

UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

DIPLOMOVÁ PRÁCE

Bc. Kateřina Vonášková

The Use of Song Lyrics in English Language Teaching

Olomouc 2022

vedoucí práce: Mgr. Jiří Flajšar, Ph.D.

Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

V Olomouci 21.4.2022

.....

vlastnoruční podpis

I would like to thank Mgr. Jiří Flajšar, Ph.D. for his support, guidance and also for the valuable advice that he gave me. I would also like to appreciate his positive attitude. Last but not least, I would like to thank to my family because they have really helped me to create the time which I needed to write this thesis.

Abstract

This thesis' main aim is to show how song lyrics can be used for teaching foreign languages and mainly English. However, it briefly analyses the English language teaching and its history together with the explanation why music and lyrics should have their place not only in life but also in teaching. This follow five analyses of used songs where is shown which features can the songs offer. Also, there are many examples of other activities which are suitable for teaching by using song lyrics. Last but not least, the thesis also suggests six various lesson plans of how particular songs can be used in practice. Each lesson plan also contains either a reflection of how the plan worked in a lesson or an expectation of how it could turn out.

Table of contents

1 Introduction	1
2. Theoretical Part	3
2.1 History of ELT	3
2.1.1 1900 – the beginning of 1920's	3
2.1.2 1922 – 1939	4
2.1.3 After the Second World War – 1971	4
2.1.4 1971 – 1996	5
2.1.5 1996 – The Present	5
2.2 Use of Song Lyrics in ELT	6
2.2.1 Listening	11
2.2.2 Speaking	11
2.2.3 Vocabulary	12
2.2.4 Writing	12
2.2.5 Grammar	13
2.2.6 Cultural aspect	13
3. Practical Part	15
3.1 Analysis of the Song Lyrics	15
3.1.1 Analysis of Rocket Man (I Think It's Going To Be a Long, Long Time)	15
3.1.2 Analysis of Everything at Once	16
3.1.3 Analysis of San Francisco (Be Sure to Wear Some Flowers in Your Hair)	17
3.1.4 Analysis of Shake It Off	18
3.1.5 Analysis of I Still Haven't Found What I'm Looking For	19
3.2 Examples of ELT Activities with Song Lyrics	19
3.2.1 Soundtracks	20
3.2.2 Lyrics Training:	20
3.2.3 Discussion	21
3.2.4 Karaoke	21
3.2.5 Gap Fill	22
3.2.6 Song line answers	23
3.2.7 Changing the texts	24
3.2.8 Videoke: literal versions	25
3.2.9 Word Bingo	25

3.2.10 Song Strip Connections.....	26
3.3 Examples of Teaching Plans and Their Use in ELT	27
3.3.1 Rocket Man (I Think It’s Going To Be a Long, Long Time)	27
3.3.2 Everything at Once	31
3.3.3 San Francisco (Be Sure to Wear Some Flowers in Your Hair)	37
3.3.4 Shake It Off	41
3.3.5 I Still Haven’t Found What I’m Looking For	44
4. Conclusion	47
5. Sources.....	50
5.1 Primary sources	50
5.2 Secondary sources.....	50
6. Appendices	53
6.1 Rocket Man (I Think It’s Going To Be a Long, Long Time)	53
6.1.1 Rocket Man (I Think It’s Going To Be a Long, Long Time) - Full Lyrics	53
6.1.2 Rocket Man (I Think It’s Going To Be a Long, Long Time) – Worksheet	55
6.2 Everything At Once	57
6.2.1 Everything At Once – Full Lyrics	57
6.2.2 Everything At Once – Worksheet (Lesson Plan no. 2)	59
6.3 San Francisco	61
6.3.1 San Francisco – Full Lyrics.....	61
6.4 Shake It Off	62
6.4.1 Shake It Off – Full Lyrics.....	62
6.4.2 Shake It Off – Worksheet.....	65
6.5 I Still Haven’t Found What I’m Looking For	68
6.5. 1 I Still Haven’t Found What I’m Looking For – Full Lyrics	68
6.5. 2 I Still Haven’t Found What I’m Looking For – Worksheet	70

1 Introduction

The main aim of this master's thesis is to describe and suggest how song lyrics can be used in the English language teaching. This topic was chosen because the methods in teaching foreign language are still evolving, and this might be one of the postmodern methods that actually works. However, this thesis will not only explain the concept of using song lyrics in classroom in general, but also it will offer various methods and examples of how song lyrics can be used in teaching of English or almost any other foreign language. The thesis is divided into two main parts, the theoretical and practical.

The theoretical part of the thesis is divided into two chapters. The first one is focused on the history of English language teaching and the following one is dealing with the use of song lyrics in English language teaching in general. The description is written more superficially since the chapter about the history of the English language teaching is not the main aim of this thesis. This chapter also focuses mainly on the twentieth century since this period had probably significant impact on nowadays teaching. It is divided into five subchapters and the last part is discussing nowadays methods including modern technologies which are being used in English language teaching.

On the contrary, the following chapter about the use of song lyrics in an English classroom is more detailed since it is the essential part of this master's thesis. This chapter deals with how music can be important for learning a foreign language in general and what benefits can the involvement of music bring to the lesson and what is more natural to the pupils. It is also describing the importance of music for a person from the start of one's life.

Nevertheless, the main aim of the chapter is to show how teacher can use songs together with song lyrics in lesson and what are the options for using it. Moreover, this chapter also focuses on the pupil's skills that can be influenced and improved by using song lyrics. Those skills are namely listening, speaking, and writing. Besides these mentioned skills it can also help the students with their vocabulary, use of grammar and understanding the culture of particular country or social group. In a nutshell, this chapter to theoretically describes how the song lyrics can be used in everyday teaching whether the lesson is focused on some grammatical issue or on learning new vocabulary.

This thesis' practical part contains three major chapters. The first one focuses on the analysis of song lyrics. There can be found the analyses of five songs that are used in the lessons plans, which were created for the use of this thesis. All of the analyses are attempting to cover the essentials of individual songs even when the following lesson plans might not work with all of them. The aim of the analyses is to capture whether song contains any themes, interesting vocabulary or it shows particular grammar. What is more, some songs also reflect important cultural or historical events or properly aimed activities that can work with students' feelings.

The following chapter deals with the examples of English language teaching activities that includes the usage of song lyrics. There can be found activities which take only couple of minutes or the ones which can fill the whole lesson or more. Besides this, there are activities which are well-known and also some which might be new or need some technological background and preparation. The list of mentioned activities is based on verified sources which have a great reputation.

And finally, the last chapter of the practical part introduces six lesson plans based on five songs and that can be used in the classroom. The plans are covering some of the main themes of the songs and also are aimed at teaching particular knowledge, mainly new vocabulary or practicing grammar. The aim of the plans is to show what are the options of using song lyrics in learning and teaching English and also to offer some real reflections if the plan was used in practice alternatively to offer some of the expectations of how the lesson could look like.

Overall, the thesis main aims are to suggest various ways how to include song lyrics into English language teaching. Beyond that the thesis also focuses on more than the obvious skill which is listening. It tries to recommend how other important skills can be improved or incorporated into one's teaching style. Last but not least, this thesis is also looking at the well-known issue of using only gap filling exercise when it comes to involving song lyrics into lessons and how particularly this activity can be modified or what other options does the teacher have.

2. Theoretical Part

2.1 History of ELT

This chapter focuses on the development of teaching English as a foreign or second language since the beginning of the previous century. In 2006 Graddol claims that around two billion of people speaks English. Moreover, English is being spoken in almost all countries around the world. English speakers can be divided into three groups. The first group speaks English as their first language, the second group uses English as an institutionalized second language and the last group speaks English even though it is not an official language in their country (Hall, 2011, pg. 186).

Of course, people learnt English before the 1900's, however, in this century it became more popular and more common. Moreover, there was also a need to create a separate profession just for English teachers, who teach English as a second language. Also, ELT and its teaching approach was very different from the other foreign languages because they already worked with not using translation as a didactic method. Despite this fact, the direct method was considered as a modern one, so the teachers used it. Needless to say, that the ELT teachers needed to go through some profession progress because they needed to know not only the intellectual framework but also pay attention to coherence and stability together with thinking about the vision of ELT future (Howatt, 1994, pg. 212-213).

2.1.1 1900 – the beginning of 1920's

This period was not that extensive in terms of English being enormously popular as a foreign language. There was a need to set a base for this language together with the profession of teaching it. Actually, Daniel Jones was one the first people to introduce English as a foreign language when he came back from his studies in France. However, he did not start with English but with French and he organized few lectures concerning French pronunciation with the help of the University of London. Believe it or not, but his lectures were successful. So, next year they added to French pronunciation also a course concerning the pronunciation of English. Later, they added courses for speaking and grammar and Jones started to publish some works already as a language teacher. However, Jones needed to focus on his works, so they needed a new teacher – Harold Palmer. They tried to pass

on their know-how of methodology and direct method. The twenties can be considered as the era of research (Howatt, 1994, pg. 213-214).

2.1.2 1922 – 1939

During these times, Harold Palmer was focusing mainly on oral methods, and he came up with some drills and exercises. He also published multiple works which focused on this issue. The popularity of direct method was very evident in his works. Not only they focused on improving the speaking skill, but also on the enrichment of vocabulary skill. In the course of this period, appeared a new name on the scene, Michael West. He was working in India as an official in Education Service. His work is probably one of the most important because he studied the issue of bilingualism. Another important person was Lawrence Faucett, who came with “the course package”. This package involved language book, reading book and supplementary readers. He also divided these materials according to the level of learners by the difficulty of the material together with vocabulary count. Faucett opened a training programme for ELT teachers, as well. Last but not least, C. E. Eckersley was another important man, who contributed to ELT. He focused on teaching English to people who needed it for various reasons. His main domain were everyday dialogues. Since these times were also marked by war and with that came many refugees, the need to learn English as a foreign language arose. So many courses worked with Eckersley’s materials and his *Essential English* (Howatt, 1994, pg. 214-217).

2.1.3 After the Second World War – 1971

The war made impossible to focus on new approaches, however it maintained its continuity and after the end of war, it was possible to build on the basis which was already discovered before. A. S. Hornby was one of the most important people of the beginning of post-war period because he started to publish a journal in Britain. There was also an option for readers to ask questions about the usage of English and Hornby answered them. The journal’s authors focused on topics like pronunciation, intonation, or vocabulary. Hornby’s successor in place of editor was named R. T. Butlin, who was not that successful but still, the journal kept its audience. Last but not least, W. R. Lee appeared on the scene as an editor of this journal. He was a supervisor to many teachers and teacher trainers who were writing pieces which were practical or informational. Readers were not only from Europe but also from former colonies. The journal’s focus was academic but what exceeded this

site was the emphasis on experience together with practical analysis. Another authors' aim was to promote English and ELT outside of Britain (Howatt, 1994, pg. 217-218; Smith, 2021, pg. 4-7).

In the late sixties the importance of learning English by a non-native speakers became even more sought-after. Because some of the countries from former British imperium were not so great to live in since there were some political issues or low standard of living. The schools also started to focus not only on adults but also on children in secondary school age (Howatt, 1994, pg. 220-221)

2.1.4 1971 – 1996

The beginnings of 1970's brought with them bigger distinction between learning English as a second language and learning English as a foreign language. It was more evident in adults learning. English also became lingua franca in many branches such as in finance, technology and last but not least in practical communication generally. Also, the magazines which focused on teaching English monitored a growth in number of articles (Howatt, 1994, pg. 221).

One of the journals also started with "Grammar books for teachers of English as a foreign language" which combined practice and theory. It offered teaching materials together with well given theory. The focus was on communicative skill. It was very important for the editor to keep the magazine's readable side since there were many articles that were too much academic. One of the author's main attempts was how to cope between the practice and the theory. The beginnings of eighties brought with them greater number of women as editors which was not that common. The ELT focus in nineties extend to political and critical issues (Smith, 2021, pg. 7-9).

2.1.5 1996 – The Present

This period dealt with the issues like criticism of monolingual models in ELT, statements of non-native speaker teachers and their capabilities or cultural inappropriateness of approaches and its critique. The number of authors and editors increased. New century brought with itself a new feature and that were e-mail accounts. This allowed the authors to communicate faster, the reviews of articles became cheaper and last but not least they could submit their articles electronically. The next step of innovations was the internet

which allowed to readers to write their reviews. Graham Hall contributed to modernization and spread of ELT since he wanted to engage new readers together with writers. His focus was also on young learners of English. Under his leadership, the Journal started to publish videos and social media. Hall also pointed out to the fact that not only British English and its varieties, but also other forms of English should be considered. It was a priority to him to focus on the diversity (Smith, 2021, pg. 9-11).

Overall, the original intention of A. S. Hornby that the topics should link their everyday concerns together with relevant academic disciplines is still fulfilled. The group of authors throughout the years definitely worked on the process of continuity. However, they had to go through many changes (Smith, 2021, pg. 11).

2.2 Use of Song Lyrics in ELT

The usage of songs in foreign language classroom is an integral part of learning. Not only that every child listens to songs already as a human fetus in its mother's womb, but also almost every parent sing to his child songs such as lullabies or various nursery rhymes. Bernstein also claims that music is a form of more intense speech and that is because the connection of words and music is based on psychological and perceptual level (Rukholm, 2015, pg. 173). This sets a great base for future foreign language classes because course books for small foreign language learners usually cooperates songs into its syllabus (Dalton and Lewis, 2015, pg. 33). Also, many teachers of foreign language subjects are welcoming the option of using songs in their classes mainly because they believe that using music can have positive influence on students' language skills and not only that but also on their motivation and attitude towards culture. On the other hand, research done by Ludke and Morgan in 2005-2006 compared to 2013-2014 found out that the frequency of using music in foreign language classes has not changed very dramatically (Degrave, 2019, pg. 412).

When children start to learn English in kindergarten age, they do not need to know the words of the song. They can use mimics, gestures and their body talk to understand the basics of the song. While they are getting older, the tasks connected with the songs are also getting more challenging. There is no right time to use song lyrics because this depends on the level of English and also on many other skills (writing, reading, etc.). Probably the right age is around twelve to start using song lyrics because students at this point are

already familiar with wider range of vocabulary, they can maintain a short conversation and also, they are maybe more mentally ready. Even though that using song and song lyrics in foreign language classes has proven many times that it is a good method, the fact that while the students are getting older, the usage of songs is lesser is real (Rukholm, 2015, pg. 172). However, working with music and its lyrics can bring many benefits to your classes because using music is very motivating for all age groups. Besides that, music is catchy for more than one reason, e. g. it can touch students' feelings, the rhythm is natural for our bodies or the fact that sometimes you cannot get the song out of your head. Songs offers the same options how to include them into the learning process as films, texts or recordings (Murphy, 1998, pg. 3, 69).

There are many reasons why using songs and their lyrics is a good choice. Obviously, songs develop well-known skills like reading, listening, writing, discovery of new vocabulary and speaking. In a similar way like literature songs can contribute to the lessons because they can introduce to children different registers, styles and some songs even have multiple ways of interpreting their meaning. So, children can develop their creativity. Songs are also an authentic material, so that is also a reason why children should come across that because it is not something which was constructed just for teaching needs. Using song together with lyrics can catch students' attention since they can finally understand their favourite songs and it also relates with the fact that this can be a stimulus for language acquisition (Lazar, 2009, pg. 14-15; 27). Besides this, using song offers more than that because it gives the teacher the opportunity to introduce cultural and historical background since some songs were reflecting what was happening in the time of their release. The song lyrics often reflects the mood of the composer or singer, so that also shows students how the people felt. With this it can be said that culture and language belong inseparably to each other (Suleiman, 1990, pg. 77). The cultural aspect is also a very important because it does not show only mood or history, but also social roles or relationships and many more. Humour could be another example of what could be found in songs and since Czech and British or American humour is different, it shows students besides new words also the difference in humour across cultures. The genre of the song can also influence some of the aspects because affect the students' feelings after hearing it or can give them a hint about what the song is about even without understanding everything. Last but not least, the song

and its lyrics can reveal who is the target group of listeners because every social group in society deals with different issues and artists are trying to reflect these as well. This targeting is called “representativeness” (Lazar, 2009, pg. 14-15; 65-66). Song lyrics also offer a look into a different form of English which is slang, diverse variants of English or informal expressions. For example, a song by Coolio that is called “Gangsta’s Paradise” reflects street slang which might be interesting for teenagers (Abbott, 2011, pg. 11).

Another point is that songs can create a nice atmosphere and they can set a positive attitude to English for some learners. One more thing that needs to be mentioned is the importance of beat in the song. Beat allows students to be more effective when it comes to speaking because they are already used to whole sentences or work with inner timing (Brand and Li, 2009, 75; Lazar, 2009, pg. 15).

Almost all teachers of English agree on the fact that students need to learn grammar and morphology but some of them also claim that learning vocabulary is secondary compared to these. On the other hand, it is necessary to learn new words in order to use the language in real life conversations. Using song lyrics in foreign language classes can help pupils to learn some new words. Not only to gain some new knowledge, but also to feel more motivated, be less shy or to be able to remember more (Rukholm, 2015, pg. 171-173). However, there is also a possibility to teach grammar using song lyrics and that is shown later in the following chapters.

The choice of music depends on which topic the teacher needs to discuss, also on teacher’s music taste and last but not least on his students. Some sources recommend using popular music, since the vocabulary bank is easier for pupils at school. Not only because of vocabulary, but also pop music works with repetitiveness and the sentence or word structures are not that complicated. This setting gives them the advantage of being more motivating than learning just through textbooks or other texts. Moreover, popular music belongs to the lives of young people, so getting their attention might be less difficult. However, there is no rule that for teaching with songs teachers must use pop music, instead of that they should use their creativity and passion for certain music genre (e. g. folk, country, ethnic or opera) and introduce it to their students through some activities (Brand and Li, 2009, pg. 74-75; Murphy, 1998, pg. 3). Using songs in a lesson also develop pupils’ affective side, since it usually targets our feelings and values.

As it was already mentioned above, the songs and their lyrics are often connected to culture. Not only culture, but also the historical background. Some songs that you as a teacher can offer to your students may awake in them many questions, opinion, and curiosity. What is more this can also train their critical thinking, which is nowadays considered as a very important ability. Because today we are facing things such as hoaxes or fake news, so critical thinking is a must (Carlson, 2010, pg. 66-67). Beyond that song lyrics are also a great choice for some social topics such as racism, family issues or the problematics of appearance. Not only pop music deals with these areas but also hip-hop music. This music genre is for some teachers unknown, or they may have some prejudices, but it has many advantages such as the usage of new words, higher number of words in a song and nowadays they also enjoy the popularity of today's children and teenagers.

Song lyrics can be perfectly used for teenagers and adults connected do literature and the issues that the authors are dealing with. Carlson recommends for that song lyrics by Bob Dylan, Johnny Cash, Dire Straits, or Neil Young (Carlson, 2010, pg. 66-70). Even though these artists have many songs which would be too complicated for primary or lower secondary pupils, they still have many options even for these age groups. For example, "Money for Nothing" by Dire Straits which discusses the difference of being a rock start that has everything and people who must work every day, so in this case it brings a perfect opportunity to speak about the advantages and disadvantages that both lives can bring. Another example could be song by Bob Dylan and his song "If Not For You", which is recommended to use for teaching conditionals (Abbott, 2011, pg. 11).

One of the advantages of using songs in your lessons is that you get to know your students in another way. Maybe you can ask them to bring their favourite song together with its lyrics and then you can discuss why does he like it, what the song is about according to the student or when does he listen to it. There are many ways of how to use song and song lyrics (teaching grammar, new vocabulary, listening, etc.) but the teacher should also have in his mind that the moment of enjoyment is also important, so not overdoing lesson plans based on songs just with "serious" tasks (Murphy, 1998, pg. 10).

Since we live in a modern and technological world, there are many options how include song lyrics into teaching. However, even without technology or access to internet

connection, there are still lots of possibilities, which are introduced in more detail in the practical part. Even though today's school system is rather against giving homework, you can use song lyrics as a homework for lower secondary and higher students. It gives them more time to think about the message and maybe they will not be that shy, so they could enjoy the work more. For instance, choose a song that has a hidden message or deals with some issue and distribute copies of lyrics together with questions (e.g. Who is the singer? What is the mood of the song? or What is he or she singing about?) to children and their task is to answer those question without hearing the song. Later, in class they can compare their answers with classmates, followed with some discussion and you can listen to the song together. Another example could be lyrics transcription with using translation. Here is important to realize that the translation method is not considered as the best in didactics, however, sometimes it has its place. In this activity, you tell students to choose a Czech traditional or folk song and their task is to translate it to English. In the class you can read it out loud and guess which song the pupil chose. Although this activity uses translation, it could be very enjoyable, fun and something new (Painter, 2003, pg. 125-126).

Altogether using songs together with their song lyrics in English lesson has its place because as it was mentioned before there are many ways how you can incorporate them into your teaching. The biggest advantage is that fulfils two aims, which are considered as the most important in a lesson, to learn something and to enjoy the process of learning. Another great thing about it is that you can broaden horizons of your students with new music, genres, events from history or social issues. Besides this, it can have also similar impact on a teacher because your students can inspire him with their music taste. However, apart from advantages there are also disadvantages when using song lyrics. For example, it can take more time to prepare the lesson unlike when you work with course book, the song which has around three and half minutes takes a whole lesson or that your students will not like the song. Despite that, songs are part of our lives from the moment that we can use our hearing system, so they should also have their place while learning foreign language and teachers should not be afraid to use them.

All of the skills that are possible to develop by using song lyrics in foreign language classes are discussed in the following chapters. For instance by using skills like listening,

reading or trying to analyse the song lyrics, students can try to explore what was the cultural background and how it is expressed by the foreign language (Moeller, 2016, pg. 5).

2.2.1 Listening

Listening is one of the main skills that should be developed in foreign language classes. Songs together with lyrics are an excellent option for improving this skill since the learners can work with authentic language and with accents that are typical for English speaking countries or areas. In listening also lies the key to other important skills. Probably the perfect opportunity to practice listening is to speak or incorporate somehow into teaching a native speaker, however, native speakers can cause troubles when it comes to understating them for the beginners. As for the fact that they might speak too fast without realizing it or they are using phrases or words that the students are not familiar with. Considering this, song lyrics are a great compromise how to introduce authentic English to the class. When the teacher knows at what level his class stands, he can choose song which is appropriate to their tempo and abilities. Listening to songs can help students to learn genuine English that most of them will need in real life. What is more, it can help them to improve their pronunciation and listening comprehension (Shen, 2009, pg. 91-92).

One of the resources even showed that students who used song and song lyrics in tests instead of ordinary recording that are not musical more enjoyed the testing and learning English. On the other hand, it also showed that the test results of both groups were very similar. Altogether, it showed that music works better for the students of foreign language classes rather than ordinary teaching methods (Degrave, 2019, pg. 416). Listening to songs also supports students' memory as they listen multiple times to a song and by that they are memorizing its lyrics (Moeller, 2016, pg. 4).

2.2.2 Speaking

Since many English songs are composed by native speakers of English, they are a great source for teaching pronunciation naturally. Songs can also offer learners a base for working on their chosen accent because there are countless songs in British, American, Australian and many more accents that can be used as a natural source for pronunciation training. It is a fact that by listening and by trying to imitate what the singer is singing, students can master better native-like pronunciation. Also, without studying phonetic symbols, students naturally gain the ability to pronounce the words correctly without

directly focusing on it. For example, assimilation or elision are often occurring in English songs. Pronunciation or trying to speak properly is frequently neglected in coursebooks and classes, however songs can serve as an entertaining activity that secretly trains these skills without describing it to detail since it can be very confusing for beginners. Last but not least, it helps students to become more fluent in their own speaking. The lesson plans in practical part offers some activities that includes also discussing the lyrics together with students and that trains speaking as well (Shen, 2009, pg. 92). The part when teacher asks students to sing according to the lyrics is also practicing their speaking skills (Moeller, 2016, pg. 60). A song by the Spice Girls which is called *Wannabe* is an example of ordinary conversational language and pronunciation and shows how the linking and reduction is done in practice (Abbott, 2011, pg. 11).

2.2.3 Vocabulary

Using song lyrics in foreign language classes can definitely help to broaden their vocabulary bank since many songs are containing words or phrases that could be new to them. The most difficult part for the teacher is to find a song which meets his requirements about the coveted vocabulary. Since song are often connected to some theme, it is the perfect opportunity to connect a particular song with a unit in coursebook. Children's songs are suitable because of frequently used repetition and also, they contain simpler words, frequently monosyllabic. By repeating the lyrics, students can master the new vocabulary quicker than under usual terms. Lyrics can also be very helpful for teaching more advanced vocabulary as they are hidden in comfortable melody and mixture of familiar words (Millington, 2011, pg. 135-136; Shen, 2009, pg. 92).

Some research also showed that by using melody, it helps students to memorize better rather than in a non-musical situation (Degrave, 2019, pg. 416). On the other hand, what might cause some problems is the use of archaic and rather outdated language together with less repetition in some traditional and also in popular English songs. In conclusion, the teacher must be very careful about his choice of song, so the usage of lyrics can provide the desired result (Millington, 2011, pg. 135-136).

2.2.4 Writing

Writing is probably a skill which would presumably be the least expected skill that songs can improve. Despite this fact, song lyrics can train it as well because students can try to

come up with their own lyrics. Another option how to incorporate writing into lesson based on song lyrics is to rewrite the original lyrics into students' own version that can give a new point of view. Last but not least, writing can be used as a closing activity where students write about their feelings from the song, or the task could be to write a letter to the main protagonist of the song. In a nutshell, there are many options how to include and improve your students' writing skill into song lyrics lessons (Shen, 2009, pg. 93).

2.2.5 Grammar

Grammar is often found as something which is the hardest part of teaching foreign language, however song lyrics give teachers a perfect base for teaching it. Since the students do not realize that they are learning a new piece of grammar while singing or focusing on some tasks based on the song. Song lyrics also offer to work with inductive approach of learning grammar since students can get a task to find all the verbs that end with “-ing” and after that they can work on a definition or finding the rule for it. For learning present continuous is the song *Lemon Tree* because there are many verbs which students are already familiar with, however this time they are used in present continuous form (Shen 2009, pg. 92).

Not only tenses can be taught by song lyrics, but also prepositions (e. g. *Eleanor Rigby* by The Beatles), phrasal verbs (e. g. *Get Up, Stand Up* by Bob Marley) or present perfect (e. g. *I Still Haven't Found What I'm Looking for* by U2, this song can also be used for metaphors and idioms). Songs which seem suitable for teaching grammar are often simple and repetitive. The appearance of grammar in songs can also be used as a closing activity after already discussed grammar topic (Abbott, 2011, pg. 11).

2.2.6 Cultural aspect

Every decade has its own voices who represent the time and everything that has happened. This gives the listener a view into history and feelings of the songwriter. Song lyrics are communicating the reality in their own original way. For instance, there are many songs from the times when the society was divided by racism and the singers expressed in their songs the desire for freedom, equality, or respect. On the other hand, the times when hippie movement was very popular, the songs captured their wishes for love, peace, or friendship (Shen, 2009, pg. 88). Moreover, songs which reflect the culture can help the students to understand it better, since here in the Czech Republic can the culture of English-

speaking countries seem rather distant in some ways. The aspect of cultural can reveal even more important when teaching at lower secondary school or higher as the students already know something more about history and they can work better identifying themselves with the feelings that the song might awaken (Millington, 2011, pg. 136).

3. Practical Part

3.1 Analysis of the Song Lyrics

This chapter focuses on the individual song lyrics together with their analysis. Its aim is to show how the texts can be used and which features can they offer. In some of them there can be found more than one topic to discuss in class. The following lesson plans are using some of these as well as an example of how it can be used in practice. All of the chosen songs offer to the teacher to practice at least of one the basic skills which are listening, grammar, broaden pupils' vocabulary, speaking or pronunciation.

3.1.1 Analysis of Rocket Man (I Think It's Going To Be a Long, Long Time)

Rocket Man is well-known song by famous singer Elton John. The song was released in 1972, which is for nowadays children a quite long time ago. However, the song can still bring some interesting themes into the lesson. As it is mentioned in the lesson plan, it was used when it corresponded with the topic "space" in the coursebook (Project 3). The song gives some interesting themes which can be further used for a class discussion. One of the themes could be discovering space, which was a very actual topic since in 1969 a first man stepped on the Moon. The line "I'm gonna be high as a kite by then" refers to this fact (Radiox, 2022). Another theme which can be found in the song is a split personality in the meaning of that the main protagonist of the song wants to be an astronaut because he finds it attractive but on the other hand, he feels homesick and lonely. Loneliness and unhappy feelings can also be another theme to discuss with pupils. As it suggested in the lesson plan, the debate about feelings can be adjusted to some concrete topic and the students can try to empathize with a particular social group or to work with their own feelings. So last but not least the song opens the theme about person's feelings (Shen, 2009, pg. 88-92).

Rocket Man is also a good choice to broaden vocabulary that is connected with space and not only that. For example, words like: the Earth, sky, rocket, space, flight, or Mars can be perfectly used to practice vocabulary that relates to space or flying. Also, the song fulfils the typical feature of song and that is repetitiveness, so it helps students to remember it better and to hear the right pronunciation. Another fact is that the song does not have any complicated sentence structures, so it is more suitable for children, even

though it is not a typical children's song. Another advantage of the song is its tempo because it is not that fast so students should have less problems with understanding (Millington, 2011, pg. 135-136).

One of the activities which is mentioned in the lesson plan is the creation of a comic that somehow should represent the song. The students know from the instructions that their piece of work needs to contain at least five speaking bubbles. So here the song offers another aspect and is to use creative writing because it is up to the students what they will write (Shen, 2009, pg.93).

From the grammar point of view, the song contains relatively lots of verbs, so it is suitable for any age group which is discussing verbs. The teacher can give them a task to find all of the verbs in the song or ask about tenses where students can put present into past and the other way around. Moreover, they can change first person to third person and the other way around as well (Murphy, 1998, pg. 79-80).

Overall, the song gives the teacher an opportunity to discuss themes like loneliness, experiencing adventure and what price might it cost or simply talk about space and things which are connected to this. Another aspect of the song is that it provides pleasant atmosphere to the lesson. Last but not least, the song is simple in its structure since it does not contain any bridge in its form, and it is only a combination of verses and chorus.

3.1.2 Analysis of Everything at Once

Everything at Once is song which at the first sight seems like a song only for beginners, however it can offer much more than names of animals. The singer sings about all the things that are unreal to be for a human being to be, nevertheless she finds all these abilities so attractive that she wants to experience on her own how does it feel.

The themes that can be found in the song are experiencing how it is to have all abilities that have various animals or things, e. g. *as sly as fox, as silly as an ox* or *as royal as a queen*. So, it indicates to the listener that the singer wants all that. Nonetheless, this offers another topic for discussion and that is the possibility to have everything and what consequences could this have for our living, how it would affect people's lives. What is more, the song's name suggests another theme which is wanting everything at once.

The feeling which the song brings to the lesson is mainly positive since the melody is cheerful. What is more it is a fact that this song can get into one's head very quickly. Also, the singer sings clearly, so the students do not have problems with understanding the words, however for beginners the tempo might be too fast.

The form of the song is very simple, since the chorus alternates with verses. The chorus does not contain many words and it is repetitive, so it is easily memorable (Abbott, 2011, pg. 10). As for the linguistic side, the song covers vocabulary and also grammatical features. In the vocabulary part, students can focus on the names of animals, e. g. ox, fox, or mouse. What can be also included into the vocabulary part are adjectives, which are many in the song, e. g. mean, warm or hard. With the adjectives is also related the grammatical side of the song since it can be used for practicing comparatives and superlatives or "as...as". With this grammar topic deals many coursebooks because it is taught at lower secondary schools, e. g. Project 2 (Hutchinson, 2013, pg. 59-63). Besides this, similes are another linguistic topic that can taught because there are many of them in the song, e. g. as long as a road.

3.1.3 Analysis of San Francisco (Be Sure to Wear Some Flowers in Your Hair)

The song San Francisco was sung by Scott McKenzie in the late sixties of twentieth century. The singer is trying to encourage the listeners through the song to pack their things and move to San Francisco since there is a whole new generation being created. These San Francisco people decided to create this community because of the mood in the rest of the society. McKenzie is appealing on the people who do not feel understood, who need to escape or who need love or to be loved by lyrics of the song.

Certainly, one of the most noticeable themes of the song is generation of hippies which arose in the sixties in the United States of America. The lines such as "*Be sure to wear some flowers in your hair*" or "*You're gonna meet some gentle people there*" proves together with the time when the song came out that it can be about hippie movement because they were recognized because of the flowers in girls' hair or by their gentle anti-war behaviour. Besides this, themes of love, summer love or escaping from problems can also be found in the song.

The tone of the song seems to be optimistic although it might give a melancholic impression as well. So, it should bring to the lesson positive and pleasant atmosphere where students can engage their minds and they can try to relate to the people who felt misunderstood. It can also open thoughts about past (Burns, 2013, pg. 119).

The song is quite short since it does not last even three minutes, however that is why it is perfect to use it in a lesson because it will not take much time. San Francisco does not have a chorus, but it has a repeating melody which can stand for chorus. Also, the song does not contain any verses, but it has a bridge towards the end of the song.

3.1.4 Analysis of Shake It Off

Taylor Swift is probably singing about herself and her life in the spotlight. However, the situations which are mentioned in the song can be linked to everyone. The song is about the things that people want to do but they are afraid of what people might say about them. The lyrics should encourage them to achieve their dreams without paying attention to other onlooker's comments or thoughts because they will have these anyway no matter what the person does. So, the singer is saying that people should do what they and their heart wants regardless other's opinions.

The themes which occur in the song are prejudice, fulfilling one's dreams or living regardless of what others might say. The prejudice theme relates to the fact that about the singer are many rumours what is she like, but in the real life it does not have to be true. Also, the teacher might use this song for lesson that is focused on verbs because in the song are many of them and they are repeating. What is more, the verbs can be used for teaching past tense or present perfect (Murphy, 1998, pg. 79-80).

The tone of the song is very positive, cheerful, and optimistic because of the melody and the song's message. It might be a little catchy as well. Overall, it sets a pleasant environment into the lesson and students should feel comfortable and motivated for the tasks concerning the lyrics. With regard to the form of the song, there is a repetitive chorus, multiple verses and a bridge that be include more into hip hop genre unlike the rest of the song. Even though that teachers often avoid songs that are more into rap genre because they seem to be offensive, here is no need to worry (Abbott, 2011, pg. 11).

3.1.5 Analysis of I Still Haven't Found What I'm Looking For

The singer sings probably about all of the obstacles that he has overcome to be with somebody who he cares about. Not only that, but he also describes the things that are almost unreal for ordinary human to do (e. g. *"I have climbed the highest mountains"* or *"I have spoke with the tongue of angels"*), however he still has not found the one thing that he wants in his life.

The themes that can be found in this song are love, life achievements or craving. The love theme is evident from the lyrics, since he sings about all the things that he has done for one reason and that is to be with somebody. That can stand for someone that he loves, otherwise it would not be worth it to for a someone that you do not have feelings for. Life achievements can be seen in the almost unreal experiences, and it gives hope to the listener that sometimes a sacrifice from us is needed to achieve your dreams. Finally, craving can be found in the lyrics as well because the singer is capable of doing almost anything for the things that he desires and that could be easily transformed to a discussion about the things or dreams that the students desire in life.

The tone of the song is relaxing and even though the lyrics are not that optimistic, it also brings a positivity into the lesson. The form of the song is an ordinary one since it contains verses which are alternating with chorus. The lyrics are easily understood because the tempo is not so fast and students at lower secondary schools already know most of the words from the song. Because the tempo is slower than previous songs, there are possible more word plays as changing the lyrics using rhyming or thinking about verses created by students (Murphy, 1998, pg. 70). Also, the lyrics offer to teach present perfect, metaphors or idioms (Abbott, 2011, pg. 11).

3.2 Examples of ELT Activities with Song Lyrics

This chapter's aim is to show how using the song lyrics in your classroom can offer you a wide range of variety. During my studies, observations and practice I came across the fact that many teachers only use the "typical" exercise, which is gap fill. This chapter will also include the activity using gap filling but not only that. What can be taken as a great advantage of these activities is that you can adjust them according to your learners' age or English level.

3.2.1 Soundtracks

Many coursebooks focus on vocabulary connected with genres, films or TV series. This activity is brilliant because by adding the music part it makes your lesson more enjoyable. It also helps some of the pupils to remember the new vocabulary better. The difficulty of this activity also depends on your students' level because for beginners it is better to use songs without lyrics but for advanced students do not hesitate to use songs that contains lyrics.

It is important that students not see the videoclip of the song because they would easily guess what genre of movie it is. We need them to listen carefully to the lyrics. As an example, play them a song called "Eye of the Tiger" which is from the movie Rocky. From each song play only short part around thirty seconds. After this time is up, ask your student about the genre, atmosphere or adjectives that describes the song. Also, ask your students which words from the song helped them to recognize the genre etc. You can make it more interesting by dividing the class into small groups and each group gets a different song (Goldstein and Driver, 2015, pg. 83).

3.2.2 Lyrics Training

This could be considered as a sort of activity because it is based on a website that is called LyricsTraining (<https://lyricstraining.com/>). This activity is perfect for the beginning or the end of the lesson although it might be a great time filler for some students who are already finished with their work, so they are not bored while waiting for the others. The website also offers four levels which are beginner, intermediate, advanced or expert, so it extends the variability of use in different age or level of English classes. LyricsTraining can be used for home studying.

LyricsTraining can be used on students' smartphones or if your school has available tablets or computers. Also, students can create their own account, so they can see how they are getting better. The principal of this website consists in fulfilling gaps with the song lyrics. The student chooses a song and LyricsTraining automatically starts a music video, so it concentrates primarily on improving listening, writing and marginally on pronunciation skills (Floris, Renandya and Bao, 2018, pg. 162-163).

3.2.3 Discussion

Suleiman claims that using song in your lesson may lead to a discussion with your students. Even though his work was written in 1990, the activity which he suggests can be still used in today's foreign language lessons. The thing is that you as a teacher should choose a song that comes across an issue or basically anything which can evoke many questions in students' heads (Suleiman, 1990, pg. 79).

Discussing something that points out to a situation which can arouse interest in your students. Once, they are interested, it is easier for them to speak and to use the foreign language more naturally. The teacher should be aware that in his class might be some shy students, so it is better to start the discussion in pairs or in small groups rather than ask them to speak in front of the whole class. However, to help the students, you can list some questions that are related to the topic on the board, so they know what to talk about. Later, you can discuss as a one big group.

This activity is probably more suitable for more advanced or older students, since you need to be able to maintain a conversation. Maybe the ideal level of English should be A2 and above. Also, this can be done more easily in smaller classes.

The song *Black or White* by Michael Jackson can be a great example of a song which can be used for this activity. The song focuses on the topic that still moves with today's society and that is racism. Another example is the song by Queen *We Are the Champions* which can set up the atmosphere of the lesson. Further, you can talk about some crucial sports topic such as doping, injuries or transgender people in sport.

3.2.4 Karaoke

Karaoke is one of the options how to use song lyrics in foreign language classes. In some of the provided lesson plans, there is an option that at the end of the class you can sing the song with your students. Of course, it is not necessary to do this activity as a proper karaoke because you can sing as a whole classroom. Although, it may look like fun activity towards the end of lesson at the first sight, it is not like that.

The main aim of this activity is to help the students to develop their pronunciation and spelling skills. In fact, karaoke can offer more than this because the students learn to use the foreign words in faster speed than they would achieve in normal conversation.

Using karaoke is also good for their reading skill because they have to read the lyrics. This depends on the speed of the song but when students sing a song with faster pace, they need to read also fast than they would normally do (Dalton and Lewes, 2015, pg. 32).

Karaoke also improves vocabulary skill because the songs use common words like pronouns, basic nouns, and basic verbs that students are already familiar with. But in the song, they can experience the usage of these words in different context (Dalton and Lewes, 2015, pg. 34).

Not only that using karaoke can help your students to improve the mentioned skills, but also it can develop some curiosity in them. For example, with the song San Francisco by Scott McKenzie, the topic of flower children can be interesting for them, and they can try to find some more information about that time on their own. In addition to this, your students can find that the interpret caught their attention, so they will listen to more songs from him. Last but not least, they can find themselves in the lyrics, so maybe they try to find some hidden meaning on their own.

3.2.5 Gap Fill

This activity is considered as one of the most known ways how to use song lyrics in foreign language classroom. Gap fill consists of song lyrics with blank spaces for the missing words from the song. There are many ways how to make gap fill more enjoyable. It is believed that gap fill exercises can help students to broaden their vocabulary and also to enhance their micro-listening skills. However, gap fill could be taken as a drill kind of exercise since it is not working with thinking about the language or meaning of the lyrics. Another fact is that students might make unwanted mistakes when transcribing the words because the tempo of the song is maybe too fast, or they do not understand the singers. These mistakes are mainly done due to the fact that pupils trust more their hearing skills and they do not think about grammar. Songwriters are sometimes working with elision, assimilation or informal language which students might not know, so they do not recognize the word that they have heard, or they do not know it at all (Lorenzutti, 2014, pg. 15). So, the teacher has to take into consideration these facts and prepare a gap fill exercise which is on one hand challenging and on the other hand is not very tricky. A variation for less advanced students could be to offer them a word bank from which they can choose the missing words or to leave the exact number of dashes depending on how many letters has the missing word.

There are lots of variations how to adjust gap filling exercise to the level of learners (Murphy, 1998, pg. 69-72).

The first option is to use a word bank with the missing words. Maybe for advanced students the word bank can also contain some extra words that they will not need. Another option is to distribute the words around the classroom and students have to find them and write them into a correct blank space. As well as that, there is a great option to use words that students are not familiar with. This gives the teacher the opportunity to introduce new vocabulary (Dalton and Lewes, 2015, pg. 34).

Gap fill exercise can be used as introductory or on the other hand final activity when using song in your classes. It should be noted that gap fill activity should not take long time because there is a danger that your students might get bored. So, it could set an unpleasant atmosphere for using songs in the future.

One of the sources offers an option how to achieve that students would think about the missing words more through gap fill. This improved version is called *double gap fill*. In the pre-listening stage, the teacher gives the students a topic of the song and students have to come up with relevant vocabulary or expressions that are related to this topic. In the following step, students get a worksheet where are two blank spaces, one of them is marked with letter "G" that stands for *guess* and the other one is marked with letter "A" that is for *answer*. The teacher can also put into the brackets a definition of the wanted word which might help the students to guess correctly (Lorenzutti, 2014, pg. 15-16).

3.2.6 Song line answers

This activity is probably more suitable for advanced learners since the participants should be quick-witted and already be at least a little bit comfortable with conversating in English. Another requirement could be that the participants should have sense of humour and understand sarcasm. The teacher prepares mixture of lines from the most known songs and also students can have it as a preparation for the lesson to bring some of their favourite or funny lines from songs. The teenage students could appreciate this activity, since nowadays favourite genre is rap and hip hop music that contains many puns and witty lines, so this would make the activity even more interesting.

When the lines are ready, the teacher introduces the activity together with the topic. The entertaining part of this activity lies in doing an interview with ordinary interview questions but with uncommon answers since they are created from the song lines. Here is an illustration of how it could look like. The topic would be an interview with a politician who is running for a president (Murphy, 1998, pg. 75-77).

Interviewer: *Why are you running for the office?*

The politician: *Money, money, money, ... (ABBA)*

Interviewer: *What can you promise to your voters?*

The politician: *Never gonna give you up, never gonna let you down ... (Rick Astley)*

Interviewer: *What do you think about education in our country?*

The politician: *We don't need no education ... (Pink Floyd)*

What would even make this activity more entertaining is singing the lines, however, students are often very shy or afraid that they can not sing. The teacher might prepare some of the lines as recordings ahead, but this kind of preparation would be very demanding.

3.2.7 Changing the texts

“Changing the texts” is an activity which is suitable for almost any kind of level, since it is up to the teacher what kind of problematics they are discussing (e. g. past tense, pronouns, or adjectives). The first step is to choose a song that tells a story, for example “7 Years” by Lukas Graham or “Hurricane” by Bob Dylan. The choice of the song also depends on the age level of the learners, so they would find the activity interesting. The teacher should also try the changes with the chosen song before the lesson whether is the song suitable for the wanted changes.

At the beginning of the activity, give the students the song lyrics and ask them to read it. Subsequently, ask them to change all the verbs from present to past and the other way around. Alternatively, they can change instead of verbs pronouns from first to second or third person, change adjectives into their opposites or change male to female and the

other way around. It is possible to do only one thing from this list all more of them. This also depend on the skills of your students and the required output. The students can work individually, in pairs or in trios.

When the students are finished with this part, ask them to discuss the slightly changed lyrics. How is the meaning of the song changed? Which version did they like better and why? Why do they think that the composer wrote it this way? First, they can talk about it in their pairs and after that discuss it as a whole class (Murphy, 1998, pg. 79-80).

3.2.8 Videoke: literal versions

This activity is focused on practicing mainly writing skill since the students have to come up with their own lyrics to a music video. The teacher should prepare a music video that shows clear actions of the protagonists, for example: driving a car, eating, arguing, or running and the song should be popular, so at least some students know it.

The task for the students is simple, they should come up with their own lyrics according to what is happening in the videoclip and also it should fit into the music. This style of creating a song is called "literal version". Teachers can find an inspiration on YouTube where are available many videos of literal versions which can show you how to create one. Despite the fact that creating own lyrics to a particular music could be hard, students should work in small groups, so they can share their ideas (Goldstein and Driver, 2015, pg. 94-95).

3.2.9 Word Bingo

Bingo is an essential activity when it comes to foreign language teaching. This can be done even with song lyrics. Bingo is a great activity not only for the beginning of the lesson, but also for the end where students can feel relaxed. What is more, bingo is suitable for every level of English, so it just depends on the choice of the song.

At the beginning of this activity, teacher asks students to draw a bingo grid into their exercise books. After that the students get words from the song that they are going to hear. A classic bingo grid contains nine blank spaces, so the teacher should offer a minimum of nine words, however, to make even more interesting, offer more words. When the song is being played, students should cross the word out in the moment when they hear it. The goal in bingo lies in crossing out either three words in a row, three words in a column, three

words across the bingo grid or marking off everything. Word bingo is a popular activity among foreign language learners, and they often want to play more than one round, so the teacher can prepare more than one song (Abbott, 2011, pg. 15).

3.2.10 Song Strip Connections

This activity needs a preparation from the teacher ahead since there needs to be strips of papers with the song lyrics prepared. Every line of the lyrics is divided in half. One half of the line is on a different colour of paper than the other one. There is an option to do this activity as a one big group or to have several sets for work in small groups. Before listening to the song for the first time, distribute only one colour. While the song is played for the first time, students have to put in a correct order the first half of the lines. After that you can check it together. Then the teacher distributes the remaining halves of the song lyric lines and plays the song for the second time. Students should finish the song by completing the first halves of the lines with their pairs. This activity could be turned also in a work for students where they could come up with their favourite songs turned into exercise like this. Another great recommendation is to laminate the lines, so it can be used for more than one lesson (Lorenzutti, 2014, pg. 18).

3.3 Examples of Teaching Plans and Their Use in ELT

This chapter contains some examples of lesson plans that are focused on using songs to teach some grammar or vocabulary. In addition to the plans the author included her own reflection or expectations about the plan because she has not tried it yet. All these plans were created by me but feel free to use or get inspired by them.

3.3.1 Rocket Man (I Think It's Going To Be a Long, Long Time)

This song was chosen for the class of 7th graders with their level of English around A2. I picked this one because the topic of our unit was "Space" and future tense. Also, I wanted to introduce them a song which they probably do not know since Elton John is not that famous as he used to be in the past. The song is not aggressive, so it sets a very nice atmosphere in the class even though the singer sings about how he is alone, and he misses his home. I have divided working with the song into two separate lessons.

Name of the song: Rocket Man

Author(s): Elton John

Age group: lower secondary learners

Level of English: A2

Time: around 90 minutes

Teaching Aids: computer, data projector, access to internet, copies of song lyrics, pieces of paper with words from the song, dictionary (or provide the learners access to the internet), various comic templates

1st lesson:

At the beginning of this lesson we started with a warm up activity which was focused on practicing students' speaking skills. Each student received a simple question (e.g.: Pineapple on pizza – yes or no? Why?; Would you like to travel to space in the future? or What is your favourite food?) and their task was to go around the class and ask their classmates. After they were finished with talking to their partner, they switched the questions and went to find another classmate to ask.

While the students are speaking and asking each other the questions, the teacher should distribute pieces of paper containing the words from the song. I had twenty-five of them and I used the words which I thought they should know, or they at least heard somewhere (e. g. bags, kite, the Earth, timeless, rocket man, at home, wife, ...).

After that the teacher asks the students to find their original places and gives them the instructions for the following activity. Their task is to observe the class in one minute and to look at the pieces of papers. When the minute runs out, the teacher plays the song, and the students should take the piece of paper with the word only if they hear it. Because we have to consider some learners that may have troubles with learning or fast reactions, it is good to set a rule that every student needs to have at least one piece of paper at the end of this activity.

Once this activity is over and all of the words are distributed, the teacher asks the students to think about the meaning of their words. When they know the meaning, they can start thinking about how they can explain it or translate it to their classmates. If they do not know the meaning, they can use dictionary or translators on their smartphones. The teacher should observe how much time do the students need to find the meanings and adjust the time limit to this. This activity can be done also in pairs or small groups. When they are done, they should introduce their word to the class and try to explain its meaning. For example: I have a word "kite". You use this in the autumn when it is very windy outside. In Czech language we would call it a dragon.

The last activity of this lesson is to put the words written on the pieces of paper into the correct order. Here are two versions of how it can be done. The first one is that you let the whole class to try to put it together without listening to the song at first. In the second round the teacher would play the song and they would check it or rearrange it. The second version is that they would put the words together while listening to the song. The teacher can ask the students which version they want to do or decide by himself according to the students' level of English.

Before the lesson is over, the teacher should do a quick reflection with the class. He should ask them following questions: Did you like the song? Which task was the easiest for you? Which task did you find challenging? etc.

2nd lesson:

As it was already mentioned before, I like to start my lesson with a quick warm up activity. This lesson follows up the previous one. When the class starts, I ask my students to stand up and whoever will know the right word can sit down. This is very well-known activity, but it is great to remind the students the vocabulary from the song. You as a teacher can switch between English and Czech. For example, it can look like this: “Who knows how to say “papírový drak”?” or “Who knows what the word “wife” means?” etc. Be careful, this activity has to be very smooth and fast. So according to my experience, do not leave the students any big amounts of time to answer because the activity can turn into boring one very quickly.

The next activity that follows is the one that almost everybody knows and that is a gap filling. Distribute one copy of the song lyrics to each student and leave them some time to go through the text. Encourage them to fill some words in if they remember them from the last lesson. After that, play the song but do not show the lyrics. This should force the students to use their listening skill. When the first round is done, give them a few seconds to refresh their mind, so they are ready for the listening with lyrics. If you see that they are ready, play them the song one more time and this time make sure that everybody can see the lyrics. When the song is over, ask your students to check their answers with their partners and then do checking as a whole class. The gap filling exercise can be found in the attachments. This gap filling exercise is a variation to an activity which is called “Re-order It” where the author is also working with already familiar vocabulary and the gap filling activity is used only as a follow up (Lorenzutti, 2014, pg. 16-17).

Next part of the lesson is focused on students’ speaking skills. You can sit with them in a circle or use a comfortable seating in the classroom, so that everybody feels free to speak. I have prepared three simple questions, which are “What do you think that the song is about? How do you think that the Rocket Man feels? Does he like it in space?”. But if you see that your students are active, ask them something more, e.g.: “Who does he miss? Would you like to go to space as well? Do you think that you would feel the same as the Rocket Man?”. Make sure that the answers to your questions come from more than one student and encourage even the students who are more likely to be silent. This part of the plan was inspired by Lesley Painter and the activity “Song lyrics” where students get

questions about the song after they hear it. She suggests doing this as a homework, however, today's students often feel discouraged from long assignments which needs to be done outside of the lesson, so this lesson plan works with this activity as a part of the class (Painter, 2003, pg. 126-127).

Last part of the lesson is dedicated to students' drawing and writing skills. Their task is to draw a comic that is inspired by the song Rocket Man. You as a teacher can help them a little bit and print them out some comic templates which can already have included some speaking bubbles. For example, students can get a mixture of various comic templates and they can pick the ones that they like the most. As a part of this activity, there was also a rule that the comic has to have at least five speaking bubbles. Students can work in small groups, pairs or alone. This activity is inspired by Murphy's "Song and story writing" where students write a story according to the song, however drawing a comic with speaking bubbles seemed as a more suitable for the level and age of the class (1998, pg. 88). At the end of the lesson or in the next one there is an option to do a little exhibition of these comics.

This lesson plan contains all three aims which are cognitive, affective, and psychomotor.

This lesson plan has already been tried with 7th graders, and it was successfully done. However, it is only a suggestion to use it with this age group because it could be done with any other class on lower secondary or with high school students. Every teacher knows his class the best, so he can modify the lesson appropriately to the age group or level of English. Here are some things that you may want to consider when following this plan. The topic of this lesson plan perfectly corresponded with currently used coursebook (Project 3) and its unit about space. Nevertheless, the lesson plan does not have to follow the current unit's topic or coursebook. However, when you use a coursebook with thematic units, it is always good not to skip to another topic, so the pupils are not confused. Another fact is that the lesson plan counts with two whole lessons, so the teacher needs to count with this extra time or there have to be made some changes. Since it was the end of the school year, so the teacher was not in a time crunch and the idea to divide the song into two separate lessons did not mean a complication to her. The song together with its lyrics is a great choice for a debate about your students' feelings. Alternatively, it could be used for talking

about other people's feelings (e.g. war refugees, homeless people, senior citizens, people from LGBTQ+ community who did not open to anybody yet or anything else which could be relevant for your students). However, in this case, the teacher should work in this kind of discussion just as moderator and not to share his own opinion, if it is not necessary.

As it was already mentioned before, this plan fulfils all three needed aims – cognitive, affirmative and psychomotor. Despite this fact, it is up to teacher whether he thinks that his class would love drawing a comic or talk about feelings. The particular class of 7th graders was very much into drawing, so this was a perfect idea how to connect the song together with their favourite activity. The lesson plan's benefit lies in the fact that alternates two features – agility and thinking. Because some activities are aiming at speed (finding the words from the song around the classroom or the warm up activities) and the other ones are aiming at children's reasoning (discussion about rocket man's feelings, description of the words in English or putting the song together). Nevertheless, the essential part of this plan is the reflection because this can help the teacher to move on in his teaching practice towards better lessons and greater results. Overall, this lesson plan served its purpose and the class seemed to be very satisfied, even though *Rocket Man* is not one of the latest modern songs, however, the song turned out great and all of the activities the pupils seemed to enjoy. One thing that should be paid attention to is to count with some extra time to finish the drawing a comic because some of the students did not manage to finish it.

3.3.2 Everything at Once

This song is great for the fact that it can be used for various age groups because every time you can put a focus on a different topic. The mood of the song is very positive, so younger learners are more easily excited about the lesson. Also, you as a teacher do not have to prepare a lesson which would be based only on this song, because you can use it only for part of the lesson or towards the end of the lesson. Since this song can be used for primary school and also for lower secondary students, I have prepared two version of the lesson plans.

Name of the song: Everything at Once

Author(s): Lenka

Age group: primary school

Level of English: A1

Time: 45 minutes

Teaching Aids: computer, cards with vocabulary, data projector, Quizlet

Lesson plan:

This lesson plan assumes that your learners are studying vocabulary concerning animals and also that the teacher has to do some preparation ahead.

For the first part of the lesson, show your learners cards of some animals. Since, the learners are small children, it is better to introduce every animal with a picture and its name in English. The song also includes other words which children may know, so do not be afraid and use them as well (e. g. tooth, night, song, family, day, play, ...). The first activity with the cards can be done for example like this: in the first round introduce your students only the card with the animals, in the second round add to it also the cards with the extra words, in the third round mix them all together and in the fourth round try to cover the words in English and children have to shout the right word according to the picture. If you feel that you are not a very creative person and you do not want to create the cards, you can use a great site which is called Quizlet (<https://quizlet.com/>) for it. Using Quizlet is also a great option when you are limited by some amount of time in the preparation process. This activity's main aim is to use it as a warm-up and also to set the mood in the class. Be aware that this activity has to be rather quick because younger learners are easily bored, and it also helps to set the right atmosphere in the classroom.

The following part of the lesson already includes the song. But first you need to prepare the classroom a little bit. Ask your students to make a circle using their chairs and put the pictures of the words from the song in the middle. Every child receives a card with a word in English from the song including the picture. The teacher plays the song without showing the lyrics and says to his students to stand up and to show his or her card if they hear their word. This is the first round. In the following round you take the cards with the pictures from your students back and give them only words without pictures. Play the song one more time and stop it after each word. The child when he or she hears the word has

to stand up and also go in the middle of the circle to show which picture is it. When you feel that the mood in the classroom is good and your students are enjoying this activity, you can do it one more time but make sure that every student gets a new word.

The next activity is focused on using pantomime because younger learners are not that shy, and they seem to enjoy these kinds of activities. At the beginning, ask if there is any volunteer who would like to start. Whisper him a word from the song which he has to pantomime (e. g. bird). His task is to without using any words, sounds, pointing or writing to show his classmates the word. This activity should be very funny, smooth, and fast since the students are already familiar with the words. Be careful, do not force anybody into this activity because some students do not feel very comfortable when they have to show something in front of the whole classroom. This activity is also working with the method that is called *total physical response*, which is ideal for young learners (Dalton and Lewes, 2015, pg. 34)

If you still have some time left, you can play the song and you can sing it together or you can ask your students to draw an animal from the song which they like the most. Singing the song using the text can simulate a karaoke in the lesson, which can help the students who have musical intelligence as a dominant because absorbed the newly learned things better. Similarly, to this, children with kinaesthetic intelligence can use their body movement to absorb the knowledge better. Also, children whose dominant side is psychomotor would definitely appreciate more to draw than to sing, so this really depends on the children in the class (Dalton and Lewes, 2015, pg. 33-34).

This lesson has not been tried yet in the practice. However, the plan can turn out into a successful lesson because primary school students like to move, sing, shout, act and working with pictures. The lesson is expected to be smooth, fast, funny and to teach them some new words. Also, this plan needs some preparation from the teacher ahead of the lesson, so some extra time is needed to prepare the cards with pictures and words. When teaching primary school pupils, the teacher must be careful about giving them clear instructions which are recommended to focus on in your preparation as the most important part. Another thing that the teacher should ensure is whether the technological part is working, so he can avoid amounts of time when the students would feel bored. Since this plan has not been tried yet, here are just some of expectations of how it could work. It is

believed that the pupils would like the song since it is very cheerful and catchy. What could be a drawback of this plan is the time of the individual activities. Since the lesson is planned for forty-five-minute lesson, there can emerge a space of time at the end of the lesson where the class is done with all of the planned activities. That means that children in the course are fast learners and there should be something added at the end of the lesson. There is a suggestion of what could be added at the end of the lesson and that is to encourage them to draw an animal from the song. However, even at the primary level there can be pupils who do not like to draw, so in that case there could have been prepared a worksheet or some other extra tasks. In conclusion, the lesson plan has all of the assumptions to be a great lesson plan for primary school pupils who are learning animals and also the plan can bring into the lessons something new since the lesson is not designed as an “ordinary” lesson where children write the new vocabulary into their vocabulary exercise books. Towards the end of the lesson every pupil should learn and know at least one completely new word.

Name of the song: Everything at Once

Author(s): Lenka

Age group: lower secondary school

Level of English: A2 (B1)

Time: 45 minutes

Teaching Aids: computer, data projector, white board, white board markers

Lesson plan:

This lesson plan which is constructed for teenage learners of English is mainly focused on adjectives and comparisons. Despite the fact, that they probably know all of the animals, it would not make any sense to focus on this topic. However, the adjectives that are used for comparing in the song might be a new thing for them. This plan is also following the well-known listening scheme which contains three stages. The first stage is *the pre-listening* where students activate their knowledge of adjectives that are the main focus of this lesson. The following stage is *the while listening stage*, where students are already working with the song and doing the assigned task. Last but not least, the second stage follows *the*

post-listening stage, in which pupils discuss the song lyrics or they work with the newly gained vocabulary. The last stage also includes all activities that operate with the song and its lyrics (Lorenzutti, 2014, pg. 14-15).

At the beginning of the lesson, you can start with a simple mind map task. In the middle of the board write the word “adjectives” and encourage your students to come to the board and write down as many adjectives as they know. When they are finished, tell them to think about which adjectives are somehow connected to different words and you can give them an example in Czech (e. g. líný jako veš) just to make sure that your students know what they should write next.

In the following part of the lesson, you will use the song. Since, the students are older, they can do the gap filling exercise where you leave all the adjectives out. However, in this part I would recommend using a website called Nearpod (<https://nearpod.com/>) where your students will connect to your lesson using their smartphones or if your school has tablets, feel free to use them. Nearpod is a great site which is friendly for both – teacher and students. The gap filling exercise could be created in Nearpod using their function which is called “Fill in the blanks” where students have to drag the correct word in the blank part. If you decide to use Nearpod, make sure that you plan some extra time for connecting to Wi-Fi and to the Nearpod itself. When everything is set, play the song and your students should start filling the blank spaces. At the end of the song, ask your students if they need to hear it one more time and adjust the lesson to it. On the other hand, gap fill is rather an old-school method of using song lyrics at school and it is rated as less challenging (Lorenzutti, 2014, pg. 14). In contrast to Lorenzutti’s opinion, the plan contains this activity because the lesson unit only lasts forty-five minutes, so there is no time to analyse the song. Also, this plan works with modern technology, so this could make the gap fill exercise more attractive and less boring or outdated.

There are many adjectives which your students already know but some of them might be new. Ask your students to make pairs and each pair gets a comparison. Their task is to come up with a situation where the protagonists are behaving like the comparisons. Give them around five minutes to complete the task. After that, each pair has to introduce their situation to the classroom without saying which comparison did they get, and the

classroom has to guess. You as a teacher should also take notice if the class understands the comparisons. If necessary, translate it.

At the end of this activity, you can make a circle together with your students and ask them which comparison they would use for themselves and why. This can be great for practise and also for knowing your students better.

Towards the end of the lesson, you can also use the same activity which I have illustrated for the younger learners which is miming. This time make sure that you focus on the comparisons. It also depends on how your students like these kinds of activities. If you know that your students do not like miming and they are rather shy, you should probably think about different kind of activity.

This lesson plan has not been tried in the practice yet. Despite this fact, it is believed that this plan could be successful and bring some positive atmosphere into the English lesson. This plan is using the same song as the previous one, however, this plan is more appropriate for older age group. The recommendation here is to use it when the class is discussing adjectives, for example comparatives and superlatives, idioms, or comparisons in general. The lesson starts with a mind map, which can be used as a quick warm up or introduction to the topic. It can be claimed that students find mind mapping as a good and sometimes relaxing activity and it also gives the teacher a little preview of what he or she can expect from the students during the lesson. And another thing about this activity is to let all students to go to the white board or offer white board markers and let them go in whatever order they want. This is how it can be avoided mockery, or the shy students can feel more comfortable during this activity. Apart from this, the teacher should count with some noise since several students are at the white board, but the noise should not be unmanageable. So be careful about that. It is assumed that the part with thinking about comparisons to the adjectives can serve as a bridge to the upcoming activity because it sets the students a little bit down and they should start to focus. This part should not be very long because it has the potential to get boring, so that means that the teacher can lose students' attention.

The activity which is using the song requires internet or connection to Wi-Fi, since it operates with Nearpod. Nearpod is explained in the plan itself, however, you need to

crate an account. There is obviously an option not to use any kind of technology and use the ordinary paper and pen. This part also brings an assumption that it adds something extra to the lesson, since it is working with technology and an interesting web site. The teacher should also count with some extra time which involves connecting to the Wi-Fi signal and after that signing into the Nearpod activity. Although students find working with technology as something interesting, the teacher needs to count with around five minutes extra just for connecting. However, every time when the teacher works with any kind of application for the first time, he should count with more than five minutes. It is a great advantage when the students are already familiar with Nearpod, so they would know what to do and where to connect. Nearpod also has a benefit because it can check students' work. Nevertheless, some form of checking whether students hear the right words should follow up, for example in pairs or in small groups.

The following activity involves acting or miming. This should be chosen according to the class and what do the students prefer. On the other hand, if there are some students who do not feel comfortable with acting, give them an option to explain their situation by using English. This activity is supposed to bring some entertainment into the lesson because students are always very creative. The part with the circle should practice speaking skills since pupils have to talk about themselves. Despite the fact that it could be personal, the teacher should choose whether the activity would be manageable as a whole classroom, in pairs or in small groups. The closing activity depends on remaining time, however it can be expected that some lower secondary school students would not like miming, so the teacher can continue with speaking from the previous activity or ask them to write their favourite songs which might be usable for the next lessons based on song lyrics.

3.3.3 San Francisco (Be Sure to Wear Some Flowers in Your Hair)

This lesson plan is more focused on some cultural background than on grammar or vocabulary. It is probably better to use it in a class with older students who already have some knowledge about the second part of 20th century. Also, the song has a positive mood and even though it is a very famous song, your students might not know it, since it is a very old song. What should be also mentioned is that this lesson is a CLIL lesson because it is connecting English and History.

Name of the song: San Francisco

Author(s): Scott McKenzie

Age group: lower secondary school

Level of English: A2

Time: 45 minutes

Teaching Aids: computer, data projector, blank papers, access to the internet

Lesson plan:

This lesson can start with a warm up activity which is called “Telepathy”. You as a teacher prepare ahead some pictures which you will later display to the class. Since the topic of the song is connected with the culture of hippies, you can use a picture of a flower, a heart, a peace symbolized by fingers and a soldier’s helmet. At the beginning you ask your students to open their exercise books and to get a pen. You explain them that you will display a picture and they have thirty seconds or one minute to write as many words as possible which come up to their minds when they see the picture. The time limit depends on you and also on the level of your students. Once the time is over, ask your students to compare their words with their partner. For every same word they get a point. So, the aim of this activity is to write words that are connected with the picture and also to think the same as your partner since they get a point for every word that matches. When you want to make this activity even more interesting, mix the pairs after each picture.

The next activity already includes the song. Give your students a blank paper or ask them to use their exercise books and tell them that they are going to hear a song and their task is to write or draw whatever is on their minds. You can also give this task to pairs or small groups. When the song is over, ask them to create a circle and each pupil should say something about his paper why he or she wrote or drew exactly this. This activity is a modified version of often used connection of song and pictures. Since this plan is aiming at students who are teenagers, so the activity is a little bit changed. The original version has almost the same beginning where students draw what they hear, although this activity works more with what comes to students’ minds when listening to the song but there is no restriction to not to draw anything that they could hear in the song. However, the original instructions are to draw nouns, adjectives, verbs, or adverbs, it is also possible to try this

version. The original activity continues not with a circle but with pair work where the partner tries to guess what the other one drew. This could be also an option to talk about the pictures with partner before the discussion in a circle. Even though this lesson plan is working with drawing which may seem more suitable for younger learners, sometimes it is good not to assume that teenagers will not enjoy a little bit of creative work because it can open for some of them a new way how to learn something (Lorenzutti, 2014, pg. 16). This part was also a little bit inspired by activity "Beyond lyrics" where the students have first available only lyrics and the teacher asks them questions about the song, so this is also an option for this lesson to start first with lyrics and then listen to the song (Goldstein and Driver, 2015, pg. 85-86).

When the first round is over, ask them what the song is about according to them. The aim is to mention somehow the culture of flower children. When you feel that your students seem to be lost try to give them some hints which would lead them to recognize the topic. Since you are sitting in the circle take a chance of this opportunity and ask your pupils what they know about this era (symbols, timeline, or country).

In the following part of the lesson divide your pupils into four groups. Each group will get a different topic to find some information about. The topics are following how the hippies looked like, their opinions, their attitude to life and where the hippie era started. Encourage your students to use the internet to find the information that they need and provide them the access to it. What can be also helpful to say to your students is to not use the words that they do not know how to pronounce them, or they do not remember their meaning. Give them maximum ten minutes to complete the task. When the time is over, ask each group to present their topic to the whole class. The presentation can be done in a circle or in front of the board. However, the circle can be considered as a more comfortable choice because some students tend to be very shy.

This lesson is planned for only forty-five minutes but for a ninety-minute session I would also recommend engaging another subject which is Arts or Crafts. You can make together with your pupils some hippie styled T-shirts, badges, or flower headbands.

Throughout the whole lesson the teacher should be more in the background of the lesson rather than tell his students the facts. The plan of the lesson is focused on student's

individual work or how they can cooperate in a group with a given task and a time limit. It is also better for them to find the fact on their own because it is easier for them to remember something about the era than just listen to the teacher saying the facts.

The lesson plan has not been tried in practice yet, however, here are some of the expectations or things that need to be covered ahead of the lesson. The lesson plan is discussing the hippie era which is connected with historical events. Despite this fact, it is suggested agreeing with colleagues who are teaching History, so the English teacher can plan in the right time and also the students would understand the topic better. This method of connecting multiple subjects because of one topic is called cross curriculum teaching. The introductory activity which is called Telepathy is very good for practicing their vocabulary. This activity could be recommended for any other topic and mainly because pupils really enjoy it. It was already observed that thirty seconds should be enough, however in some classes are pupils with learning disabilities, so in this case one minute is better.

The next part of the lesson is a discussion in a circle. Here it is assumed that for some classes this could be a little problematic, since some classes can have several students with learning difficulties who have troubles to focus, or some children have problems with expressing their opinion. However, this is really up to the teacher and how he or she knows the class. From real life experience it is also not very good to force everyone to speak if they do not feel comfortable. This part also needs some preceding preparation from the teacher because at the end of the discussion, the teacher should tell the students something about the time and it should include verified facts. Nevertheless, the ending should not turn into a historical lecture, so the facts should be presented briefly.

The group work requires clear instructions because some students might take group work as a free time, so there needs to be clearly emphasized that everybody needs to contribute. Also, it would be good for the students to have access to internet, so they can draw from relevant sources. The teacher should observe individual groups and take notes for later feedback. It is probably a better option to present students' work in a circle rather than in front of the whole class because the atmosphere is less stressful and friendlier. Towards the end of the lesson, the teacher can start with closing evaluation of the lesson and give the groups the feedback, what was successful and what could be better.

3.3.4 Shake It Off

This lesson plan is focused on more entertaining way how to revise irregular verbs, learn some new vocabulary and practice students' attention while they are listening. The song is a great choice for lower secondary learners even though they do not have to be very advanced in English since the song uses a lot of repetitions and the singer sings clearly. Probably the biggest advantage of this lesson plan is that you do not have to follow it for the whole lesson, you just pick the passage that is useful for you the most.

Name of the song: Shake It Off

Author(s): Taylor Swift

Age group: lower secondary school

Level of English: A2

Time: 45 minutes

Teaching Aids: computer, data projector, access to the internet, prepared cut out parts of the song ahead (distributed into pairs), song lyrics, dictionary, white board

Lesson plan:

If you feel that your students are fast learners or you like to start your lessons every time with a warm up activity, my suggestion here is to start with *Two Truths and One Lie* activity. Children's task is to write three sentences which two of them will be true and one of them is a lie. Since they already know each other very well, tell them to make it as hard as they can for others to guess which sentence is a lie. For example: I am afraid of dark. I put ketchup on everything. I used to do figure skating. In this case the sentence "I put ketchup on everything." was a lie. This activity is also a great icebreaker and the teacher also gets to know his students a little bit better.

The core of the lesson lies in the song *Shake It Off* by Taylor Swift. Your students will probably know this song since it is still played in the radios or on TV. This part of the lesson is divided into five activities. The first one needs a little bit of preparation ahead because each pair (or a trio) gets the lyrics of the song but cut out into parts. First, ask your students to try to put the song together without hearing it. They need to think about which part is a

chorus and which part of the song can be at the beginning and etc. When they are ready, play the song and let them check their work. Another way how to do this first task is to skip the “guessing” part and let the students engage their listening skills even more. The song is relatively fast, so the task is not that easy. This activity is inspired by Tim Murphy and his “Jumbled lyrics”, where he offers three variations depending on students’ level of English. For this plan was chosen variant number one, since the song is relatively fast, and the lesson includes more activities. Nevertheless, the variant number two, where each student gets a stanza or word from the song and the students as class have to arrange themselves in order of how the lyrics go would be also an interesting option. Murphy suggests that this activity is suitable more for songs that are retelling some story, however, it worked for “Shake It Off” as well (1998, pg. 73).

When the song is over, distribute the sheet with lyrics in correct order to each pair and tell them to check if they put it together in the right way. The student with the cut-out lyrics should stick it to his or her exercise book, so he can work easier with the lyrics in the lesson.

The next part of the lesson also trains the students’ listening and writing skills. The teacher plays the song one more time and students’ task is to either circle the word that they hear or complete the empty gaps with the words from the song. After the song is finished, tell your students to check their answers with their partner. When they are done, check it as a whole class. This task should be easy to complete despite the fact that the tempo of the song is kind of fast. The task can be also modified by giving different worksheet with the lyrics in pairs. Both students would have different missing words and different words to choose when they need to decide which word should they circle as the right one (Abbott, 2011, pg. 15).

Next part focuses on vocabulary because in the lyrics are some highlighted words which students should know how to explain them. Most of the words students already heard or came across but they might not know the meaning or explanation. First, let them work on their own or in pairs. Encourage them to use English for explaining and not just translating the words into Czech. For the final check you can create a circle together with the students so it would be more personal, and they might feel less shy.

The following activity is focused on practice of irregular verbs. This plan counts with the fact that students are already familiar with irregular verbs, and they can recognize most of them. You can make it easier by telling your pupils how many irregular verbs are hidden in the lyrics. Tell your students to highlight the irregular verbs which they have found. Give them some time and make sure that everybody knows what to do. When you see that they are ready, encourage them to come to the white board to write the verbs down. You as a teacher should check that all of the verbs from the song are there. Afterwards you can ask the students who did not come to write any of the verbs on the whiteboard, to try remembering all of the three forms together with Czech translation. You can extend this activity by encouraging them to say any other irregular verb that they know. Another tip how to broaden this part is to create a short story in the past simple tense using the verbs from the song. It really depends how your class is creative and how much they like to improvise.

The last activity with this song could be a short discussion about how the students understand what the song is about. You can ask about the feelings of the singer, what is her attitude towards life and other people. Basically, here is not any answer incorrect. The teacher's role in this part is more about encouraging the students to speak and to practice their speaking skills than checking their correctness.

Here is a tip for a bonus task if you still have time and you know that your students are active and not shy. They can try to mime some of the situations from the song without anybody else knowing what they are miming. This can be also entertaining and making the lesson little bit more fun towards the end.

This lesson plan was successfully done in practice with students of 7th grade. The first activity they have really enjoyed because they tried to make it very hard and even harder for the teacher to guess which sentence is a lie. Since the lesson plan focuses on practicing past simple and irregular verbs, for the next time there could be an improvement in the warm up so the students would write their sentences only by using past tense. However, even this version was all right and students at least practiced writing and speaking skill. The part when the song was involved into the lesson set even a better mood as the children knew the song and they appreciate the atmosphere which the song creates. The activity inspired by "Jumbled lyrics" was quite easy and fast. Most of the students also

like working in pairs. The following part with slightly changed gap filling exercise was smooth as well and the task might have been a little more challenging for this particular group, otherwise the activity was successful. However, in the class were some students with learning difficulties, so the solution might be to create two versions of the gap filling exercise. The part where pupils need to create their own definition of a word which they already know was probably the hardest one at the beginning because students seemed to be shy and not so confident about their explanations. Nevertheless, during the activity this feeling got away, and it was done smoothly. One of the final activities that focused on irregular verbs was aimed at practicing their grammar skills. Most of the verbs, they found but for example the verb “shake” they did not know that this also belongs to the irregular verbs, so it was explained to them. This class where the lesson plan was tried, liked writing on the white board very much, so it was included mainly because of them. Finally, the activity which includes discussion was rather fast because of the lack of time.

3.3.5 I Still Haven't Found What I'm Looking For

This lesson plan is focused on the practice of the present perfect tense, so it is probably more suitable for advanced learners of the lower secondary school. The song figures here more in the background since the lesson focuses more on the practice of the tense. However, the song creates a very lovely atmosphere in the classroom because almost everybody knows it and it is not fast or anything like that.

Name of the song: I Still Haven't Found What I'm Looking For

Author(s): U2

Age group: lower secondary school

Level of English: A2

Time: 45 minutes

Teaching Aids: computer, data projector, access to the internet, song lyrics

Lesson plan:

Since this lesson is focused on present perfect tense, you can start with a great warm up which is called “Never Have I Ever”. Before explaining the rules, you might want to start

with a quick revision of how you create sentences in present perfect or what do we use this tense for. The game is focused on things, adventures, or situations in life that the pupils have never done in their lives. You can inspire them with an example sentence "I have never had a surgery". If there are some students, who already experienced a surgery, they get a point or they must complete a simple task. Be careful with assigning the task, it should be quick, easy, and not too complicated for some shy students. The activity continues with children's sentences about their lives and now it should be their turn to invent the task. After explaining the instructions, give them little bit of time to think about their sentence and the task.

Now it is the right time for the song. Distribute the sheets with lyrics to every student and explain them what they are going to do. They will hear a song without seeing the lyrics at first and their task is to cross out the word that are not part of the song. What is more, students will also have some lyrics little bit changed, for example the original lyrics contain "*I have kissed honey lips*" and in the modified lyrics it looks like this "*I have kissed money lips*" and the students need to reveal and correct the word that does not belong into the song (Murphy, 1998, pg. 70). This really depends on level of English of your students because some classes are finished after the first hearing of the song but on the other hand some students need to hear the song one more time with seeing the lyrics. You as a teacher should observe how your students are doing. When this part is finished, give the students some time to check their sheet with their partners and later check it together.

The last part of the lesson is focused on discussion with your pupils. For better environment in the class, you might want to create a circle or if your class is very talkative you can divide them into small groups and write the questions on board. First, start with the question how they understood the song, what vibe did the song have and how did they feel after listening to it. Your next questions can be targeted at what do the students think that people want to achieve in their lives. You can also ask them if they think that it is real to fulfil everything. The last round of questions might be focused on students themselves. You can ask them what their dreams are if they already achieved everything or what is their life goal. This last part of the lesson also allows you to get your students know better.

This lesson plan was already tried in practice, nevertheless with slight changes since the level of English of the pupils was not that high for such a long discussion. On the other

hand, the students spent more time on the song part as they it was expected, so the lesson was successfully done. The lesson plan already counts with the fact that students somehow know how and in which situations do they use present perfect. Although, the teacher can do a little bit of revision at the beginning of the lesson, so the students can refresh their knowledge. The first activity is something that students usually enjoy because they can be creative in inventing the tasks for their classmates, for example “do five squats” or say some tongue twister. Nevertheless, here the teacher must set clear rules, since this plan is constructed for teenagers, so that the lesson would not turn into anything wild and unmanageable. The middle of the lesson where the song is used was successful since the students enjoyed the song and it really caught their attention. As the original song is quite long, the worksheet with the lyrics is a little bit shorter so the students would not lose their attention and would not get bored. The final part with the checking went very smoothly and students were very active. Last but not least, was the discussion part where students tried to be active as well but due to their level of English, some of them had troubles with expressing their thought in English. Nonetheless, with the help of the teacher and students, they managed at the end. Also, the time allocation inexorable, so the discussion was rather brief.

4. Conclusion

The main aim of this master's thesis was to show and offer how songs and mainly their lyrics can be used in the lessons of foreign language and mostly in English classes. The thesis focus was on offering various methods of how English can be taught through song lyrics. This aim was accomplished since the thesis shows several ideas of how this can be done, and also individual plans are offering step by step whole lesson which were already used in practice, or it is mentioned what are the expectations about the development of the lesson. According to what was found in a great deal of sources there is almost always an option how to turn a basic lesson into an original one with the use of song lyrics and what is more, the pupils can learn something as well. The thesis also aims at including modern technologies which is important in nowadays schooling system, so there are given some advice about how modern technologies can be used in the lessons.

The thesis gives reader at least a brief knowledge about the English language teaching and its evolution throughout the twentieth century till today. It is apparent how the teachers, editors and lecturers had to reflect to the period of time and its needs. In the last part about English language teaching is also mentioned that using modern technologies is something that inseparably belongs into nowadays teaching. The suggested lesson plans and teaching through song lyrics in general count with this. Moreover, the practical part combines activities that requires modern technology with activities which need only piece of paper.

It was found that students feel more comfortable and relaxed in classes where is used music. It is also said that by getting older, students do not have many opportunities to come across songs in the foreign language classes. That is unfortunately a fact since many well-known coursebooks stop including songs therefore song lyrics into their materials, so that depends only on the teacher. However, looking for corresponding songs to the current discussed topic requires more time for teacher's preparation. Nevertheless, not only the theoretical part, but also the practical part gives many possibilities where to look for the sources or which activities would suit to the topic.

It is a fact that music is everywhere around us from the moment that we are born or maybe even sooner, so it is natural that students feel the rhythm and mood of the song.

From the reflections or expectations that are mentioned towards the end of every lesson plan follow that students enjoy the music, they liked the songs and the melody, so the parts where they were training their knowledge was relaxed and enjoyable. The theoretical part is discussing the skills that are possible to practice through song lyrics, e. g. listening, writing, reading, etc. The practical part illustrates activities not only in the lesson plans how these skills can be practiced by using song lyrics in the lessons. Listening is probably the most expected skill to be trained by using music and it is a fact since the students can hear how native speakers sound and what might be the phrases that they use in their lives. The theoretical part also discusses this issue of working with how native speakers express themselves. The practical part tries to combine song that do not have such fast tempo, so they are better for students' understanding, however the part about lesson plans also suggests an option where the song is rather fast and still, students are able to fulfil the tasks as well. This is given due to the fact that teacher must know the students' level of the language and also the song with faster rhythm should contain more or less vocabulary that students are familiar with. The thesis' practical part focuses also on the lexical part together with teaching grammar through song lyrics and that is mainly because Czech schooling system has some requirements where students need to master some grammar rules and using songs offer an option how to teach this in a new and original way than using workbook.

As it is mentioned in the theoretical part that songs often reflect cultural and historical background, the suggested lesson plans are working with this fact. Mainly the plan based on a song *Rocket Man* and also the plan with the song *San Francisco (Be Sure To Wear Flowers In Your Hair)*.

In conclusion, the thesis main aim is to illustrate how song lyrics can be used in the process of teaching a foreign language. Towards the end of the practical part, is a section with six lesson plans which try to cover various activities or points of view and suggest how several skills can be taught using only one song. Moreover, the plans also show that well-known phenomenon of using gap-fill exercises can be used and modified or combined with more enjoyable activities that involve movement, drawing, writing, or speaking. Every plan also has its reflection of how it went in real class and what might be improved or changed, or it contains an expectation of how the plan could put into practice. Through the

reflections was found that children seem to enjoy the songs, working with song lyrics, the music and what is more the lesson. So, this thesis indicates that using song lyrics in combination with teaching from coursebooks could have its place in the future of teaching foreign languages.

5. Sources

5.1 Primary sources

HOWATT, Anthony P. R. *A History of English Language Teaching*. 5. Oxford: Oxford University Press, 1994. ISBN 01-943-7075-5.

JOHN, Elton. Elton John – rocket man (I think it's going to be a long, long time). *Genius* [online]. [Accessed 15 April 2022]. Available from: <https://genius.com/Elton-john-rocket-man-i-think-its-going-to-be-a-long-long-time-lyrics>

LAZAR, Gillian. *Literature and Language Teaching: A guide for teachers and trainers*. 19. United Kingdom: Cambridge University Press, 2009. ISBN 978-0-521-40651-2.

LENKA. Lenka – everything at once. *Genius* [online]. [Accessed 15 April 2022]. Available from: <https://genius.com/Lenka-everything-at-once-lyrics>

MCKENZIE, Scott. In the streets of San Francisco / gentle people with flowers in their hair. *Genius* [online]. [Accessed 15 April 2022]. Available from: <https://genius.com/1568763>

MURPHEY, Tim. *Music and song*. 6. Oxford: Oxford University Press, 1998. Resource books for teachers. ISBN 01-943-7055-0.

SWIFT, Taylor. Taylor Swift – Shake it off. *Genius* [online]. [Accessed 15 April 2022]. Available from: <https://genius.com/Taylor-swift-shake-it-off-lyrics>

U2. U2 – I still haven't found what I'm looking for. *Genius* [online]. [Accessed 15 April 2022]. Available from: <https://genius.com/U2-i-still-havent-found-what-im-looking-for-lyrics>

5.2 Secondary sources

BURNS, Gary. Scott McKenzie, 1939–2012. *Popular Music and Society*. 2013, **36**(1), 119. ISSN 0300-7766.

DAT, Bao. Creativity and Innovations in ELT Materials Development: Looking Beyond the Current Design. Bristol: Blue Ridge Summit: Multilingual Matters, 2018. ISBN 1783099690.

DEGRAVE, Pauline. Music in the Foreign Language Classroom: How and Why?. *Journal of Language Teaching and Research*. 2019, **10**(3), 412-420. ISSN 1798-4769.

GOLDSTEIN, Ben a Paul DRIVER. *Language Learning with Digital Video*. United Kingdom: Cambridge University Press, 2015. ISBN 978-1-107-63464-0.

HALL, Graham. *Exploring English Language Teaching: Language in Action*. 1. London: Routledge, 2011. Routledge introductions to applied linguistics. ISBN 978-041-5584-159.

MILLINGTON, Neil T. Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*. 2011, **2**(1), 134-141.

PAINTER-FARRELL, Lesley. *Homework*. Oxford: Oxford University Press, 2004. Resource books for teachers. ISBN 01-943-7574-9.

SHEN, Chunxuan. Using English Songs: An Enjoyable and Effective Approach to ELT. *English Language Teaching*. 2009, **2**(1), 88-94. ISSN 1916-4742.

ABBOTT, Marilyn. Using Music to Promote L2 Learning Among Adult Learners. *TESOL JOURNAL*. 2011, **11**(1), 10-17.

CARLSON, James R. Songs That Teach: Using Song-Poems to Teach Critically. *The English Journal* [online]. 2010, **99**(4), 65-71 [cit. 2022-02-27]. Dostupné z: <https://www.jstor.org/stable/27807169>

DALTON, Colin a Owain LEWES. Utilizing Karaoke in the ESL Classroom: The Beatles. *A Journal of the Texas Council of Teachers of English Language Arts*. 2015, (45.1), 33.

DEGRAVE, Pauline. Music in the Foreign Language Classroom: How and Why?. *Journal of Language Teaching and Research* [online]. 2019, **10**(3), 412-420 [cit. 2022-03-26]. Dostupné z: <http://dx.doi.org/10.17507/jltr.1003.02>

LORENZUTTI, Nico. Beyond the Gap Fill: Dynamic Activities for Song in the EFL Classroom. *English Teaching Forum*. 2014, **52**(1), 14-21.

MOELLER, Aleidine Kramer. *Fostering Connections, Empowering Communities, Celebrating the World*. Richmond, VA: Robert M. Terry, 2016.

O'GORMAN, Martin. The fascinating fantasy behind Elton John's Rocket Man. *Radio X* [online]. UK, 2022, 25.3.2022 [cit. 2022-04-15]. Dostupné z: <https://www.radiox.co.uk/features/what-does-rocket-man-by-elton-john-mean/>

RUKHOLM, Vanessa Natale. Singing to Speak: An Examination of Adult L2 Learners and Vocabulary Learning Through Song. *Italica* [online]. 2015, **92**(1), 171-192 [cit. 2022-03-04]. Dostupné z: <https://www.jstor.org/stable/43895229>

SMITH, Richard. A brief history of ELT Journal. *ELT Journal*, 2021, 75.1: 4-13.

SULEIMAN, Yasir. The Utilization of Songs in TAFL at the University Level. *Al-'Arabiyya* [online]. Georgetown University Press, 1990, **23**(1/2), 77 [cit. 2022-02-20]. Dostupné z: <https://www.jstor.org/stable/43194109>

LI, Xiangming a Manny BRAND. Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners. *Contributions to Music Education* [online]. Ohio Music Education Association, 2009, **36**(1), 75 [cit. 2022-02-20]. Dostupné z: <https://www.jstor.org/stable/24127219>

6. Appendices

6.1 Rocket Man (I Think It's Going To Be a Long, Long Time)

6.1.1 Rocket Man (I Think It's Going To Be a Long, Long Time) - Full Lyrics

She packed my bags last night pre-flight

Zero hour 9:00 a.m.

And I'm gonna be high

As a kite by then

I miss the Earth so much I miss my wife

It's lonely out in space

On such a timeless flight

And I think it's gonna be a long, long time

'Til touchdown brings me 'round again to find

I'm not the man they think I am at home

Oh, no, no, no

I'm a rocket man

Rocket man, burning out his fuse up here alone

And I think it's gonna be a long, long time

'Til touchdown brings me 'round again to find

I'm not the man they think I am at home

Oh, no, no, no

I'm a rocket man

Rocket man, burning out his fuse up here alone

Mars ain't the kind of place to raise your kids

In fact it's cold as hell

And there's no one there to raise them

If you did

And all this science

I don't understand

It's just my job five days a week

A rocket man

A rocket man

And I think it's gonna be a long, long time

'Til touchdown brings me 'round again to find

I'm not the man they think I am at home

Oh, no, no, no

I'm a rocket man

Rocket man, burning out his fuse up here alone

And I think it's gonna be a long, long time

'Til touchdown brings me 'round again to find

I'm not the man they think I am at home

Oh, no, no, no

I'm a rocket man

Rocket man, burning out his fuse up here alone

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a long, long time

And I think it's gonna be a-

6.1.2 Rocket Man (I Think It's Going To Be a Long, Long Time) – Worksheet

She _____ my bags last night pre-flight

Zero hour nine A.M.

And I'm gonna be high as a _____ by then

I miss _____ so much, I miss my _____

It's lonely out in space

On such a timeless _____

And I think it's gonna be a long _____

'Til touchdown brings me 'round again to find

I'm not the man they think I am _____

Oh, no, no, no.

I'm a _____

Rocket man burning out his fuse up here alone

And I think it's gonna be a long long time

'Til _____ brings me 'round again to find

I'm not the man they think I am at home

Oh, no, no, no.

I'm a rocket man

Rocket man burning out his fuse up here _____

Mars ain't the kind of place to raise your _____

In fact it's _____ as hell

And there's no one there to _____ them if you did

And all this science I don't _____

It's just my job five days a week

A rocket man, a _____ man

And I think it's gonna be a long long time

'Til touchdown brings me 'round again to _____

I'm not the man they think I am at home

Oh, no, no, _____.

I'm a rocket man

Rocket man burning out his fuse up here alone (2x)

And I think it's gonna be a long long time

And I think it's gonna be a long long time

And I think it's gonna be a long long time

And I think it's gonna be a long long time

And I think it's gonna be a long long time

And I think it's gonna be a long long time

And I think it's gonna be a long long time

And I think it's gonna be a long long time

6.2 Everything At Once

6.2.1 Everything At Once – Full Lyrics

As sly as a fox, as strong as an ox
As fast as a hare, as brave as a bear
As free as a bird, as neat as a word
As quiet as a mouse, as big as a house

All I wanna be,
All I wanna be, oh
All I wanna be is everything

As mean as a wolf, as sharp as a tooth
As deep as a bite, as dark as the night
As sweet as a song, as right as a wrong
As long as a road, as ugly as a toad

As pretty as a picture hanging from the fixture
Strong like a family, strong as I wanna be
Bright as day, as light as play
As hard as nails, as grand as a whale

All I wanna be, oh
all I wanna be, oh
All I wanna be is everything,
everything at once,
everything at once, oh
everything at once

As warm as the sun, as silly as fun
As tall as a tree, as scary as the sea
As hot as fire, cold as ice

Sweet as sugar and everything nice

As old as time, as straight as a line

As royal as a queen, as buzzed as a bee

Stealth as a tiger, smooth as a glide

Pure as a melody, pure as I wanna be

All I wanna be, oh

All I wanna be, oh

All I wanna be is everything

Everything at once.

6.2.2 Everything At Once – Worksheet (Lesson Plan no. 2)

As _____ as a fox, as _____ as an ox

As _____ as a hare, as _____ as a bear

As _____ as a bird, as _____ as a word

As _____ as a mouse, as _____ as a house

All I wanna be,

All I wanna be, oh

All I wanna be is everything

As _____ as a wolf, as _____ as a tooth

As _____ as a bite, as _____ as the night

As _____ as a song, as _____ as a wrong

As _____ as a road, as _____ as a toad

As _____ as a picture hanging from the fixture

_____ like a family, _____ as I wanna be

_____ as day, as _____ as play

As _____ as nails, as _____ as a whale

All I wanna be, oh

all I wanna be, oh

All I wanna be is everything,

everything at once,

everything at once, oh

everything at once

As _____ as the sun, as _____ as fun

As _____ as a tree, as _____ as the sea

As _____ as fire, _____ as ice

_____ as sugar and everything _____

As _____ as time, as _____ as a line
As _____ as a queen, as buzzed as a bee
Stealth as a tiger, _____ as a glide
_____ as a melody, _____ as I wanna be

All I wanna be, oh
All I wanna be, oh
All I wanna be is everything
Everything at once.

6.3 San Francisco

6.3.1 San Francisco – Full Lyrics

If you're going to San Francisco,
Be sure to wear some flowers in your hair.
If you're going to San Francisco,
You're gonna meet some gentle people there.

All those who come to San Francisco,
Summertime will be a love-in there.
In the streets of San Francisco,
Gentle people with flowers in their hair.

All across the nation, such a strange vibration,
People in motion,
There's a whole generation, with a new explanation,
People in motion, people in motion.

All those who come to San Francisco,
Be sure to wear some flowers in your hair.
If you come to San Francisco,
Summertime will be a love-in there.

6.4 Shake It Off

6.4.1 Shake It Off – Full Lyrics

I stay out too late

Got nothing in my brain

That's what people say, mm, mm

That's what people say, mm, mm

I go on too many dates

But I can't make 'em stay

At least that's what people say, mm, mm

That's what people say, mm, mm

But I keep cruising

Can't stop, won't stop moving

It's like I got this music in my mind

Saying it's gonna be alright

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off (whoo-hoo-hoo)

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off (Woo-hoo-hoo)

I never miss a beat

I'm lightning on my feet

And that's what they don't see, mm, mm

That's what they don't see, mm, mm

I'm dancing on my own (dancing on my own)

I make the moves up as I go (moves up as I go)

And that's what they don't know, mm, mm

That's what they don't know, mm, mm

But I keep cruising

Can't stop, won't stop grooving

It's like I got this music in my mind

Saying it's gonna be alright

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off (woo-hoo-hoo)

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off (woo-hoo-hoo)

Shake it off, I shake it off

I, I, I shake it off, I shake it off

I, I, I shake it off, I shake it off

I, I, I shake it off, I shake it off (woo-hoo-hoo)

Hey, hey, hey

Just think while you've been gettin' down and out about the liars

And the dirty, dirty cheats of the world

You could've been gettin' down

To this sick beat

My ex man brought his new girlfriend

She's like, "Oh my God!"

I'm just gonna shake

And to the fella over there with the hella good hair

Won't you come on over baby?

We can shake, shake, shake (yeah)

Yeah, oh

'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate (haters gonna hate)
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off (woo-hoo-hoo)

Heartbreakers gonna break, break, break, break, break
And the fakers gonna fake, fake, fake, fake, fake (and fake, and fake, and fake)
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off (woo-hoo-hoo)

Shake it off, I shake it off
I, I, I shake it off, I shake it off
I, I, I shake it off, I shake it off
I, I, I shake it off, I shake it off (woo-hoo-hoo)

Shake it off, I shake it off
I, I, I shake it off, I shake it off (you got to)
I, I, I shake it off, I shake it off
I, I, I shake it off, I shake it off

6.4.2 Shake It Off – Worksheet

I stay out too **late/eight**

Got **everything/nothing** in my brain

That's what people say, mmm-mmm

That's what people say, mmm-mmm

I go on too many dates [*chuckle*]

But I can't make them **pay/stay**

At least that's what people **say/tell**, mmm-mmm

That's what people say, mmm-mmm

But I keep **cruising/loosing**

Can't stop, won't stop moving

It's like I got this music

In my **side/mind**

Saying, "It's gonna be alright."

Chorus:

'Cause the players gonna _____, (5x)

And the _____ gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I _____ it off, I shake it off

Heart-breakers gonna _____, (5x)

And the _____ gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it _____

I never miss a **beat/boat**

I'm lightning on my **cheek/feet**

And that's what they don't **see/feel**, mmm-mmm

That's what they don't see, mmm-mmm

I'm **dancing/shaking** on my own (_____ on my own)
I make the **clues/moves** up as I go (_____ up as I go)
And that's what they don't **know/now**, mmm-mmm
That's what they don't **know/now**, mmm-mmm

But I **beep/keep** cruising
Can't stop, won't stop grooving
It's like I got this _____
In my mind
Saying, "It's gonna **be/bee** alright."

Chorus (1x)

Shake it off, I shake it off,
I, I, I shake it off, I shake it off,
I, I, I shake it off, I shake it off,
I, I, I shake it off, I shake it off

Hey, hey, hey
Just think while you've been getting down and out about the liars and the dirty, dirty
beats/cheats of the world,
You could've been getting down to this sick beat.

My ex-man brought his new **girlfriend/friend**
She's like "Oh, my god!" but I'm just gonna **take/shake**.
And to the fella over there with the hella good hair
Won't you come on over, baby? We can shake, shake, shake

Yeah ohhh

Chorus (1x)

Shake it off, I shake it off,

I, I, I shake it off, I shake it off,

I, I, I shake it off, I shake it off

I, I, I shake it off, I shake it off **(3x)**

6.5 I Still Haven't Found What I'm Looking For

6.5. 1 I Still Haven't Found What I'm Looking For – Full Lyrics

I have climbed highest mountains

I have run through the fields

Only to be with you

Only to be with you

I have run

I have crawled

I have scaled these city walls

These city walls

Only to be with you

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

I have kissed honey lips

Felt the healing in her fingertips

It burned like fire

This burning desire

I have spoke with the tongue of angels

I have held the hand of a devil

It was warm in the night

I was cold as a stone

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

I believe in the kingdom come

Then all the colors will bleed into one

Bleed into one

But yes I'm still running

You broke the bonds

And you loosed the chains

Carried the cross

Of my shame

Oh my shame

You know I believe it

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

But I still haven't found what I'm looking for

6.5. 2 I Still Haven't Found What I'm Looking For – Worksheet

I have climbed the highest curtains

I have run through the corn fields

Only to be alone with you

Only to be alone with you

I have sun I have crawled

I have scaled these pity walls

These dirty city walls

Only to be with your mom

But I still haven't found at all

What I'm looking for

But I still haven't found at all

What I'm looking for

I have kissed money lips twice

Felt the healing in the fingertips

It burned like big fire

This turning desire

I have spoken with the tongue of los angels

I have held the hand of a daisy devil

It was warm in the night and day

I was cold as a stone and ice

But I still haven't found it

What I'm looking for

But I still haven't found it
What I'm looking for

I believe in the United Kingdom come
Then all the colors will read into one
Read into one
But yes, I'm still

Resumé

Tato diplomová práce se zaměřuje na využití písňových textů ve výuce anglického jazyka. Jejím hlavním cílem je ukázat, proč hudba má své místo v rámci výuky cizích jazyků. Nejen hudba, ale i texty, které jsou její součástí. Písňové texty mohou rozvíjet hned několik dovedností najednou a to především poslech a porozumění řeči rodilých mluvčích. Kromě poslechu lze využít písňové texty pro výuku gramatiky, čtení, psaní nebo jako prostředek, jak se studenty mluvit o různých tématech a tím tak rozvíjet nejen jejich vyjadřovací schopnosti, ale i otevřít jejich emocionální stránku. Praktická část diplomové práce se zaměřuje na to, aby dokázala nabídnout učitelům několik možností, jak písňové texty využít a aplikovat přímo na danou problematiku nebo pomocí obecnějších aktivit poskytnout inspiraci. V práci se nachází celkem šest plánů výuky neboli příprav, které využívají pět písní, které jsou jak z dnešní doby, tudíž blíže studentům, tak z dob minulých, které mají také ovšem co nabídnout. Všechny plány byly zároveň vyhodnoceny nebo byla vyvozena očekávání, jak by taková hodina mohla proběhnout. V rámci vyhodnocení plánů byly zjištěny nejen pozitivní, ale i stinné stránky, která plán skýtal.

ANOTACE

Jméno a příjmení:	Bc. Kateřina Vonášková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Jiří Flajšar, Ph.D.
Rok obhajoby:	2022

Název práce:	Použití písňových textů ve výuce anglického jazyka
Název v angličtině:	The Use of Song Lyrics in English Language Teaching
Anotace práce:	Tato diplomová práce se zaměřuje na použití písňových textů ve výuce anglického jazyka. Práce ve stručnosti popisuje vývoj výuky anglického jazyka ve 20. století a taktéž vysvětluje, z jakých důvodů je hudba, společně s písňovými texty důležitá pro rozvoj jazykových dovedností u žáků všech věkových kategorií. Popisuje schopnosti, které jsou možné prostřednictvím písňových textů u žáků rozvíjet a nabízí několik možností, jak tuto metodu aplikovat přímo ve výuce. Aplikaci metod je v diplomové práci ukázána na výukových plánech, které mohou být použity přímo ve výuce.
Klíčová slova:	Písňové texty, píseň, výuka anglického jazyka, plán hodiny, hudba, použití písňových textů.
Anotace v angličtině:	This master's thesis main aim lies in using song lyrics in the English language teaching. The thesis briefly describes the development of English language teaching in the 20 th century. Moreover, it explains why music together with song lyrics is important for the development of pupils' language skills among various age groups. The thesis also describes various skills which can students develop by using song lyrics and moreover, it suggests options how song lyrics can be used in the English language teaching in general. The usage of the methods is shown in the lesson plan which can be used in teaching.
Klíčová slova v angličtině:	Song lyrics, song, English Language Teaching, lesson plan, music, activity using song lyrics.

Přílohy vázané v práci:	<p>Rocket Man (I Think It's Going To Be a Long, Long Time) – full lyrics</p> <p>Rocket Man (I Think It's Going To Be a Long, Long Time) - worksheet</p> <p>Everything At Once – full lyrics</p> <p>Everything At Once - worksheet</p> <p>San Francisco – full lyrics</p> <p>Shake It Off – full lyrics</p> <p>Shake It Off - worksheet</p> <p>I Still Haven't Found What I'm Looking For – full lyrics</p> <p>I Still Haven't Found What I'm Looking For - worksheet</p>
Rozsah práce:	49 s. (112 634 znaků)
Jazyk práce:	anglický