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Using authentic songs to develop plurilingualism at the lower secondary school level

Vypracovala: Bc. Anežka Šmídlová

Vedoucí práce: doc. PhDr. Lucie Betáková, MA, Ph.D.

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Abstract

This thesis deals with the significance and possible ways of using authentic songs in the classes of English and German as foreign languages at the lower secondary school level, especially from the viewpoint of developing plurilingualism and interconnecting these two subjects. The thesis focuses on the aims of the Council of Europe's education policies concerning plurilingualism and the ways authentic songs can support the pursuit of these aims in language education.

The practical part of this thesis presents three lesson plans designed for parallel lessons of English and German as foreign languages. Each lesson plan is based on one authentic song or two versions of an authentic song and corresponds with the level and syllabus of the class. The exercises are aimed above all at the development of plurilingualism and encouragement to learn two foreign languages together.

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1. Introduction

In today's interconnected world, people from different nations and cultures often meet and come to work together or even live next to each other. To create a peaceful multi-cultural society, it is necessary that people understand one another. Everyone should make use of the most of their potential to be able to communicate successfully with as many people and in as many situations as possible. To develop such linguistic repertoire and to learn how to make use of it, it is important to provide people with plurilingual education.

In the Czech educational system, plurilingual education is still something that needs improvement and more attention. The languages taught at elementary schools are often treated as isolated subjects which cannot cooperate. This seems rather unfortunate to me as a future teacher of English and German, since I believe that the interconnection of these subjects can be beneficial to the learners. After all, combining more languages is something people tend to do naturally when they need to make themselves understood and it should be reflected in education as well. Therefore, I started searching for ways how to link teaching of these two languages. Moreover, I have always enjoyed working with songs and music when learning languages and became interested in the methods of using songs as tools in language education. In my bachelor's thesis, I researched the use of songs in the classes of German as a foreign language at Czech elementary schools, after which I wanted to put the theoretical findings into practice and design actual lesson plans using songs.

I decided to connect all these issues and study them more carefully. Therefore, the aim of this thesis is to outline possible ways in which authentic songs can be used as tools to develop plurilingualism at the lower secondary school level.

The theoretical part of this thesis will deal with three main topics. First of all, the significance of developing a plurilingual competence will be discussed, as well as its pursuit in language education at the lower secondary school level according to the aims of the Council of Europe's language education policies. Secondly, the cross-linguistic influence of English and German will be explained and possibilities of interconnecting these two subjects at the lower secondary school level will be presented. Thirdly, the benefits of using music and songs in language education will be mentioned, and possible

ways of using music and authentic songs particularly in the classes of English and German as foreign languages will be described. After these three main chapters will follow a discussion of the use of authentic songs for the purposes of developing plurilingualism, which will concentrate especially on the classes of English and German as foreign languages at the lower secondary school level.

The practical part of this thesis will consist of three lesson plans designed for parallel lessons of English and German as foreign languages in three different classes at the lower secondary school level. Each lesson plan will be based on one authentic song or two versions of an authentic song and will correspond to the level and syllabus of the chosen class. The lesson plans will be aimed mainly at interconnecting the two subjects and at developing the plurilingual competence with the aid of authentic songs. All the lesson plans will be implemented in the language lessons of three classes at a chosen elementary school and a commentary on the results of these lessons will be presented.

Theoretical part

2. Definitions

At this point, it seems appropriate to explain several terms which will be used throughout this thesis. Especially the difference between *multilingualism* and *plurilingualism* should be clarified at the beginning, since the usage of these two terms sometimes varies in different reference books.

2.1 Multilingualism

In contrast to plurilingualism, multilingualism is defined as *"the presence of several languages in a given geographical area, regardless of those who speak them"* by the authors of the Council of Europe's Guide (2010:16)[1], who add that this does not necessarily mean people of that particular area actually using all these languages.

2.2 Plurilingualism

In this thesis, plurilingualism is perceived as *"the ability to use languages for the purposes of communication and to take part in intercultural action, where a person viewed as a social agent, has proficiency, of varying degrees, in several languages and experience of several cultures"*, according to the definition of the Common European Framework of Reference for Languages (2001:168), hereinafter referred to as CEFR.

Official documents of the Council of Europe, such as the Guide (2007)[2] further specify plurilingualism as a capacity of a speaker to learn two or more languages, which is intrinsic and manifests itself in the number of languages the speaker is able to use.

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[1] Guide for the development and implementation of curricula for plurilingual and intercultural education
[2] Guide for the Development of Language Education Policies in Europe: From Linguistic Diversity to Plurilingual Education

Moreover, *"being plurilingual does not mean mastering a large number of languages to a high level, but acquiring the ability to use more than one linguistic variety to degrees (which are not necessarily identical) for different purposes (conversation, reading or writing, etc.)."*, according to the Guide (2007:37). According to CEFR (2001), this capacity is complex and composed of non-separated competences to communicate using the range of available languages. In the Guide (2010), it is also stated that the plurilingual approach, in contrast to multilingualism, concentrates on speakers and learners who are acquiring different languages and developing their plurilingual competence, rather than on the specific languages themselves.

Plurilingualism could thus also be understood as *"individual multilingualism"*, as Jessner (2008:18) points out, whereas multilingualism would refer to the use of more languages by society.

Furthermore, as it is pointed out in the Guide (2007), plurilingualism should be seen as a competence accessible to all speakers, since the potential to acquire several linguistic varieties to different degrees, which may even change over time, is given to everyone.

To summarize, multilingualism indicates the presence of several different languages, whereas plurilingualism centres on language learners and their ability to learn and use these languages.

2.3 Other terms

Interculturality

According to the Council of Europe's Guide (2010:16), *interculturality* is *"the ability to experience another culture and analyse that experience"*. It means that individuals are aware of other cultures than their own and try to critically evaluate the encounter with them. During this process, they gain an *intercultural competence,* which helps them to understand the differences between cultures.

Pluriculturality

The Guide (2010:16) explains *pluriculturality* as *"the desire and ability to identify with several cultures, and participate in them"*. *Pluriculturality* and *interculturality* are in fact interconnected.

Language transfer

According to Odlin (1989:27), it is *"the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired"*.

Odlin (1989) distinguishes between *positive transfer* and *negative transfer*, which are both results of cross-linguistic influences but lead either to positive – facilitating effects on language acquisition, or to negative effects – errors.

3. Significance and promotion of plurilingualism

As explained in the previous chapter, plurilingualism means the ability to use several different languages in varying degrees, in order to handle different purposes of communication as well as to understand different cultures.

The aim of this chapter is to summarize the main advantages of possessing a plurilingual competence and subsequently to outline the possibilities of pursuing plurilingualism in education and at the lower secondary school level in particular.

3.1 The importance of developing a plurilingual competence

There are several different points of view from which plurilingualism can be interpreted and considered beneficial. The Council of Europe's Guide (2007)[3] emphasizes following basic points.

First of all, it should be considered what benefits plurilingualism can bring to an individual.

Developing a plurilingual competence opens up a lot of new opportunities a person can benefit from. Above all, it broadens the range of communication skills a speaker can apply for different purposes or needs, be it in a work-related situation, in everyday use or when dealing with personal issues. Speakers can even use not only one linguistic variety for each particular purpose, they may in fact combine several of those in a single communicative situation. Certainly, embracing of such plurilingual approach makes a speaker more flexible in communication, as the Guide (2007) states.

In the European context, this competence enables each citizen to communicate better with other Europeans. Moreover, it improves their opportunities for information or knowledge exchange, travelling, as well as movement of goods and services, according to the Guide (2007).

As noted in the Guide (2007), interacting with fellow Europeans also encourages the feeling of belonging to Europe, since the plurilingual competence makes it possible

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[3]BEACCO, Jean-Claude. *From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe*. Main Version. Strasbourg: Council of Europe, 2007. This main version will be further referred to as *the Guide (2007), in contrast to the executive version of this document published in the same year which is also referenced in this text.*

for a person, to get involved not only in the public life of their own countries, but also in the political and cultural space of Europe as a whole. Individuals are indeed enabled to develop a new identity for themselves, similarly as they identify with their own nations and other social groups on the grounds of a shared language, religious beliefs or moral values.

Another benefit of plurilingualism mentioned in the Guide (2007) is the fact that it functions as a prerequisite for each individual's linguistic tolerance. Provided that individuals embrace their plurilingual competence, they are likely to start respecting linguistic differences and treating all of the linguistic varieties of their own or of others equally, even if each of these varieties may be used for a different purpose. This basically means that they recognize that the relationship between different languages is not a competition, but rather a cooperation. Such developed tolerance towards other people's languages then slowly leads to respecting each other, including the linguistic minorities, everybody's linguistic rights, freedom of expression, etc. All of these components represent the grounds of a democratic citizenship.

Especially the lastly mentioned individual benefit of plurilingualism, which is the encouraging of a democratic citizenship, turns the attention to the benefits plurilingualism has from a global point of view, or at least from the point of view of the European society.

The development of a plurilingual competence in individuals makes it possible to pursue democratic principles and human rights in the whole society. Since language rights are a part of human rights, it seems necessary to take them into account, in order to prevent conflicts, marginalization, to reduce inequality or poverty, and to maintain peace and stability in Europe, as the Guide (2007) points out.

Similarly, the Guide (2007) notes that plurilingualism represents a significant aid in protecting linguistic minorities. If every linguistic variety is treated equally by speakers, it contributes to creating equality among all European citizens, including immigrants and refugees. Also, plurilingualism could be interpreted as a tool to preserve the linguistic heritage of Europe, which is constituted by more than 220 indigenous varieties plus the numerous languages of newcomers. This presence of different linguistic varieties in European territories is considered an anthropological and cultural value, which is worth preserving. Tolerance towards different linguistic varieties built up by plurilingualism helps to protect these values. In other words, plurilingualism is necessary to maintain multilingualism in European communities.

Finally, plurilingualism can be interpreted from the point of view of its connection to pluriculturalism, which also contributes greatly to the development of democratic citizenship and the sense of belonging to Europe.

In contrast to the intercultural competence, which means the ability to analyse the experience of a different culture (see *Definitions*), pluricultural competence is rather the ability to identify with more than one culture. The identification with another cultural group seems impossible without also identifying with the language used in that cultural environment. Likewise, learning somebody else's language usually leads to at least partly accepting their cultural background as well. Therefore, the development of a plurilingual competence also cultivates the willingness to understand the differences and to share the common space with members of many different cultural groups of Europe, as mentioned in the Guide (2007).

3.2 Aims of the Council of Europe's Language Education Policies

The Council of Europe sees the importance that language education has for creating a well-functioning society consisting of different cultures and nations. Therefore, they presented a set of language education policies and recommendations, which can be found in the Guide (2007) and which the authorities responsible for education in each member state of the EU should follow. The policies are based on principles of democracy and human rights as well as efficiency and economy.

On the grounds of the advantages described in the previous section, the promotion of plurilingualism and linguistic diversity became the fundamental principle of language education policies in the EU, as stated in the Guide (2007). That is because plurilingualism, apart from the benefits it brings to individuals, is also the prerequisite for a democratic citizenship in Europe. The main aim of the European language education policies is therefore essentially to guarantee that the benefits mentioned above will become reality.

Since the aim of the Council of Europe is also to achieve unity among the member states and their citizens, the Committee of Ministers presented a Recommendation (2008) concerning the use of the Common European Framework of Reference for Languages (CEFR) as well as the promotion of plurilingualism, which should be accepted by all the

state governments in the EU. In order to develop plurilingualism among European citizens, the Committee recommends besides other things to *"provide guidance for the diversification of language learning within educational systems (2.3), take into consideration the social and cultural dimensions of language learning (2.4.2.)* and *consider and treat each language in the curriculum not in isolation but as part of a coherent plurilingual education (2.4.3.)"* (2008:1)

The Executive version of the Guide (2007) specifies that the diversification means providing and encouraging the learning of more languages, not only English or other dominant languages. Since plurilingualism helps to protect linguistic minorities and contributes to mutual tolerance among different culture groups, its promotion should be included in the practice of foreign language teaching all over the EU. Two tools mentioned in the Guide which can help significantly to achieve this goal are the *Common European Framework of Reference for Languages*, which makes the process of teaching and learning all languages more transparent and coherent, and the *European Language Portfolio[4]*, a document that gives learners the opportunity to track their language experience and monitor their progress in the learning of different languages.

Furthermore, when dealing with diversification of language learning, it is also important to consider the role of English. In order to ensure the diversity of language learning, *"teaching of English should include a significant emphasis on education for plurilingualism"*, as the Executive version of the Guide (2007:25) says, and the students should be reminded of the need to learn other languages as well. The Guide (2007) suggests that English should be taught *"with respect to its functions in plurilingual education and intercultural communication"* (2007:29). It means that English nowadays is used to communicate not only with the inhabitants of English-speaking countries but also, since English became the lingua franca, with members of other cultures and nations as well. The teachers of English as a foreign language should take this fact into consideration.

As recommended, language education should contain the sociocultural component as well. This is also mentioned in the Guide (2007) which states that gaining a cultural competence is involved in the process of developing a plurilingual repertoire, as learners should become aware of the complexity of the European cultural environment. In order to communicate successfully and to be able to live together with others, language teaching should give learners the opportunity to acquire an intercultural competence which makes

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[4] www.coe.int/portfolio

it possible to live in the multilingual environment of contemporary Europe.

Concerning the topic of a coherent plurilingual education, the Executive version of the Guide (2007) mentions that the long-standing tendency to separate languages and create competition between them in the curriculum, which is sometimes influenced by the perceptions of the usefulness or difficulty of different languages, should be eliminated. It is specified in this Guide that *"alternative models of curricula can be developed once it is recognised that the learning of a new language is founded on the language(s) already learnt, that skills and knowledge of language learning are transferred from one to the other and that this transferral can be actively used in pedagogy, rather than ignored as traditional separation requires"* (2007:26). Languages should be introduced in stages during the compulsory education where students should also be able to learn how to use the knowledge and skills from one language in learning another. This would enable them to continue with language learning successfully during tertiary education throughout their lives.

Moreover, the Guide (2007) distinguishes between *education for plurilingualism* and *education for plurilingual awareness*, which are both interconnected components of plurilingual education. Whereas the *education for plurilingualism* aims at developing plurilingualism as a linguistic competence, the *education for plurilingual awareness* wants to make learners aware of the linguistic diversity in society as well as their own plurilingual repertoire without actually having to concentrate on teaching any language in particular. Plurilingual awareness leads the learners to treat all the varieties used by themselves or others equally, to understand how different languages function, and may even increase their curiosity about different languages which would motivate them to extend their own linguistic repertoires. The aim of language education policies is thus to offer not only more languages but also more educational activities beyond the scope of the languages currently taught which would develop this awareness in learners.

The task of language education is thus, according to the Guide (2007), on the one hand to develop the linguistic repertoire of the learners, and on the other to make them aware of this wide repertoire in themselves and others which includes the mother tongue and all other learned languages in all of their varieties used in different situations for different purposes, and to teach them how to work with this repertoire successfully and take advantage of it in communication. The Guide also acknowledges that the resources available for developing the plurilingual repertoire may differ in each state or region, but claims that *"as a general rule, the less possibility there is to develop the plurilingual*

repertoire, the more plurilingual education (meaning the education for plurilingual awareness) *there should be"* (2007:66).

As the Guide (2007) mentions, it should be the role of language teaching during the compulsory education, to develop and make students aware of learning strategies to make them autonomous learners in the future. It is therefore very important that the development of plurilingual awareness is a part of language learning.

3.3 Plurilingual education at the lower secondary school level

It has been established that plurilingualism is the general aim of language education in Europe. At this point, it should be specified what it means for the language education at the lower secondary school level in particular.

As it has been described above, the development of plurilingualism consists of making learners aware of their linguistic repertoire, helping them develop this repertoire and teaching them to recognize and appreciate the linguistic repertoires of others. At the same time, plurilingualism is closely connected with the intercultural competence which should also represent one of the goals of language education. The Guide (2007) does not promote a single version of curriculum for plurilingual education applicable in every school in the EU. Indeed, it claims that there are many ways how to develop plurilingual competence which depend on circumstances such as the languages used in each particular state or region and the personal needs of their citizens. However, what all the different forms of plurilingualism should have in common is *"the ability to master different languages to differing degrees, to use all the resources of these known languages in communication and to realise that all the languages in individual repertoires, one's own and other people's, are considered as being of equal value, each in its own role*, according to the Guide (2007:39). In teaching practice, it basically means linking education for democratic citizenship with education for plurilingual awareness, coordinating all the languages taught, and thus creating a common basis on which language skills can be developed, allowing syllabuses which lead to diversified competences in various languages and introducing as much cohesion between different educational levels as possible, as the Guide (2007) states. Another Guide (2010) published by the Council of Europe then adds that the curriculum pursuing plurilingualism should also contain the intention to identify and promote awareness of intercultural competences, which should

be integrated in the learning process, since these competences are necessary for successful communication with members of other nations or social groups.

During the compulsory education, it should be one of the main aims of language teaching and a component of plurilingual education to develop the learners' autonomy, as mentioned in the Guide (2007), so that students can continue developing their plurilingual repertoires themselves after they leave school. Considering that successful language acquisition is above all the result of individual learning outside the classroom, the personal experience of learners with languages should be taken into account and coordinated with institutional teaching. In language lessons, it could mean for example working with media and using the Internet, organising educational visits in countries where the target language is spoken, or encouraging the exchange of knowledge and individual linguistic varieties among the students.

Neuner (in Hufeisen and Neuner 2003) also mentions that language teaching at the compulsory level of education should not only impart knowledge of the particular languages but also create a common basis for foreign language learning which each student could use to fulfil their personal communicative needs and which they can develop further in the future after completing compulsory schooling. To achieve this, it is also important to pay attention to the ways in which people learn languages successfully and point them out to students, so that they can use them later when they want to continue learning the foreign language on their own or start learning a new language after the finish of compulsory education.

Furthermore, it is important to raise plurilingual and pluricultural awareness, as it is an important part of developing the plurilingual competence to be able to understand and accept cultural differences. The Guide (2007) sees intercultural education as an essential educational goal not only of language teaching but of compulsory schooling in general, which can be pursued in other subjects such as literature, history, geography or citizenship education as well.

The raising of plurilingual awareness can be implemented even during the lessons of the mother tongue. As Neuner (in Hufeisen and Neuner 2003) mentions, it is for example possible to work with various dialects or language varieties and point out their differences and functions. Teachers should also make students aware of various languages which are present in their environment, they can sometimes even use the experience and knowledge of students with a different mother tongue. Another possibility is to work with written form and sound of different languages, try to recognize them and compare them,

or to compare the forms of international words in different languages. Later, similar practice should be introduced also during the lessons of the first foreign language. To develop linguistic awareness further, students should be encouraged to compare and contrast the first foreign language with their mother tongue which should definitely not be suppressed during foreign language learning. This is above all important, in order to develop new learning strategies which can later be used in learning other languages as well.

After mentioning the ways in which plurilingualism can be developed from the start of compulsory education onwards, it can be discussed how to continue its development successfully during lower secondary education. The Guide (2010) presents suggestions how plurilingual education could be implemented at each educational level. In the case of lower secondary level, it is above all important to maintain continuity of language teaching when transferring from the elementary level and to proceed with giving students the opportunity to learn from experiences. Experiential language learning involves various mediation, interpretation and evaluation activities such as using written notes to speak on a topic, summarising an article written in another language, interpreting and explaining the values and behaviour patterns of members of different cultures or expressing a reasoned opinion on various types of texts etc. Moreover, reflexive and metalinguistic activities should also be more frequent at the lower secondary level, which means for example observing the differences between linguistic functions and grammar forms or considering the role of cultural differences when translating from one language to another.

The Guide (2010) works first of all with the scenario, which is most common in European educational systems, where the first foreign language is introduced at the primary level and the second foreign language at the lower secondary school level. As the Guide claims, *the central element in plurilingual and intercultural education is crossover linking of languages taught as subjects in a way which respects the single nature of human language proficiency* (2010:28). Therefore, it should be provided that the aims of different language classes are defined in identical categories and their activities (such as strategies for working with texts or analysing linguistic phenomena) are comparable. Also, transferable intercultural competences should be developed and activities which involve using other languages or comparing and contrasting of languages should be incorporated in different language lessons. It corresponds with the aim of experiential learning and is therefore convenient, for example to incorporate activities which allow the experience of

switching from one language to another (e.g. analysing the same poem in the original version and its translations) or the transitions between languages (e.g. at intercultural meetings).

As the authors of the Guide (2010) point out, the problem with this scenario often seems to be that the second foreign language is undervalued or gets less attention, plus the goals are usually too ambitious in comparison to the number of teaching hours available for the courses. As a solution, they suggest to constantly recognize and validate the proficiency acquired in the second foreign language (e.g. students can record their progress in a portfolio and asses their language level according to the CEFR) and to point out the applicability of skills and competences gained during first foreign language acquisition for discovering the second foreign language. It is clearly stated that the teaching of the second foreign language should be built on the competences of learners acquired while learning the first foreign language, although the aims and methods may be different in each of these subjects (e. g. there could be more emphasis placed on reading in the second foreign language). Crossover links should be then established also between the foreign languages and the language of schooling, according to the Guide. Similarly, it is mentioned by Neuner (in Hufeisen and Neuner 2003) that it is always important to be aware of the certain amount of language knowledge that learners already possess when they start learning a new language. Also, he points out that there is no need to achieve the level of a native speaker in every language and that the competences gained in each language may differ. Keeping these remarks in mind during language teaching would certainly facilitate the development of plurilingualism at the lower secondary level.

In Czech schools, there are certainly many particular ways how to develop the plurilingual competence as well. Regarding the development of plurilingual awareness, Betáková (2014) mentions for example the possibility to use the knowledge of students who are either bilingual or whose mother tongue is not Czech, since there are often members of various ethnic minorities, such as the Roma, the Ukrainian or the Vietnamese, present in Czech classrooms. Apart from that, bilingual children whose mother tongue is taught as a foreign language in their schools can represent great communication partners for their classmates and their knowledge can be used to improve language teaching aiming at developing plurilingualism. Furthermore, since plurilingualism can consist of only a partial knowledge of certain languages, Betáková also points out that Czech learners should be made aware of their partial knowledge of the Slovak language, which enables them to communicate with Slovak speakers in such conversations whose members

understand the language of their partners but express themselves in their own mother tongue.

Janík (in Janíková 2012) suggests the possible incorporation of the methodology of plurilingualism, which he sees as a concept of learning two or more foreign languages in mutual interaction, into the methodology of languages. This would enrich the methodology of languages with other perspectives such as using previous knowledge, skills or learning strategies, working with language contact and so on. Janík also points out the significant role of language transfer in such plurilingual education.

To fulfil the central purpose of plurilingual education which is the crossover linking of languages, the most convenient way in the Czech educational system seems to be interconnecting the subjects of English and German which are taught here most commonly as foreign languages. This topic will be examined more closely in the following chapter.

4. Inter-subject relations between English and German as foreign languages

This thesis deals with developing plurilingualism in classes where English and German are taught as foreign languages. In the Czech Republic, English is preferred to be taught as the first foreign language, whereas German falls under the category of second foreign language education, according to The Framework Educational Programme for Basic Education (2016)[5]. In many other European countries, the situation seems to be similar. As Janík (in Janíková, 2012) mentions, the Eurostat report 2010 showed that English is learned mostly as the first foreign language by the majority of pupils in the European Union. German then holds the second place in foreign language education both in the EU and in the Czech Republic. Therefore, these two foreign languages seem to be truly convenient for the purpose of developing the plurilingual competence of Czech learners.

The aim of this chapter is to outline possible ways how English and German can be interconnected in language education based on their similarities and cross-linguistic influence, in order to facilitate language learning as well as develop plurilingual competence at the lower secondary school level.

4.1 Cross-linguistic influence of English and German

English and German both belong to the west-Germanic branch of the Germanic family, which belongs to the Indo-European family of languages. However, according to the typological classification, which compares languages on the basis of their formal similarities, English and German could be classified into two different categories. (Crystal, 2007)

Although both of the languages as members of the Indo-European family possess an inflecting background, they gained different characteristics in the course of language development, as Bok (1995) mentions. English is close to an isolating type of language, due to its rare inflectional endings and emphasis on word order to determine grammatical relationships in sentences, as defined by Crystal (2007). Nevertheless, it also displays

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[5]Rámcový vzdělávací program pro základní vzdělávání

inflecting or agglutinating characteristics in some cases. German, on the other hand, could be categorized as an inflecting language of analytic type, according to Bok (1995). That is because its word order is not as arbitrary as in other inflecting languages and the meaning and grammatical categories tend to be expressed by using more than one word, usually including prepositions and articles. However, Bok (1995) also points out that the distinction between isolating languages and inflecting languages of analytic type is not very strict. English and German could therefore be considered rather similar, especially compared to the difference between them and Slavonic languages, such as Czech. For a Czech learner, interconnecting English and German could thus represent a good aid to comprehend their grammar structures.

Moreover, these two languages seem to share a considerable amount of vocabulary as well. Etymologically, many words in English and German (for example *winter - Winter*) are similar because of their shared Germanic origin. Apart from that, there are also numerous borrowings, especially English words in German (such as *Computer, Videoclip,* etc.). Some of them even keep their original pronunciation and spelling. (Duden, 2013) Even though they are not very common, several German loan words or borrowings can also be found in the English lexicon (for example *kindergarten, hamster, sauerkraut, snorkel*), as mentioned in Crystal (2002). Furthermore, there are of course also international words (such as *biology – Biologie*), usually originating from ancient Latin or Greek, which are shared by many languages and understandable regardless of the native language of each learner. (Duden, 2013)

When learning English and German as foreign languages simultaneously, there seem to be many aspects in which the knowing of one of these languages can facilitate the learning of the other. Yet, the cross-linguistic influence of the languages also brings many opportunities for possible mistakes made by language learners.

Odlin (1989) uses the term *language transfer* when talking about cross-linguistic influences between languages. According to him, *"transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired"*. (1989:27) It is thus not only the native language that influences the acquisition of a foreign language, but also other foreign languages that have been learned before.

Furthermore, Odlin (1989) distinguishes *positive transfer* and *negative transfer*, which can both be produced by cross-linguistic similarities and differences. *Positive transfer* means *"any facilitating effects on acquisition due to the influence of cross-*

linguistic similarities" (1989:168), whereas *negative transfer*, which is sometimes called *interference*, is defined as *"cross-linguistic influences resulting in errors, over-production, underproduction, miscomprehension, and other effects that constitute a divergence between the behaviour of native and non-native speakers of a language"* (1989:167).

As Odlin points out, especially when certain two languages are relatively similar, the knowledge of the previously learned language can be really helpful when learning the other one. Positive transfer can occur for example when there are similarities in vocabulary, in syntactic structures, in the vowel system or writing system of two languages. All these aspects help to learn the target language more quickly. In the case of English and German, the previous knowledge of English can for instance facilitate the reading comprehension of a German text, given that there is a considerable amount of similar vocabulary in these languages.

Neuner (in Hufeisen and Neuner 2003) also discusses the positive influence between two similar languages that can help the learner comprehend especially the system of vocabulary and grammar structures of these languages better. If two typologically similar languages are also in an intensive language contact resulting in an amount of shared vocabulary, which is exactly the case of English and German, there is a great opportunity for the learner to draw comparisons and search for similarities between the languages.

Nevertheless, however helpful the similar systems of vocabulary can be in language learning, they also represent one of the biggest sources of negative transfer. Since certain languages originated from the same root, but then developed separately, there are many words that are similar in their form but possess different meaning. This represents a very common problem in second language acquisition, as Odlin (1989) mentions. These seemingly similar words, known as *faux amis* or *false friends* are common also in English and German. As mentioned in Duden (2013), for example a *famous artist* in English could be mistaken for a *Zirkusartist* in German.

Negative transfer can, similarly to positive transfer, occur in other areas such as syntax or phonetics as well, and it usually leads to mistakes in production. On the contrary, positive transfer tends to help learners extensively with comprehension, as Odlin (1989) says.

According to Odlin (1989), transfer is an important factor in second language acquisition and should be taken into account in language education. He believes that *"teaching may become more effective through a consideration of differences between*

languages and between cultures" (1989:4). Supposing that language transfer is not only the influence of the native language but of any other language we learn, teachers of English and German should also consider the influences between these two languages commonly taught parallelly in Czech schools. Especially in German lessons, students can benefit from their previous knowledge of English which can help them with comprehension of the second foreign language.

The following section indicates how the work with language transfer in English and German classes could be implemented.

4.2 Possible ways of interconnecting English and German at the lower secondary school level

Foreign languages used to be taught separately for a long time, because there was a concern about the confusion of language learners and their making mistakes caused by negative transfer, as Jessner (2008) remarks. Hufeisen (in Hufeisen and Neuner 2003) further mentions that the teaching of a first and a second foreign language had long been treated the same and it was not until recently that the qualitative and quantitative differences between first and second foreign language learning have been discovered.

Nevertheless, the approach towards teaching foreign languages changed in the 1990s and the field of *tertiary methodology (Tertiärsprachendidaktik)* has been introduced. Hufeisen and Neuner (2003) define tertiary languages as all languages that people start learning after the first foreign language. Tertiary methodology, according to Hufeisen (in Hufeisen and Neuner 2003), then takes into account all the skills which students gained while learning the first foreign language. Usually, students already developed certain learning strategies and gained emotional and cognitive experience with language learning, which can be very well used when learning the second foreign language.

Additionally, it has also been acknowledged that language transfer can be used for the benefit of learners. According to Neuner (in Hufeisen and Neuner 2003), it is exactly the task of tertiary methodology to use the positive transfer between two similar languages, point out the similarities in vocabulary or grammar structures, and encourage students to search for them and reflect on them independently.

Another trend recently set in foreign language education is the so called

intercomprehension methodology (Intercomprehensiondidaktik) which, according to Bär (in Janíková 2012), treats all languages of a certain language family equally and aims at successful communication within this family. In this methodology, the development of perceptive language skills of reading and listening is emphasized as well as learner's autonomy and working with similarities and differences between languages.

It seems that both of these language methodologies can be applied successfully in foreign language teaching in Czech schools.

In *The Framework Educational Programme for Basic Education*, English and German both belong to the section *"Language and communication through language"*, together with the Czech language and literature teaching. Students begin with English classes at primary school and should achieve language level A2 according to CEFR at the end of their compulsory education. Second foreign language education does not start until lower secondary school and aims at achieving level A1 according to CEFR.

German language teaching thus falls into the field of tertiary methodology. Thanks to the fact that English and German belong to the same family of languages, also the concept of intercomprehension methodology can be applied easily.

According to the principles of tertiary methodology, which have been already mentioned, teachers of German as a second foreign language should work with students' previous experience with language learning and encourage them to use their developed learning strategies in the new foreign language as well. Additionally, given that English and German are relatively similar in certain linguistic aspects, teachers should also encourage the comparison of these two languages in their lessons, in order to make students aware not only of the similarities but also the differences between the languages, which can facilitate the learning process.

Hufeisen (1994) deals with using the previously gained knowledge of the English language in German classes in particular and offers many suggestions how such type of work could be implemented. From her point of view, there is no need to worry about negative transfer when interconnecting two languages and she points out that positive transfer starts to predominate, as soon as learners discover how many links between the two languages there are. Apart from that, she also sees a motivating effect in using the previously learned language in order to comprehend another one. On the other hand, she does not promote the use of English during every German lesson, but encourages its use only in those situations where it can be helpful to the learners. That means either when there are similarities or when a clear contrast between the language structures can be

demonstrated. She presents examples of such activities that can be used when developing the four sub-skills of pronunciation, spelling, grammar and vocabulary.

Concerning pronunciation practice, Hufeisen suggests contrasting English and German phonemes by using international words such as *zoo - ZOO, zebra - Zebra, cigarette – Zigarette,* etc. Similarly, such words can be used to practise stress placement (for example *'modern – mo'dern*).

When practising spelling, it is useful to compare English and German words which share the same or very similar pronunciation but differ in their written forms (for example *telephone – Telefon, photo - Foto)*. If possible, regularities in such parallels should be pointed out. Another example of teaching German spelling with the aid of English that is mentioned by Hufeisen could be contrasting the rules of using apostrophes in the two languages. To prevent spelling mistakes, the difference between the English use of apostrophe (as in *Anne's car*) and the German version (as in *Annes Auto*) should be pointed out.

In the field of grammar, there seem to be many opportunities for drawing comparisons between English and German. When introducing new grammar structures in German, Hufeisen sees as beneficial to remind students of the corresponding rules in English, if possible. She mentions for instance the topic of articles. In this situation, English can be helpful especially to those learners whose mother tongue does not use articles, which is exactly the case of Czech students. Another example would be the comparison of adjectives, which is basically similar both in English and German. The comparison of English and German grammar structures should be demonstrated graphically, be it on the board or in textbooks. It seems useful to use such double grammar explanations, especially when it is not easy for the students to understand illustrations such as tables or diagrams.

Furthermore, contrasting of English and German grammar structures can be implemented at times when dealing with word order. According to Hufeisen (1994), it is particularly important to emphasize that the verb always takes the second position in a German sentence, in contrast to the English subject-verb-object sentence structure. Comparing examples of one identical sentence in English and German can be a good illustration for the learners, who often make mistakes in word order because they adopt the English syntactic structures in German sentences as well.

As mentioned before, working with similar vocabulary can be especially helpful in English and German classes. The learners can use words that are familiar to them from English in order to comprehend German texts, as Hufeisen (1994) points out. Yet, it must

be distinguished between spoken and written form of texts, since certain words (such as *house - Haus*) share the same or similar pronunciation and others (such as *discussion – Diskussion*) the same or similar spelling. Such pairs of similar words also represent an aid for the teacher when presenting new vocabulary in German, as it is possible to refer to the English version instead of using complicated explanations or translations into the mother tongue.

When comparing the systems of vocabulary of English and German, there are several areas to be found that are especially rich in the amount of similar words. One of these areas mentioned by Hufeisen (1994) is for instance the topic of body parts (such as *arm – Arm, nose – Nase, foot – Fuß* etc.). Since this is a set of relatively basic vocabulary, it could be really useful in German lessons at the lower secondary level. Hufeisen also suggests that the students themselves could make such lists of similar vocabulary during their lessons. One option to emphasize the similarities or differences in vocabulary is working with entries from bilingual English-German dictionaries. Students can use a dictionary and cooperate in pairs or small groups to create lists of words which they can later organize into different grammatical or semantic categories and work with them further, as Hufeisen mentions.

Certainly, it is also important to point out the so called *false friends* when dealing with vocabulary in language lessons. Hufeisen (1994) suggests several activities such as using English and German *false friends* in the same sentence or creating posters for the classroom where the students can write these seemingly identical words they collect in the course of the year.

In addition, Spiropoulou (2000) mentions the inductive method which can be used when dealing with vocabulary or grammar structures in both languages and can represent an alternative to explicit explanations of various phenomena by the teacher. According to this method, students should first collect particular structures from a text, compare them and organize them into categories according to their similarities or differences. Thereafter, students try to find a rule for the sets of collected examples. The fact that the students discovered it themselves makes it easier for them to remember the rule, as Spiropoulou says. She presents for instance a simple exercise of finding pairs of similar sounding words in English and German in a box of jumbled vocabulary which show differences in spelling, for example *sh-sch (*as in *shoe – Schuh*) or *c-k* (as in *copy – Kopie*) in English and German. Students should then sort the words into these corresponding categories and discover the rule for themselves. Alternatively, instead of working with individual words, students can read parallel English and German texts and search in them for similar

vocabulary to sort and systematize.

Moreover, Hufeisen (1994) suggests that English can also be used as a metalanguage when teaching German. Especially in the beginning, when students do not understand any German at all, English can be used to give explanations or instructions and it can represent an alternative to switching into the mother tongue. Naturally, the instructions given in English must be clear and simple as well.

English can also be used in German textbooks, according to Hufeisen (1994). She suggests that instructions about how to use the textbook or introductions to individual chapters should be provided both in German and English, so that not only the teacher but also the learners can understand them.

Alternatively, Hufeisen suggests that whenever possible, the teacher should use words which are similar in both languages or international words when giving spoken or written instructions in German. If there are more equivalents for the same concept, one of which is similar in English (for example *checken – überprüfen, Information – Auskunft*), the teacher should be using the familiar term first and the German equivalent should not be introduced until later.

In conclusion, there seem to be many opportunities how to interconnect English and German language learning. The two subjects can cooperate either on the level of sharing language learning strategies, or they can, owing to the relative similarity and frequent language contact of the languages, support each other in terms of the subject matter as well. Productive is above all the area of vocabulary. Although, this support would definitely be more relevant in the classes of German as a second foreign language, where the previous knowledge of English can help especially with comprehension.

When interconnecting English and German in classes, the concepts of positive and negative transfer should be taken into account. Since interference causes mistakes primarily in production, the contrasts between the two languages should be pointed out especially when dealing with speaking or writing, whereas similarities should be emphasized, especially to help students with reading and listening in German lessons.

5. Music and songs in language education

Music belongs inseparably to human nature and people are surrounded by it almost everywhere, both in the public space and in their homes. Many authors agree that there is no reason why music and songs should not also be included in the content of school classes, because their use has many benefits for learning, and lots of ways in which music can enrich the lessons have already been described.

This chapter summarizes the advantages of using music in the classroom and presents the point of using songs, and authentic songs in particular, in language education. Additionally, it deals with the numerous ways music and songs can be used, and provides some examples of their use in the classes of English and German as foreign languages at the lower secondary school level. Several tips on how to employ songs in classes correctly are also mentioned.

5.1 The general purpose of music in language education

Maley (in Murphey 1992) sees two main advantages of using music and songs in language learning. First, music is memorable and can really *"stick"* in the mind of the listeners; and second, music is motivating, especially for young learners.

Murphey (1992) expands on this opinion and points out the fact that in language learning, students often learn songs very quickly and later these songs are the only thing they can remember from the lessons. He then also lists the reasons for this phenomenon.

According to Murphey (1992), one of the main reasons is that singing is actually easier than speaking; and scientific research indicates that singing precedes speaking both in the language development of a child, as it did in the development of human kind in general. He also mentions the so called "*song stuck in my head phenomenon"*, which proves that songs have an influence on the short- and long-term memory. Moreover, songs seem to fulfil certain needs people carry with them from their childhood. Namely, the desire for an affective attention which babies receive from their parents, and which is obvious from the melodic language the parents use, called *"motherese"*. This attention may sometimes be replaced by lovers and their *"loverese"*, or just as well by songs. Furthermore, songs can partly fulfil the need for an *"egocentric language"*, as Piaget defined it, which manifests itself in young children talking to themselves and enjoying

hearing themselves repeat.

Other reasons, which Murphey (1992) mentions, seem to be related to the motivating effect of music and songs. Many songs contain an uncomplicated structure with a conversational type of language which affects the emotions of the listeners. This simplicity of songs as texts makes them also perfect material to deal with in the classroom. Also, songs are often easy to relate to because they usually do not refer to specific events or people. Finally, Murphey emphasizes the power songs have to create harmony not only within a person, but within various social groups as well. This relaxing effect of songs and their variety seem to be really usable in the classroom.

There are other theories which seem to support the idea that music has a powerful impact on memory and the brain. A theory by Asher (in Grünert 2009) sees music as a great help in learning because it uses both brain hemispheres. Unless both hemispheres are engaged (the right one preferring images and expressing emotions, and the left, analytical, verbally oriented hemisphere), effective learning cannot take place. Music can represent a powerful learning tool, especially when combined with visual images. Guglielmino (in Salcedo 2002) also claims that songs work across the hemispheres, since the right one deals with the melody and the left one with the words. Similarly, according to Anton (in Salcedo 2002), engaging both hemispheres in one activity is an ideal situation for productive learning, because the involvement of the right brain skills improves memory and creativity, as well as the imitation ability, a useful strategy in language learning. The role of music as a memory aid has been proved by another theory, by Wallace (in Salcedo 2002), which says that melodic texts are easier to learn than rhyming texts and much easier than spoken texts, and they are also easier to recall from the long-term memory.

The motivating effect of music is mentioned in the theory by Krashen (in Grünert 2009). It claims that music helps people understand messages, in that it excites an interest in their form and makes them more understandable. Thus, music supports language acquisition which is not possible without understanding messages. Similarly, songs can also help lower the so called *"affective filter"* which reduces the income of language into the learners' minds on the basis of their motives, attitudes or emotional states.

One of the reasons why music facilitates the learning process is also connected to its relaxing characteristics, as mentioned in Tarassevitš (2010). The sound and rhythm of music bring the mind into a state of awareness, called *"alpha",* in which it is able to deal with incoming information more easily than in its usual state. Indeed, music has a great

influence on concentration, since it has the ability to improve physiological functions such as heart rate or blood pressure and can also lower anxiety and relief tension in the body. Such techniques were described by Lozanov, who considered Baroque music to be the most effective in order to improve concentration and relaxation, in his method called Suggestopedia, as mentioned in Salcedo (2002)

Thus, another benefit of using music in the classroom is that it can improve the classroom atmosphere, as Griffee (1992) points out, so that effective learning can take place. Especially during language learning, many students may feel insecure in the class because they usually cannot communicate in their own mother tongue. Music can offer them support while dealing with difficult tasks.

Additionally, music can be seen in a relationship to speech, because they both contain certain rhythm and pitch. This can be very well used in language teaching, as Griffee (1992) and Grünert (2009) agree. Moreover, songs are in fact also means of communication and can represent a great source of practice in language lessons, since the acquisition of a communicative competence is the goal of language learning. Communicative competence is then composed of different language skills that should be integrated and developed together. When working with songs in the classroom, this could easily be achieved (Grünert 2009). Apart from singing, songs can be used for all of the similar activities as texts or recordings, and all of the language skills (listening, reading, speaking and writing) can be practised with the aid of songs, as Murphey (1992) claims. Concrete examples will follow later in this section.

What is more, there is also the cultural merit of songs, because every song usually reflects the time period and regional circumstances it has been composed in. Songs may thus be used to illustrate different historical periods, to get to know certain culture or social group and compare them with each other, as mentioned in Griffee (1992). They can therefore also be helpful in achieving the pluricultural competence.

5.2 The point of using authentic songs in language education

So far, music and songs have been described in general as helpful tools for language teaching. It seems appropriate, though, to devote special attention to authentic songs (those that have not been initially created for the purposes of education) in particular, because they seem to be especially effective when used in the classroom.

The motivating effect of songs has already been described above. However, this effect seems to apply to the authentic songs even more strongly. There are several reasons for that.

First of all, songs can be heard almost everywhere, which means that there is a great chance that students will already know some of the songs the teacher brings to class. According to Murphey (1992), the songs that students listen to already have a larger impact on them.

Second, even if the students do not know them already, the songs can still be motivating because, as already mentioned, songs tend to speak to everybody. Grünert (2009) states that such songs whose lyrics are not very specific and whose meaning can be interpreted in many different ways according to the listeners and their situation are the most suitable songs for teaching. According to him, it is also because of the frequent use of metaphors that songs enable to share personal, emotional experiences among people, and can thus support their conversation.

Furthermore, working with authentic songs in the classroom is a considerable advantage for the teacher, because students can bring their own favourite songs as materials to work with, which makes the preparation of classes easier for the teacher. The fact that they are allowed to co-create the content of the lessons also makes the students more involved and more responsible, and consequently more motivated for learning, as Murphey (1992) emphasizes.

Additionally, songs can also represent an unlimited source of authentic material, being composed by native speakers and usually containing a rather conversational type of language. As Griffee (1992) points out, using songs is a great opportunity to encounter the living language in classes, plus an alternative to the artificial language of some textbooks. Tarassevitš (2010) also agrees that the authentic language of songs helps students comprehend different language structures and phrases better than when they try to learn them by dealing with grammar exercises out of context.

5.3 Possible ways of using music and songs in language education at the lower secondary school level

Since music is closely related to speech, songs can be a part of any language class. Although working with songs will probably be easier when teaching young children, who usually accept such type of activities rather naturally, with teenagers or adolescents it only seems to be a matter of a right choice of the song, as Murphey (1992) claims. Provided that this is achieved, there are many ways how to make use of music and songs in language lessons.

First of all, there is the possibility to use only instrumental music without any lyrics. It can be a good way to improve the mood and atmosphere in the classroom. It is important that the students are relaxed and feel good, because then they can concentrate and learn better, as Murphey (1992) points out. Music can be used as background for different activities performed during the lessons of basically any subject. Alternatively, music can be started even before the lesson, while students are arriving, Murphey (1992) suggests, so that the possible tension is released right in the very beginning.

In language lessons, music can be used to accompany certain conversational activities. For example, some kind of lively music can be played to imitate a real-life situation, when students are supposed to talk to each other as if they were at a party. Another possibility would be to use music which suits various historical periods or geographical areas, to introduce such topics. (Murphey 1992)

The most obvious option how to use music in the classroom is then of course working with the recording and text of the song. In language education, songs can be used to develop the four skills – listening, reading, speaking and writing – and also the sub-skills, especially pronunciation, vocabulary and grammar.

Songs seem to be perfect tools for introducing new vocabulary and grammar structures, since they present them in a natural and meaningful context, as Griffee (1992) points out. Tarassevitš (2010) then adds that there is a variety of vocabulary contained in practically any song, and this vocabulary can be organized according to different topics and practised in different sets of exercises, including dictation.

Songs also help students significantly with the difficult task which is learning proper pronunciation of the language. Since songs usually contain authentic spoken

language with lots of rhymes and repetition, they can be used as great tools for practising the discrimination of minimal pairs and similar sounds, which is necessary in order to acquire correct pronunciation. Apart from that, songs also provide examples of connected speech and their rhythmicity can help students practise the stress placement in words and phrases, as Tarassevitš (2010) points out.

However, it is singing that helps most with the pronunciation practice, as Tarassevitš (2010) says. By singing, students can develop better hearing skills, which leads to better articulation, as Techmeier (in Salcedo 2002) suggests. Leith (in Salcedo 2002) agrees that using songs is probably the best and quickest way how to teach phonetics. Walker (in Tarassevitš 2010) also mentions the special value of such practice for teenagers, who usually seem to be reluctant to practise articulating the sounds of a foreign language. The fact that they can in a way imitate their musical idols, who sing with a successful accent, motivates them to learn pronunciation.

Nevertheless, if songs are supposed to help students develop the communicative competence, which consists of listening, reading, speaking and writing skills, their use must be somewhat modified, so that the chosen songs not only bring students the pleasure of listening or singing, but really enhance and reinforce communication in classes, as Murphey (1992) emphasizes. Elsewhere, Murphey (1992) suggests two possible procedures of these types of activities. Either, it can be started with reading and writing and then continued with listening and possibly singing, or vice versa. The skills and sub-skills can be practised individually or there can be more of them involved in one single practice when using a song (Murphey 1992).

The possibility to use songs for listening purposes suggests itself. Practically any activity which would normally accompany listening to a recording of a dialogue or monologue can be used when working with a song as well. That means for example practising detailed or selective listening for isolated vocabulary or word order, or listening for summarising the content of the song, as Griffee (1992) suggests. He also points out that such type of work will probably be more successful, since students usually listen to songs more carefully, because they want to understand what the artist sings about. Tarassevitš (2010) also mentions the willingness of students to catch the words of a song and suggests that the exercises of selective listening therefore do not even need to be supported by the written form of the text. Students can, for instance, count how many times they hear certain words or phrases.

Since songs also consist of written texts, they can be very well used to practise reading skills. Tarassevitš (2010) suggests several types of pre-reading, while-reading and

post-reading activities. Before reading the text, students may try to predict the theme of the song according to its title or answer some questions concerning the topic. While reading, they can solve true or false exercises, answer comprehension questions or try to explain certain words. After reading may follow a summary of the text, a discussion about the topic or talking about the author of the song. Some of those activities, such as gap-fill or construction exercises etc., are also suitable for practising the listening comprehension.

Like other listening or reading texts, songs can also be used as an impulse for practising the productive skills of speaking and writing. Tarassevitš (2010) sees songs as a good base for starting conversation in the classroom, since they tend to contain a variety of issues that can be discussed, and offer space for imagination and inventing stories. Griffee (1992) also mentions the emotional value of songs which can be used to help students enunciate their own ideas and provide a long time of discussion.

Similarly, songs can work as enhancers of writing activities. Grünert (2009) suggests several types of writing exercises such as rewriting or replacing of different parts of a song, re-organizing a mixed set of lyrics, or cloze exercises. These exercises are good for practising grammar as well as developing students' creativity and literacy skills. Griffee (1992) mentions a simple exercise of writing down the lyrics as well as writing down stories based on hearing either narrative songs or listening to instrumental music.

In addition, two special types of songs should be mentioned, which can be used to develop certain skills as well.

First, there are the so-called story-songs, which contain a specific narrative. Tarassevitš (2010) sees such songs as especially beneficial for students to expand their vocabulary as well as practise listening comprehension. She suggests an activity of putting jumbled lyrics of a song in order according to the context.

Second, Grünert (2009) talks about the so-called question/answer-song. According to him, such type of songs corresponds to the *"I-plus-one"* theory of language acquisition where students acquire language on the grounds of receiving an input which is just a little bit above their current level of understanding. Grünert mentions the well-known Bob Dylan's song *"Blowing in the wind"* as an example. In such a song, there is a repetitive chorus functioning as an answer for several questions asked in the verses and this chorus represents a certain springboard for the students to help them comprehend the rest of the lyrics.

Apart from developing the communicative competence, it has already been mentioned that songs can also help students develop a pluricultural competence. Since

songs, like many other authentic materials such as newspapers, films etc., contain a cultural element, they can be used on any occasion to increase students' motivation to learn the target language, as Tarassevitš (2010) mentions. According to her, traditional songs can effectively get the students acquainted with the culture whose language they learn, because they use authentic language, idioms as well as characteristic images of this culture.

Moreover, the work with songs can be accompanied by using video clips as well. It has been stated before that for learning purposes, music combined with visual images can be especially powerful, because it engages both brain hemispheres. Murphey (1992) suggests that the use of video clips should be incorporated into the work with songs, as it can facilitate the comprehension of the text. Students can build expectations about the content of the song based on the visual image, describe or comment on what they see in the video. Alternatively, video clips can be shown after finishing the work with the lyrics and the sound recording of a song to make a final conclusion.

Additionally, music and songs can be used only as a stimulus for other activities in the classroom, without actually listening to them. Murphey (1992) presents several suggestions of such type of work. Since adolescents usually have some preferences in the music they listen to, there is a great possibility to use their music tastes as a subject matter of conversational activities in classes. It also helps the teacher to get to know the students better and to decide which songs could possibly be used to work with in the lessons. Similarly, discussions and other activities can revolve around song artists and the music industry itself.

To summarize, there are countless possibilities how to make use of songs and music in the classroom. Griffee (1992) suggests using songs either in special situations, for example after a lesson, during Christmas time or to change pace when learning, or directly for teaching purposes, to supplement the content of a textbook.

Indeed, with all the previously mentioned ways of working with music and songs, there seem to be enough options for each teaching situation. Nevertheless, it seems to depend entirely on the teacher to select the right material and method of its application from the wide repertoire of choices, so that it would really benefit the students' learning process.

Examples of the use of songs in English and German language lessons in

particular can be found below.

5.3.1 English as a foreign language

The use of songs in English language classes seems to be obvious. As Grünert (2009) points out, the benefits of English songs for English as a second language classes had been proven decades ago. Since English has become the lingua franca which has an influence on many cultures around the world nowadays, it is easier to encounter English speaking and especially American music not only in the classroom, but in everyday life as well. The fact that English music has already been popular amongst teenagers makes the work with songs in the English language classes more effective.

Although there are countless English speaking artists to choose from when planning a lesson, the music and songs of *The Beatles* could be mentioned as the perfect example for making use of the influence of pop culture in language learning. Tarassevitš (2010) highlights the great influence this band has had not only on the music industry, but on the development of the English language and its promotion all around the world as well. She points out that *The Beatles* even replaced William Shakespeare as the main representative of British culture for centuries before; and they seem to continue being relevant for the next generations as well.

According to Tarassevitš (2010), *The Beatles'* songs can, apart from their melodic appeal, offer a range of possible incorporations into the language teaching process. For instance, they can be used to teach grammar, since their lyrics contain various grammatical structures, or they can represent a great source of vocabulary and be used for listening and reading exercises. The repertoire of this band also contains several so-called story-songs, the use of which has been described above. Additionally, the memorable rhythms and catchy lyrics of *The Beatles'* songs represent a good material for practising pronunciation as well as intonation and connected speech. Similarly, the lyrics of many of these songs are suitable for carrying out conversational activities or discussions, since they are full of metaphors, symbols and emotional content.

Suggestions of other English songs suitable for different purposes can also be found in Griffee (1992) or in Murphey (1992), who presents particular examples of songs to his various activity plans.

Apart from that, the teacher can always reach for materials or recommendations

available on the internet which seems to be an unlimited source of information.

5.3.2 German as a foreign language

There is no doubt that the use of songs in German language lessons is not as popular as in the case of the English language teaching. However, with all the advantages of music and songs for language education being mentioned, it seems reasonable to consider them as helpful material for German language classes as well.

The problem seems to be that German music is not so easily accessible to the teacher as English music. In our environment, German speaking songs are hardly to be heard on the radio, because German culture is not as influential as the British or the American one. Nevertheless, there are various websites available to teachers and students where they can find German speaking songs suitable for learning.

First, there are websites that could serve as a springboard when searching for possible materials without having much knowledge about what is available. One of those sources is a website called *Learn German Online[6]*. This website, which is accessible in both German and English language, concentrates on informing its users of online resources for learning German. Besides links to various online courses, there is also information about different aspects of German culture to be found there, and one of the sections[7] focuses on German music in particular. It contains links to several websites about German artists and pop music.

Additionally, other websites aim directly at working with songs in the classroom and can represent a great help for the teacher when planning lessons. For example, the website *DeutschMusikBlog[8]* presents every month updated blog posts of video clips and song lyrics with tips how the song could be used in German as a foreign language classes. The songs are also arranged into categories according to the language level or the practised skill.

Probably one of the best organized websites for German language students and teachers which deals with music is called *Step into German[9]*. It is a website created by

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[6]   http://www.learn-german-online.net/

[7]   http://www.learn-german-online.net/en/learning-german-resources/music_en.htm#text

[8]   http://deutschmusikblog.de/

[9]   http://www.goethe.de/ins/us/saf/prj/stg/enindex.htm

Goethe Institut, available in English, German, Spanish and French. Its section *Music[10]* advertises German artists and their songs; it contains topics such as "Clip of the month", German charts or a podcast "The sound of Germany". Most importantly, it presents music videos of German speaking artists accompanied by downloadable lyrics and professionally created worksheets which are sometimes adjusted to more than one language level. The worksheets can also be found in the section *For Teachers[11]*.

Ultimately, when following the instructions on how to work with songs in language lessons in general, German songs should be as usable in the classroom as the songs of any other language.

5.4 Correct use of songs in classes

Before employing songs in the classroom, it would be appropriate to make sure that they will be used correctly, so that they really help students learn the language.

The first thing that is crucial to success is the right choice of material. According to Griffee (1992), several issues should be considered when choosing a song to work with in the classroom. Above all, it is very important that the chosen song appeals to both the students and the teacher. The interests and musical tastes of both parties should be taken into consideration and a compromise should be found, so that nobody feels uncomfortable when listening to the music. That means considering the age, musical interests, as well as cultural background of everyone involved. Also, the teacher must adapt the work with music and songs to the number of students and the circumstances of the classroom and the lesson. For example, the time of day the lesson takes place, the curriculum, time to spare, or the technical support available should be taken into account. The content of the song or its modification must then correspond with the language level of the students and the aims of the lesson. The most convenient case is when the chosen song directly complements the content of the lesson

Murphey (1992) agrees that when planning a lesson which involves the work with music or a song, the teacher must first choose the right material based on the interests and needs of the students, as well as the available resources.

To find the right song, Griffee (1992) also suggests letting the students bring their

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[10]   http://www.goethe.de/ins/us/saf/prj/stg/mus/
[11]   http://www.goethe.de/ins/us/saf/prj/stg/tte/enindex.htm

own favourite songs and their lyrics into the classroom. Murphey (1992) further stresses that such practice should occur as often as possible, because songs that are familiar to the students already are usually most motivating. As it has already been mentioned above, when students are requested to select their favourite songs as classroom material, they are given a certain responsibility. That also means a responsible critical distinction on the part of the students between the more and the less appropriate material, which is an important skill to develop as well. Students are thus more involved in the lessons and more motivated, for they can bring their everyday experience into the class. Apart from that, it is also a great opportunity for the teacher to learn something from the students.

After having chosen the right song, it is important to prepare the course of the lesson carefully, as Murphey (1992) emphasizes. He also suggests that it is better to start with a smaller amount of music and song in lessons and gradually try to find out what works best for learning in a particular class.

When working with songs in the classroom, Murphey (1992) sees as very important to always build up the activities at the students' own experience. The song should only represent an impulse for students to express themselves. The lyrics of a song provide students with language input and the music stimulates their feelings and thoughts. The teacher should use the students' personal expressions to expand on them and thus teach more effectively.

Since songs can often be used to develop speaking skills, it is also appropriate to consider the rules of an effective discussion. In order to increase language acquisition through conversation, Murphey (1992) suggests dividing students into pairs or small groups of up to six people, which represent natural units for having a conversation. It is only then that a productive discussion can take place because students learn not only from the teacher, but also from each other when sharing their ideas, feelings or perceptions. They become more independent learners and are more involved in the classroom activities. While working in smaller groups, students seem to lose the fear of speaking out, since they can first share their opinions in a more private space and after that, use the support of their group partners to speak up in front of the whole class.

Furthermore, attention should also be paid to the correct employment of singing activities, which can complement the work with songs. Griffee (1992) gives several recommendations concerning the singing during language lessons. Most importantly, singing cannot represent the first activity students are asked to perform when learning through the use of a song. Instead, they should first only listen to the whole song, later try to join in while the teacher is singing the song slowly, and finally increase the speed of

singing to normal and try to replace the teacher in the parts where the students feel safe to sing by themselves. Also, it is recommended not to learn too many verses of a song in one lesson. Another suggestion is to perform the singing activities standing up, in order to make some movement after a long time of sitting in the classroom.

Finally, it seems very important not to forget that the main purpose of bringing songs into the classroom is to make the learning more interesting and to have fun, as Murphey (1992) points out. Although songs can be very well used for studying purposes, such as practising listening and reading comprehension or learning vocabulary and grammar, the teacher should also consider the aspects in which songs are useful in everyday life. In fact, music and songs are naturally used by people for listening, singing, having a conversation about, as a background, to change the mood etc. By forcing students to carry out too many school tasks, the teacher could destroy the pleasure songs can bring to them.

6. Developing plurilingualism through songs

After the significance of authentic songs for the purposes of language education has been explained and the ways of their use in classes have been presented, it can be discussed how these songs could be employed, in order to pursue one of the main aims of language education which is plurilingualism.

Given that authentic songs can be used in classes either as texts useful for different types of linguistic analyses, or as impulses for further learning activities, and possibly both, the work with these songs seems to have a great capacity to pursue both parts of plurilingual education, which means education for plurilingualism and education for plurilingual awareness.

First of all, songs are a part of every European culture. What is more, there are even songs, especially those originally written in the English language, that are internationally recognized. Therefore, songs may represent something that can truly connect people from many different nations and become their common language in a way. This idea could be very well made use of in the classroom to develop plurilingual awareness of the students, if the work with songs is suitably adapted to that objective. For instance, the students could listen to songs in many different languages and try to recognize each language. There are many songs whose lyrics have been translated into numerous other languages, an example could be the songs from the world-famous Disney fairy tales. Using these songs could motivate students to get to know other languages, since they already are familiar with the melodies of these songs. By listening to such songs and by reading their lyrics, the students would get used to the sounds and written form of various languages, which would cultivate their appreciation of different linguistic varieties. Moreover, the encounter with songs in foreign languages, even those which are not currently learned by the students in school, may represent a great motivation to learn more languages. In other words, if somebody grows fond of a Spanish singer, for example, they would most likely want to learn Spanish, in order to understand the songs and identify with the singer.

Similarly, songs represent a great tool for achieving the pluricultural competence which is closely connected to plurilingualism. Thanks to their cultural merit, songs can help students to really get to know the culture whose language they learn, as mentioned by Tarassevitš (2010). In order to follow the recommendation to include the social and

intercultural aspects in language learning, using authentic songs should definitely be a part of language education.

Secondly, songs can also be helpful with the task of developing the plurilingual repertoire of learners. Apart from their use as tools facilitating learning of individual languages, songs can also be used to develop the ability to communicate successfully with the aid of more languages. It has been described in Chapter 5 that the work with the recording and lyrics of a song can help to develop all parts of the communicative competence. Moreover, since songs usually contain conversational language which may not always be grammatically correct but fulfils the requirement of conveying a certain message using different linguistic varieties, they can represent a good example of plurilingual communication for the learners. Especially those songs whose original version has been translated into other languages seem to represent a good source for plurilingual education, because they tend to play with the sound and graphical similarities of different languages for the sake of translation or for aesthetic reasons. Working with both versions of a song in the classroom can thus represent a great tool to compare the vocabulary of two different languages, and activities such as those described in Hufeisen (1994) can be applied. Working with a song in its English and German version, for instance, can help students practise communication in these two languages and switching between them, which could be beneficial for the students in the future.

Furthermore, working with authentic songs corresponds with the suggestions of the Guide (2010) which promote experiential language learning. Music and songs are usually something the students have already encountered outside the classroom, which means that they can use their previous experience with the language. Apart from that, songs translated into other languages seem to be suitable for various activities of experiential learning mentioned in the Guide (2010), such as talking about the lyrics of a song in another language, comparing the original version and the translation of a song, considering the cultural differences between the translations and so on. Working with the same song in both English and German lessons can also help with interconnecting these subjects, which has been recommended by the Council of Europe as well.

In addition, using two versions of a song in both the first and second foreign language learned by the students can support the development of their learning strategies. In the case of English and German, students can use their previous knowledge of English to comprehend the German lyrics of a song. Providing that the form of the activities connected to the song is similar in both language lessons, the students can also make use of the strategies they practised in the English lesson, which would make the understanding

and solving similar tasks in German easier for them. Subsequently, the German lyrics can also be used to recognize the proficiency already acquired in the second foreign language which would be more apparent after working with both versions of the song and which is essential for the students, in order not to lose their motivation to continue learning this language.

When considering using songs to develop plurilingualism in English and German classes, there is certainly a number of options to choose from. Above all, there are many well-known songs that have been translated from English to German, like for example the loose translation of the famous song *Where have all the flowers gone* and its German version *Sag mir, wo die Blumen sind*, or the numerous songs from the Disney films, such as the recently very popular song *Let it go – Lass jetzt los*[12]. Also, there are some songs that have been translated from German into English, for example the song *Traum*[13] – *Dream*[14] by *Cro* used in the practical part of this thesis. During Christmas time, there is of course the possibility to play the same carols in both languages, such as *O Tannenbaum – O Christmas tree*, or *Stille Nacht – Silent night*.

Some of those translations may be less successful than others, for example the recording of the country song *I walk the line* in German as *Wer kennt den weg*[15] by *Johnny Cash* or the attempt of the famous band *The Beatles* to translate their song *Get back* into German[16]. Nevertheless, for the purposes of plurilingual education, these songs can still be used as examples, in order to develop appreciation of the competences people have in varying degrees in different languages which they can use to communicate with others.

Moreover, there is a tendency in the German language to use more English words, which is reflected in some of the songs as well. Such songs that combine the English and German languages seem to be perfect for the purposes of plurilingual education. Especially in German classes, they can help students to develop the strategies of using their previous knowledge to comprehend texts in the second foreign language.

In order to function effectively as an aid to develop plurilingualism, the work with the chosen songs naturally has to be adapted to the age and language level of the students, to the aims of the lesson as well as other factors, in the same manner as it should be done when working with songs for other purposes.

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[12] https://www.youtube.com/watch?v=eJNbWSewt-s
[13] https://www.youtube.com/watch?v=8WQMBv2deYQ
[14] https://www.youtube.com/watch?v=RGMjkdt4bNU
[15] https://www.youtube.com/watch?v=lmvbGGUdcDs
[16] https://www.youtube.com/watch?v=PGurnrzYWfs

7. Summary of the theoretical part

The theoretical part of this thesis dealt with possible ways of developing plurilingual competence at the lower secondary school level. The research was focused especially on the classes of English and German as foreign languages. It has been described how the two subjects can be interconnected and how they can benefit from the use of music and song. In compliance with the aims of the language education policies of the Council of Europe, it has been discussed how authentic songs can be used in language education to develop plurilingualism.

Since plurilingualism benefits individuals as well as the whole society and contributes to the maintaining of democratic citizenship in Europe, it has become one of the main aims of European language education policies. Plurilingual education should contain two interconnected components – education for plurilingualism and education for plurilingual awareness. At the lower secondary school level, plurilingualism should be pursued mainly by interconnecting the languages taught as subjects and by using the competences gained while learning the first foreign language to learn other foreign languages.

It appears that there are numerous ways of interconnecting the learning of English and German which are commonly taught as foreign languages in Czech schools. On one hand, teachers can make use of the similarities of these two languages, especially in the area of vocabulary, mainly to facilitate reading or listening, on the other hand, they can point out the contrasts between the languages, mainly to prevent mistakes in speaking or writing. Language learning strategies should also be shared by both subjects.

In language teaching, there are also many opportunities to work with songs in order to facilitate the learning process. Songs and their lyrics can be used to develop all the language skills and sub-skills when the material is appropriately modified. Authentic songs should be highlighted for their motivating effect and the fact that they represent a source of authentic material. It depends on the teacher to choose the right song and method appropriate for each teaching situation.

Authentic songs are then also suitable for the purposes of developing the plurilingual competence. They can support education for plurilingual awareness, being representatives of a certain culture and in the case of English songs often internationally

recognized. When working with several versions of a song in more languages, they can also help develop the ability to communicate using more than one language.

Practical part

The practical part of this thesis presents three lesson plans that have been designed for parallel lessons of English and German as foreign languages at the lower secondary school level. Each lesson plan consists of two individual 45-minute lesson plans which should be applied in continuity. The aim of these lesson plans is to interconnect the subjects of English and German as foreign languages and to develop plurilingualism with the aid of authentic songs. Each of the three lesson plans is based on one authentic song which either uses both English and German vocabulary or has two versions, the original one and its translation into the other language. Even though there are both languages involved in each lesson, the first lesson plan is always intended for an English lesson, where the main language of instruction is English, and the second one is intended for a parallel German lesson, where the main language of instruction should be German.

Each lesson plan starts with a brief description of the used song and short information about the concerned class. After that follows a detailed schedule of each lesson, first English, then German. The aim and expected duration is stated in every activity description, together with a note about the developed skills and sub-skills. The main aims are summarized at the beginning of both lesson plans. The lesson plans also contain notes about alternative activities which could possibly be applied under different circumstances. Subsequently, it is described how each lesson plan was applied, and the conclusion summarizes if the lesson was successful or what should be done differently in the future. The worksheets used in the lessons can be found in Appendix.

The lesson plans have been projected for three different classes of the lower secondary level at the elementary school *Matice školská* in České Budějovice and implemented in January 2017. All the approached classes focus on language education, which means that they start learning English as the first foreign language in the third form and German as the second foreign language in the sixth form. The number of English lessons is three per week. Since the sixth form, the lessons of English are more intensive and more demanding compared to other classes which do not focus on languages. The number of German lessons is two per week in the sixth and seventh form, where German is taught as an elective subject, and three per week in the eighth and ninth form.

The students have been informed about the course of the lessons in advance. At the end of each lesson, they filled in a short questionnaire about their opinions on the lesson content.

8. Lesson plan 1 – (The Beatles – She loves you / Sie liebt dich)

She loves you, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah*
She loves you, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah*
She loves you, yeah, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah, yeah*
You think you lost your love,	*Du glaubst sie liebt nur mich*
When I saw her yesterday.	*Gestern hab' ich sie gesehen*
It's you she's thinking of	*Sie denkt ja nur an dich*
And she told me what to say.	*Und du solltest zu ihr gehen*
She says she loves you	*O ja, sie liebt dich*
And you know that can't be bad.	*Schöner kann es gar nicht sein*
Yes, she loves you	*Ja, sie liebt dich*
And you know you should be glad.	*Und dann solltest du dich freu'n*
She said you hurt her so	*Du hast ihr weh getan*
That she almost lost her mind.	*Sie wusste nicht warum*
And now she says she knows	*Du warst nicht schuld daran*
You're not the hurting kind.	*Und drehtest dich nicht um*
She says she loves you	*O ja, sie liebt dich*
And you know that can't be bad.	*Schöner kann es gar nicht sein*
Yes, she loves you	*Ja, sie liebt dich*
And you know you should be glad.	*Und dann solltest du dich freu'n Whoo!*
She loves you, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah*
She loves you, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah*
And with a love like that	*Denn mit dir allein*
You know you should be glad.	*Kann sie nur glücklich sein*
You know it's up to you,	*Du musst jetzt zu ihr gehen*
I think it's only fair,	*Entschuldig dich bei ihr*
If I should hurt you, too,	*Ja dass wird sie verstehen*
Apologize to her	*Und dann verzeiht sie dir*
Because she loves you	*O ja, sie liebt dich*
And you know that can't be bad.	*Schöner kann es gar nicht sein*
Yes, she loves you	*Ja, sie liebt dich*
And you know you should be glad.	*Und dann solltest du dich freu'n. Ooh!*
She loves you, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah*
She loves you, yeah, yeah, yeah	*Sie liebt dich, yeah, yeah, yeah*
And with a love like that	*Denn mit dir allein*
You know you should be glad	*Kann sie nur glücklich sein*
Yeah, yeah, yeah, Yeah, yeah...	*Yeah, yeah, yeah Yeah, yeah, yeah, yeah*

The song chosen for the following two lessons is a well-known song by the famous band *The Beatles*. It is one of the few songs they recorded also in German in the 1960s. In the lyrics of the song, the narrator ensures a boy that his girlfriend loves him, although there have been some misunderstandings in their relationship, and encourages him to make up with her. The repetitive chorus and relatively small amount of vocabulary seem to be convenient for less advanced learners. Although the German translation is rather loose, the meaning is preserved.

The song has partly been used as a basis for activities aiming at the development of plurilingual awareness and partly as a text for a linguistic analysis which aims at the development of the plurilingual repertoire. Emphasis is put mainly on distinguishing between the spoken and written forms of the two languages. Several activities have been designed correspondingly in both languages, so that the students also have a chance to develop their learning strategies.

8.1 Specification of level and syllabus

This lesson plan was designed for the seventh form. During the time of its realization, the students had been learning English for four and a half years, and German for one and a half years. They were aiming at achieving level A2 in English and A1 in German at the end of compulsory education.

When working with this song, it suggests itself to use the relatively large number of personal pronouns to practise this grammar area However, since the students of the seventh form are not yet familiar with personal pronouns in accusative and dative, only one simple grammar exercise based on comparing the form of pronouns in English and German has been incorporated into this lesson plan.

8.2 Lesson plan English

Aims: to develop plurilingual awareness, to develop learning strategies (using similar format of exercises in the English and German lesson), to practise distinguishing between the sounds of English and German in order to get used to hearing them in one utterance.

1) Introduction and organisation (2 minutes)

The teacher introduces herself and gives a short explanation about the topic and the course of the lesson. She asks students to make name cards and put them visibly on their desks.

2) Pre-listening activity - How do you say *"I love you"*? (10 minutes)

Aim: to get students interested in the topic, to develop plurilingual awareness
Developed skills: listening, reading, speaking
Developed sub-skills: vocabulary

The teacher asks students a question: *Do you know how to say "I love you" in other languages?* She lets several students answer, if they want to speak. The teacher distributes worksheets with a matching exercise, where the students should match the sentence *"I love you."* written in several languages to the corresponding language. Before the students start solving the task, the teacher plays the pronunciation of the sentence in several languages from *Google translator* and asks them to listen and guess in what language the sentence was. Consequently, the teacher asks them to cooperate in small groups and solve the task. She may go through the names of the languages first, if the students have trouble understanding. Then, they check the answers together as a class.

3) Listening to the song "She loves you" (5 minutes)

Aim: to practise listening for specific information
Developed skills: listening, reading
Developed sub-skills: vocabulary

The teacher introduces the song and distributes another worksheet to the students. There is a bubble with several words written in it. The students should listen to the song carefully and circle all the words from the bubble which they can hear in the song. After listening to the song, they check their answers together with the teacher.

4)   Finding words that rhyme (12 minutes)

Aim: to practise distinguishing between the written and spoken form of words, to play with the language and realize own linguistic repertoire;
Developed skills: listening, reading
Developed sub-skills: pronunciation, spelling, vocabulary

The teacher distributes the lyrics to the song with another task. The students cooperate in pairs, they should listen to the song one more time and find pairs of words that rhyme. After that, they should think of more words that rhyme with each pair. The teacher monitors the activity and gives students advice. After the students have worked for several minutes, she asks them for their answers. They should read the entire lines with the rhyming words out loud. The teacher praises the students for their answers and writes the rhyming words on the board.

5)   She loves you in German (4 minutes)

Aim: to practise summarizing of overheard information; to develop plurilingual awareness
Developed skills: listening, speaking
Developed sub-skills: vocabulary

The teacher asks the students to summarize what the song is about. Then, she asks them to imagine that the boy addressed in the song comes from Germany. *How would you say to him that the girl loves him?* After that, the teacher introduces the German version of the song and asks students to write down the words they can hear and understand while they listen to the song. After listening to the song, she asks them about the words they wrote down.

6)   Recognizing the language (5 minutes)

Aim: to practise distinguishing between the sounds of two different languages, to develop plurilingual awareness
Developed skills: listening

The teacher plays parts of the song in English or in German and asks students to recognize which language they heard. She asks them to stand up when they hear German and stay sitting when they hear English.

7)   Singing (5 minutes)

Aim: to practise pronunciation, to motivate students to learn languages
Developed skills: speaking, listening
Developed sub-skills: pronunciation

The teacher practises pronunciation of the song with the students (she reads the lines out loud and the students repeat). After that, they try to sing along with the recording.

8)   Evaluation (5 minutes, it may take place during the break after the finish of the lesson)

The teacher distributes a short questionnaire in Czech. In the questionnaire, the students should mark the activities they did during the lesson as well as the quality of the song and answer the following questions.
What new did you learn in this lesson?
What activity did you find interesting / the most enjoyable?
What was difficult for you?
What surprised you during this lesson?

8.3 Lesson plan German

Aims: to develop plurilingual awareness, to give students a chance to become aware of their own linguistic repertoire, to motivate students to learn English and German, to develop learning strategies, to interconnect English and German and practise strategies of using the previous knowledge of English to learn German

1)   Introduction and organisation, revision (3 minutes)

Aim: to get ready for the lesson, to motivate the students by giving them a chance to realize their existing knowledge

Developed skills: listening, speaking

Developed sub-skills: vocabulary

The teacher asks students to prepare their name cards, she introduces the lesson and asks the students if they can remember how to say *"I love you"* in some of the languages they encountered in the previous lesson.

2)   Listening to the song "Sie liebt dich" (6 minutes)

Aim: to practise applying strategies of listening for specific information and working with a text from the previous English lesson in German

Developed skills: listening, reading

Developed sub-skills: vocabulary

The teacher distributes a worksheet to the song in German similar to the one from the previous lesson, where the students should circle all the given words they can hear in the song. The teacher plays the song twice and then they check the answers.

3)   Finding words that rhyme (12 minutes)

Aim: to practise applying strategies from the first foreign language, to play with the language and give students a chance to become aware of their own linguistic repertoire, to practise distinguishing between spoken and written form of words

Developed skills: listening, reading

Developed sub-skills: pronunciation, spelling, vocabulary

The students get a worksheet with the German lyrics of the song. They cooperate in pairs. Similar as in the previous lesson, they should listen to the song and find pairs of words that rhyme. After they have worked for a while, the teacher asks them to read the lines with the rhyming words and check their answers. Then, the teacher asks them to think of more words that rhyme with the pairs and writes them on the board.

4)   A grammar exercise (8 minutes)

Aim: to develop strategies of using the previous knowledge of English to learn German and learn from experience

Developed skills: reading

Developed sub-skills: grammar

The teacher distributes a worksheet with a grammar exercise to the song. It is about the personal pronouns. The students should use the lyrics of the song and their previous knowledge of the pronouns in English to complete a chart with three German pronouns.

5)   Highlighting familiar words (4 minutes)

Aim: to give students a chance to become aware of their own linguistic repertoire and their existing knowledge of German in order to motivate them to continue learning the language, to develop plurilingual awareness

Developed skills: reading

Developed sub-skills: vocabulary

The students get a handout with the lyrics of the song in German and English. They should highlight all the words they can understand in both languages, but especially in German. They can discuss it in pairs, possibly exchange knowledge and highlight more words after the discussion. Then, they show their highlighted texts to the teacher, who praises them.

6)   Singing and practice (10 minutes)

<u>Aim</u>: to practise pronunciation, to motivate students to learn English and German
<u>Developed skills</u>: speaking, listening
<u>Developed sub-skills</u>: pronunciation

The teacher divides the students into three groups. Each group should practise singing one verse of the song and the chorus is practised by the whole class. The teacher practises the pronunciation of the chorus with the whole class and then helps each group with the pronunciation of their part of the song. After that, the teacher plays the song on the guitar and the groups take turns in singing.

If there is time, the students can also try singing the song in English.

7)   Evaluation (5 minutes; it may take place during the break after the finish of the lesson)

The students fill in a short questionnaire similar to the one from the previous lesson.

<u>Alternatives</u>

- The singing could be done as a singing contest, where each group practises singing the whole song. The task could be to learn at least one verse in German and at least one verse in English, plus the chorus, and then singing the song in front of the class. After all groups would have performed, there could be a vote about the best performance.

- In more advanced classes, the work with the lyrics could involve more grammar exercises, especially about the pronouns in English and German.

- Other possibilities of working with the lyrics could be: sorting lines written in English and German; organising the lyrics cut into pieces according to the listening to the song; sorting English and German vocabulary from a box and comparing the words.

8.4 Application

The number of students present in the classroom was 18 during the English lesson and 17 during the German lesson. The work in both lessons passed off smoothly and the students were disciplined. About a third of the students participated very actively in the lesson. All the performed activities in both lessons seemed appropriately challenging for the class. The majority of the class seemed satisfied with the song choice, although there were few students who did not like this music genre.

In the English lesson, it was difficult for some students to distinguish between certain English sounds, especially */e/* and */æ/* when thinking about the rhyming words. Some of them also had difficulties with recognizing English and German when listening to the song extracts. The timing of the activities was almost perfect, only the singing exercise has been left out and the evaluation took place during the lesson. According to the questionnaire, the students enjoyed the matching exercise about how to say "I love you" in different languages and also the listening exercise of distinguishing between English and German most.

The German lesson started several minutes later, due to some misunderstandings in organisation. Nevertheless, all the planned activities were managed and the evaluation took place after the lesson finished. All the activities seemed to be accepted positively by the students. When highlighting the German lyrics, the students seemed to understand almost the whole text. Also, the singing exercise seemed to be appropriate and welcomed by the students, although it was obvious that they were not sure about the pronunciation and not completely satisfied with their performance, and so it would have been better to have more time for practising and sing the song more than once.

8.5 Conclusion

The implementation of this lesson plan showed that it is definitely beneficial for the students to practise pronunciation and listening comprehension, especially distinguishing between sounds, in both English and German. The number of planned activities in both lessons seemed adequate as well as the difficulty of the individual tasks. Nevertheless, it would be better to spend more time practising the pronunciation of the lyrics and singing. It would be convenient to incorporate the singing of the same practised

song into the content of more lessons, because it could represent a good motivation for the students. Overall, the students seemed to respond to the performed activities well. Although a long-term impact of such type of work on the students cannot be recognized or predicted after only two lessons, it definitely seems feasible to deal with such activities in regular classes.

9. Lesson plan 2 – (Cro – Traum / Dream)

Yeah! Baby, how many times
somebody told you
come and let us get away from here?
I've got what you need,
a brush for your teeth
and a little bit of insaneness, yeah.
And whenever you feel alone
I'll be there, but you're never ever by
my side,
'cause every time I see you
my heart goes "tick tick boom"
like dynamite.
Uh huh! And all them girls
wanna be like her.
Uh huh! But believe me
I don't see them girls.

Hey yo! And I think it's just because
I'm so in love,
so when I dream, don't wake me up!

Sometimes I only dream of you.
Tell me what do I have to do that you
belong to me
(you belong to me)?
I would do anything for you,
'cause you've got what I need,
baby, come with me!

I'm feeling so alone, don't know what
to do
and no matter where I go, I just think
of you.
But all I really wanna know is how to
make you mine.
Baby, let me know if you're alive!

Yeah! Baby, nimm' meine Hand!
Ich hab' alles schon gepackt.
Komm, wir beide gehen weg von hier.
Sieh, der Jet ist getankt,
ich hab' Geld auf der Bank
und noch jede Menge Plätze hier.
Und immer wenn du einsam bist,
komm' ich 'rum, du musst nie wieder
alleine sein.
Denn immer wenn ich dich seh',
macht es in mir „tick tick boom",
so wie Dynamite.
Aha, und alle anderen Girls
wären gern wie du.
Aha, denn du bist wunderschön
und gefährlich klug.

Ey jo! Und ich hoff', dass du mich siehst.
Ich bin verliebt
und hab' kein' Plan, ob es dich gibt.

Doch manchmal träum' ich nur von dir.
Bitte, sag', was muss ich tun, dass du
mich hörst.
(Dass du mich hörst.)
Denn ich wär, heut so gern bei dir
und ich glaub', ich fänd es cool,
wenn du mir gehörst.

Ich fühl mich so allein, weiß nicht, ob's
dich gibt.
Und egal wie laut ich schrei, sie hört
mich nicht.
Doch sie ist g'rade irgendwo und denkt
vielleicht an mich.
Hey Baby, bitte schreib, wenn es dich gibt!

The following two lessons deal with two versions of a song by the German interpret *Cro*. The original song *Traum* was also loosely translated into English and recorded by *Cro* as *Dream*. In the lyrics of the song, the singer dreams of a mysterious girl which he has not met yet but is already in love with.

The song is used partly as a stimulus for various activities which aim at developing plurilingual awareness and partly as a text for linguistic analysis which helps to develop the plurilingual repertoire. Both aims of plurilingual education should therefore be fulfilled.

Since the genre of this song is a mixture of pop and rap, the lyrics are quite extensive. Therefore, only the first verse and chorus have been chosen as a text to work with after the students listen to the whole song.

9.1 Specification of level and syllabus

This lesson plan is intended for the eight form. During the time of its implementation, the students had been learning English for five and a half years, and German for two and a half years. They were aiming at achieving level A2 in English and A1 in German at the end of compulsory education.

According to the educational programme of the school, the students of eighth form should already be familiar with the declination of German personal pronouns in accusative and dative as well as the prepositions in these cases. One of the topics of the English classes in the eighth form is called "problems of the youth". The topic of the song could fall into this category too.

9 2 Lesson plan English

Aims: to develop plurilingual awareness, to gain experience with a part of German culture using the English language as a mediator, to motivate students to learn other language than English, to practise strategies of using English as a tool to learn German

1)   Introduction and organisation (3 minutes)

The teacher introduces herself and gives a brief explanation about the topic and the course of the lesson. She asks students to make name cards and put them visibly on their desks.

2)   Pre-listening activity (7 minutes)

Aim: to introduce the song and get students interested in the topic and listening to the song, to practise speaking about own experience

<u>Developed skills</u>: listening, speaking

<u>Developed sub-skills</u>: vocabulary, grammar

The teacher writes the word "*dream*" on the board and asks students the following question: *"Do you ever dream? Do you have dreams?"* After that, she asks the students to think about the time and place they usually dream and the things they dream about, and writes three columns on the board.

What	When	Where

The teacher calls on several students to tell her when or where they usually dream and what they dream of. She encourages them to think not only of dreams they have while sleeping but of their wishes as well. Subsequently, she asks the students to write one short sentence into their notebooks and she gives an example.

E. g. "I usually dream about the holidays when I have to learn at school.

"I sometimes dream about flying at night in my bed.

Then, the teacher calls on several students to read their sentences out loud, praises them for their answers and corrects possible mistakes.

3)   Listening to the song - *"Dream"* (5 minutes)

<u>Aim</u>: to get familiar with the song in a language that the students know better and to get the students interested in learning about the interpret, to practise expressing assumptions and listening for specific information

<u>Developed skills</u>: listening, speaking

<u>Developed sub-skills</u>: vocabulary

The teacher introduces the activity and asks students what they think the song will be about according to its title. She asks them to listen carefully to the lyrics and try to find out if their assumptions were correct. They should note the words they can hear and understand when listening to the song and keep the list for later.

After listening to the whole song, the teacher asks the students what or who they think the singer dreams about according to the words they noted. The students can discuss

it in pairs first and then tell it to the rest of the class.

The teacher then also asks the students to imagine who the person singing the song may be, what he looks like, where he is from and so on. The students discuss it in pairs again and the teacher asks several of them to describe the singer in a short sentence. (*E. g. "I think it is a boy, he is young and handsome and he is from Canada."*)

4)   Reading about the singer (10 minutes)

Aim: to use English as a tool to find out about a part of German culture; to develop learning strategies, to motivate the students to learn German, to practise reading for specific information

Developed skills: listening, reading

Developed sub-skills: vocabulary

The teacher informs the students that they are going to find out more about the person singing the song. She asks them where they would look for information if they wanted to find out about the singer. (It can be discussed that internet articles about foreign interprets in the Czech language, for example from *Wikipedia*, may be rather incomplete and it is better to search for articles written in English.) The teacher then distributes worksheets with a short text (an extract from English *Wikipedia*) about the song and the interpret including his photograph. The students read the text silently and look for information to answer several questions in the worksheet.

What is the name of the singer?
When was he born?
Where is he from?
What kind of music does he do?
What is the name of the original version of the song Dream?

When they finish, they check the answers together with the teacher and the rest of the class.

5)   Listening to the song *"Traum"* (5 minutes)

Aim: to compare the spoken form of the lyrics in both languages

Developed skills: listening
Developed sub-skills: vocabulary, pronunciation, spelling

The students listen to the original version of the song in German and they should again try to note the words they can hear and understand. After listening to the song, the students should compare the lists of words they made while listening to the English and German version of the song. The teacher asks them about the words they wrote down and also if they noticed any similarities or differences in the two versions, how they sounded like to them and so on.

6)   Completing the lyrics (10 minutes)

Aim: to compare the spoken and written form of the lyrics in both languages, to practise strategies of working with a text, to practise reading for specific information
Developed skills: reading, listening
Developed sub-skills: vocabulary

The teacher distributes two sets of worksheets to the students. One is the complete lyrics of the English version and the other is the German text with gaps and the missing lines written below. The students should try to complete the German lyrics using the English text as a help. They may cooperate in pairs.

If there is time, the teacher plays the song one more time for the students to check their answers. After that, the teacher and the students go through the text together and check the answers.

7)   Homework (1 minute)

Aim: to offer students a chance to gain own experience with the German language, to get the students interested in German pop culture and motivate them to learn German

As homework, the students are asked to find and watch the video clip to the song on YouTube as well as listen to other songs by the interpret.

8)   Evaluation (5 minutes; it may take place during the break after the finish of the lesson)

The students are asked to fill in a short questionnaire similar as the one in the previous lesson plan.

<u>Alternatives</u>

- When dealing with finding information about the interpret, the teacher could first present the entry from the Czech *Wikipedia* to the students, which is very short and does not contain the information needed in order to answer the questions. It would motivate the students to search for information in English or in German. Even better option would be to let the students look for the information on the internet using computers.

9.3 Lesson plan German

<u>Aims</u>: to develop awareness of learners' linguistic potential and motivate students to continue learning languages, to practise learning strategies of using English to comprehend German, to interconnect English and German and practise using both languages simultaneously for communication

1)   Introduction and organisation (4 minutes)

<u>Aim</u>: to get ready for the following lesson, to make students realize their existing knowledge in German and motivate them
<u>Developed skills</u>: listening, speaking
<u>Developed sub-skills</u>: vocabulary

The teacher greets the students and asks somebody to summarize the content of the previous lesson. She gives a short explanation about the topic and the course of the following lesson. She asks students to put their name cards visibly on their desks.

Subsequently, the teacher asks several students to repeat information about the singer and the song which the students found out during the previous lesson. She asks questions in German (for example: *Wie alt ist der Sänger? Woher kommt er? Welche Instrumente spielt er?* etc.). Then, she asks them in Czech, if they found the video clip or

other songs in the internet and what their opinion on them was.

2)   Sorting lines (3 minutes)

Aim: to see the difference between English and German spelling, to practise reading for specific information
Developed skills: reading
Developed sub-skills: spelling, vocabulary

The students work in groups of three or four people. Each group gets a set of the lyrics of both versions of the song cut into pieces. They are supposed to sort them out into two groups, English and German. The teacher monitors the activity and makes sure the students sorted the lyrics correctly.

3)   Organising lyrics (13 minutes)

Aim: to get used to hearing English and German concurrently and to using both languages in one utterance, to use English as an aid to comprehend German, to practise listening for specific information
Developed skills: listening, reading
Developed sub-skills: vocabulary

After sorting the lyrics into two groups, the students should put them in the right order according to the listening to the song. (This time, they only listen to the first verse and chorus of the song.) They should cooperate in their groups and the teacher encourages them to think about a strategy which would help them organise the lyrics easily (e.g. each member of the group takes a few lines and tries to listen for them in the song). The teacher plays the English version once and then gives the students a few minutes' time to finish sorting. After that, the teacher does the same with the German version. The students can use the English lyrics to help them organise the German ones. Finally, the teacher plays both versions one more time for the students to check. The teacher monitors the activity and gives students feedback if they finish earlier.

After that, the teacher distributes one sheet of paper with both lyrics into each group and they check both sets of lyrics together. The teacher calls on the students to read every cut line both in English and German each time.

This activity can be performed as a contest and the group which finishes first and organises the lyrics correctly can receive a little prize.

4)   Worksheet (15 minutes)

Aim: to realize the similarities and differences between English and German, to interconnect the languages
Developed skills: reading
Developed sub-skills: vocabulary, spelling

The teacher collects the lyrics again and distributes another worksheet which deals with similar English and German vocabulary from the lyrics, to every student. The students solve the tasks individually. After each task, the students and the teacher check the answers together.

5)   Highlighting English words (3 minutes)

Aim: to distinguish between English and German in a written text, to practise strategies of reading comprehension (concentrating on words we understand)
Developed skills: reading
Developed sub-skills: vocabulary

The teacher distributes the German text again and asks the students to highlight all the English words in there.

6)   Highlighting the words that we understand (4 minutes)

Aim: to offer the students a chance to become aware of the knowledge they already possess in the German language and realize their own linguistic potential, to motivate the students to continue learning languages.
Developed skills: reading
Developed sub-skills: vocabulary

The teacher asks the students to highlight all the words they understand in the rest of the text. Then, they can discuss it in pairs and possibly exchange knowledge with their

partners and highlight the words they learned from them. After that, the teacher asks them to show her their highlighted sheets of paper and praises them.

7) Evaluation (5 minutes; it may take place during the break after the finish of the lesson)

The students get a similar questionnaire as in the previous lesson.

9.4 Application

There were 22 students present in both lessons. Out of the three approached classes, this one was the most difficult to work with. The students were repeatedly noisy and it sometimes caused them not to understand the instructions correctly, which made the course of the lessons more complicated. All in all, it was obvious that the students were not used to such type of activities during language lessons. Nevertheless, a relatively large number of students participated actively in the lessons and responded to the asked questions. Their response to the song choice seemed to be neutral, they would probably prefer a different song, but they accepted it.

The English lesson started with a delay, due to technical difficulties with the loudspeakers. Consequently, the time for performing individual tasks was shortened a little bit, so that all the planned activities could be managed. The evaluation then started a minute before the end of the lesson. The communication with the class in English was very good, their level of English was better than expected. Although, they had difficulties with finding information in the text from *Wikipedia*, and also with completing the German lyrics according to the English version. In the case of some of the students, it was caused by their misunderstanding the instructions, though. According to the questionnaire, the students found it interesting to learn about the German interpret. None of them knew the singer or the song before and they did not guess that he was not a native English-speaker. Most students found the work with the text rather difficult, but several of them were pleasantly surprised by the activities that interconnected English and German.

Even though the German lesson started punctually, performing some of the tasks took students longer than expected and not all the planned activities were managed. The students seemed to enjoy organizing the lyrics of the song in English and German, but it

was obviously too difficult for them. They had difficulties completing both the German and the English version, which was partly caused by their not accepting the suggested strategy. The strategy was partly ordered to them before starting organizing the German lyrics, so that finally at least one group managed to complete the task successfully and was rewarded with a little prize. Nevertheless, this activity delayed the rest of the lesson and the last task (highlighting the lyrics) had to be left out. According to the questionnaire, the students found it interesting to interconnect the two languages and they were surprised by the number of similar words. During the lesson, it was apparent that the students enjoyed thinking about the similar words in English and German. They also appreciated the opportunity to work in small groups. However, group work is apparently something they are not used to during their German lessons. Overall, the second lesson seemed more interesting for the students, but it would have been better to spend more time with each activity, so that the work would be really beneficial to the students.

9.5 Conclusion

During the two lessons, it appeared that the students accept and enjoy such type of activities, but they need more practice, in order to be able to carry them out effectively. Especially in those classes, where the students are not used to such type of work, it is essential not to underestimate the preparation and think carefully about the given instructions, so that it will not come to misunderstandings. In this particular class, it seemed necessary to take more time to give clear instructions, to ensure that the students understand, and to let them complete the tasks. Therefore, it would be better to leave some of the planned activities out and possibly incorporate them in more lessons over a longer period of time. Also, the difficulty of the tasks (for example the number of cut out lines from the lyrics) should be better adapted to the level of the class, which would be possible when working with the same class during the whole term. Apart from that, a training of effective team work over a longer period of time would also be appropriate. Nevertheless, the students seemed to respond to the content of the lessons well and when working with the class permanently, such activities could definitely be implemented and the students would surely benefit from them.

10. Lesson plan 3 – (Eko Fresh – Rollin')

Wir entdecken Bayern und ich hab die beste Optik

Wenn ich im Cockpit meiner Lok sitz

Wir machen uns auf den Weg, wer ist ready yo?

Der Train rollt – DB Regio!

Die Landschaft des Freistaats, als würden wir langsam vorbeifahren

Der Anblick kriegt Five Stars

Und es werden Wege neu entdeckt

Also lehnt euch mal relaxt zurück im Regional Express

Fragt uns ruhig aus, wenn ihr dem Fahrplan nicht traut

Spätestens seit diesem Track ist Schwarzfahren out

Ich sag's konkret, manchmal kommen wir zu spät

Das bleibt nicht aus Bro, aber sonst sind wir straight

Dachtest du es gäbe keine Lokführerinnen?

Steig ein, ich kann dich zu deinem Block rüber bringen

Denn bist du mal in Bayern regional gefahren

Weißt du hier ha'm nicht nur Jungs die Lederhosen an

Refrain:

Steig ein wir rollin': Bro jetzt ist Endstation, ich lass heute meinen Benz at Home

Steig ein wir rollin': Guck mal der nächste Halt, aus der City und jetzt steh ich im Wald

Steig ein wir rollin': Wir chillen hier im Zugabteil, wenn wir reisen Brudi nur mit Style

Steig ein wir rollin': Steig ein um mitzufahren, wir entdecken Bayern mit der Bahn

Steig ein, wir rollin' Steig ein, wir rollin' Steig ein, wir rollin' Steig ein, wir rollin'

Ich gleite cool in meinem Zug

Glaube mir wir rollen immer auf den Gleisen smooth

Es wird weiterhin gecruist mach mal Platz da

Tickets werden fix geknipst vom Schaffner

Siehst du die Ladies dahinten am Bahnsteig – wow

währenddessen sitzt du auf der Autobahn im Stau

Krasser Scheiß, was ein Life, ob man

Nach Lindau, Freising oder Passau reist

Und wir fahr'n an der Isar entlang

Um lässig unstressig an das Ziel zu gelangen

Yeah es macht Choo Choo

Wenn ich im Zug cruise, vergeht die Zeit wie im Flug Dude

Du schaust und sitzt, bist bei diesen Ausflugtipps

In deinem Abteil beinahe ausgeflippt

Ab ans Gleis, hol dir gleich mal ein Ticket

Der Schaffner pfeift, alle einsteigen bitte

Refrain

The third lesson plan works with only one version of a song. It is a song by the German interpret *Eko Fresh*, who composed the song called *Rollin'* as a promotion of German regional trains *DB Regio Bayern*. It is a rap song that states the advantages of travelling by regional trains in Bavaria with exaggeration. The lyrics combine the German language with English words which are sometimes somewhat Germanized.

This lesson plan works also with the video clip[17] of the song and uses both the video and the lyrics as a basis for activities aiming at the development of the plurilingual awareness, the plurilingual repertoire as well as the intercultural competence.

10.1 Specification of level and syllabus

This lesson plan is projected for the ninth form. During the time of its realization, the students had been learning English for six and a half years, and German for three and a half years. They were aiming at achieving level A2 in English and A1 in German at the end of compulsory education.

According to the educational programme of the school, travelling is one of the topics of German classes both in the eighth and the ninth form, and the students should be familiar with this topic in English as well.

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[17] https://www.youtube.com/watch?v=xRdd7fyO-OY

10.2 Lesson plan English

Aims: to develop plurilingual awareness and the intercultural competence, to interconnect English and German and practise using both languages for communication, to develop learning strategies by using the previous knowledge of English to comprehend German

1)   Introduction and organisation (3 minutes)

The teacher introduces herself and gives a brief explanation about the topic and the course of the lesson. She asks students to make name cards and put them visibly on their desks. She organizes the seating, so that everyone can see the screen well.

2)   Pre-listening activity (10 minutes)

Aim: to introduce the topic of the lesson, to get students interested in the topic, to practise taking part in a discussion and expressing opinions
Developed skills: listening, speaking
Developed sub-skills: vocabulary, grammar

Students work in pairs. The teacher presents a problem to solve: *Next week, I want to travel to Germany with my friends for a few days. Can you recommend if we should travel by car or by train?*

The teacher asks several students for their ideas and writes several pros and cons to each means of transport on the board. After that, the teacher assigns each student their preferred means of transport and monitors the activity. The students should discuss the pros and cons of travelling by train or by car in pairs. They should present the advantages of their means of transport and mention the disadvantages of the other one to their partners. They should come to a conclusion and decide which means of transport they prefer based on the points they discussed and present the answer to the teacher (e. g. *We recommend you travel by train, because it is*

cheaper and there is more space than in the car. / We think you should travel by car,
because you can travel whenever you want and you don't have to wait at the train
station.). The teacher corrects possible mistakes and praises students for their
answers.

3)   Video clip with comments (5 minutes)

Aim: to get the students familiar with the video clip and facilitate their
understanding of the song, to practise expressing assumptions and describing
Developed skills: listening, speaking
Developed sub-skills: vocabulary

The teacher introduces the video and mentions that it is an advertisement for
the German regional railways which wants to persuade people to travel by train.
She asks the students about the title and what they think it could mean. Then, she
plays the video and pauses it a few times to ask students to comment on what they
see (W*ho is the person getting out of the car? What is his personality? What*
happened to him? What is he thinking? etc.). Then, the students watch the rest of
the video clip.

4)   Video clip worksheet (5 minutes)

Aim: to get students familiar with the video clip, to interconnect both
languages by talking about the German video clip in English
Developed skills: listening, reading, writing
Developed sub-skills: vocabulary

The students get a worksheet with questions in English about what they can
see in the video clip. They read all the questions and try to answer them while they
are watching the video for the second time. Then, the teacher asks several students
for the right answers.

5)   Talking about students' own experience with Bavaria (3 minutes)

<u>Aim</u>: to activate previous knowledge about the topic, to develop the intercultural competence, to practise talking about own experience
<u>Developed skills</u>: listening, speaking
<u>Developed sub-skills</u>: vocabulary, grammar

The last question in the worksheet was about the part of Germany mentioned and presented in the video. There are several indications about the culture and typical products and sights of Bavaria in the video. Some of the students have probably been there already, so they should find out easily. After mentioning Bavaria, the teacher asks the students to come and stand in front of a map of Germany. She asks them to find Bavaria on the map and asks about their experiences. (*Have you ever been to Bavaria? Where? What did you see / do? How did you travel there?*)

6)   Bavaria worksheet (5 minutes)

<u>Aim</u>: to develop the intercultural competence, to interconnect German and English and use the previous knowledge of English to learn German or vice versa
<u>Developed skills</u>: reading
<u>Developed sub-skills</u>: vocabulary, spelling, pronunciation

The students return to their seats and the teacher distributes another worksheet with pictures of items typical for Bavaria. The students should choose corresponding names in German and English from a box and match them with the pictures. They can compare their answers in pairs. Then, they check the answers together as a class and practise pronunciation of the words.

7)   Working with text – highlighting English words, translating (14 minutes)

<u>Aim</u>: to interconnect German and English, to practise learning strategies by using the previous knowledge of English to comprehend German, to practise using

both English and German for communication, to practise reading for specific information

Developed skills: reading, writing, speaking

Developed sub-skills: vocabulary, spelling

The teacher asks the students to think of more reasons why people should travel by train in Germany / Bavaria. They should think of slogans to advertise travelling by train. They can get inspiration from the video or from the lyrics of the song and they can use both English and German words.

The teacher distributes worksheets with the song lyrics where the students try to find the reasons. First, she asks them to highlight all English words in the text. Then, they should highlight all the other words they understand. They can try to translate parts of the text into English. After that, the students cooperate in pairs and agree on a slogan (one sentence) why people should travel by train in Germany / Bavaria. The teacher monitors the activity and encourages the students' creativity. Finally, each pair presents their slogan and the class votes for the best one.

8)   Homework – What is the best way to travel by train in Bavaria?

Aim: to give the students a chance to gain own experience with the language, to develop the intercultural competence

The teacher asks the students to do research at home and find out what the cheapest way for groups of people is to travel by train through Bavaria.

9)   Evaluation (5 minutes; it may take place after the finish of the lesson)

The students are asked to fill in a short questionnaire similar as in the previous lesson plans.

Alternatives

- If time allows, the students could do research about the train tickets for travelling through Bavaria in class using computers and the internet.

10.3 Lesson plan German

Aims: to develop the awareness of students' own linguistic repertoire and to motivate students to continue learning languages, to practise strategies of using English to learn German, to practise using both English and German for communication

1)   Introduction and organisation, revision (4 minutes)

Aim: to get ready for the lesson
Developed skills: listening, speaking
Developed sub-skills: vocabulary

The teacher introduces the lesson and asks students to put their name cards visibly on their desks. Then, she asks somebody to remind the rest of the class of the content of the previous lesson. She also asks the students if they found out about the train ticket for cheap travelling in Bavaria (Bayernticket) and gives them more information about it.

2)   Contest – vocabulary revision (5 minutes)

Aim: to give students a chance to realize their existing knowledge and motivate them
Developed skills: reading, writing
Developed sub-skills: vocabulary, spelling

The students are divided into groups of three or four people and they receive small sheets of paper, they will write their answers on. The teacher shows a picture or a picture with its name in one of the languages and the students have to quickly write down the correct name or the other equivalent. The first group who writes it correctly gets a point. The teacher writes the points on the board.

3)   Highlighting the lyrics (4 minutes)

Aim: to get students a chance to become aware of their existing knowledge in German and motivate them
Developed skills: listening, reading
Developed sub-skills: vocabulary

The students work with the lyrics of the song. They should highlight all the words they understand while they are listening to the recording of the song. After that, they show their highlighted lyrics to the teacher who praises them.

4)   Finding rhymes (10 minutes)

Aim: to compare the spoken and written forms of English and German
Developed skills: reading, listening
Developed sub-skills: vocabulary, pronunciation, spelling

The teacher asks the students to find all words that rhyme in the lyrics. The pairs of rhyming words can be in English, German or it can be a mix of both languages. The students cooperate in the same groups they had for the contest. First, they look for the rhymes just in the text, later the teacher plays the song again and the students can look for more rhyming words based on their listening to the song. Finally, the teacher asks them about the words they found, writes them on the board and the group with the most found rhymes gets points. The points are added to the score of the contest and the winning group receives a small prize.

5)   Working with the lyrics – worksheet (10 minutes)

Aim: to practise strategies of using the knowledge of English to comprehend German texts, to learn new German vocabulary with the aid of English, to practise reading for specific information
Developed skills: reading
Developed sub-skills: vocabulary, spelling

The students get a worksheet with several tasks to the lyrics. First, they should find equivalents of several lines from the song that were translated completely into English in the lyrics. Then, they should translate several words from English into German according to the lyrics and match them with the right pictures. Finally, they should find geographic names in the lyrics and find them on the map. The teacher gives students feedback after completing each task.

6)   Writing a Facebook message to a German friend (10 minutes)

<u>Aim</u>: to practise using both English and German for written communication
<u>Developed skills</u>: writing
<u>Developed sub-skills</u>: vocabulary, grammar, spelling

The last task of the worksheet is to write a Facebook message about our trip in Bavaria to a German friend. The students are asked to mention where the trip takes place, what they are doing and how they like it. They should use mainly the German language, but they can use English words too. They are asked to use several words suggested in a box.

After they finish writing, the teacher asks several students to read their messages out loud, praises them and corrects possible mistakes.

7)   Evaluation (5 minutes; it may take place after the finish of the lesson)

The students fill in a short questionnaire similar as in the previous lesson.

<u>Alternatives</u>

- This topic could be approached as a class project taking place over a longer period of time, where the students could collect information about Bavaria (sightseeing tips, accommodation, restaurants etc.) and about travelling by train, during which they would have to use their knowledge of both English and German. They could plan a school trip to Bavaria for their class.

10.4 Application

The number of students present in the classroom was 15 during the English lesson and 17 during the German lesson. The cooperation with the students was pleasant, they were disciplined and participated actively in the lessons. The song choice as well as all the activities were accepted positively by them.

The English lesson passed off very well. Most of the students had a very good level of English and they were willing to make conversation in pairs as well as to respond to the questions of the teacher. Although the tasks were adequately challenging for the students and they had no difficulties with solving them, it appeared that the time scheduled for each activity was not sufficient. It would have been better to give the students more time for completing each exercise, so that they could really benefit from them. The last activity had to be shortened and most students did not manage to finish creating the slogans. The evaluation took place after the lesson. According to the questionnaire, the lesson was very interesting for the students. They did not know much about Bavaria before, only two of them have already visited this region. Also, working with a German rap song and comparing similar English and German words was a new experience for the students, which they enjoyed.

During the German lesson, there seemed to be a similar problem with insufficient time for solving the tasks. The students worked diligently, but they would have needed more time to absorb all the information. Towards the end, the lesson fell behind schedule and the last exercise (writing a message to a German friend) was not managed but suggested as homework. According to the questionnaire, the students appreciated the vocabulary contest as well as the activity of finding rhymes in the song, which was really challenging for some of them, and they were surprised by the amount of vocabulary they already knew in German when highlighting the lyrics.

10.5 Conclusion

After the implementation of this lesson plan, it seems that both the content of the lesson and the difficulty of individual activities was appropriate for the students. Nevertheless, some of the activities could be left out and possibly performed during another lesson, so that the students would have a better chance to absorb all the information. Certainly, it seems appropriate to incorporate more activities aiming at the development of the intercultural competence in language lessons.

11. Summary of the practical part

The practical part of this thesis presented three lesson plans based on songs combining the English and German language or songs with a version translated in the other language. The lessons were designed for the conditions of three particular classes, where the teacher worked only shortly. Each lesson contained an encounter with both English and German and the emphasis was put on motivating the students to learn both languages, developing their plurilingual repertoire as well as their plurilingual awareness.

In general, all the performed activities could be assessed positively. Especially the activities aiming at the development of learning strategies and the strategies of using the previous knowledge to comprehend and learn German appeared to be really beneficial for the students. Similarly, the activities dealing with the development of the intercultural competence, namely learning about the German culture, seemed appropriate, because they are probably not very often incorporated into language lessons.

To conclude, the implementation of such lessons would be much easier in classes, where the teacher works on a long-term basis. In that case, the activities and the difficulty of the individual tasks could be better adapted to the circumstances and the level of each class, which would make the learning process more effective. Nevertheless, based on the experience gained from the work with these three classes, it can be said that such type of activities is mostly interesting and enjoyable for the students and they appreciate the effort to try something different.

12. Conclusion

This thesis has dealt with using authentic songs in the classes of English and German at the lower secondary school level in order to develop plurilingualism. All main aspects of this issue, which means the significance and developing of plurilingualism, interconnecting the subjects English and German as foreign languages and the use of songs in language education, have been examined with the aid of different reference books and their possible interconnection has been suggested. The theoretical findings have been put into practice in the form of three lesson plans implemented in three classes of the lower secondary school level.

It has been established that authentic songs can be used in foreign language classes in order to support both parts of plurilingual education, which are education for plurilingualism and education for plurilingual awareness, in compliance with the Council of Europe's language education policies. Since plurilingual education at the lower secondary school level consists in crossover linking the languages taught as subjects, which in Czech schools usually means interconnecting English and German, the work with song lyrics combining both languages or with two versions of a song translated into the concerned languages has been suggested. In the lessons of English and German as foreign languages, the songs can be used either as sources of linguistic material themselves, to help students develop their linguistic repertoire and ability to communicate with the aid of more languages, or they can be used as impulses for further activities aiming at interconnecting the subjects or at developing a pluricultural competence, which are necessary steps for the development of plurilingualism.

The practical part of this thesis has shown that it is possible to find suitable material to design lesson plans for the purposes of developing plurilingualism through songs. All three lesson plans have succeeded in combining activities aiming at developing both plurilingual repertoire as well as plurilingual awareness, which implies that both aims of plurilingual education can be fulfilled with the aid of using songs in language education.

During the application of the lesson plans in different classes at the lower secondary school level, it has been discovered that activities aiming at the

development of learning strategies and the strategies of using previous knowledge of English to learn German are particularly beneficial for the students, as well as the activities aiming at the development of the intercultural competence, especially in the lessons of German as a foreign language. The application has also shown that most students find such type of activities interesting and enjoyable. However, it has also been observed that the implementation of activities aiming at developing plurilingualism through songs would naturally be more successful in classes where the teacher works permanently and where the students are used to methods similar to those applied during the performed lessons.

It appears that the cross-over linking of the subjects of English and German as foreign languages offers many opportunities to facilitate the students' language acquisition and that authentic songs have a great capacity to support their language learning process as well as the development of their plurilingual competence. It is by no means impracticable to develop plurilingualism during compulsory education and it is only advisable to incorporate more such activities into language lessons at the lower secondary school level.

13. Resumé

Tato diplomová práce se zabývá možnostmi využití autentických písní ve výuce anglického a německého jazyka na druhém stupni ZŠ a nižším stupni gymnázia, především za účelem rozvoje plurilingualismu (mnohojazyčnosti). Obsahuje teoretickou část, ve které jsou rozvinuta témata plurilingualismu, propojování anglického a německého jazyka a využití hudby a písní ve výuce, načež následuje pojednání o možnostech propojení těchto tří oblastí, tedy využití autentických písní k rozvoji plurilingualismu v hodinách anglického a německého jazyka. Praktická část této práce pak obsahuje přípravu tří vyučovacích hodin anglického jazyka a s nimi korespondujících hodin německého jazyka, které se odvíjí vždy od některé autentické písně a zaměřují se na rozvoj plurilingualismu a podporu motivace k učení se dvěma cizím jazykům společně.

V teoretické části jsem se nejprve pokusila na základě prostudování odborné literatury vysvětlit význam plurilingualismu a shrnout cíle jazykové politiky Rady Evropy týkajících se plurilingualismu a jeho podpory a rozvoje na druhém stupni základních škol. Díky výhodám, které přináší jak jednotlivcům, tak i celé společnosti, se podpora plurilingualismu stala ústředním cílem jazykové politiky v Evropské unii. Vzdělávání zaměřené na rozvoj plurilingualismu by se přitom mělo soustředit nejen na rozvíjení jazykového potenciálu jednotlivců, ale také na rozšiřování jejich povědomí o tomto potenciálu jak u nich samých, tak u ostatních lidí, a mělo by jim nabídnout strategie, jak tento potenciál co nejlépe využít. Na druhém stupni ZŠ může být rozvoj plurilingualismu konkrétně uskutečňován propojováním vyučovaných jazykových předmětů a podporou využívání kompetencí získaných v rámci osvojování prvního cizího jazyka při osvojování dalších cizích jazyků.

Dále jsem se tedy v odborné literatuře pokusila najít způsoby, jak propojovat výuku anglického a německého jazyka na druhém stupni ZŠ, jelikož se jedná o nejčastěji vyučované cizí jazyky na českých školách. Zdá se, že existuje celá řada možností, jak tyto předměty propojit. Jednak se lze zaměřit na podobnosti anglického a německého jazyka, zejména v oblasti slovní zásoby, což může

usnadnit porozumění čtenému a mluvenému textu. Poukazování na rozdíly mezi těmito jazyky potom může pomoci předejít chybám v mluveném nebo psaném projevu. Kromě toho by tyto dva předměty měly spolupracovat také v oblasti rozvoje strategií učení se cizím jazykům, které mohou vzájemně sdílet.

Ve výuce jazyků lze také využít hudbu a písňové texty k rozvoji jak jazykových prostředků, tak i jednotlivých řečových dovedností. Materiály ovšem musí být vhodně vybrány a upraveny pro účely výuky. Zvláště používání autentických písní se zdá být přínosné pro výuku cizích jazyků, neboť představují zdroj autentického materiálu daného jazyka a motivační prvek pro žáky, kteří se s takovými písněmi setkávají i v běžném životě.

Právě díky tomu, že zprostředkovávají část určité kultury a někdy bývají i mezinárodně známé, mohou autentické písně u žáků podpořit rozvoj povědomí o plurilingualismu. Plurilinguální potenciál a schopnost komunikovat s pomocí více jazyků pak mohou být u žáků rozvíjeny tím, že budou při výuce pracovat s verzemi jedné písně v několika jazycích. Obě části vzdělávání zaměřené na rozvoj plurilingualismu tudíž mohou být podpořeny používáním autentických písní ve výuce jazyků. Ve výuce anglického a německého jazyka na druhém stupni ZŠ lze texty autentických písní použít buď jako zdroj materiálu sloužícího k různým jazykovým rozborům, nebo jako podnět k dalším aktivitám zaměřeným na propojování těchto dvou předmětů a rozvoj interkulturní kompetence, což jsou nedílné součásti rozvoje plurilingualismu.

V praktické části této práce jsem sestavila návrhy tří výukových bloků, které se skládají vždy z jedné hodiny anglického jazyka a navazující hodiny německého jazyka na úrovni odpovídající žákům druhého stupně ZŠ a odvíjí se od textu některé autentické písně, která buďto obsahuje verze v obou jazycích, nebo přímo tyto jazyky kombinuje. Připravené plány jsem aplikovala ve třech různých třídách druhého stupně ZŠ Matice školské v Českých Budějovicích. V každé vyučovací hodině se žáci setkali jak s anglickým, tak i s německým jazykem, přičemž důraz byl kladen na propojování obou jazyků a motivaci žáků oba jazyky efektivně využívat.

Ukázalo se, že je možné najít vhodný materiál pro účely výuky zaměřené na rozvoj plurilingualismu s použitím autentických písní. Do všech tří plánů se mi

podařilo zařadit jak aktivity zaměřené na rozvoj jazykového potenciálu žáků a schopnosti používat ke komunikaci více jazyků, tak i aktivity zaměřené na motivaci žáků učit se dvěma jazykům společně a rozvoj jejich povědomí o plurilingualismu. Oba cíle vzdělávání zaměřeného na rozvoj plurilingualismu tedy mohly být v rámci navržených vyučovacích hodin podpořeny.

Celkově vzato lze provedené aktivity hodnotit pozitivně. Žáky byly přijímány vesměs ochotně a zdály se být pro ně zajímavé, neboť představovaly něco, s čím se žáci v běžné výuce příliš často nesetkávají. Ukázalo se, že zejména cvičení zaměřená na rozvoj strategií učení se cizím jazykům, konkrétně nácvik používání již získaných znalostí anglického jazyka za účelem osvojit si německý jazyk, jsou pro žáky velmi přínosná. Podobně tomu bylo s aktivitami zaměřenými na rozvoj interkulturní kompetence, které se zvláště ve výuce německého jazyka zdály být velmi prospěšné a měly by být do výuky zařazovány častěji.

Na druhou stranu bylo zjevné, že aplikace aktivit podobných těm z navržených vyučovacích hodin by byla mnohem snazší a efektivnější, pokud bych s danou třídou měla možnost pracovat dlouhodobě a žáci by byli zvyklí na podobný typ práce. V takovém případě by i náročnost jednotlivých cvičení mohla být lépe přizpůsobena skutečné úrovni žáků a podmínkám jejich třídy.

Přesto lze na základě zkušenosti získané ve zmíněných třech třídách konstatovat, že žáci dokáží ocenit snahu zařazovat do výuky i poněkud netradiční aktivity.

Po srovnání teoretické i praktické části zkoumané problematiky se zdá, že propojování výuky anglického a německého jazyka skutečně nabízí řadu možností, jak žákům usnadnit proces osvojování si těchto cizích jazyků. Stejně tak použití autentických písní ve výuce nabízí velký potenciál, jak tento proces podpořit a zároveň rozvíjet u žáků plurilingualismus. Rozvíjet plurilingualismus žáků základních škol je bezpochyby reálné a lze jen doporučit, aby se aktivity zaměřené na jeho rozvoj ve výuce jazyků na druhém stupni ZŠ objevovaly častěji.

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15. Appendix

Lesson 1 – (Beatles – She loves you / Sie liebt dich)

How do you say "I love you" in other languages?

I love you.	German
Ich liebe dich.	Spanish
Miluji tě.	Chinese
我爱你。	Slovak
Te quiero.	Croatian
Я люблю тебя.	Arabic
Ľúbim ťa.	English
Kocham Cię.	Hindi
أحبك.	Greek
Volim te.	Russian
Σ'αγαπώ.	Japanese
Je t'aime.	Czech
मैं तुमसे प्यार करता हूँ।	French
Szeretlek.	Swedish
Ti amo.	Polish
わたしは、あなたを愛しています。	Italian
Jag älskar dig.	Hungarian

Listen to the song and circle the words you can hear.

baby   loves   think

bad   money   you

know   should   good

say   yesterday

people   never   glad
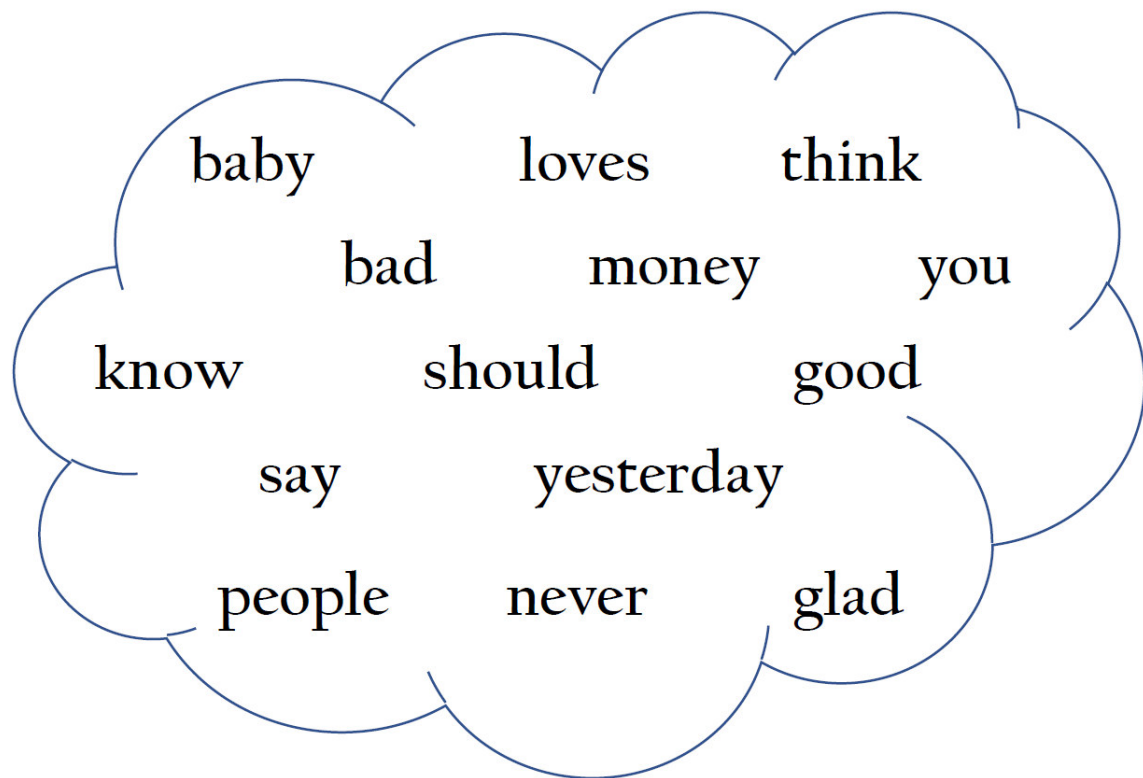
Lesson 2 – (Cro – Traum / Dream)

Read the article from *Wikipedia* and answer these questions.

What is the stage name of the singer? _____

When was he born? _____

Where is he from? _____

Where did he go to school? _____

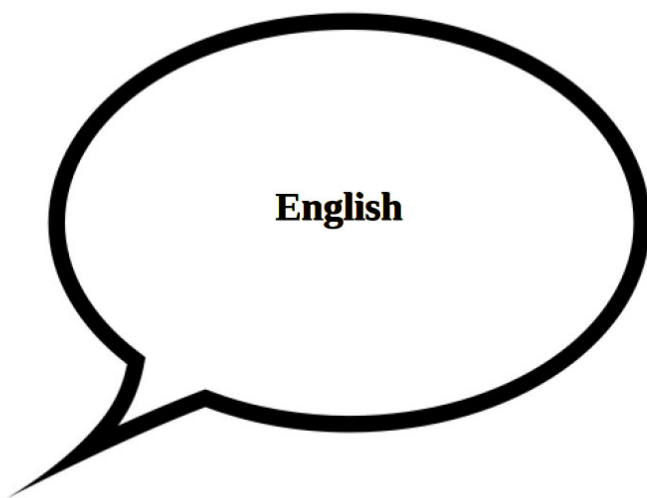What kind of music does he do? _____

What instruments does he play? _____

What is the name of the original version of the song *Dream*? _____

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1. What English and German line belong together? Connect.

Komm, wir beide gehen weg von hier.		Tell me what do I have to do.
Ich fühl mich so allein.		Come, let us get away from here.
Sag, was muss ich tun.		'Cause every time I see you
Denn immer wenn ich dich seh'		Sometimes I only dream of you.
Doch manchmal träum' ich nur von dir.		I'm feeling so alone.

2. Which words are in English and which ones in German? Sort them out.

allein come und
think denkt Bank hier heart
komm see sie mine
here Plan alone
baby and

English

Deutsch

Complete the lyrics with the words from the yellow box. The English version can help you.

Cro – Traum

Yeah! Baby, nimm' meine Hand!

Ich hab' alles schon gepackt.

_____ weg von hier.

Sieh, der Jet ist getankt,

ich hab' Geld auf der Bank

und noch jede Menge Plätze hier.

_____ du einsam bist,

komm' ich 'rum, du musst nie wieder _____ .

Denn immer wenn ich dich seh',

macht es in mir „tick tick boom",

so wie Dynamite.

Aha, und alle anderen Girls

_____ .

Aha, denn du bist wunderschön

und gefährlich klug.

Ey jo! Und ich hoff', dass du mich siehst.

_____

und hab' kein' Plan, ob es dich gibt.

Doch manchmal _____.

Bitte, sag', was muss ich tun, dass du mich hörst.

(Dass du mich hörst.)

Denn ich wär, heut so gern bei dir

und ich glaub', ich fänd es cool,

wenn du mir gehörst.

Ich fühl mich so allein, weiß nicht, ob's dich gibt.

Und egal wie laut ich schrei, sie hört mich nicht.

Doch sie ist g'rade irgendwo und denkt vielleicht an mich.

Hey Baby, _____ !

***Cro* – Traum / Dream**

3. Take the words from the bubbles and make English-German pairs. If you cannot find the matching word in the bubble, figure it out by yourself.

For example: *I = ich*

            and   =

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

4. Think about other examples. Which words sound the same in English and German? Which words are almost the same when you see them in a text? Write them down.

For example: *computer – der Computer*

Lesson 3 – (Eko Fresh – Rollin')

What do you find in Bavaria? / Was findest du in Bayern?

Bavaria	Bayern	Bavaria	Bayern
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	
_____	_____		

> **beer**   die Alpen   Brezel
>
> *cow*   Bier   **dachshund**
>
> **Lederhosen**   *the Alps*   Kuh
>
> **Dirndl**   blau-weiße Flagge
>
> Biergarten   leather pants   **pretzel**
>
> **beer garden**   blue and white flag
>
> *Dachshund*

Eko Fresh – **Rollin'**

1. **These are some lines from the song translated into English. Find them in the text.**

Hop in! We're rollin'.

_____

… when I sit in the cockpit of my locomotive…

_____

Can you see the ladies there on the platform?

_____

We're chilling here in the train compartment.

_____

The view gets five stars.

_____

Bro, we only travel in style.

_____

Sit back and relax in the regional express!

_____

The tickets are clipped by the conductor.

_____

2. **How do you say this in German? (You can find it in the text.) Match each word with the right picture.**

locomotive -   platform -

conductor -   compartment -

3. **Find geographic names in the text (names of three towns and one river).**

4. You are travelling through Bavaria and your German friend Tina sends you a message on Facebook. You want to be nice and answer her in German, but you know she also understands English. Tell her about your trip. Mention these three points and use at least 7 of the words from the box below:

- Where are you?
- How do you like it?
- What are you doing?

> die Alpen– **Bayern** -Bayernticket – **Bier** – Biergarten
> **Bretzel** - chillen – **cool** – Dirndl –**fahren** - happy - **Hi!**
> Lederhosen - **Passau** – shoppen – **style** – trip - **der Zug**

Tina Mayer 5/15, 1:17pm
Hi!

Wie geht's? Bist du jetzt in Deutschland? Wie cool!
Wo bist du genau? Wie gefällt es dir dort? Und was machst
du? Ich möchte alles wissen! 🙂 😀

... 5/15, 1:17pm

Watch the video clip carefully and answer these questions.

1. What types of clothes did you see people wearing in the video?

- uniform
- bikini
- winter jacket
- work clothes
- pyjama

- wedding dress
- hip hop clothes / street fashion
- raincoat
- folk costume

2. Have you seen any animals in the video? What animal/s have you seen?

3. What part of Germany is the video from? How do you know?