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Using songs as a teaching tool in English language classes

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Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala zcela samostatně a výhradně na základě uvedené literatury.

V Olomouci, dne 23. 4. 2019   ....
                                         (vlastnoruční podpis)

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ABSTRACT

This diploma thesis discusses the topic of using songs as a teaching tool in English language classes. It concentrates on the topic of benefit of songs when used as a teaching tool. The thesis consists of two parts. In the theoretical part, chapters focusing on listening, methods and approaches connected with listening, music, and songs will be presented. The practical part introduces the research, specifically schools where the research took place and the researched groups, following by the description of lessons in which the research was conducted. The research findings show that learning English through songs was beneficial in one school whereas the other school results were not as satisfying as expected.

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INTRODUCTION

"Music is a more potent instrument than any other for education."

(Plato)

Music is everywhere. Whether we want it or not, we can hear it (consciously or subconsciously) almost anywhere and anytime. As Machlis (1984, p. 3) states: "*We live surrounded by music*". We are exposed to music on a daily basis. Many people have a routine of waking up and switching on the radio or TV first thing in the morning. Others listen to music while driving to/from work or school. And all of these people must have definitely encountered music in shops, restaurants, cafés, at the dentist…

I chose this topic so I can interface my two fields of study – English and Music. I have always been a passionate musician, singer, and concertgoer. In my childhood years, I learnt English mostly through music. We did not have the Internet, though, therefore it was hard for me to find the real meaning of the lyrics of my favourite songs. But wherever I could I translated the lyrics into Czech and I also tried to incorporate those new words into my personal vocabulary list and to use them meaningfully. Music was really beneficial for my future language development. And it can also be a beneficial tool at schools.

This thesis concentrates on the topic of using songs as a meaningful medium for second language learning which, in this case, is English. I believe that working with songs can have a beneficial effect on learners, taking into account a cognitive development which music affects, or music serving as a facilitator for learning new material.

The thesis is divided into two greater units – the theoretical and practical part. They consist of five chapters altogether.

Concerning the theoretical part, the first chapter concerns listening and presents its definition, deals with listening as a skill, formulates valid points of the importance of listening, presents types of listening, stages of listening, types of listening activities, and mentions potential problems in listening. The second chapter contains information about methods and approaches which are connected to listening. The third chapter provides definition and reasons for listening to music. The fourth chapter deals with songs thus definition of a song, types of

songs, and music in and outside the class are provided, as well as criteria for choosing a song and also advantages and disadvantages of using a song.

The fifth chapter brings us to the practical part of the thesis. It introduces the research with a description of the subject matter, the schools where the research took place, the researched group, following by the research procedure. In the end, an overall analysis of the outcomes is presented.

I.   THEORETICAL PART

1   LISTENING

When dealing with the topic of using songs in English language classes, we definitely need to mention one particular skill which is connected to songs. And this skill is listening, of course.

In this chapter, the definition of listening and classification of listening as a skill will be introduced, as well as the importance of listening. Then we proceed to the list dealing with types of listening and to specific listening strategies. After that, stages of listening and types of listening activities will be presented and commented on.

1.1   The definition of listening

Underwood (1989, p. 1) defines listening as *"the activity of paying attention to and trying to get meaning from something we hear"*. From this explanation, we can deduce that listening is a passive activity. For Johnson (2008, p. 278) this is not that case though; moreover, he criticises the former labelling where receptive skills were known as passive skills. He also points out that listening is a highly active skill (Johnson, 2008, p. 278). Underwood (1989, p. 2), Downs (2008, p. 101), Verghese (1989, p. 71), and Anderson and Lynch (2003, p. 6) agree with this claim as well.

More complicated definitions are presented by Rost (2011, p. 2-4). He divides listening into four categories according to their orientation and presents many definitions to each category (listing here just one for example of each category):

- receptive listening – *"Listening = receiving what the speaker actually says"*, for example: *"Listening refers to the selective process of attending to, hearing, understanding and remembering aural symbols."*
- constructive listening – *"Listening = constructing and representing meaning"*, for example: *"Listening is the process by which oral language is received, critically and purposefully attended to, recognised and interpreted in terms of past experiences and future expectancies."*

- collaborative listening – *"Listening = negotiating meaning with the speaker and responding"*,

  for example: *"Listening is the acquisition, processing, and retention of information in the interpersonal context."*

- transformative listening – *"Listening = creating meaning through involvement, imagination and empathy"*,

  for example: *"Listening is feeling the flow of consciousness as you pay attention to things."*)   (Rost, 2011, p. 2-4).

As we can observe from Rost's findings, defining listening is not as trivial as one may think. Rost analyses listening more thoroughly than is necessary for our purpose. What seems clear, however, is that there is no universal definition of listening.

1.2 Listening as a skill

Listening is one of the four skills, alongside reading, speaking, and writing. Those four skills can be systematised in two ways. Firstly, skills can be divided according to the medium into spoken (speaking, listening) and written (reading, writing) form. The second (and probably better known) typology is a division where speaking and writing are designated as productive skills whilst reading and listening belongs to a receptive subgroup of skills (Johnson, 2008, p. 278). 'Productive' skills describe the ability to produce language while receptive skills aim at receiving and understanding the meaning of the discourse (Harmer, 2001, p. 199).

A little surprising might be the fact that listening is considered the hardest skill to learn. But looking at it from the point of view of the learners, it is understandable – the speaker may have a certain accent which the learners are not familiar with or the speaker may speak quite fast and swallow parts of words (Griffiths, 2018, p. 197; Rixon, 1986, p. 36). Nevertheless, those examples are mainly related to real-life listening. The situation is might be different when talking about songs. Rules for choosing the right song are described in subchapter 4.2.

According to Downs (2008, p. 109), listening is what is operated the most during a day. It surpasses any other activity. Underwood (1989, p. 1) as well as Anderson and Lynch (2003, p. 3) claim that we do not perceive listening as we should, we take it for granted. More specifically, we are not aware of listening in our mother tongue as such. But this changes after

we come to a language environment which is different from what we are used to. Then it becomes a challenging task which needs to be mastered.

The previous claims are supported by Downs (2008, p. ix) and Chastain (1976, p. 278) who say that listening is considered a "*forgotten skill*" (because we do not need to be taught how to listen, we already know that), but it should be the other way round and practised more often. Listening skills can be considered as a springboard for how to communicate effectively (Downs, 2008, p. ix).

It is important to stress that listening, speaking, reading, and writing are all equally important skills. We cannot teach one with omitting another – for example, when working with a song (particularly with its lyrics) in class, learners both listen and read at the same time and, in many cases, also write. On this basis, we are talking about an integrative approach to teaching skills (Harmer, 2001, p. 250; Flowerdew and Miller, 2005, p. 18-19; Anderson and Lynch, 2003, p. 4).

1.3 The importance of listening

As was stated in the subchapter 1.2, listening is an essential tool for effective communication. It is expected that the learners will face situations where listening will be necessary as a part of real-life interaction. Galvin in Underwood (1989, p. 4) categorizes five reasons for listening accordingly:

- to engage in social rituals,
- to exchange information,
- to exert control,
- to share feelings,
- to enjoy yourself.

There are many more situations, though, which the learners may encounter in real life and where listening will be a crucial aspect. These situations described in Underwood (1989, p. 5-7) are the following:

- listening to live conversations in which one takes no part – "eavesdropping", overhearing a conversation which catches the listener's attention as she/he wants to hear more but is not able to join the conversation because of the probability of not-knowing the context;

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- listening to announcements – most often at airports, railway or bus stations where the listener wants to hear information about arrivals or departures and almost everything else is not so relevant for her/him;

- listening to the news, the weather forecast, etc. on the radio – the listener extracts only particular pieces of information (similar to listening to announcements) but each listener can have different reason for listening as someone is interested in one topic of the news and pays no attention to the rest whilst others are keen on listening to everything;

- watching the news, the weather forecast, etc. on television – similar to the previous point but with the difference that the listener becomes also the viewer as she/he can see the presenter in addition to listening which can help her/him in understanding (gestures, facial expressions etc.);

- listening to the radio for entertainment – considered the most demanding listening situation because the listener mostly does not know who is going to speak and what is going to be said;

- watching television for entertainment – easier than the previous situation thanks to the presenter whose paralinguistic signals helps the listener/viewer to understand better;

- watching a live performance of a play – the listener/viewer will not follow utterance by utterance, likely she/he will focus on the story, its characters and their interplay;

- watching a film in a cinema – similar to watching a live performance combined with watching television for entertainment;

- following a lesson – this concerns English lessons where instructions are given through English language and where the learner needs to be aware of the possibility to be asked a question by the teacher;

- attending a lecture – concerns a lecture at a university where a subject can be taught in English, therefore the learner's task is to select important and not-so-important pieces of information by catching particular signals made by the speaker;

- listening on the telephone – it can mean to be just a part of a conversation which might be hard to understand due to poor sound conditions;

- listening to someone giving a public address – it does not have to be a political leader giving an address, it can be a biologist or a famous singer talking about the topic the listener is interested in;
- listening to records – particularly of songs which some learners deem a free-time activity, although others can learn from it.

We can see there are many different listening situations in which the learner of the language can find herself/himself. The last one serves best for the purpose of this thesis but we should be aware of how many of them are there. Furthermore, what is learnt from one situation can be transferred to other ones. Teachers of a foreign language (in this case English) should consider involving some of the situations mentioned above when planning listening activities (Underwood, 1989, p. 7).

Those situations are presented by Rixon (1986, p. 2-3) as well. She points out, however, that situations seen below are not applicable for each learner. She agrees with Underwood in planning the lessons according to the learners' needs and possibilities of encountering those situations in real life.
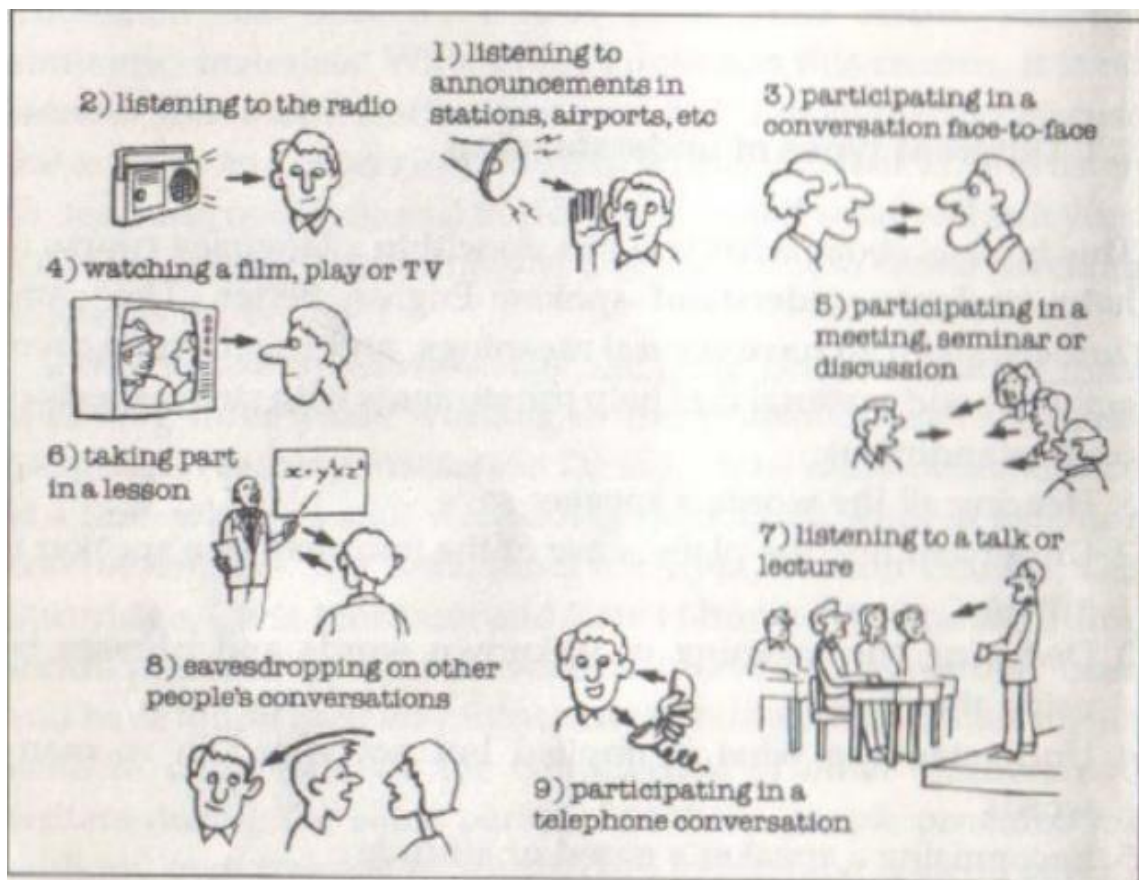
Figure 1: Situations in which listening is important (Rixon, 1986, p. 2)

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1.4   Types of listening

Verghese (1989, p. 71) states that "*listening ability can be cultivated through listening practice*". This practice can have the form of either intensive listening or extensive listening which will be presented hereafter.

1.4.1   Intensive listening

Intensive listening is, in fact, that kind of listening which we engage with at school/ in a classroom. Listening exercises of this type are usually short and focused on specific features because they are meant for intense practice, as the designation reveals. The learners' task is to find relevant information from a passage they hear which might not happen right on the first attempt. This is done deliberately as the aim is to challenge the learners whose effort in this is the medium for the development of listening skills (Rixon, 1986, p. 10-11; Baruah, 1991, p. 201; Harmer, 2001, p. 204).

1.4.2   Extensive listening

Extensive listening, on the other hand, tends to be practised rather at home than at school and concentrates on longer activities. It is usually regarded as a hobby or simply something that the learners want to do in their free time and can enjoy. If we have classified intensive listening as the one which focuses on one or two particular features, extensive listening focuses not on one feature but on overall meaning and understanding of the utterances. This might be the starting point for the learners' later involvement in real life situation and conversation (Verghese, 1989, p. 71; Rixon, 1986, p. 10; Baruah, 1991, p. 201; Harmer, 2001, p. 204).

1.5   Listening strategies

If a teacher decides to prepare a lesson which centres on a listening activity, she/he needs to think thoroughly about what to do with it, in other words, what kind of listening strategy the task will demand. It must fit the task's aim and it should help the learners so they can understand it better. There are two main types of listening strategies: top-down and bottom-up (Scrivener, 2005, p. 178).

1.5.1 Top-down model

This process involves an understanding of the whole text the learners are dealing with first and then focusing on details. The learners need to get a general idea about the text (Harmer, 2001, p. 201). Scrivener (2005, p. 178) adds that the learners should bring in their knowledge (of the context for example) which can help them to understand the text and sometimes also to guess the meaning. Flowerdew and Miller (2005, p. 25) have the same opinion.

Here are some examples we can use for top-down listening: putting pictures in order according to what the learners hear, listening to a conversation and identify where it takes place, having information about a particular topic which is read before listening and during listening the learners need to find out if everything was said, or guess a relationship between two people according to the way how they interact (Teaching English, n.d., online).

1.5.2 Bottom-up model

As one might expect, the bottom-up model is the opposite of the top-down model. If the latter concentrates on a text as a big piece, the former deals with details. The learners are expected to know things in detail but it can happen that they rely too much on it, which might cause problems for them.

Scrivener (2005, p. 178) describes the bottom-up process as "*building up the messages from the individual small pieces*". We start from the individual sounds, which form words, which are organized in phrases, clauses, and sentences. Those sentences carry meaning and together they can create ideas (Flowerdew and Miller, 2005, p. 24).

1.6 Stages of listening

If the teacher wants to work with a listening task, it takes careful preparations. There need to be systematic steps on how to proceed. Those steps are referred to as the three stages of listening: pre-listening stage, while-listening stage, and post-listening stage.

There might be slight differences in terminology with different authors though. Rixon (1986, p. 64) describes those stages as pre-listening phase, while-listening phase, and follow-

up phase while Maley and Moulding (1981, p. 1-2) use not three but four steps which they define as pre-listening, listening, intensive listening, and checking up.

The pre-listening stage comprises familiarisation with the topic or looking at a picture connected to the topic. In the listening stage the recording is played as many times as learners wish to get the general idea of the topic. In the intensive-listening stage, specific information are elicit from learners. The checking up phase deals with checking which information learners wrote down (Maley and Moulding, 1981, p. 1-2).

Nevertheless, we will stick to the 'traditional' labelling of the pre-listening stage, the while-listening stage, and the post-listening stage.

1.6.1 Pre-listening stage

This stage serves as an introduction to a listening task, we can call it a preparatory stage. It would be inappropriate if the teacher did not give any instructions about how to work with a particular task and play the recording straight away. The learners need to be informed in advance what is going to happen. The teacher should motivate them to work (Davies and Pearse, 2000, p. 77).

There is a number of pre-listening activities which can be done in the lesson. But the teacher need to be careful about the length of these activities. They should not be very long because the time allotted to listening itself would then be shortened, which would be counterproductive (Richards and Renandya, 2002, p. 243). Time is not the only impediment, other factors must be taken into consideration: the material available, the interests of the class, the interests of the teacher, the nature and content of the listening text itself (Underwood, 1989, p. 33).

Underwood (1989, p. 31) presents some of the pre-listening activities which include:

- the teacher giving background information,
- the students reading something relevant,
- the students looking at pictures,
- discussion of the topic/situation,
- a question and answer session,
- written exercises,
- following the instructions for the while-listening activity,

- consideration of how the while-listening activity will be done.

In accordance to that, Underwood (1989, p. 31) says that by doing these activities, the learners' knowledge will be activated. This will enable them to focus on its particular area which will be dealt with. Rixon (1986, p. 68) as well as Richards and Renandya (2002, p. 243) advise that the learners should know only the necessary information and there should not be a deeper or a long debate about the topic. The teacher, however, must be assured that the learners understand the task for listening. Otherwise, it can happen that they will lose interest and give up (Underwood, 1989, p. 32; Rixon, 1986, p. 65).

Pre-listening activities can be made of all the other skills (reading, writing, and speaking). It can be a nice example of an integrative approach to teaching skills (see subchapter 1.2). Whatever activity the teacher chooses, it should be done right before the listening, it does not make sense to deal with pre-listening activities in, for example, a previous lesson and start the following lesson with the listening (Underwood, 1989, p. 44).

1.6.2 While-listening stage

In this phase, the learners are engaged in listening and working on given tasks. For Underwood (1989, p. 45), the main reason of while-listening activities is that of helping the learners broaden their skills in extracting utterances from spoken language. But this is, of course, not the only reason; furthermore, it can be the English sound system which the learners should be able to recognise. When they master it, they can make progress in their listening comprehension skills (Underwood, 1989, p. 45).

Rixon (1986, p. 71) stresses that in this stage the learners need "*to understand the message of the text*". In other words, there is no need to catch every word, a basic requirement is to understand the overall meaning and get as many pieces of information as possible to fill in the worksheet with tasks (Rixon, 1986, p. 71; Underwood, 1989, p. 45).

When choosing a task for the while-listening stage, it should be done cautiously. The task needs to be challenging (and, at the same time, also interesting) for the learners, therefore it should contain tasks focused on more difficult memory operations, not just ticking the right or wrong answers. That can lead to boredom and lack of interest which may concern also other activities (Underwood, 1989, p. 45, 46; Richards and Renandya, 2002, p. 244).

Underwood (1989, p. 48) says it is not advisable to force the learners into much writing. As foreign language learners, they probably do not have enough experience with writing in a foreign language and listening at the same time. That is why the task should not contain the writing of a longer text. She also suggests not to write more than two or three words, depending on the task. Rixon (1986, p. 70) agrees with that and adds that the learners' aim, principally, is to listen and not paying much attention to writing, grammar, or spelling.

Another not very effective task, according to Underwood (1989, p. 48), is the one where the learners have to put jumbled sentences in the right order based on the listening. The learners are not sure until the end of the listening task whether they were successful in systematising or not. This might be really demotivating or worse frustrating for them.

On the other hand, Underwood (1989, p. 49-72) presents some ideas for while-listening activities: marking/checking items in pictures, storyline picture sets, putting pictures in order, picture drawing, following a route, completing grids, form completion, labelling, spotting mistakes, or text completion (gap-filling). After every activity, feedback should follow from which it should be clear if the learners succeeded in particular activities or if there is some place for improvement. A discussion can follow as well where errors made by the learners will be explained and/or discussed (Underwood, 1989, p. 73).

1.6.3 Post-listening stage

In this final stage, the learners are expected to work with gained knowledge and information from the while-listening phase. Sometimes it might be beneficial to let them formulate their notes differently, or into a different form – for example, when there is a listening task about the preparation of food, the learners can produce a recipe (using a writing skill) or they can act out the preparation (speaking skill and a bit of acting are involved) (Rixon, 1986, p. 72; Davies and Pearse, 2000, p. 78).

The teacher should choose the best option for checking the work which is an essential part of this stage. She/he can provide the answers orally by herself/himself or by using the overhead projector, put the learners in groups or pairs to get the task checked cooperatively, supply them with correct answers, and so on. The important thing, though, is to do the checking right after the while-listening activity is finished (Underwood, 1989, p. 74-75).

Expansion of a certain topic, which was dealt with during the while-listening phase, belong to the post-listening stage. The learners may be curious and want to learn more about the topic, which is marvellous if the teacher can evoke such interest in the learners (Rixon, 1986, p. 73; Underwood, 1989, p. 77).

Underwood (1989, p. 78) says that post-listening activities can take a longer time than while-listening activities. This is caused by the fact that in the while-listening stage there is not much time to think about things thoroughly while in this stage there is. She again suggests some of these activities: problem-solving and decision-making, interpreting, role-play, form/chart completion, matching with a reading text, summarising, identifying the relationship between speakers, establishing the mood/attitude/behaviour of the speaker (Underwood, 1989, p. 78-90).

1.7 Types of listening activities

In this subchapter, different types of listening activities will be presented. These activities, sorted by Ur (1996, p. 112-114), are categorized on the basis of the length of the learners' responses:

a) no overt response
- stories – telling a joke, retelling a story or playing a recording of a story which is well-known, thus learners will be motivated even if they do not understand properly,
- songs – singing or playing a recording which the learners should enjoy having no need to respond to it,
- entertainment: films, theatre, video – similar to stories, the learners should be motivated;

b) short responses
- obeying instructions – learners do what they hear (e.g. draw something),
- true/false – recognising right or wrong statements,
- detecting mistakes – describing a well-known object with deliberately made mistakes which the learners should recognize,
- cloze – filling in missing words,

- guessing definitions – description of an object, person, place etc. which the learners should guess;

c) longer responses

- answering questions – extensive questions (given beforehand),
- note-taking – taking notes with which the learners will work after the listening is finished,
- paraphrasing and translating – formulation of a text in different words or in a different language,
- summarising – summary of what the learners heard,
- long gap-filling – filling not only words but the whole sentences;

d) extended responses

- problem-solving – discussion about a given problem,
- interpretation – listening to an excerpt from which the learners identify what it is about, who the speakers are, where is it set and so on.

1.8 Potential problems in listening

When learning to listen, some learners might come across certain listening difficulties. Underwood (1989, p. 16) points out that it depends on the cultural background from which the learners are. A learner coming from a culture where storytelling and oral communication are the main parts of the tradition generally succeeds better in listening activities than a learner from a book-based environment who is not exposed to the real language that much.

Underwood (1989, p. 16-19) introduces seven categories of potential problems in learning to listen to English:

- *Lack of control over the speed at which speakers speak*

  Unlike any other skill, listening is the most demanding skill, mainly because of this stated problem. Here, a listener cannot affect the pace of speech. When concentrates on one part, the other part disappears and the overall meaning of the utterance is lost.

  This can be applied also to listening to a song which might be so fast and/or unintelligible that a listener will not catch anything. Therefore, a suitable song must be chosen (see subchapter 4.2).

- *Not being able to get things repeated*

  This problem occurs either in real-life listening or in a classroom. Concerning real-life listening, certain circumstances in which real-life listening takes place often do not allow a listener to have utterances repeated. When talking about classroom listening, decision about repeating or not repeating the recording is up to a teacher who might or might not play it once more.

- *The listener's limited vocabulary*

  If a listener could not affect the pace of speech in the first problem mentioned, here she/he cannot affect the choice of vocabulary. As was stated, listeners often stop thinking when encountering an unknown expression. A piece of advice is not to dwell upon particular unknown words from an utterance and rather think about the whole context from which the meaning can be derived.

- *Failure to recognise the 'signals'*

  By those 'signals' is meant the indication that a speaker starts speaking about a new topic/another point/etc. Those 'signals' include expression 'secondly', then', or 'after that' which state that a speaker is about to begin a different topic. In this case, it is connected with real-life listening or recorded listening when one of the important aspects is the intonation.

- *Problems of interpretation*

  Problems of interpretation occur when the context is unfamiliar to listeners. It happens mostly to listeners from different cultures (for example, learners of African origin who have never seen snow and are engaged in a conversation about it) but can happen also to listeners from the same culture.

- *Inability to concentrate*

  This problem is a serious one regarding listening. When a listener does not pay attention to the speaker/recording even for a very short amount of time, she/he can miss an important part of an utterance. Even if the topic is captivating for a listener, she/he can find it tiring because of the effort she/he gives into it which

might be connected with the problem of limited vocabulary. Other factors can comprise a poor recording, a classroom with bad acoustics, or different types of noise.

- *Established learning habits*
  This is a problem which comes from the way how many teachers were taught. They feel they need to repeat and pronounce words very carefully which results in listeners' worries of not understanding the spoken utterance.

Underwood is not the only author who deals with problems in listening. Ur (1996, p. 111-112) mentions the same ideas about listening problems. Rixon (1986, p. 58-60) brings her points about listening problems which are mainly based on pronunciation but also on information density and text complexity. Listening problems are also an object of interest for Harmer (2001, p. 203-208) who focuses on units of language, topic, comprehension tasks, and negative expectations.

2 METHODS AND APPROACHES CONNECTED WITH LISTENING

In order to be a good teacher, there is a need to know specific teaching methods and approaches because only then can we teach meaningfully. As Larsen-Freeman (2000, p. ix) puts it, "*a knowledge of method is part of the knowledge base of teaching*". In this chapter methods and approaches which use listening as one of the techniques of teaching will be presented and commented on. First of all, however, the theory of multiple intelligences will be introduced.

2.1 Multiple intelligences

Multiple intelligences cannot be considered as an independent method or approach but it has close connections to all the methods and approaches we will be dealing with. Multiple intelligence serves as a kind of complement to them.

The theory of multiple intelligences is associated with Howard Gardner, an American developmental psychologist. He first proposed this idea in his book which was published in 1983. In this book, Gardner presents his theory which is, in reality, a critique of a universally recognized fact that intelligence is a sole one (Gardner, 2018, p. 36-38). He refuted it and introduced eight distinct intelligences:

- *linguistic* – sensitivity to the meaning of words, the order among words, and the sound, rhythms, inflections, and meter of words (e.g. poet); sometimes called language intelligence,
- *logical-mathematical* – the capacity to conceptualize the logical relations among actions or symbols (e.g. mathematicians, scientists),
- *spatial* – the ability to conceptualize and manipulate large-scale spatial arrays (e.g. airplane pilot, sailor), or more local forms of space (e.g. architect, chess player),
- *bodily-kinaesthetic* – the ability to use one's whole body, or parts of the body (like the hands or the mouth), to solve problems or create products (e.g. dancer),
- *musical* – sensitivity to rhythm, pitch, meter, tone, melody and timbre; may entail the ability to sing, play musical instruments, and/or compose music (e.g. musical conductor),

- *interpersonal* − the ability to interact effectively with others, sensitivity to others' moods, feelings, temperaments and motivations (e.g. negotiator); sometimes called social intelligence,
- *intrapersonal* − sensitivity to one's own feelings, goals, and anxieties, and the capacity to plan and act in light of one's own traits; sometimes called self-intelligence,
- *naturalistic* − the ability to make consequential distinctions in the world of nature as, for example, between one plant and another, or one cloud formation and another (e.g. taxonomist); sometimes called nature intelligence (MI Oasis, n.d., online).

Concerning the term 'intelligence', Gardner defines it as a "*biopsychological potential to process information in certain kinds of ways, in order to solve problems or create products that are valued in one or more cultural settings*" (Gardner, 2011, p. 3). He also introduces three distinct uses of the term:

- *a property of all human beings* (we possess all these intelligences),
- *a dimension on which human beings differ* (it is impossible for two people to possess the same profile of intelligences),
- *the way in which one carries out a task in a virtue of one's goals* (some people might possess a lot of logical-mathematical intelligence but cannot explain simple rules to the others) (Gardner, 2003, p. 7).

Gardner claims that the basis of the theory of multiple intelligences lies in a presupposition that there exists a small number of intelligences which are inherent to all people. Thanks to the combination of heredity and learning, some people's intelligences are developed more than the others (Gardner, 2018, p. 353).

Musical intelligence

This being a thesis about using songs in English language classes, we need to focus mainly on musical intelligence. Gardner (2018, p. 146, 156) says that there is no other intelligence which is developed at such an early age (examples can be seen at children only a few months old). It is not yet known why that should be so.

Another thing which is a subject of speculation is why music stands in the centre of other abilities even if it does not have a central position there and is not meant for direct

communication, unlike the others. But what we do know is that music is interconnected with all human's intelligences (Gardner, 2018, p. 171).

For Gardner (2018, p. 171), music represents an independent intelligence which is not dependent on physical objects (in contradiction to, for example, linguistic intelligence). If we want to cultivate this intelligence, we only need to explore and exploit the options of an aural-oral communication channel.

The intelligences cannot stand on their own but need to interact with and complement each other. We, as teachers, should try to cater for as many of these intelligences in our teaching as possible. The obstacle is, however, that teachers are unable to cater for every learner's individual intelligence requirements. But teachers can, at least, observe learners' reactions at certain activities (aimed at particular intelligences) and draw conclusions from that (Çelik, 2014, p. 310).

2.2 The Direct Method

This method was developed as a reaction to the preceding Grammar-Translation Method where the emphasis was placed on learning grammatical rules, which were later applied to the verbatim translation of utterances (Çelik, 2014, p. 15; Richards and Rodgers, 2001, p. 6).

The adjective 'direct' in 'Direct Method' refers to the fact that everything needs to be said directly in the target language, using the learners' mother tongue is not allowed (Larsen-Freeman, 2000, p. 23). This method aims at learning vocabulary, grammar is taught inductively (the learners are given a context and they need to figure out certain rules by themselves) (Çelik, 2014, p. 21).

The skills which are fostered the most are speaking and listening. As for listening, the learners need to listen to the teacher carefully and answer her/his questions. When the learners do not understand a particular word, the teacher is supposed to explain it with the help of pictures, demonstration, imitation, miming, or giving other examples of sentences where the word can be meaningfully used (Çelik, 2014, p. 21).

In order to be able to teach via this method, we need to know how to use certain techniques, for example: question and answer exercises, conversation practice, getting learners

to self-correct (the teacher can provide two options of a sentence which was uttered by a learner and the others should be able to pick the correct one), map drawing (drawing according to the instructions which the teacher provides but about something the learners are familiar with) (Larsen-Freeman, 2000, p. 30-31).

2.3 The Audio-Lingual Method

The Audio-Lingual Method is another example of oral-based methods. This method is similar to the one mentioned in the previous subchapter 2.2 with the difference that drilling is focused on grammar rather than on vocabulary (Larsen-Freeman, 2000, p. 35).

The Audio-Lingual Method is based on behaviourist principles which claim that all behaviour (including language use) can be learnt through repetition and reinforcement (Richards and Rodgers, 2001, p. 56; Larsen-Freeman, 2000, p. 35).

This method is also called an 'army method'. It was developed during World War II for soldiers sent to different parts of the world, who needed to learn new languages as quickly as possible to be able to gather (or eavesdrop) information from the enemy (Çelik, 2014, p. 30).

The main principles of this method are: no mother tongue (or very little), oral-pattern drills, memorising, no explicit grammar teaching, mechanical teaching (no room for errors), immediate reinforcement of correct responses, focus on structure, not vocabulary, use of tapes and/or visual aids. As we can infer, the greatest emphasis is put on listening and speaking (Çelik, 2014, p. 32-33).

One of the advantages of this method can be a broad development of listening and speaking skills. It is considered to be the most appropriate way of teaching a foreign language (speaking of beginners with a language). The number of disadvantages, however, exceeds the advantages: the focus is predominantly on memorisation without the ability to create anything new, it is a teacher-centred method (high demands on the teacher, not enough learners' input), and reading and writing skills are not developed (Çelik, 2014, p. 35-36).

There are many techniques for teaching this approach, for example: dialogue memorisation, repetition drill, chain drill (the learners answer questions of each other, one by one, creating a chain), question-and-answer drill (answering the teacher's questions as quickly as possible), transformational drill (affirmative sentence to negative sentence), use of minimal pairs (Larsen-Freeman, 2000, p. 47-49).

2.4 The Communicative Approach

The Communicative Approach (also Communicative Language Teaching) lies in the communication, as its name reveals, more specifically in real-life communication. The main aim of this approach is practical application of the language to real-life situations (Flowerdew and Miller, 2005, p. 12).

Before this approach came to prominence, a focus in foreign language learning was put on accuracy thus learners had no possibility of practising the language meaningfully and had problems with real-life communication (Çelik, 2014, p. 185). Richards and Rodgers (2001, p. 159) and Larsen-Freeman (2000, p. 121) agree that the main goal of this approach is to develop and broaden communicative competence which basically means "*knowing when and how to say what to whom*" (Larsen-Freeman and Anderson in Çelik, 2014, p. 186).

Concerning listening, all four skills are practiced from the beginning. The word 'communicative' may be misleading but communication always comprises two sides – a sender and a recipient, in other words a speaker and a listener. Thus listening is an important skill and a focal part of this approach (Larsen-Freeman, 2000, p. 131).

In the end of each method or approach a set of techniques is listed and this approach will not be an exception. Authentic materials, scrambled sentences, language games, information gap, or role play are among those techniques (Larsen-Freeman, 2000, p. 132-134). For Richards and Rodgers (2001, p. 165) there is an unlimited number of activities. Only one thing is a requirement and this requirement is a need for such activity to involve communicative purpose.

2.5 Total Physical Response

This method, developed in the 1970s, aims predominantly at the development of listening comprehension, unlike some other methods where speaking is set to be developed at first. To define it, Total Physical Response is a method based on commands in a foreign language where learners must accept those orders and perform them. The psychologist responsible for this method stated that after few example of this method, any foreign language learner will understand the language better (Çelik, 2014, p. 111-112).

The main principles of this method are: meaning of some words is interpreted though physical action, emphasis is put more on oral language than written, teaching in a not stressful environment which is accompanied by fun, not pushing learners into speaking (they speak when they feel ready to), no or very little mother tongue (Larsen-Freeman, 2000, p. 111-112).

Techniques connected with Total Physical Response are following: using commands to direct behaviour (this is the classic technique which can also be depicted on the example of a game called 'Simon says'), role reversal (a learner substitutes a teacher and gives commands in her/his place), and action sequence (consists of longer series of commands, for example writing a letter) (Larsen-Freeman, 2000, p. 116-117).

2.6 Suggestopedia

Method developed in the 1970s whose name is a blend of the words 'suggestion' and 'pedagogy'. Recently, the term 'Dessugestopedia' is used more often as learners are expected to overcome limitations they might have when learning a new language, thus those limitations need to be 'desuggested'. This is also the main aim of this method (Larsen-Freeman, 2000, p. 73).

The learning should be provided in a classroom or a room designed for this method. Chairs should be comfortable, things in the classroom should be bright and colourful, and lights should be dim, thus learners should feel happy there. While presenting a new topic, a piece of soft music should be playing in the background (Çelik, 2014, p. 100).

The key principles of Suggestopedia are: centrality of music and rhythm, a teacher in the centre, infantilization (teacher-learner relationship similar to parent-child relationship) double-planedness (learners learn not only from direct instructions but also from the environment in which the lesson takes place), and calm and safe environment (Richards and Rodgers, 2001, p. 101-102).

There are some disadvantages concerning this method, for example learners can feel too relaxed to take the learning seriously, or there might be difficulties in involving all the learners in the activities because of their different learning styles and possessed intelligences. Also assessment might be a problem because there are no standardised tests or other assessment procedures (Çelik, 2014, p. 104).

3   MUSIC

The focus of this thesis lies on working with music/songs in the classroom. Hence, in this chapter, the definition of music, reasons for listening to music, and music affecting cognitive development will be presented.

3.1   The definition of music

There are countless definitions of music. Arnold Schönberg, an Austrian-American composer of the 20th century, defines it as follows: "*Music is a simultaneous and succesiveness of tones and tone combinations, which are so organized that its impression on the ear is agreeable, and its impressions on the intelligence is comprehensible*" (Schoenberg and Stein, 1987, p. 196). Edgar Varèse, Schönberg's contemporary and a composer as well, puts it simpler: "*Music is organized sound*" (Machlis, 1984, p. 369).

If we search the Internet, according to Oxford dictionaries (2019, online) music is "*vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion*". Wikipedia (2001-, online) mentions Schönberg's and Varèse's organisation as well when saying: "*Music is an art form and cultural activity whose medium is sound organized in time*".

3.2   Reasons for listening to music

There are numerous reasons why music can be helpful or benefit in many spheres and many ways. In her article, Michelle Chappel (Lifehack, n.d., online) presents a list of 15 benefits of listening to music:

1. Music makes you happier
2. Music enhances running performance
3. Music lowers stress and improves health
4. Music helps you sleep better
5. Music reduces depression
6. Music helps you eat less
7. Music elevates your mood while driving
8. Music strengthens learning and memory

9. Music relaxes patients before/after surgery

10. Music reduces pain

11. Music helps Alzheimer's patients remember

12. Music improves recovery in stroke patients

13. Music increases verbal intelligence

14. Music raises IQ and academic performance

15. Music keeps your brain healthy in old age

Presumably, we can all agree on this list, even though there might be statements we are not so familiar with. For the purposes of this thesis, only those statements related to education or teaching will be further commented on.

Music lowers stress

Music has the power to affect us deeply. Many people use music as a means of dealing with stress. Psychologists say that when we listen to our favourite music, the stress-hormone (cortisol) level is lowered (Bergland, Psychology Today, 2013, online). Whenever we feel stressed, we should listen to our favourite songs to calm down and recharge energy.

Music strengthens learning and memory

Listening to our favourite music while learning "*increase*[s] *the release of dopamine in the brain, and dopamine is well known as a 'feel good' neurotransmitter*". A study was conducted to reveal how positive and neutral song affects learners while learning and while writing a test. It was proven that musically experienced learners learned better when listening to neutral music and tested better with pleasant music. The results of learners without music training were the opposite so they learned better with pleasant music and were tested better listening to neutral music. The reason for those outcomes might be that musically trained learners regard pleasurable music as a distraction whereas neutral music can be easily overheard (Klemm, Psychology Today, 2013, online).

Music increases verbal intelligence

Music is a medium for learning language skills in an enjoyable way. It is believed that music is a suitable strategy for learning a second language. Also when listening to a song, the learners can learn many words, and songs can also help to learn grammatical structures or other features of the language.

Harmer (2001, p. 242) also claims it is beneficial to use music in the classroom to enhance the classroom atmosphere, either before the start of a new activity or as an instrument to evoke interest in the learners, for example at the beginning of the lesson. He adds that music can joint leisure and learning

One of the reasons for incorporating music into lessons might be the fact that "*art is an important tool for learning*" which opens new horizons to the learners (Opravilová, 2007, p. 11). Herden (2007, p. 19) adds that "*art is a specific type of interpersonal communication, with information passed through artistic means of a corresponding kind, e.g. through music*". The learners can learn a lot if the listening lesson is well-prepared and meaningful for further learning development.

4 SONGS

The word 'song' is in the title of this thesis therefore a chapter about it will follow. In the beginning, the definition of a song will be introduced, followed by criteria of choosing a song. Advantages and disadvantages of using songs will be presented in the last two subchapters.

4.1 Definition of a song

According to Wikipedia (2001-, online), "*a song is a single (and often standalone) work of music that is typically intended to be sung by the human voice with distinct and fixed pitches and patterns using sound and silence and a variety of forms that often include the repetition of sections*".

The definition provided above is rather complicated but the important thing is that a song is a piece of music with its own melody and unique lyrics which are vocally produced. Songs can be also classified into many groups following their style or purpose.

4.2 Types of songs

There are many kinds of songs and, in fact, every song can be used as a teaching tool when suitably chosen for specific educational purpose and according to learners' age, knowledge, and other factors we will be dealing with in subchapter 4.4.

Ornerová (2009, p. 29), on the basis of Murphy's research, presents three principal categories to which songs used in a classroom can be divided:

- made-for-EFL[1] songs – songs created only for the purposes of EFL classes whose design comes from the demands of a certain coursebook,
- traditional/folk songs – those songs whose origin lies in a native environment thus their characters possess qualities relevant to certain culture/nation, or there is a historical background of the story in the song,

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[1] EFL = English as a Foreign Language

- contemporary songs – popular songs which can be heard everywhere but not at school often, those songs can be of any music genre.

Ornerová (2009, p. 29-30) adds three more categories based on her teaching experience:

- jazz chants – easier for the learners owing to the time-stressed phrases which learners can tapped to,
- action/TPR[2] songs – songs where movement is tied with lyrics so learners sing and move at the same time,
- classical songs – a pieces of classical music which serves as a background music[3] and can have stimulating effects for learners.

4.3 Music in life and music in the classroom

In his book, Murphey (1992, p. 9-10) points out on activities which we normally do with music and songs (list A) in comparison with activities engaged in a classroom (list B):

List A: What people usually do with songs or the topic of songs in everyday life?

1 Listen
2 Sing, hum, whistle, tap, and snap fingers while we listen
3 Sing without listening to any recording
4 Talk about the music
5 Talk about the lyrics
6 Talk about the singer/group
7 Talk about video clips
8 Use songs and music to set or change an atmosphere or mood, as 'background' furnishing
9 Use songs and music to make a social environment, form a feeling of community, dance, make friends and lovers
10 Read about the production, performance, effect, authors, producers, audiences of music and songs
11 Use music in dreams

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[2] TPR = Total Physical Response (see subchapter 2.5)
[3] See subchapter 2.6

12 Use music and song to make internal associations with the people, places, and times in our lives, so they become the personal soundtrack of our lives

13 Some people also write songs, perform songs, make video clips, do interviews, some people write articles or do surveys and make hit lists

List B: What can we do with songs or texts about songs?

14 1-12 from the previous list

15 Study grammar

16 Read songs, articles, books for linguistic purposes

17 Translate songs

18 Write dialogues using the words of a song

19 Do role-plays (as people in the song, or the artist/interviewer)

20 Dictate a song

21 Use a song for gap-fill, cloze, or for correction

22 Use music for background to other activities

23 Integrate songs into project work

24 Energize or relax classes mentally

25 Teach vocabulary

26 Teach culture

27 Have fun

Those presented lists show the possibilities of working with songs in a classroom. As can be seen, there is a wide range of activities to which we can engage our learners. Murphy (1992, p. 10) claims that the last point – have fun – has the greatest significance because there should not be too many activities connected with a song therefore the song itself will not be killed by that.

4.4 Choosing a song

As was stated earlier, almost every song can become a teaching tool. Teachers should be aware, though, which opportunities a chosen song offers and if it is suitable for particular class. According to Hancock (1998, p. 7), a teacher should think about:

- if the lyrics of the song are audible so that learners will more or less understand the meaning,

- if the level of difficulty is appropriate,

- if the song provides a good example of a grammatical structure which a teacher wants to present,

- if the lexical field is appropriate and fits well in the course,

- if the pronunciation is natural and there are no dialectisms which might be confusing,

- if there is an obvious plot in the lyrics,

- if the song would not be disliked by learners.

4.5 Advantages of using songs

Everything has its pros and cons, so it is with using songs. In this subchapter, some of the advantages will be presented:

- listening skills – learners practice them via listening to a song,

- motivation – motivation and also fun should go hand in hand while listening,

- development of language – connected predominantly with young children but also with older ones who broadens their lexicon through listening to songs,

- real-life listening – songs usually use simple, conversational language and sentences in the songs are repeated (chorus),

- practising all four skills – the main focus is put on listening but other skills are developed as well,

- relax – songs serve as a relaxing medium but a teacher needs to keep the proper level of relaxation because it can result in learners' rejection to work,

- practicality – songs, specifically lyrics, are self-contained texts which are quite easy to deal with in a classroom,

- further discussion – after listening activities are over, a discussion about a topic/character/place/background from the song can be led,

- mnemonic quality of songs – words become more memorable if in combination with music and rhythm (Hancock, 1998, p. 7; Murphey, 1992, p. 6-8).

4.6 Disadvantages of using songs

Having stated the pros, we also need to mention the cons of using songs. The following list will comprise disadvantages and also concerns of teachers as Murphy (1992, p. 8-9) describes:

- some learners do not take it seriously – they just perceive it as a leisure activity where nothing can be done,
- it disturbs neighbouring classes – some neighbouring classes' walls are thin and everything is heard or the recording is unnecessarily loud (that kind of a problem does not happen in language laboratories where learners have headphones with music playing in them),
- some learners get too excited or not excited at all – a teacher needs to calm them down or, on the other hand, positively motivate them,
- some songs have poor vocabulary – there is a need to choose suitable song,
- it takes away from the normal syllabus – some teachers claimed that although music and songs can be a beneficial tool,
- some learners do not want to work, just listen – a teacher needs to motivate them,
- the lyrics of songs are not audible – a teacher's responsibility is to select a proper song.

Hancock (1998, p. 9-10) adds few more problems which a teacher can encounter in a classroom:

- learners' giggling to a song – it can be caused by the fact that they do not like that particular piece of music and want everybody to know it,
- learners will not sing – they might be shy or just do not want to express themselves but repeating sentences or chunks of the song can be useful for them,
- learners think songs are a waste of time – some of them consider songs as not serious activities through which they can learn something,
- learners are noisy – some of them, mainly the younger ones, may start to clap and/or tap which is not desirable in listening activity.

II. PRACTICAL PART

5 Using songs as a teaching tool in English language classes

5.1 Introduction

The practical part of this diploma thesis focuses on using songs as a teaching tool in English language classes at lower secondary school. The research was conducted in two phases, specifically at two different schools, which will be described in subchapter 5.2. It focused on 8th-grade learners (see subchapter 5.3). Each phase consists of two times four lessons, which will be described in detail in subchapter 5.4.

The intention of this thesis was to compare whether a song can be a useful device for learning regular and irregular verbs. Four 8th-grade classes were chosen as researched groups, two of them at school X and two of them at school Y. At both schools, the song was used only in one of the classes whereas the second class was provided with different activities with a focus on the same verbs as introduced in the song. After that, the test (containing the discussed verbs) was given to all classes.

To sum up, the aim of this diploma thesis was to provide answers to the following research questions:

1. Do the learners have better results if a song is used as a teaching tool?

2. Does a song improve learners' memory so they still remember the subject matter (regular and irregular verbs) from a song even after a week time?

5.2 Description of schools

This subchapter describes two schools where the research was held. In order not to harm or taint any of the schools, the author of this thesis considers it the best option for these schools to stay anonymous. That is why indicators 'X' and 'Y' will be used. Brief information about each of them is given below.

5.2.1 School X

This elementary school is situated in the housing estate area near the centre of a city whose population is more than 100,000 inhabitants. The school consists of a primary school, lower secondary school, and a nursery school. Concerning the number of learners attending this school, there are currently nearly 500 of them (counting only primary and lower secondary school).

This school is focused on sports activities predominantly. There are many free-time activities (not only of a sporting character) which the learners can enrol for. The school is very well equipped, for example, there are designated and specially equipped classrooms for languages, natural sciences, information technology, and art.

As for the number of classes, the primary school comprises 13 classes and lower secondary school 8 classes. The average number of learners per class is 24. Teaching is provided by 29 all-qualified teachers. English is taught as a compulsory subject from the 3rd year.

5.2.2 School Y

School Y's location is strategic because it is situated in the centre of a city with nearly 25,000 inhabitants. Almost all public buildings and offices are located within a few hundred metres of the school. The art and music school, which many learners of the school Y attend, is right across the street.

Primary and lower secondary school are the two main parts of the school. There are 27 classes with more than 600 learners attending them. The average number of learners per class is 23. The learners are divided into two types of classes – regular classes and classes with extended language teaching. The staff comprises 40 teachers.

As can be derived from the previous paragraph, the school's foremost focus is put on teaching foreign languages. Learners who were accepted to classes with extended language teaching have their English lessons from the 1st year. The rest of the learners begin with English in their 3rd year.

5.3 Description of the researched groups

The research took place in four different classes. Since we have clarified the terminology used for schools, the researched groups will be named on the basis of that. Two 8th grades will be accompanied by an index X (meaning that they are a part of the school X) and two others by an index Y (classes belonging to the school Y).

5.3.1 8A^X

This class is a mixed group regarding learners' gender and a heterogeneous one concerning their abilities, interests, and presuppositions for language learning. 8A^X consists of 14 learners, more specifically of 8 girls and 6 boys. Some of them showed a talent for or an interest in the English language while others did neither.

Three learners exceeded the others as far as their knowledge and final score of were concerned. On the other hand, there were learners who seemed not to like English at all. Then there were mediocre learners and also learners who tried really hard to succeed but failed.

5.3.2 8B^X

This class is, again, a mixed and a heterogeneous group. The group encompasses 12 learners, with an equal number of boys and girls. Only one learner showed a greater aptitude for the language, the others were average. One learner constantly forgot books and workbooks necessary for the lesson and loathed English. There was also one learner with special educational needs (behavioural developmental disorder) who was accompanied by a teaching assistant.

Regardless of their mediocrity and only average interest, this class was quite attentive and cooperative (except for that one learner). They tried to produce correct language, even though they failed many times. Still, it was impressive and quite heart-warming.

5.3.3 8A^Y

This heterogeneous class consists of 13 learners, 7 girls and 6 boys. This is the class with extended language teaching (see subchapter 5.2.2). The learners in this class have been exposed to the English language two years more than the following class, 8B^Y.

5.3.4 8B^Y

8B^Y has similar features as the aforesaid classes – a mixed and heterogeneous class. The distinction lies in the fact that this class is a regular one (unlike 8A^Y) and in the number of learners which is 16, 7 girls and 9 boys.

The learners in this class were known as mischievous and not particularly smart. Regarding mischievousness, it was exactly like that. The surprising fact, however, was that boys (three boys in particular) cooperated better than girls whose majority seemed really bored.

5.4 Description of the lessons

In this subchapter, a detailed description of the lessons will be presented. Since the topic concentrates on using songs as a teaching tool, the emphasis will be given to activities connected with the particular song and topic of regular and irregular verbs to which the song was applied. The other activities will be mentioned only briefly.

5.4.1 *"Where the Wild Roses Grow"*

There was the general word 'song' mentioned several times but, as a matter of fact, it was never actually explained which song was used for this research. The song used for this study is called *Where the Wild Roses Grow*. The artists responsible for this song are Australian singers Nick Cave (alongside with his band the Bad Seeds) and Kylie Minogue. The duo recorded it back in 1995 (Wikipedia, 2001, online).

The song is based on an urban story set in medieval England. Its central character is a girl named Elisa (sometimes spelt Eliza) Day. Her beauty charmed a young man who fell in love with her. He courted her for three days until he finally killed her, stating "*All beauty must die*". Nick Cave wrote his song according to this story (Wattpad, 2019, online).

The song was introduced to the author of this thesis by her mentor during the teaching practice, although the author knew the song before. *Where the Wild Roses Grow* can be considered a high-quality song for the purpose of this paper from many points of view:

- the instrumentation is sparse and soft with no heavy guitars or noisy drums,
- the vocals are clear and understandable (owing to the previous point),

- the tempo is slow, therefore it is possible to catch (and, hopefully, understand) all the lyrics,
- regarding the lyrics, there are no complicated English structures which would be confusing for the learners, there is only quite a simple language,
- the structure of the song is clear, the parts are as follows: chorus, verse 1 (the man), verse 1 (the woman), chorus, verse 2 (the man), verse 2 (the woman), chorus, verse 3 (the woman), verse 3 (the man), chorus,
- the song is unfamiliar to the learners (none of the learners in all four classes knew it which, was beneficial for this purpose),
- the song can target the learners' emotions: in general, it makes us feel calm but also a little bit sad (triggered by the lyrics),
- the song contains a large number of verbs, either regular or irregular.

In the upcoming subchapters, the individual lessons will be described and explained. This description will be approximately the same in every class but there will be also differences in certain activities. That is why all of the lessons will be dealt with separately.

In order for this section not to be too confusing, the lessons will be related to one particular class, thus all of the four lessons will subsequently follow each other. The lessons description will be followed by an analysis and evaluation of the outcomes.

5.4.2 Class 8A^X

To clarify it right from the beginning, this class was one of the two classes (the other is the class 8B^Y) where the song for teaching regular and irregular verbs was used.

5.4.2.1 Lesson 1

This lesson started with a test concerning a previous topic (using the verb 'to be' in the past tense – was/were forms) and checking homework, followed by reading with comprehension of the text handed out in the previous lesson. Then we proceeded to the main part of the lesson which was creating cards with irregular verbs.

Remembering all the irregular verbs might be extremely difficult for certain learners. These cards, however, can be a helpful tool for practising them. Each pair of learners was given

a sheet of a stiff paper. They were supposed to cut the paper in half (on the longer side) so that each learner of the pair had half of the sheet. Then they had to cut it into the cards, 10.5 centimetres in length and 2.8 centimetres in width. In the end, they should have had 10 cards.

When the cutting was done, the trainee (the author of this thesis – henceforth referred to as 'trainee') told the class to open their workbooks on the other side of its front cover. There they found a list of irregular verbs. The learners were supposed to copy the first ten verbs onto their cards.

It depended on the learners how their cards would look like. They could draw them up according to their taste, had each form in a different colour or add pictures to that. The only thing that mattered was writing all three forms of the verb (infinitive, past simple, past participle) on one side of the card and Czech meaning on the reverse (see Figure 26, Appendix 9). The trainee also provided a simple phonetic transcription of all the verbs and their forms which the learners were supposed to write down as well.

This lesson was mainly focused on creating irregular-verbs cards, which the learners were told to use and practice with. The homework in the workbook was assigned to the learners, they had to practice regular and irregular verbs once more, this time in written form by putting the given verbs into the past simple tense.

5.4.2.2 Lesson 2

This lesson started with tests which the learners wrote the last lesson and homework checking. After that, the song was introduced. The work with the song can be illustrated with the help of stages of listening which were mentioned in subchapter 1.6.

Regarding the pre-listening stage, the learners had to complete the table with irregular verbs from the song (see Figure 19, Appendix 2). Their task was to write only the past simple form of the given verbs. The next task was to skim the text and get an overall idea (gist).

Then we moved to the listening phase. The activity concerning the while-listening stage was that of filling the verbs from the table in the blanks while listening to the song. The trainee asked the learners if they want to hear the recording once more to which they replied affirmatively.

After the second listening which was meant for ascertaining the right answers, the correct placement of verbs was elicited from the learners. The post-listening stage consisted also of underlining the verbs – regular verbs in green colour and irregular verbs in red colour – and collective checking. The trainee demanded the other forms of irregular verbs to be said.

The last activity for this lesson with the song was to find the meanings of the words located in the column on the right hand side of the worksheet. The learners were put into groups of three to four and were given dictionaries. They had to decide who will search for which word so that everyone can be involved.

We were not able to finish the last activity on time, searching for the meaning of the words took longer than expected. The trainee and the learners agreed on finishing that the following lesson. The trainee also announced a short test to be written the following lesson, concerning putting verbs into the past simple tense.

5.4.2.3 Lesson 3

Lesson number 3 started with the announced test (see Figure 21, Appendix 4). It was a short revision test which also contained some verbs from the song. The results will be dealt with in subchapter 5.4.2.5.

After the test was finished, the trainee returned back to *Where the Wild Roses Grow*. She asked the learners what the song was about, what they felt while listening to the song, and how the song (specifically the story in the song) ended. This initial initiation had a beneficial impact on the learners who started to cooperate genuinely well.

The work continued with searching the meanings of certain words, with the song playing in the background. This activity was followed by the translation of the lyrics. In the remaining time, we tried to act out the song. Two learners (it should be specified they both were boys) asked to portray the characters. They were undeniably talented and their acting was truly amazing. Unfortunately, we did not have enough time to cover the whole song. The truth is, all of us enjoyed it and, hopefully, learned something.

5.4.2.4 Lesson 4

This lesson did not follow the previous ones, regarding continuity. It was carried out a week after the lesson number 3. The aim of that was to prove if the learners remembered anything from the song, as far as the verbs are concerned.

The topic of this lesson was past tense questions. In the second third, however, a test on regular and irregular verbs (see Figure 23, Appendix 6) was given to the learners. They knew about it prior to the lesson but were not told that it is for the research purposes only. The outcome of the test will be discussed in the subchapter 5.4.2.5.

In the remaining time, the learners' task was to make another ten cards of irregular verbs, the same as in the first lesson. Those of the learners who were quicker in their work played Pairs (Figure 26, Appendix 9). Their task was to assign an infinitive verb its past simple (or also past participle if it was an irregular verb) form and say the Czech meaning.

5.4.2.5 Analysis and evaluation

Test of lesson 3

First of all, a short test analysis will be introduced. This is a formative kind of a test which was created by the trainee. It is valid because it measures only what was intended and nothing else. This test is also reliable and can be objectively scored. Regarding practicality, it consists of 11 sentences, each of them having a blank space for filling in the correct form of the verb, not difficult for construction or administration. Thus we can consider the test practical as well.

The test includes five verbs which appeared in the song. Nevertheless, there were not exactly the same phrases taken from the song. The verbs were incorporated into random sentences. As for the particular verbs, they (in their infinitive form) are: come, be, bring, smile, see. We will focus on them in more detail.

- Tom _____ (come) home from school late.

  The correct answer in this sentence is 'came' which five out of fourteen learners had wrong. Three of them wrote 'come', one learner wrote 'caime', and one wrote 'coming'.

- We _____ (be) on a trip last week.

The correct answer is 'were' but three learners had it wrong. Two learners thought that there should be 'was' and one had an extra letter in his answer – 'where'.

- The concert _____ (be) on Saturday.

Another sentence with the form of the verb *to be*, this time the correct answer is 'was'. Two learners had a wrong answer when they wrote 'were'. It seems that some learners had problems with defining singular and plural nouns.

- The teacher _____ (bring) a guest to our lesson.

This sentence was a little problematic because many learners failed to write the answer 'brought' correctly (or simple write anything). Three learners considered 'brougt' as the correct answer, one learner wrote 'broogth', and another one wrote 'brough'. Two learners did not write anything.

- He looked at her and _____ (smile).

The correct answer for this verb is 'smiled' which almost all the learners had right except for one learner who omitted a letter (probably inattentively) and wrote 'smild'.

- I _____ (see) a great movie on Sunday.

In this sentence, twelve out of fourteen learners wrote the correct answer 'saw'. Answers of two learners were considered wrong because of the illegibility of their handwriting when it was not clearly recognized whether there is 'saw' or 'sow'.

Concerning the discussed verbs, the biggest problem was recorded with the verb 'bring'. On the other hand, the verb most of the learners had right was 'smiled'. Perhaps for the reason that it is regular with only –d added to the verb.
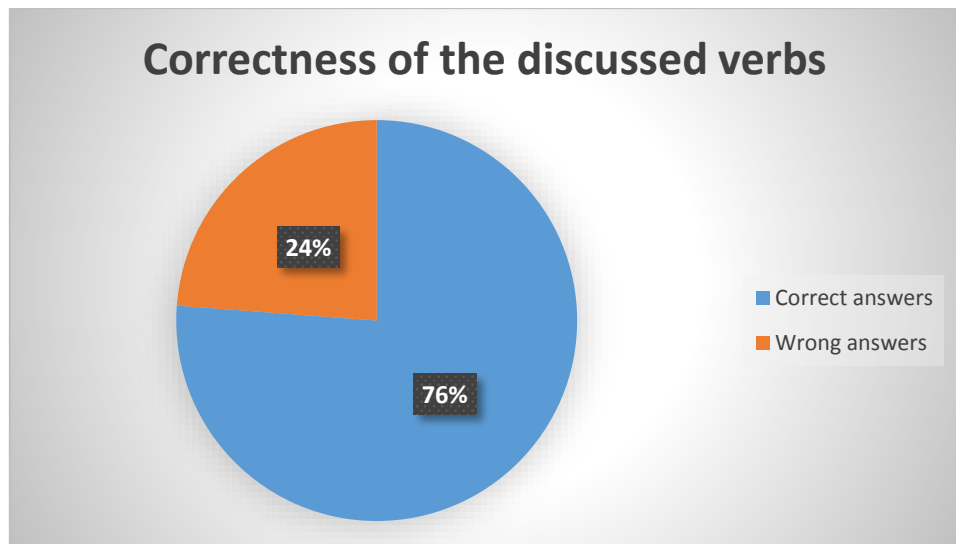
Figure 2: Correctness of the discussed verbs (test of lesson 3) – class 8A^X

The success rate of the test

The test was scored according to the scoring table (see Figure 25, Appendix 8) which was provided to the trainee by her mentor. The overall result was quite satisfying with five learners tried hard to be awarded 1, one learner awarded 2, four learners' performance was enough only to get 3, two learners got 4, and two learners totally failed and were awarded 5. Here we are talking about the whole test, not only about scoring those sentences with particular verbs.
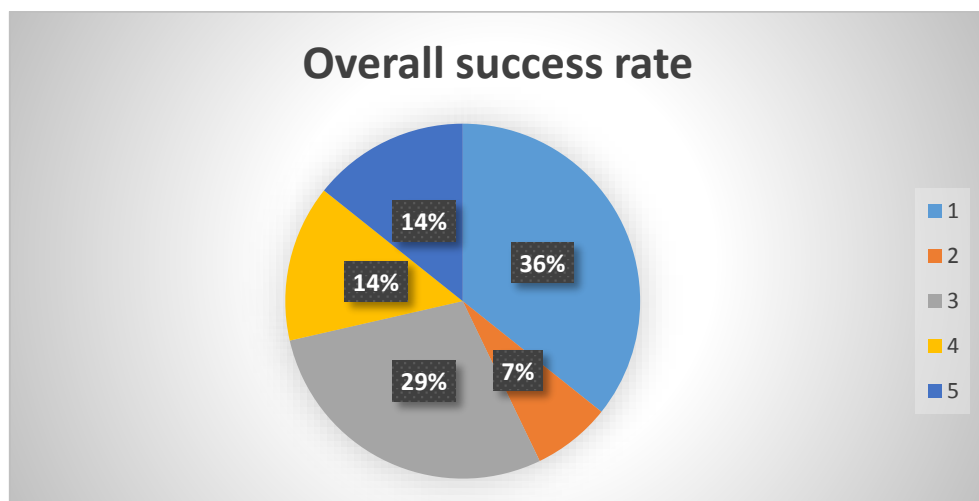
Figure 3: Overall success rate of the test of lesson 3 – class 8A^X

Test of lesson 4

This is also a formative test created by the trainee. It possesses the same qualities as the test mentioned above, regarding validity, practicality, and reliability.

There are also four verbs which appeared in the song and were spoken about. Those verbs (again in their infinitive form) are: knock, show, say, take. And we will analyse them too:

- When he _____ (knock) on my door I panicked.

This regular verb in its past-tense form 'knocked' had thirteen out of fourteen learners absolutely correct. One learner, however, wrote 'kmocked' which could have been caused by inattentiveness or an effort to write the test as quickly as possible.

- The teacher _____ (show) me how to do it.

The correct answer for this verb is 'showed' and this is the only case when all the learners had the right answer.

- I _____ (say) you must study for the test.

This verb was a problem for three learners, thus the correct answer 'said' was provided by eleven learners. As the wrong answers were identified words 'sayed' and 'sayd' which appeared two times.

- On the third day he _____ (take) me to the river.

This sentence was adopted directly from the song lyrics with the hope that all the answers would be correct – 'took'. But they were not. Three learners' answers were wrong when 'tooks', 'taken', and 'take' were incorrectly considered the right answers.

We can see that only one verb – 'show' – was correctly put into the past simple tense. And even though there was one sentence taken right from the song as it is, some learners fail to write the correct answer.

Correctness of the discussed verbs

13%

87%

Correct answers
Wrong answers
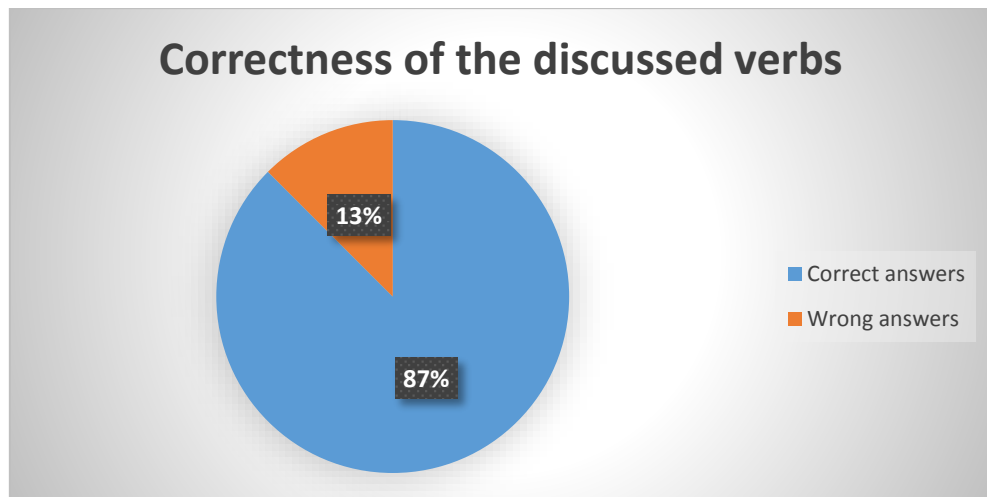
Figure 4: Correctness of the discussed verbs (test of lesson 4) – class 8A^X

The success rate of the test

The test was again scored in accordance with the scoring table. The overall results, however, were not as good as in the previous test. Concerning all the test items, the learners were graded in the following way: three learners got 1, no learner was awarded 2, quite a big number of six learners got 3, also not very good result came from four learners who got 4, and only one learner failed the test and got 5.

Overall success rate

7%   21%

29%

43%

1
2
3
4
5
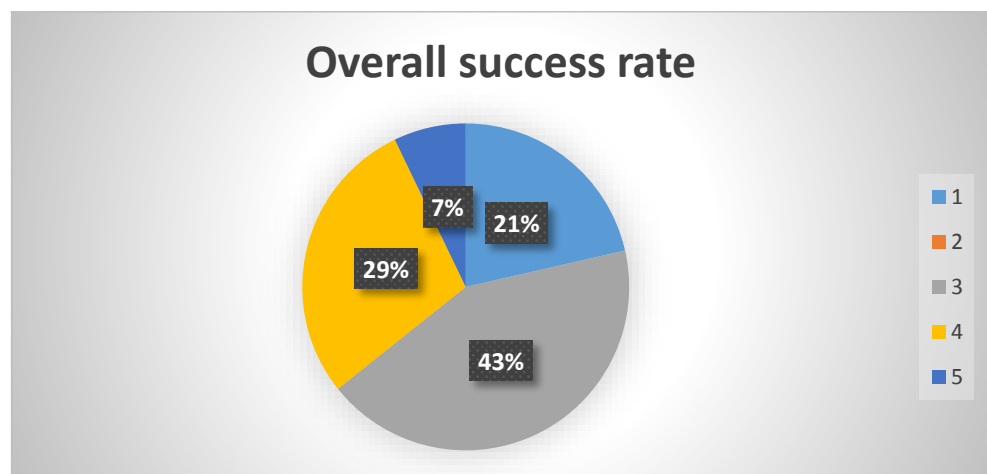
Figure 5: Overall success rate of the test of lesson 4 – class 8A^X

5.4.2.6 Comparison of the outcomes

Looking at the graphs above, we can draw a conclusion from that. If we take a look at graphs concerning knowledge of the discussed verbs (Figure 2 and Figure 4), there is clear evidence that the second test was more successful (87% in comparison with 76%). It may be

striking in a certain way but not from the viewpoint of long-term memory, specifically with semantic memory. [4] Nevertheless, this thesis is not written from the psychological point of view, thus we will not deal with this topic in more detail.

Regarding the overall test results, we can see that the first test was written better than the second, considering the mark the learners got. One of the reasons might be the fact that the first test was written in the third lesson of the day where learners' activity culminated. The more pragmatic reason might be that the learners did not study for the test enough.

5.4.3 Class 8B^X

This class was a parallel class to 8A^X yet here the song was not used although similar task was given to the learners.

5.4.3.1 Lesson 1

The first of four lessons started with a revision of the last lesson's subject matter, which was practising the verb 'to be' in the past tense. This revision was undertaken via test. Then the learners had to complete two exercises in the workbook which took longer time than expected.

After that we moved on to creating cards of irregular verbs, the same activity the trainee had done with the class 8A^X. Having some troubles with the workbook exercise, the learners were not able to finish the cards, thus they put them in the back pocket of their workbook and agreed on finishing them the next lesson.

5.4.3.2 Lesson 2

What was arranged at the end of the previous lesson was fulfilled. The learners finished their cards which was followed by previous lesson's test checking. Then we proceeded to the main part of the lesson – working with a text (Figure 20, Appendix 3).

This text is connected with *Where the Wild Roses Grow* in the way that its lyrics are actually rewritten in the form of a story. The worksheet with the story was devised in a similar

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[4] "*Semantic memory is a term used for the long-term memory store in which conceptual information is represented, including semantic (meaning) and lexical (word) information, as well as facts of the world*" (ScienceDirect, 2019, online).

fashion as the worksheet with the song lyrics, concerning the table with verbs, blanks, and unknown vocabulary.

First of all, the learners had to fill in the table with the past tense form of given irregular verbs which was later checked. Then the learners were instructed to skim the text and put the verbs in the blanks according to their assumptions which word could fit there. Approximately one third of the learners got it right.

Another task was to look up regular and irregular verbs and underline them (or highlight them in any form) – irregular in red colour and regular in green. After this was done, the trainee demanded to hear the past tense forms and, if irregular, also past participle form. The learners did not know all of them hence the trainee helped them and in case some verb was unfamiliar, they write it down into their vocabulary books.

There was no time for anything else in this lesson, only for an announcement of the test the following lesson. The learners were told to revise verbs from previous lessons and from this lesson as well. The trainee also emphasised the importance of bringing the worksheet the next lesson again.

5.4.3.3 Lesson 3

The lesson was introduced by the test which the learners knew about but still were surprised. After the test was written, we came back to the story. The learners' task was to search the dictionary to find the meaning of given words which might be unknown to the learners. They were divided into three groups of four and instructed to split the work so that everyone can look for a different word which would be shared with others in the group in the end.

Reading the story was another part of the lesson. The learners took turns in reading and everyone tried to read at least 2 sentences with the help of the trainee and classmates. Knowing the meaning of the unknown words, the learners made an effort to translate it, not word by word but to understand what was the story about.

In the remaining time, the learners were ask to act out the story. There were shy at first but then two girls volunteered and acted the story while another girls read it. There was not enough time for the whole story to be performed but the girls were determined to perform it the following lesson of English. This lesson is not a part of the description on this thesis yet the girls should be mention and praise for their amazing performance.

5.4.3.4 Lesson 4

Lesson 4 did not follow the previous one, it is the same situation described at class $8A^X$ (see subchapter 5.4.2.4). The aim of this lesson was to found out if the learners remember words from the story which was determined by the test (see Figure 23, Appendix 6).

Before the test was given to the learners, the topic of the past tense questions was in the focus. In the middle of the lesson, the testing took place. In the remaining time the learners were told to create another 10 cards of irregular verbs. The quicker ones played Pairs (see Figure 26, Appendix 9).

5.4.3.5 Analysis and evaluation

Test of lesson 3

The features of the test were already described in the subchapter 5.4.2.5. Again, we encountered eleven sentences with five verbs which were also part of the story. Those verbs (in their infinitive form) are: come, be, bring, smile, see. We will focus on these five verbs (specifically six sentences while 'be' is presented in two different examples) in more detail:

- Tom _____ (come) home from school late.

This verb and its correct form 'came' was not a problem for nine out of twelve learners. The remaining three learners left the verb as it was and wrote 'come'.

- We _____ (be) on a trip last week.

In this sentence, three of the learners (as well as the learners from class $8A^X$) had a problem with plural 'we' and wrote 'was' as a correct option. One learner took it from a different point of view apparently because his answer was 'went'.

- The teacher _____ (bring) a guest to our lesson.

And again, this verb was not the one where points were counted much. Seven learners had a wrong answer, which included 'brougt', 'broot', or 'brang'. Two learners left it a blank space.

- The concert _____ (be) on Saturday.

Contrarily to the sentence with 'be' mentioned above, this sentence was better. Only one learner made a mistake when she wrote 'were' instead of 'was'.

- He looked at her and _____ (smile).

This verb was a problem for two learners. One of them omitted a letter and wrote 'smild' and the other added a letter and wrote 'smileed'.

- I _____ (see) a great movie on Sunday.

The correct form 'saw' had eight out of twelve learners right. Three learners mistaken the correct form for 'sow' and one learner did not provide any form.

Concerning the discussed verbs, the biggest problem was recorded with the verb 'bring'. Three-quarters of the learners wrote an incorrect form of this verb. The learners in this class had the least problem with the verb 'smiled'. Perhaps from the same reason as in the previous class that it is regular with only –d added to the verb.
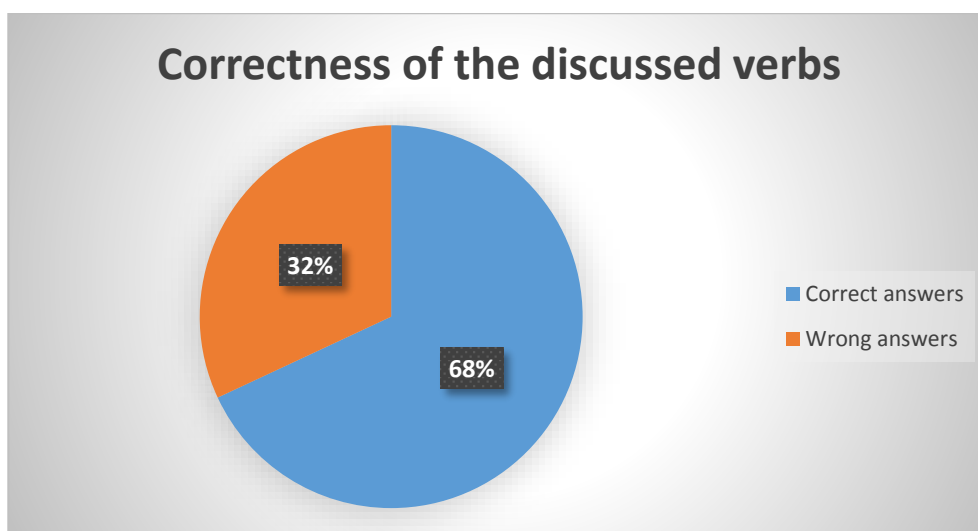

Figure 6: Correctness of the discussed verbs (test of lesson 3) – class 8B^X

The success rate of the test

The test was again scored according to the scoring table (see Figure 25, Appendix 8). The overall result was not as satisfying as was supposed. Only two learners did well and were awarded 1, three learners got 2, two learners' performance was enough only to get 3, three

learners were awarded 4, and two learners failed and were awarded 5. As a reminder, we are talking about the whole test, not only about scoring the sentences with particular verbs.
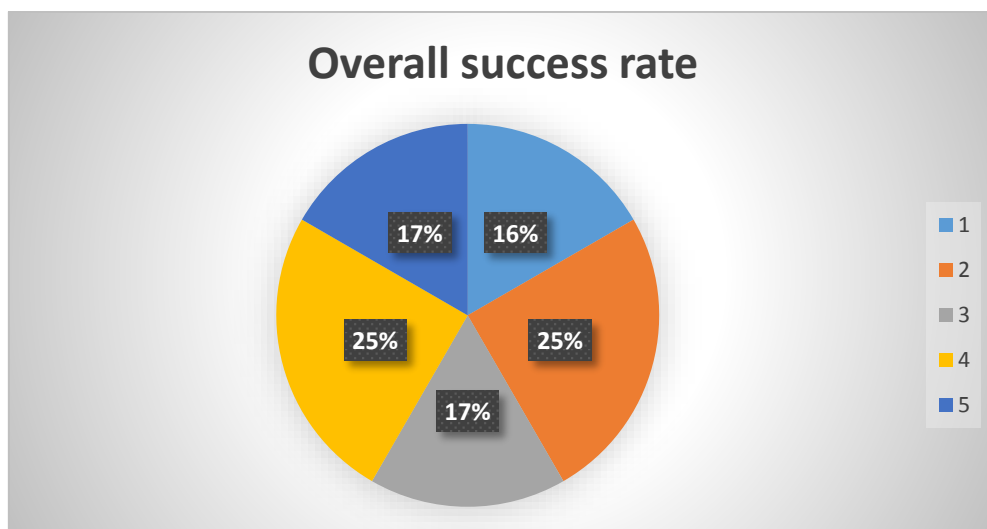
Figure 7: Overall success rate of the test of lesson 3 – class 8B^X

Test of lesson 4

There are four verbs which appeared in the story and were spoken about. Those verbs in their infinitive form are: knock, show, say, take. Their analysis is below:

- When he _____ (knock) on my door I panicked.

This verb in its past-tense form 'knocked' had ten out of twelve learners correct. One learner wrote 'kmocked' (perhaps it was correct but it was not intelligible enough) and one considered 'knack' as the correct answer.

- The teacher _____ (show) me how to do it.

The correct answer 'showed' was provided by ten learners. The remaining two learners omitted an 'e' and wrote 'showd'.

- I _____ (say) you must study for the test.

Seven learners wrote the correct answer 'said' while five learners made a mistake. Among those wrong answers were identified those of 'sayed' and 'sayd'.

- On the third day he _____ (take) me to the river.

This sentence which appeared in the story was a problem for three learners. Their answers 'taked' and two-times written 'take' were wrong.

From the outcomes above we can see that regular verbs caused a lesser problem than irregular verbs. Quite surprising is the fact that sentence taken from the story with the verb 'take' in it was also problematic for some learners.
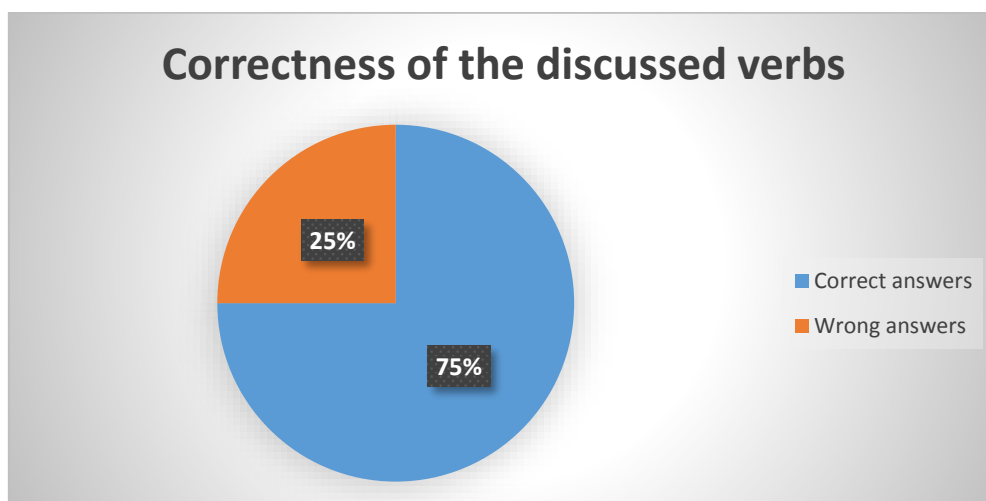
Figure 8: Correctness of the discussed verbs (test of lesson 4) – class 8B^X

The success rate of the test

The test was again scored according to the scoring table. The overall results were better as those in the previous test. Regarding all the test items, the learners were graded as follow: four learners were awarded 1, two learners were awarded 2, three learners got 3, not very convincing performance was seen at two learners who got 4, and one learner failed the test and got 5.
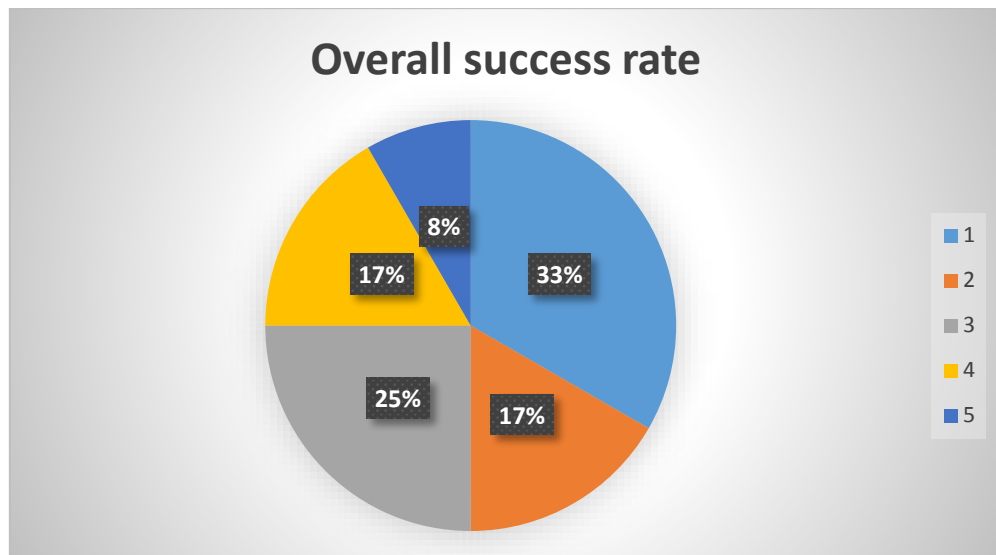
Figure 9: Overall success rate of the test of lesson 4 – class 8B^X

5.4.3.6 Comparison of the outcomes

In this class, the story was used instead of the song. Graphs focusing on knowledge of the discussed verbs (Figure 6 and Figure 8) reveal that the first test was less successful (68% correct answers) than the second (75% correct answers). The reason may be again connected with the long-term memory and needed time for remembering words.

If we take a look at the overall test results, we can see that the second test was written better than the first, considering the mark the learners were awarded. It is a good result because it may seem that the learners studied harder for the second test. Or some of them might have been just lucky…

5.4.4 Class 8A^Y

We approached the other school in this lesson description part. While the author's teaching practice took place in the school X, this school Y and those classes were chosen for the research purposes only. Also, the research undertaken at school Y was conducted at a different time when the learners' knowledge was a little far beyond the subject matter we are dealing with in this thesis.

This class is a class with extend language teaching. Nevertheless the song was not used in this class, only the story from which was the song derived.

5.4.4.1 Lesson 1

In the beginning of this lesson, the trainee introduced herself and told them a purpose of her presence in their class (or at school in general). The trainee had a permission to conduct the lessons according to her will, even though the topic of regular/irregular verbs was not the subject matter then.

The trainee was told, however, that the learners in this class did not have any cards or other teaching aids which could have helped them with learning irregular verbs. That is why the trainee decided to start with creating the cards, just like in the classes of the school X. When the trainee asked the learners to say the past tense form or the past participle form of particular irregular verbs, some of the learners were not sure about the correct answer.

When the work on the cards was over, there were few minutes left of the lesson which the trainee used for practising the topic in the way of throwing a ball at the learners who had to say the correct form of the verbs as quickly as possible.

5.4.4.2 Lesson 2

After an initial warm-up activity consisting of asking questions aiming at the past tense, we started working on the text about Elisa Day (Figure 20, Appendix 3). Filling in the table with the past-tense form of given irregular verbs was the first task. Then the learners were instructed what text skimming means and asked to skim it. On its basis, they had to put the verbs from the table in the blanks according to what they thought might fit there. The results were first checked in pairs and then collectively.

Another task prepared for the learners was to look for regular and irregular verbs in the text and underline or highlight them using two colours – red colour for irregular verbs and green for regular verbs. If the learners did not know a certain verb, the trainee helped them and the learners were asked to write it down into their vocabulary books.

In the final stage of the lesson the learners were put into four group and given dictionaries. Their assignment was to find meanings of the words on the right hand side of the worksheet. They were told about splitting the work so that they could work more effectively.

They were not able to finish the task though thus were informed to complete it the following lesson. An announcement of the test the following lesson was made. The learners were told to go through the verbs we talked about that day. The trainee also emphasised the importance of bringing the worksheet the next lesson again.

5.4.4.3 Lesson 3

The lesson started with the completion of the work on finding the meaning of the words. It was followed by each group presenting a set of words and their meaning while the rest of the class checked it with their ideas. After that, the test was carried out.

Reading the story followed the test. The learners took turns in reading with the help of the trainee or classmates. Having found the meaning of the words, the learners were able to translate the story, not verbatim (that was not the point either) but to understand what it was about.

The trainee wanted to act out the story with this class as well but, unfortunately, there was no time for that. Otherwise, it would be amazing because three learners from this class were also members of the school's drama club. In the last few minutes a debate of this story was held.

5.4.4.4 Lesson 4

Lesson 4 did not follow the previous one, although it was not a week gap (as with the lessons at school X) but nine-day gap. It was due to the trainee and school's possibilities (or rather impossibilities). The aim of this lesson, however, was to found out if the learners remember anything from the story. Some of the verbs appeared in the test (see Figure 23, Appendix 6).

After the testing took place, the learners were told to create another 15 cards of irregular verbs. They seemed to like it, especially girls who decorated their cards nicely. The quicker learners played Pairs (see Figure 26, Appendix 9).

5.4.4.5 Analysis and evaluation

Test of lesson 3

The features of the test were already described in the subchapter 5.4.2.5. The focus will be put on six sentences where we encounter verbs which appeared in the story:

- Tom _____ (come) home from school late.

For the first time this verb was not a problem. All the thirteen learners wrote the correct answer 'came'.

- We _____ (be) on a trip last week.

Again, no problem with this verb. All the learners wrote 'were' which was correct. Only one learner's handwriting seemed quite unintelligible but nobody thought of him having written 'mere', that is why it was considered as 'w' and accepted.

- The teacher _____ (bring) a guest to our lesson.

Even in this class where the results were quite good was a problem with the verb 'brought'. Three out of thirteen learners omitted a letter and wrote 'brougt'.

- The concert _____ (be) on Saturday.

There was only one mistake when one learner confused singular with plural and wrote 'were' instead of 'was'.

- He looked at her and _____ (smile).

No mistake was made in this verb. All the learners stated that 'smiled' is the correct answer and they were right.

- I _____ (see) a great movie on Sunday.

The correct form 'saw' wrote nine out of thirteen learners right. Three learners mistook the correct form for 'sow' and one learner probably mixed the past simple and the past participle form and wrote 'seen'.

Concerning the discussed verbs, the biggest problem in this class was recorded with the verbs 'see' and 'bring', the other verbs were mostly all correct.

Figure 10: Correctness of the discussed verbs (test of lesson 3) – class 8A^Y

The success rate of the test

Scored according to the scoring table as the previous tests, the overall result, however, was pretty satisfying. A big number of seven learners were awarded 1, three learners did quite well and got 2, two learners got 3, one learner did not have her day and was awarded 4, and none of the learners totally failed so there was no 5. It should be pointed out we are talking about the whole test and its success rate.
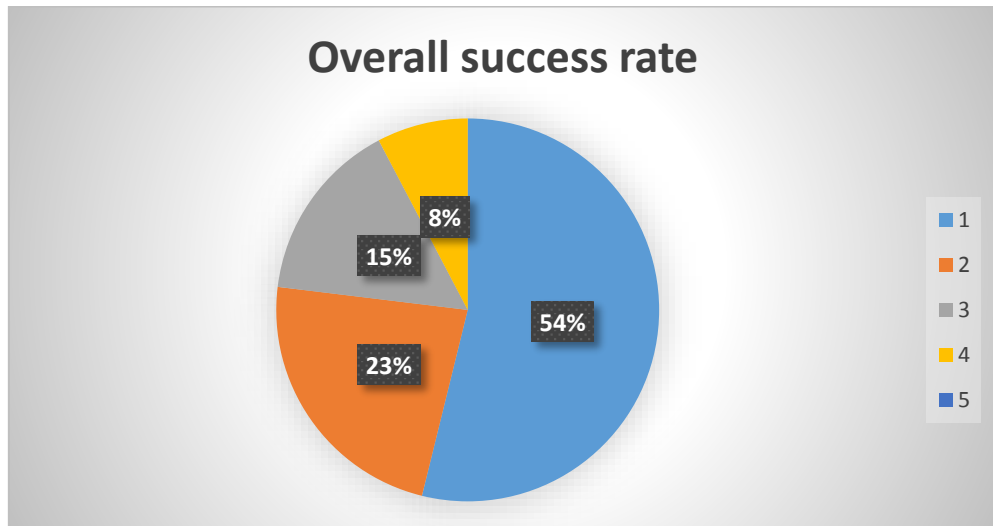
Figure 11: Overall success rate of the test of lesson 3 – class 8A^Y

Test of lesson 4

Here we are dealing with four verbs which appeared in the story and were spoken about. Those verbs which were predominantly tested are: knock, show, say, take. We present them in the infinitive form but the analysis of the correct or incorrect formation of the past simple form follows:

- When he _____ (knock) on my door I panicked.

The correct form 'knocked' was provided by eleven out of thirteen learners. The two others omitted a vowel 'e' and wrote 'knockd'.

- The teacher _____ (show) me how to do it.

The correct answer 'showed' was written in every test, therefore all the learners got it right.

- I _____ (say) you must study for the test.

Nine learners wrote the correct answer 'said' while four learners made a mistake in that verb. Those wrong answers included forms of 'sayed' and 'sayd'.

- On the third day he _____ (take) me to the river.

This sentence which appeared in the story was a problem for four learners. Their incorrect answers were quite creative – two learners wrote 'tooked', one answer was 'toook', and the last one was 'tuk'.

Drawing a conclusion from the analysis above, we can say that this class succeeded but their performance was not as convincing as it should have been. Moreover, they too had problems with irregular verbs rather than regular which is to some degree striking because they should have already known those irregular verbs.

Correctness of the discussed verbs

19%

81%

Correct answers
Wrong answers

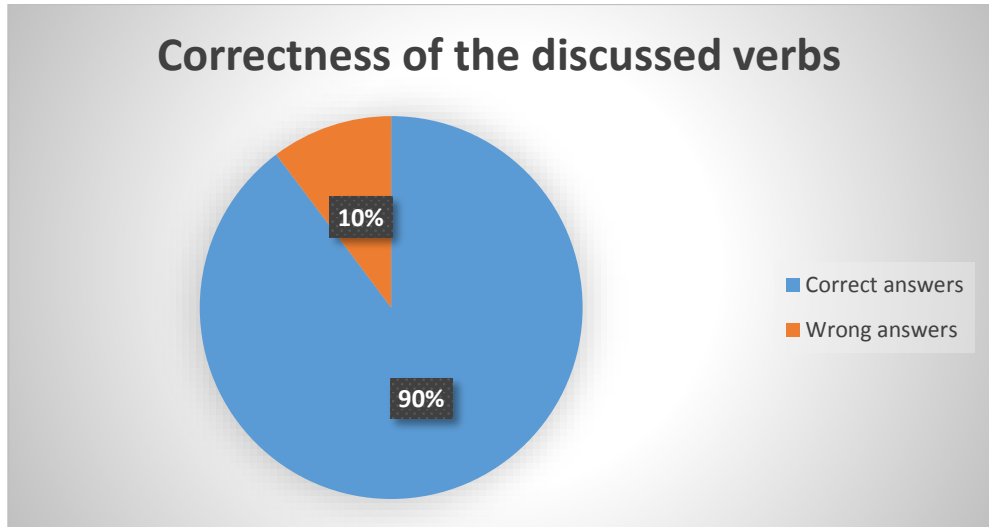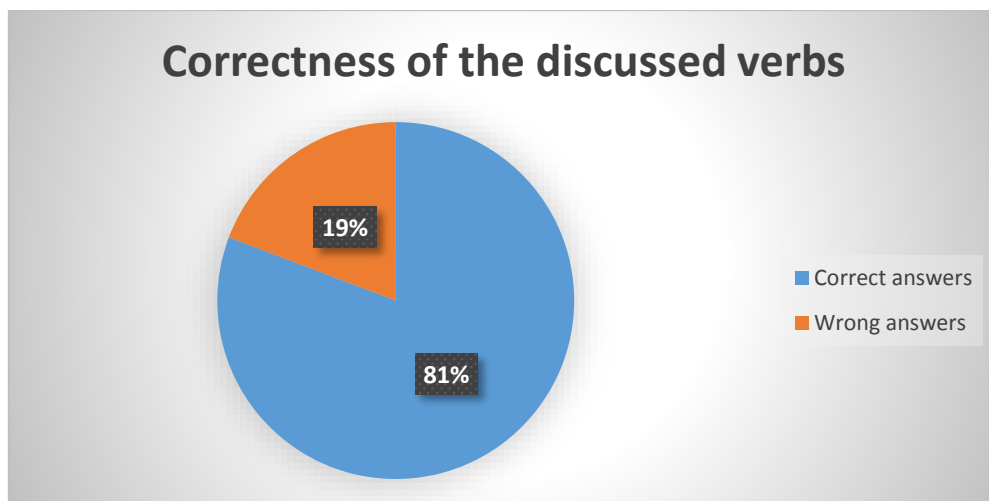*Figure 12: Correctness of the discussed verbs (test of lesson 4) – class 8A^Y*

The success rate of the test

The scoring table was a device for scoring the tests again. On the basis of that, regarding all the test items, the learners were graded the following marks: five learners got 1, two learners were awarded 2, another two learners got 3, not very convincing performance was recorded at three learners who were awarded 4, and this time one learner failed the test and got 5.

Overall success rate

8%

23%

39%

15%

15%

1
2
3
4
5
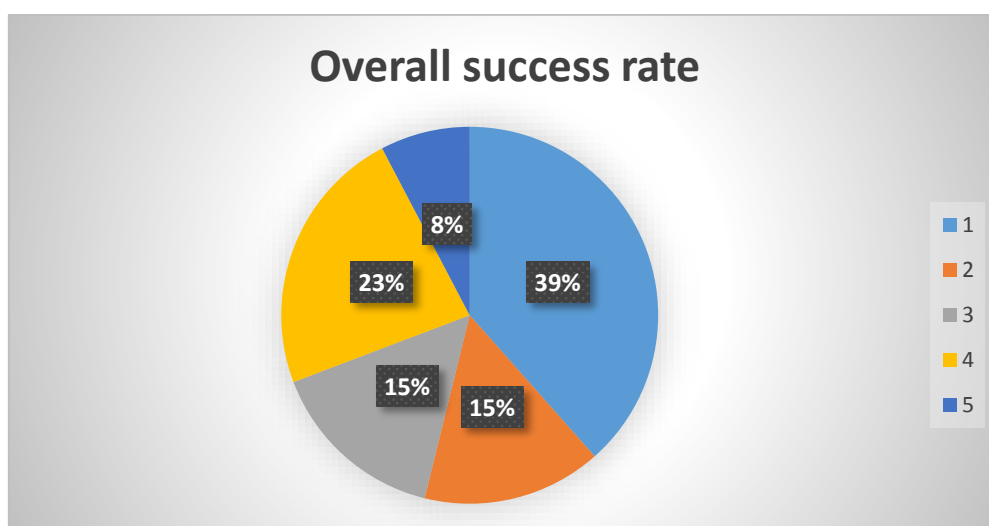
Figure 13: Overall success rate of the test of lesson 4 – class 8A^Y

5.4.4.6 Comparison of the outcomes

Class $8A^Y$ was the second one where the story was used instead of the song. From the graphs focusing on knowledge of the discussed verbs (Figure 10 and Figure 12) can be seen that the first test was very successful (90% correct answers) otherwise the second one was not exactly that case (81% correct answers) yet this result was not bad at all.

If we have a look at the overall test results, we can see that the first test score is better than the second test, considering the mark the learners were awarded. It is bewildering to realize that knowledge of the learners from this class should have already comprised all the verbs we dealt with. The reason might be that they have already forgotten them or they have really learnt them properly.

5.4.5 Class $8B^Y$

This class belongs to school Y as the indicator says as well. While in the previous class the story was used instead of the song, here the song *Where the Wild Roses Grow* was used again for the purpose to compare the outcomes with the parallel class $8A^Y$.

5.4.5.1 Lesson 1

This lesson had a similar course as the first lesson in class $8A^Y$. First of all, the trainee was introduced and stated her intentions as well. Then, she was told again that not even in this class the learners have any cards or other teaching aids for learning irregular verbs. So their creation was the task of the lesson.

After that, there were few minutes left which the trainee used for practising the topic. The learners formed a circle and throwing a ball at each other with the demand to say correct forms of given irregular (and also regular) verbs.

5.4.5.2 Lesson 2

This lesson started with a warm-up activity when questions about situations in the past were asked by the trainee for inducing the topic of the past tense. After that, the song was introduced. The work with the song can be illustrated with the help of stages of listening which were mentioned in subchapter 1.6.

Beginning with the pre-listening stage, the learners had to complete the table with irregular verbs from the song (see Figure 19, Appendix 2). They correctly guessed that their task was to write the past simple form next to the given verbs. The next task was to skim the text so they could have an overall idea what the song is about.

Then we proceeded to the listening phase. Filling the verbs from the table in the blanks was the activity for the while-listening stage. After the first listening was finished, the trainee played the recording once more.

After the second listening, which was meant for reassuring of the right answers or better capture of some of them, was over, the correct placement of the verbs was elicited from the learners. The post-listening stage consisted also of underlining or highlighting the verbs in two colours – green colour for regular verbs and red colour for irregular verbs – and collective checking.

The last activity for this lesson was to find meanings of the words written on the right hand side of the worksheet. The learners were put into groups of four and were given dictionaries. They were not very cooperative in their groups, therefore the trainee herself helped them split the words among each member of the group so they could work more effectively.

The learners finished their work right before the end of the lesson. They were told that a short test awaited them the following lesson thus they should practice with their irregular-verbs cards and remember some of the sentences which were created at the beginning of the lesson.

5.4.5.3 Lesson 3

Lesson number 3 started with the announced test (see Figure 21, Appendix 4). It was a short revision test which also contained some verbs from the song. The results will be dealt with in the subchapter 5.4.2.5.

After the test was finished, the trainee returned back to *Where the Wild Roses Grow*. She asked the learners what the song was about, what they felt while listening to the song, and how the song (specifically the story in the song) ended.

The questioning was followed by the translation of the lyrics which was based on learners' findings of the words meaning from the previous lesson. The aim was not verbatim translation for to understand the meaning and also use of the unknown words in the context.

In the remaining time, the trainee wanted the learners to act out the song. Unfortunately, there were no volunteers to perform it thus a different task was set. The learners continued in their work of irregular-verbs cards with 10 more irregular verbs written onto each card.

5.4.5.4 *Lesson 4*

This lesson did not follow the previous ones, there was a week gap deliberately made for the research purposes. The aim of that was to prove if the learners remembered anything from the song, as far as the verbs are concerned, via the test (see Figure 23, Appendix 6). They knew about it in advance by the teacher whom the trainee told it.

The rest of the lesson was conducted by the teacher of the class because they were behind the teaching schedule, therefore there was no time for other activities concerning the song or regular and irregular verbs in particular.

5.4.5.5 *Analysis and evaluation*

Test of lesson 3

We have already seen this procedure few times. Here we will analyse six sentences where verbs which appeared in the song (namely come, be, bring, smile, see) were dealt with:

- Tom _____ (come) home from school late.

This verb was a problem for four learners. Their wrong answers included 'caime', 'come', and 'comes'.

- We _____ (be) on a trip last week.

Again, four learners had this verb incorrect. Three of the learners used the present tense and wrote 'are'. One learner wrote 'was'.

- The teacher _____ (bring) a guest to our lesson.

The problem with the verb 'brought' was discovered also in this class. Seven out of sixteen learners got a wrong answer. Majority of those was 'brougt' when the learners omitted an 'h'. Other wrong answers were 'brang', 'broght', and brooght'.

- The concert _____ (be) on Saturday.

Three out of sixteen learners wrote incorrect form 'is' instead of correct past-tense form 'was'.

- He looked at her and _____ (smile).

Three learners in total had an incorrect form of this verb. Two of them wrote 'smileed' and one of them wrote 'smilen'.

- I _____ (see) a great movie on Sunday.

The correct form 'saw' wrote eleven out of sixteen learners. Two learners noted 'sow' as the correct answer, two learners' answer was 'seed', and one learner did not write anything.

Regarding the verbs which we put the main focus to, the biggest problem the learners encountered was again with the verbs 'bring' and 'see'.
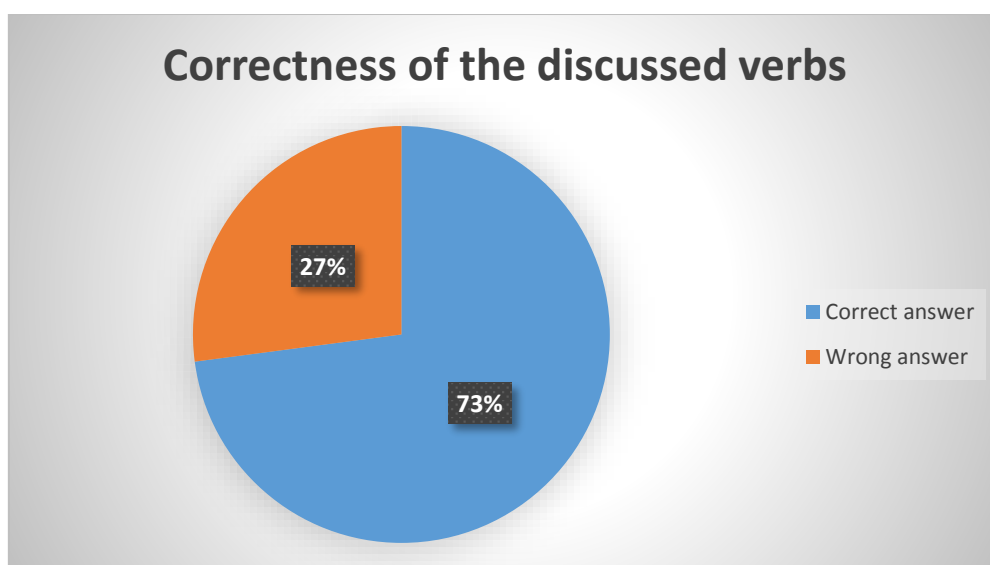
Figure 14: Correctness of the discussed verbs (test of lesson 3) – class 8B^Y

The success rate of the test

The scoring table was again the tool used for giving the learners a mark. Concerning all the test items, the learners were successful like this: one learner got 1, three learners were awarded 2, five learners got 3, four learners got 4, and three learners were awarded 5.
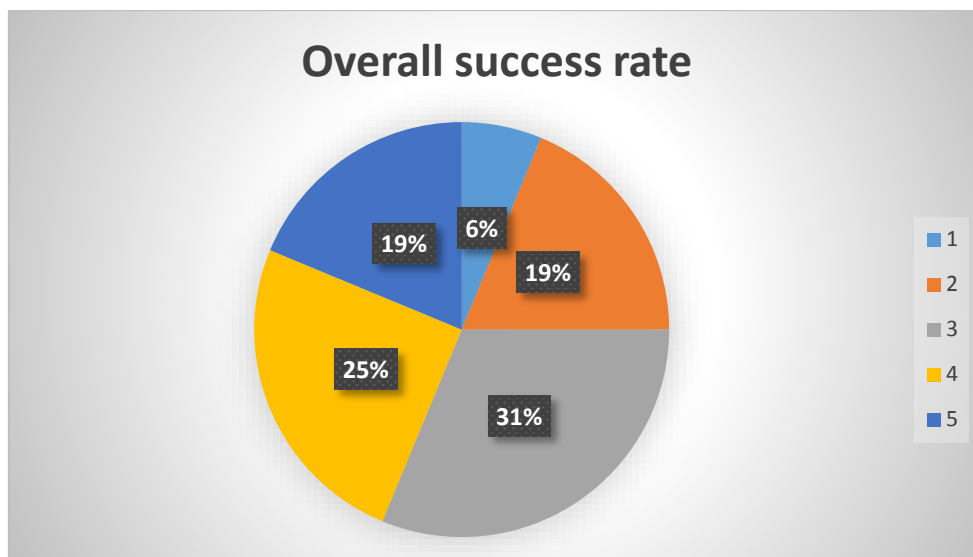
Figure 15: Overall success rate of the test of lesson 3 – class 8B^Y

Test of lesson 4

Those four verbs (knock, show, say, take) which appeared in the song and were spoken about, will be analysed in this part:

- When he _____ (knock) on my door I panicked.

This regular verb in its past-tense form 'knocked' had thirteen out of sixteen learners absolutely correct. The rest of three learners wrote 'knockd'. .

- The teacher _____ (show) me how to do it.

The correct answer for this verb is 'showed' which thirteen learners had right. Two learners wrote 'showd' and one learner wrote 'shown'.

- I _____ (say) you must study for the test.

This verb was a problem for six learners, thus the correct answer 'said' was provided by ten learners. The wrong answers were similar to those in the classes already mentioned, for example 'sayd', 'sayed', or nothing.

- On the third day he _____ (take) me to the river.

The last sentence answers were not wholly correct. Five learners had it wrong when 'tookd', 'take', and 'takes' considered the right answers.

We can see that none of the verbs was correctly put into the past simple tense. The biggest problem, as might have been expected, was with the verbs 'say' and 'take'.
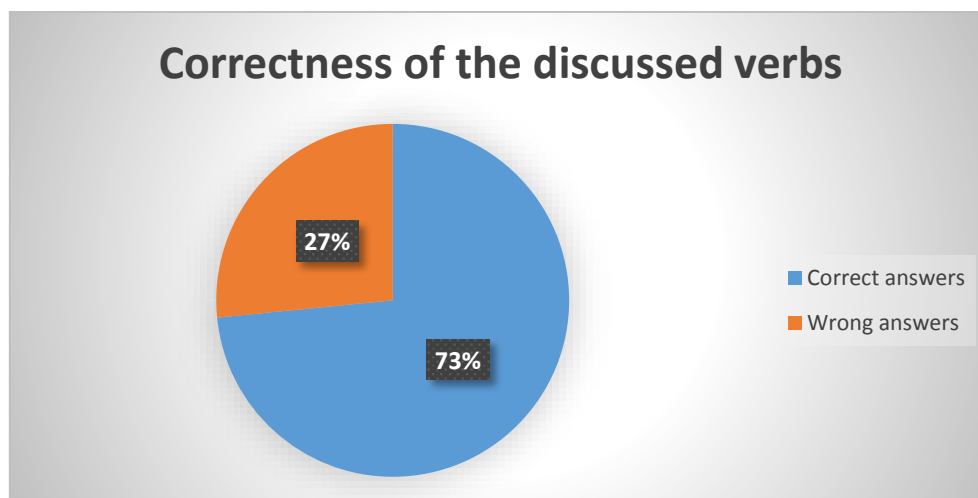
Figure 16: Correctness of the discussed verbs (test of lesson 4) – class 8B^Y

The success rate of the test

The test was also scored in accordance with the scoring table. Concerning all the test items, the learners were graded the following way: two learners got 1, three learners were awarded 2, a big number of seven learners got 3, four learners got 4, and two learners' poor performance was awarded 5.
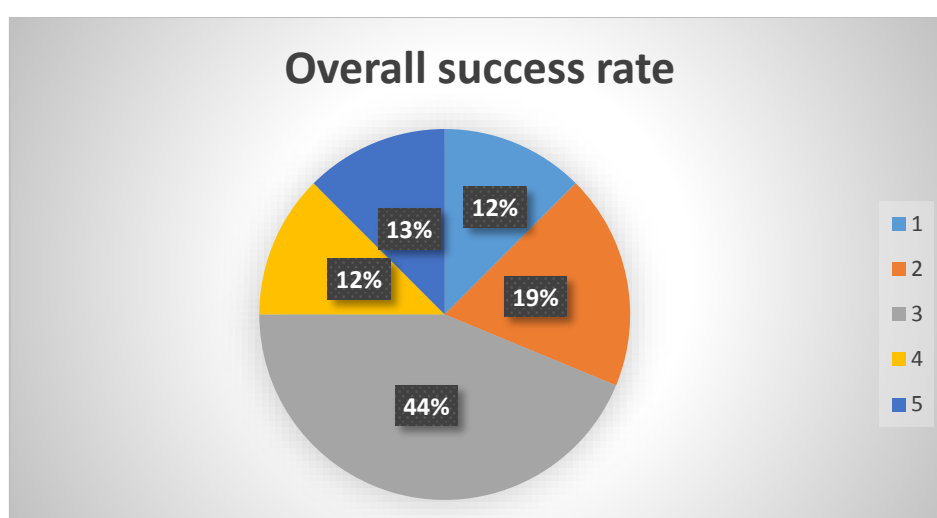
Figure 17: Overall success rate of the test of lesson 4 – class 8B^Y

5.4.5.6 Comparison of the outcomes

In this class, the song was used for teaching the verbs. Graphs focusing on knowledge of the discussed verbs (Figure 14 and Figure 16) told us that the both tests reached the same score of 73% of correct answers.

Also if we take a look at the overall test results, we cannot considered any test better than the other. If we compare the marks learners were awarded, in the first test there was only one learners awarded 1 while in the second test there were two of them. Additionally, in the first test five learners were awarded 3 in comparison with seven learners in the second test.

CONCLUSION

The focus of this thesis lied in using a song as a teaching tool in English language classes. In this part, the overall analysis of the findings will be presented and answers for the research questions will be provided.

Using songs in English language classes have many advantages, ranging from the motivation of learners to meaningful practice and fostering of all language skills. The latter was a part of the research when it aimed at learners' listening skills but also writing skills. The medium for it was a song called *"Where the Wild Roses Grow"*.

Four different classes (or researched groups) were presented with the description of their learners. It was distinguished which of them were the classes where a song was used. In every class, two tests were written, the second one being realized at least a week after the first one.

The song was used in two classes, $8A^X$ and $8B^Y$. Parallel classes ($8B^X$ and $8A^Y$, respectively) were provided with different teaching materials but concerning the same subject matter. After the third out of four lesson, the test was given to the learners and a week later the second test, which measured their progress and tested knowledge gained from the song.

When comparing results from classes of the same school where one class used the song and the other did not, we can see that the success rate of class $8A^X$ after completing the first test is 76% and 87% after the second test while "non-song" class $8B^X$ achieved 68% and 75% respectively. Looking at the school Y, its "non-song" class $8A^Y$ achieved 90% success rate in the first test and 81% in the second while class $8B^Y$ achieved equal success rate of 73% in both tests.

On the basis of those findings, to the answer of the researched questions "Do the learners have better results if a song is used as a teaching tool? Does a song improve learners' memory so they still remember the subject matter (regular and irregular verbs) from a song even after a week time?" cannot be provided with a clear answer. However, if we judge the results in relation to the individual school X, we can answer affirmatively. The research proved that the learners who were exposed to the song in lessons had better results and also showed better results after a week break.

The school Y's results were not as satisfying as expected regarding the song use. In this case, it cannot be stated that using a song helped the learners in learning, referring to their second-test worse results.

There are many reasons why the results are not convincing enough. The reasons are mostly those we could not influence – learners did not feel well or were tired, conditions in the classroom were not suitable for them at that moment, or they might not have been motivated for any work (mainly for writing a test).

A weak point of this research was using only one song. The results would have been conclusive if more songs were used but time restrictions did not allow that. Also the number of classes was not sufficient. Next time, a survey should be included to get to know learners' feelings about working with particular song. This might be a subject for another research.

Using songs as a teaching tool is definitely a beneficial activity, though. Learners can strengthen their listening skills in an interesting and hopefully fun way. A teacher is the one who is responsible for choosing a suitable material which should enthuse learners for work and, moreover, motivate them, got them interested in a topic. Songs, when carefully chosen, are exactly that material with inexhaustible supply.

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APPENDICES

Figure 18: Appendix 1: Irregular-verbs card
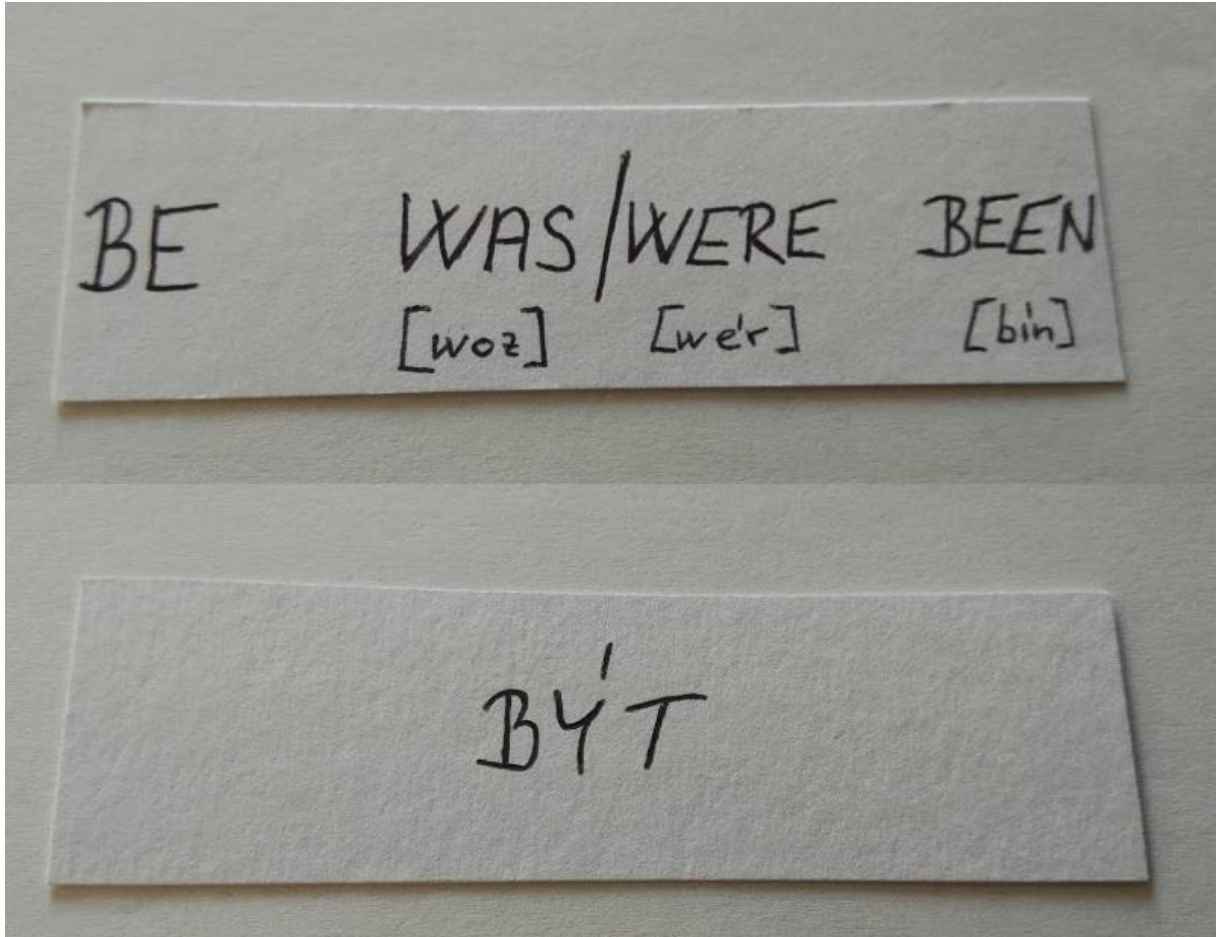
Figure 19: Appendix 2: Song lyrics worksheet

see		grow	
run		take	
come		bring	

CH: They call me The Wild Rose
But my name was Elisa Day
Why they call me it I do not know
For my name was Elisa Day

VOCABULARY:

V1: From the first day I _____ her I knew she was the one
She stared in my eyes and smiled
For her lips were the colour of the roses
That grew down the river, all bloody and wild

stare

wild

When he knocked on my door and entered the room
My trembling subsided in his sure embrace
He would be my first man, and with a careful hand
He wiped at the tears that _____ down my face

knock
trembling, embrace

wipe

CH:

V2: On the second day I _____ her a flower
She was more beautiful than any woman I'd seen
I said, 'Do you know where the wild roses grow
So sweet and scarlet and free?'

scarlet

On the second day he _____ with a single red rose
He said: 'Give me your loss and your sorrow'
I nodded my head, as I lay on the bed
He said, 'If I show you the roses will you follow?'

loss, sorrow
nod
follow

CH:

V3: On the third day he _____ me to the river
He showed me the roses and we kissed
And the last thing I heard was a muttered word
As he knelt above me with a rock in his fist

muttered
rock, fist

On the last day I _____ her where the wild roses grow
And she lay on the bank, the wind light as a thief
As I kissed her goodbye, said, 'All beauty must die'
And lent down and planted a rose 'tween her teeth

last
bank, thief

plant

CH:
For my name was Elisa Day
For my name was Elisa Day

see		grow	
run		take	
come		bring	

Elisa Day

VOCABULARY:

In medieval Europe, there lived a young woman named Elisa Day. One day Elisa met a young man. From the first day he _____ her he knew she was the one. She stared in his eyes and smiled. He noticed that her lips were the colour of the roses that _____ down the river, all bloody and wild. Later that day, he knocked on Elisa's door and when he entered the room her trembling subsided in his sure embrace. She thought that he would be her first man. With a careful hand, he wiped all the tears that _____ down Elisa's face.

medieval

stare

wild
knock
trembling, embrace
wipe

On the second day, the man _____ to Elisa's house again. He _____ her a single red rose. He admitted that Elisa was more beautiful than any women he had seen. Then he said to give him Elisa's loss and sorrow to which Elisa nodded as she lay on the bed. The man asked her if she knows where the wild roses grow and if he shows them to her, she will follow him there.

single

loss, sorrow, nod

follow

On the third day, he _____ Elisa to the river. He showed her where the wild roses grow. There, he took her in his arms and passionately kiss for the last time. Then she turned and gazed over the river. While she looked away in thought, he picked up a rock and beat her to death with it. It is said that as she died in his hands, he whispered to her 'All beauty must die'.

passionately

gaze
rock

With her blankly staring eyes seemingly gazing into the sky, he planted a red rose between her teeth and then gently pushed into the water. She slowly sank into the slow, flowing river. No over ever found her body and as the years past, her real name could not be remembered so she was called the Wild Rose.

blankly
plant, gently
sank

It is said that her spirit is sometimes seen walking along the river bank near where the wild roses grow. In her hand, she is holding a single red rose the man had put in her teeth.

spirit
bank

Figure 21: Appendix 4: Test of lesson 3

Name: Date:

PAST SIMPLE – REGULAR AND IRREGULAR VERBS

Complete the sentences. Put the verbs in brackets into the past
simple tense:

1. Yesterday I _____ (do) my homework.

2. They _____ (watch) TV last night.

3. Tom _____ (come) home from school late.

4. We _____ (be) on a trip last week.

5. My sister _____ (have) a nightmare last night.

6. The teacher _____ (bring) a guest to our lesson.

7. I _____ (not know) what to do.

8. The concert _____ (be) on Saturday.

9. I had a toothache so I _____ (go) to the dentist.

10. He _____ (look) at her and _____ (smile).

11. I _____ (see) a great movie on Sunday.

Figure 22: Appendix 5: An example of the completed test of lesson 3

PAST SIMPLE – REGULAR AND IRREGULAR VERBS

Complete the sentences. Put the verbs in brackets into the past simple tense:

1. Yesterday I ___did___ (do) my homework.

2. They ___watched___ (watch) TV last night.

3. Tom ___come___ (come) home from school late.

4. We ___was___ (be) on a trip last week.

5. My sister ___has___ (have) a nightmare last night.

6. The teacher ___brougt___ (bring) a guest to our lesson.

7. I ___don't know___ (not know) what to do.

8. The concert ___was___ (be) on Saturday.

9. I had a toothache so I ___went___ (go) to the dentist.

10. He ___looked___ (look) at her and ___smiled___ (smile).

11. I ___saw___ (see) a great movie on Sunday.

Figure 23: Appendix 6: Test of lesson 4

Name: Date:

PAST SIMPLE – REGULAR AND IRREGULAR VERBS II

Complete the sentences. Put the verbs in brackets into the past simple tense:

1. My dad _____ (catch) a flu.

2. When he _____ (knock) on my door I panicked.

3. The teacher _____ (show) me how to do it.

4. It _____ (begin) long ago in a land far away to the east.

5. Our family _____ (build) this house 60 years ago.

6. I _____ (say) you must study for the test.

7. Sam accidentally _____ (break) a window.

8. Your dog _____ (bite) me!

9. On the third day he _____ (take) me to the river.

10. The Simpsons _____ (become) very popular.

Figure 24: Appendix 7: An example of the completed test of lesson 4

PAST SIMPLE – REGULAR AND IRREGULAR VERBS II

Complete the sentences. Put the verbs in brackets into the past simple tense:

1. My dad _cought_ (catch) a flu.

2. When he _knocked_ (knock) on my door I panicked.

3. The teacher _showed_ (show) me how to do it.

4. It _begun_ (begin) long ago in a land far away to the east.

5. Our family _built_ (build) this house 60 years ago.

6. I _sayd_ (say) you must study for the test.

7. Sam accidentally _broke_ (break) a window.

8. Your dog _bites_ (bite) me!

9. On the third day he _took_ (take) me to the river.

10. The Simpsons _become_ (become) very popular.

Figure 25: Appendix 8: The scoring table

Hodnotící / známkovací tabulka

%	Zn	4	5	6	7	8	9	10	11	12	13	14	15	16	17
100-90 %	1	4	5	6	7	8	9 - 8	10 - 9	11 - 10	12 - 11	13 - 12	14 - 13	15 - 14	16 - 15	17 - 16
89-75 %	2	3	4	5	6	7 - 6	7 - 6	8 - 7,5	9 - 8	10 - 9	11 - 10	12 - 10	13 - 12	14 - 12	15 - 12
74-50 %	3	2	3	4 - 3	5 - 3,5	5 - 4	5 - 4,5	7 - 5	7 - 5,5	8 - 6	9 - 6,5	9 - 7	11 - 7,5	11 - 8	11 - 8,5
49-20 %	4	1	2	2	3 - 2	3 - 2	4 - 2	4 - 2	5 - 3	5 - 3	6 - 3	6 - 3	7 - 3	7 - 4	8 - 4
19- 0 %	5	0	1 - 0	1 - 0	1 - 0	1 - 0	1 - 0	1 - 0	2 - 0	2 - 0	2 - 0	2 - 0	2 - 0	3 - 0	3 - 0

%	Zn	18	19	20	21	22	23	24	25	26	27	28	29	30
100-90 %	1	18 - 16	19 - 17	20 - 18	21 - 19	22 - 20	23 - 21	24 - 22	25 - 23	26 - 24	27 - 24	28 - 25	29 - 26	30 - 27
89-75 %	2	15 - 13	16 - 14	17 - 15	18 - 16	19 - 16	20 - 17	21 - 18	22 - 19	23 - 20	23 - 20	24 - 21	25 - 22	26 - 23
74-50 %	3	12 - 9	13 - 8,5	14 - 10	15 - 10,5	15 - 11	16 - 11,5	17 - 12	18 - 12,5	19 - 13	19 - 13,5	20 - 14	21 - 14,5	22 - 15
49-20 %	4	8 - 4	8 - 4	9 - 4	9 - 4	10 - 4	11 - 5	11 - 5	12 - 5	12 - 5	13 - 5	13 - 6	14 - 6	14 - 6
19- 0 %	5	3 - 0	3 - 0	2 - 0	3 - 0	3 - 0	4 - 0	4 - 0	4 - 0	4 - 0	4 - 0	5 - 0	5 - 0	5 - 0

%	Zn	31	32	33	34	35	36	37	38	39	40	45	50	55
100-90 %	1	31 - 28	32 - 29	33 - 30	34 - 31	35 - 32	36 - 32	37 - 33	38 - 34	39 - 35	40 - 36	45 - 41	50 - 45	55 - 50
89-75 %	2	27 - 23	28 - 24	29 - 25	30 - 26	31 - 27	31 - 27	32 - 28	33 - 28	34 - 29	35 - 30	40 - 34	44 - 39	49 - 40
74-50 %	3	22 - 15,5	23 - 16	24 - 16,5	25 - 17	26 - 18	26 - 18	27 - 18,5	27 - 19	28 - 19,5	29 - 20	33 - 23	38 - 25	39 - 28
49-20 %	4	15 - 5	15 - 6	16 - 7	16 - 7	17 - 7	17 - 7	18 - 7	18 - 8	19 - 8	19 - 8	22 - 9	24 - 10	27 - 11
19- 0 %	5	5 - 0	5 - 0	6 - 0	6 - 0	6 - 0	6 - 0	6 - 0	7 - 0	7 - 0	7 - 0	8 - 0	9 - 0	10 - 0

%	Zn	60	65	70	75	80	85	90	95	100	105	110	115	120
100-90 %	1	60 - 54	65 - 59	70 - 63	75 - 67	80 - 72	85 - 76	90 - 81	95 - 85	100 - 90	105 - 94	110 - 99	115 - 103	120 - 108
89-75 %	2	53 - 45	58 - 49	62 - 52	66 - 56	71 - 60	75 - 64	80 - 71	84 - 71	89 - 75	93 - 79	98 - 82	102 - 86	107 - 90
74-50 %	3	44 - 30	48 - 33	51 - 35	55 - 38	59 - 40	63 - 43	70 - 45	70 - 48	74 - 50	78 - 53	81 - 55	85 - 58	89 - 60
49-20 %	4	29 - 12	32 - 13	34 - 14	37 - 15	39 - 16	42 - 17	44 - 18	47 - 19	49 - 20	52 - 21	54 - 22	57 - 23	59 - 24
19- 0 %	5	11 - 0	12 - 0	13 - 0	14 - 0	15 - 0	16 - 0	17 - 0	18 - 0	19 - 0	20 - 0	21 - 0	22 - 0	23 - 0

Figure 26: Appendix 9: Pairs

RÉSUMÉ

Diplomová práce je zaměřena na využití písní jakožto učební pomůcky v hodinách anglického jazyka na 2. stupni základní školy. V teoretické části práce byl vymezen pojem poslech a jeho podoby ve školním prostředí, dále byly zmíněny metody, se kterými poslech úzce souvisí. Třetí kapitola objasňovala pojem „hudba" a poslední kapitola teoretické části se týkala písní, jejich využití ve škole a posuzovala výhody a nevýhody užití písní. Praktická část byla uvedena popisem výzkumu, jenž byl veden ve čtyřech různých třídách 8. ročníku základní školy, kdy paralelní třídy byly rozděleny na třídu, kde byla použita píseň a na třídu, kde bylo užito jiných materiálů se shodným obsahem jako v písni. Žáci byli následně otestováni dvěma testy, mezi nimiž byl týdenní rozdíl, z jejichž výsledků bylo zjištěno, že v jedné škole bylo využití písně efektivním způsobem pro zapamatování si učiva, zatímco v druhé škole nikoliv.

ANNOTATION

Jméno a příjmení:	Eva Honková
Katedra:	Ústav cizích jazyků
Vedoucí práce:	Ao. Univ.-Prof. Mag. Dr. Eva Zettelmann
Rok obhajoby:	2019

Název práce:	Using songs as a teaching tool in English language classes
Název v angličtině:	Using songs as a teaching tool in English language classes
Anotace práce:	Diplomová práce se zabývá tématem využití písní jakožto učební pomůcky v hodinách anglického jazyka. Hlavním cílem práce je porovnání výsledků testů, na základě kterých bude vyhodnoceno, jestli je pro žáky užitečné, když se ve výuce použije píseň. V teoretické části jsou zpracovány poznatky z odborné literatury. Praktická část obsahuje popis a výsledky výzkumu.
Klíčová slova:	Music, song, research, regular and irregular verbs
Anotace v angličtině:	This diploma thesis deals with the topic of using songs as a teching tool in English language classes. The main aim of the thesis is to compare test results and find out whether it is beneficial for the learners if the song is used. The theoretical part is based on relevant background literature. The practical part is based on the description and results of the research.
Klíčová slova v angličtině:	Hudba, píseň, výzkum, pravidelná a nepravidelná slovesa
Přílohy vázané v práci:	9 stran příloh
Rozsah práce:	88 s.
Jazyk práce:	Angličtina