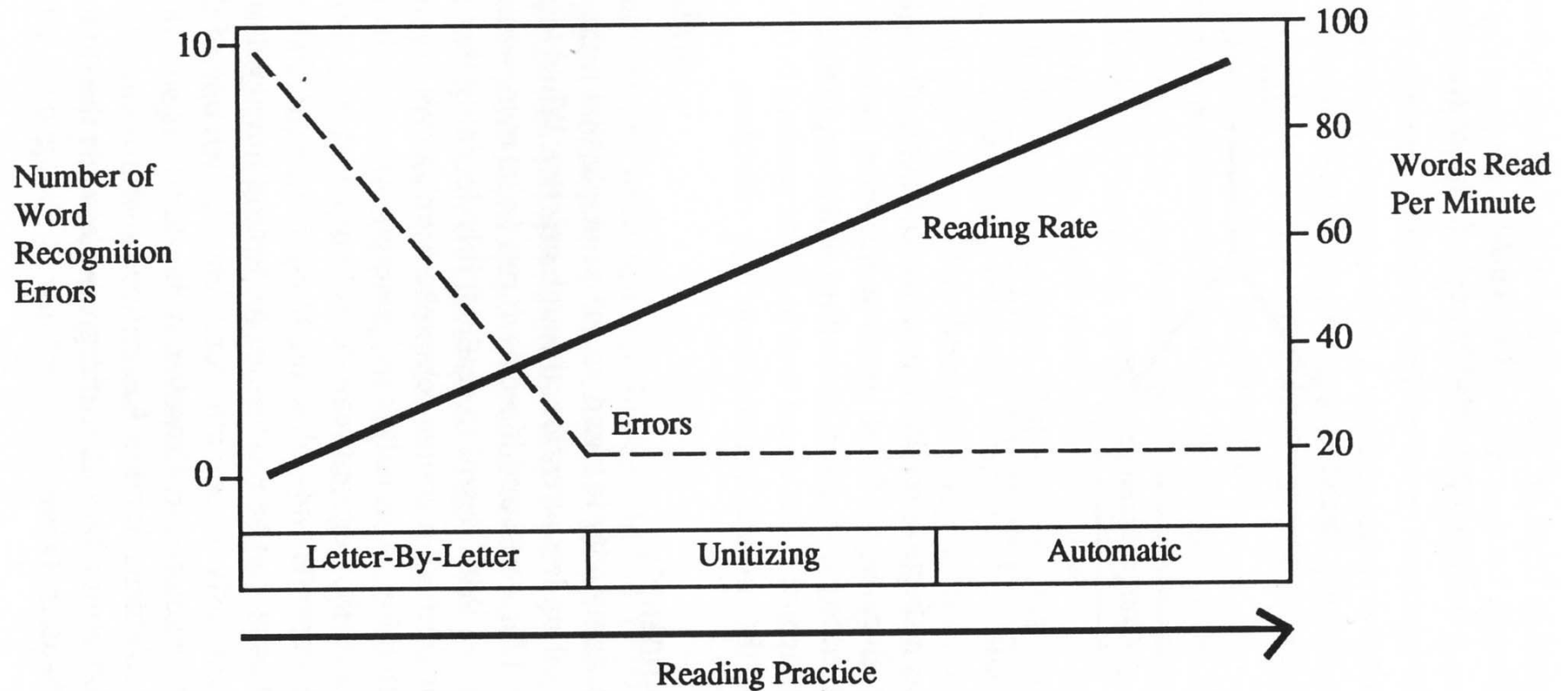
A Developmental Model of Beginning Reading



A Developmental Model of Fluent Reading



Perceptual Stages in Word Recognition



□ repeated reading through practice help L1 learners develop fluency/automaticity and accuracy in word recognition.



repeated reading

- rereading a short passage orally or silently
- can be "assisted", with a live or audiotaped model of the text
- or "unassisted", with no reading model of the text supplied.



Studies and researches suggest

- repeated readings is a way to develop automaticity/fluency in word recognition skills in both L1 and L2.
- For L2, assisted reading has some advantages with respect to pronunciation and prosody of L2
- For L2, oral reading in repeated readings improves pronunciation and oral fluency of learners
- positive experience encourages learners to read authentic material



karaoke as reading text

- highlighted text guides the learners' eye to the beginning of the syllable/word, useful help in decoding process
- vocal on = assisted/modelled reading
- vocal off = unassisted reading
- silent or oral reading practice
- speed and accuracy guide
- "video scene" provide visual context



karaoke and other skills

- listening comprehension
 - on screen text helps listening comprehension
 - visual context as cultural context
- language production skill
 - pronunciation/reading aloud activities
 - answer to question about content, orally or in writing
 - retell the story
 - discuss the issues



- pattern practice

- repetition (poetic device): word, structure
- rhyming (poetic device)



- literature

- lyrics: rhyming patterns of poetry
- visual cultural context, scenes



ex. Khun Chang Khun Phaen in the song
"Wanthong"

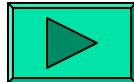






Activities with karaokes

- teach words and idioms (preparation)
- play whole song
- repeated reading of the lyrics
- sing-along
 - students suggest separate session for sing-along
- Others
 - listen and write (dictation, fill in the blanks)
 - listen and respond

karaoke selection: looking for gems among junk

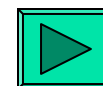
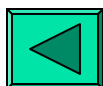
- language: L2/FL script, language styles
- content: cultural rich, meaningful lyric, visual corresponding with lyric
 - folk songs ex. "Somtam" 
 - "song for life": "protest" song ex. "Wanthong"
 - special occasion songs: ex. 'Loy Krathong'
 - ballads ex. "Wanthong"
- vocals: clear pronunciation, slow speed

Technological consideration

- media&player: VCR (karaoke), VCD, DVD (karaoke)
- computer program: CD drive, DVD drive (ex. Power DVD)
- formats:
 - TV display/output formats: PAL/NTSC/SECAM 
 - DVD formats: 6 regions : 
 - Region specific player
 - "Code-Free" player
 - Computer program
 - specify zone for DVDs
 - can change zone up to 5 times, zone fixed after that

เพลง คิดถึงบ้าน

- มองดูดวงดาว ก็คงเป็นดาวดวงเดียวกัน 1
- มองดูดวงจันทร์ ก็เหมือนกับจันทร์ที่บ้านเรา 2
- ยามนี้ฉันเหงา คิดถึงบ้าน 3
- มองดูท้องฟ้า ก็ยังเป็นฟ้าผืนเดียวกัน 4
- มองดวงตะวัน ก็ยังส่องแสงไปบ้านฉัน 5
- ยามฟ้ามืดคล้ำ คิดถึงบ้าน 6
- ♣ อยู่ในเมืองกรุง ก็คงวุ่นวายและวอกวน 7
- มีแต่ผู้คน ก็เหมือนดังคนไม่รู้จักกัน 8
- ชีวิตผกผัน คิดถึงบ้าน 9
- มองไปทางใด ก็มีแต่ตึกสูงสวยงาม 10
- แต่ใจคนไม่งาม เหมือนกับคนที่บ้านเรา 11
- ยามนี้ฉันเหงา คิดถึงบ้าน 12



สาวหนึ่งงามสดใส
เยื้องกรายเดินผ่านมา
พบเธอที่อินทรา

ลักษณะงามสมใจ

เอ๊ะ เธอจะไปไหน

เอ๊ะ เธอเดินกับใคร

เอ๊ะ เธอพูดอะไร

เอ๊ะ ไยเธอยิ้มมา

เอ๊ะ เธอเดินมาหา

เอ๊ะ เธอมองสบตา

แล้วเธอก็ถามว่า

สุขาอยู่ไหนใด

A beautiful girl
walks this way
at Indra.

She is beautiful, in the way I always imagine

Where is she going?

Who is she walking with?

What is she saying?

Why is she smiling at me?

She is walking towards me!

She looks into my eyes

And then she asks

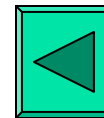
Where is the restroom?

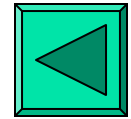
When I look at the stars, they must be the same stars.
When I look at the moon, it is the same moon at our hometown.
These days, I am lonely, missing home.

When I look at the sky, it is the same sky.
When I look at the sun, it also shines at my hometown.
When the sky is dark, I miss home.

Living in the city is always chaotic and confusing.
There are people, but they are strangers
My life has changed. I miss home.

Wherever I look, there are these beautiful tall buildings
But the people's hearts are not as beautiful as the people in our
hometown.
These days, I am lonely, missing home.





Now I am going to tell you about a delicious dish called "Somtam" (papaya salad). You can eat it often. It tastes spicy. It is also easy to make. I am telling you how now. It is a very special procedure. You go buy a papaya, a good size. Slice it into pieces. Doesn't have to be a whole lot. Pound chili pepper and garlic. Smells superb.

Put in lime, fish sauce, sugar, and palm sugar if you have it.

**Season to spicy taste,
then put in the papaya.

Oh, don't forget some ground dried shrimp! Good stuff!

Quickly add tomatoes. Then put in the string beans.

When it's done, take it out of the kitchen.

Eat it with sticky rice. Distribute it to all.

It smells delicious and make you drool.

We took this recipe from Laos.

Whoever eats too much, watch out!, you will get a stomach ache.

May I add that you will like it more

with grilled chicken. It is absolutely delicious.

It's a true story, not a fiction.

A story that our ancestors have passed down for a long time.

It was recorded so that we, their descendants can learn from it.

It's about one woman, loved by two men.

It happened in Suphanburi and Kanchanaburi.

It's a story of Khun Chang, Khun Phaen and a woman named "Wanthong", the "two-hearted" woman.

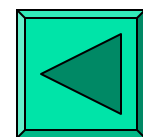
A delicate young girl, Pim(=Wanthong) lost her virtue to Plai Keo(= Khun Phaen), who abandoned his novice monk robe for a night to sneak into her room to consummate their love.

They got married and lived together as husband and wife.

But Khun Chang would not let her go. Wanthong's mother was pressured by him, so Wanthong agreed to marry Khun Chang, with tears in her eyes.

After the wedding, she would not consummate her marriage with Khun Chang.

She still loved the husband that went to war far away.



But Khun Phaen came back from Chaingmai with a woman and hurt Wanthong's feelings.

So she lost her virtue when Khun Chang raped her.

Later, Khun Phaen returned and took her away to live with him.

She was disgraced because she could not fight against the two men's power and because she wanted to obey her mother.

At the end, she was beheaded and condemned to be remembered as an unfaithful ("two-hearted") woman.

This is a reminder for people

that a woman in a society with social classes

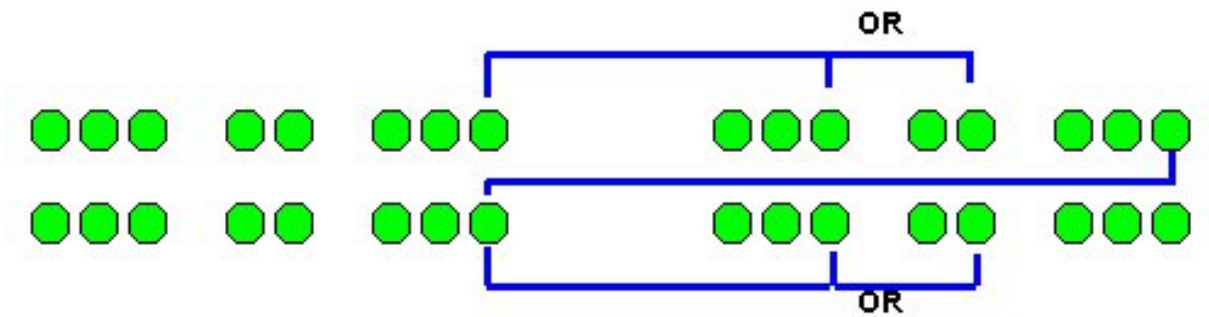
have to sacrifice her body and soul to conform to the rules of the community of men.

No one sympathized with Wanthong.

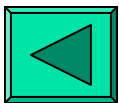
She became an unfaithful woman.

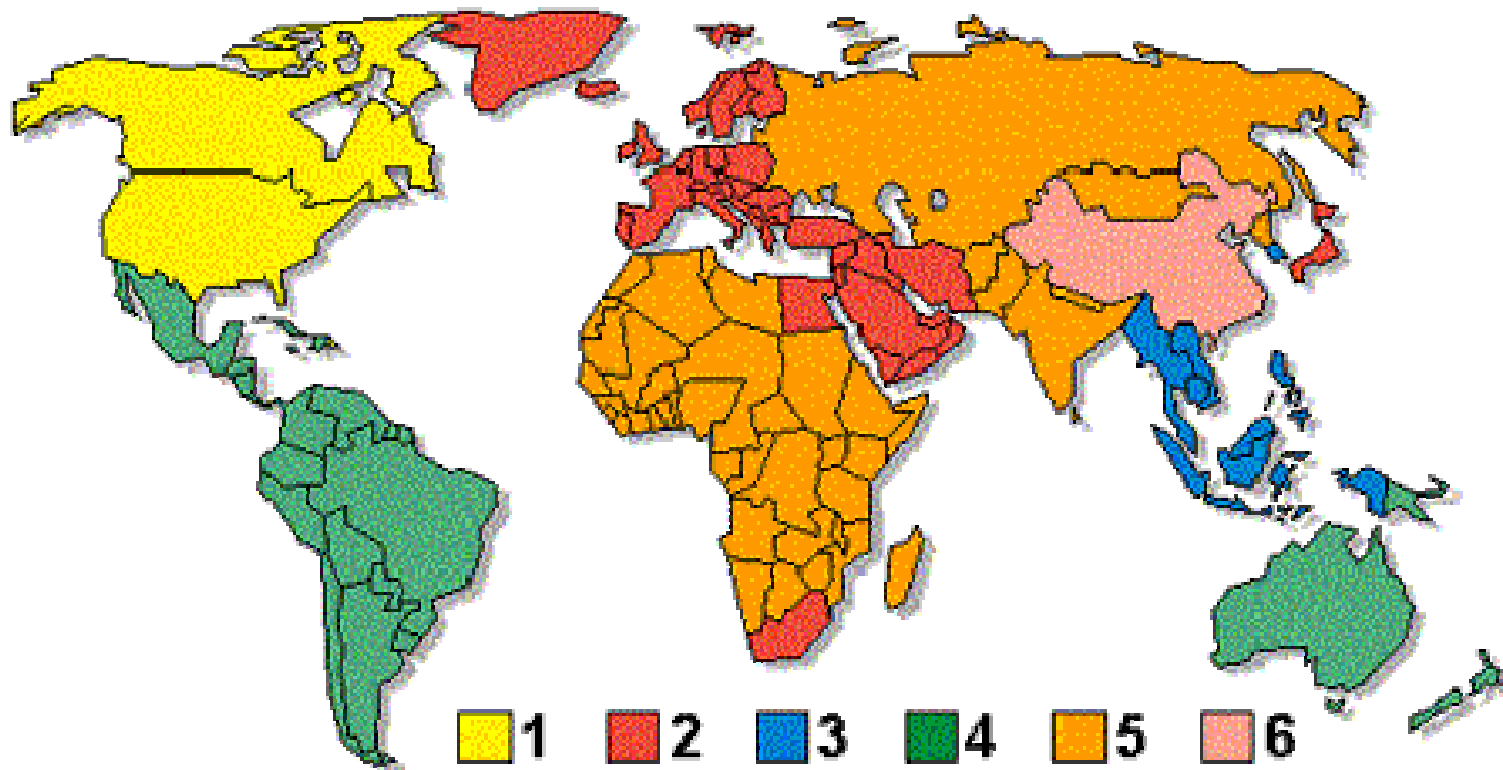
But who made her become that way?

ทำไมครูที่นี้มีน้อย**นัก** เด็กเด็ก**มัก**ถามถึงครูอยู่**เสมอ**
 ครูคนใหม่อยู่ที่ไหนกันแล้ว**เออ** เด็กชะ**เงื่อ**คอยครูอยู่**ทุกวัน**



Klon 8 rhyming pattern





DVD Zones