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**POUŽITÍ TEXTŮ PÍSNÍ SKUPINY QUEEN VE VÝUCE
ANGLICKÉHO JAZYKA**

USING QUEEN SONG LYRICS IN ELT

Diplomová práce

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Prohlašuji, že jsem diplomovou práci vypracovala samostatně a k tomu využila uvedené zdroje a literaturu.

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ABSTRAKT

Tato diplomová práce zkoumá využití písní skupiny Queen ve výuce anglického jazyka se zaměřením na rozvoj jazykových dovedností (čtení, mluvení, poslech a psaní). Práce je rozdělena na dvě části, v první, teoretické části se zabývá stručným seznámením s kapelou Queen a poté se práce zabývá používáním písní ve výuce, možnostmi využití písní a plánováním lekcí. Druhá, praktická část obsahuje několik modelových hodin zaměřených na studenty druhého stupně. Má za cíl zjistit využitelnost písní skupiny Queen v hodinách anglického jazyka. Dále jsou zkoumány výsledky dotazníkových šetření mezi žáky i učiteli ohledně jejich přístupu k využívání písní k výuce anglického jazyka.

Klíčová slova: anglický jazyk, výuka anglického jazyka, písně, jazykové dovednosti, plánování lekcí, Queen

ABSTRACT

This diploma thesis examines the use of songs by Queen in English language teaching, focusing on the development of language skills (reading, speaking, listening, and writing). The thesis is divided into two parts. In the first, theoretical part, it provides a brief introduction to the band Queen, then it discusses the use of songs in teaching, potential ways and methods to use songs in ELT, and lesson planning. The second, practical part includes several model lessons designed for second-level students, aiming to assess the effectiveness of Queen's songs in English language classes. The results of questionnaire surveys among students and teachers regarding their approach to using songs in English language teaching are also examined.

Keywords: English language, ELT, education, songs, language skills, lesson planning, Queen

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INTRODUCTION

Music and songs are an essential part of people's life for ages, personally I share a very close relationship to music, as it has played an important role in shaping my life. Therefore, choosing the suitable topic for my thesis was naturally influenced by this passion. When I was presented with the opportunity to delve into the work of a specific artist within my thesis, Queen was the first choice. This decision was based on both personal reasons and the desire to examine an artist of significant impact. The utilization of songs in English Language Teaching (ELT) has already proven to be beneficial, motivational and enjoyable for students. With my research I would like to demonstrate that Queen songs can serve as a remarkable resource for learning English.

Supposing that not many students at lower secondary school would find Queen as their favourite band, it is likely they have at least come across Queen's songs on the radio, at sports events or even at home given that their parents might belong to the generation which was influenced by Queen's music.

In this thesis my objective is to identify suitable Queen songs which can improve students' knowledge of grammar, vocabulary, pronunciation or expose students to various themes that are relevant for real-life discussions. The song-based lessons will enhance language skills as well as students' ability to express their own opinion, or work in groups. The purpose of the lessons is to make students more comfortable while using the target language. My aim would be to design complete lessons based on the Queen's song lyrics and offer adequate and motivational song-based activities.

This thesis consists of two parts. The first theoretical part provides a brief history and facts about Queen tracing their journey from their formation to the present day. The subsequent chapter will consider the usage of the songs in ELT including the benefits or challenges of implementing songs into lessons. The following chapter deals with learning language through songs, encompassing language skills as well as language systems such as vocabulary, pronunciation, and grammar. The last chapter of the theoretical part outlines the teacher lesson planning and common approaches for establishing song-based lesson will be mentioned.

The research in the practical part is divided into several parts. The initial stage involves the collaboration with teachers to understand their attitudes and beliefs for using songs in the classroom and for planning song-based lessons.

The second part involves working with students through two questionnaires and teaching them tailored lessons including Queen songs. The first, pre-lesson questionnaire, examines student's classroom routines involving songs, their music preferences, and whether today's low-secondary students are familiar with Queen and their music. The subsequent post-lesson questionnaire assesses the experiences and the knowledge gained from the customized song-based lesson incorporating Queen songs.

By combining the knowledge gained from these different research methods, this thesis will add to the ongoing discussion about how effective it is to use popular music in language education.

1 QUEEN

Queen is British rock band whose global impact influences people or musicians even nowadays. Their progressive music, catchy lyrics, extraordinary costumes, and live performance were known worldwide. Their lyrics are full of topics such as love, relationships, hope, feelings and also ordinary things of everyday life. These attributes contribute to the timeless quality of their music.

1.1 Formation of the band

Sky (1992, 16) states that the formation of Queen is bounded with the band called Smile (formed in 1970), which consisted of guitar player Brian May, drummer Rodger Taylor and a singer/bass player Tim Staffell. After some time Staffell decided to quit to another band and persuaded his former classmate Freddie Bulsara to start singing with Smile. Freddie changed his last name to Mercury and the band started to be called Queen. In 1971 after several auditions for a new bass player, John Deacon joined in and the line-up was complete.

1.2 Queen's music and success

Queen continued together until the death of Freddie Mercury in 1991. Over the course of twenty years, the band experienced numerous successes and, with an unchanged line-up, recorded 15 studio albums, some of their most famous hits include: *Bohemian Rhapsody*, *Don't Stop Me Now*, *Killer Queen*, *I Want to Break Free*, *Under Pressure*, *We Are the Champions*, *We Will Rock You*, and more. According to Rick Sky (1992, 18), the key to their success was the musical adaptability, an unmistakable sound, originality, a willingness to try new approaches, as well as the talent and skills of individual members, which they showcased either on recordings or in their live performances. Music of Queen covers a spectrum of music genres, the band members were averse to labelling their music, as Mercury himself stated: "The whole point of Queen was to be original."

The band garnered a multitude of awards and recognitions. The list below states the most significant ones according to Queenpedia.com:

1977, Britannia Award: Best British Single of the Last 25 Years (*Bohemian Rhapsody*)

1987, Ivor Novello Award: Outstanding Contribution to British Music

2001, Rock and Roll Hall of Fame (USA): Inducted on March 19, 2001

2002, Guinness World Records: UK's best single of the past 50 years (*Bohemian Rhapsody*)

2023 Songwriters Hall of Fame (USA): Inducted on June 12, 2003

Savage (2022) reflects on the album *Queen Greatest Hits* from 1981 which is still the top-selling album of all time in United Kingdom. Additionally, ten of their albums have reached number one in the UK throughout the history of their releases.

1.3 Band members

According to Sky (1992, 18) Queen worked as a democratic fellowship where every member had an opportunity to compose music, write song lyrics or present other ideas regarding their music or performance. Each of the members was also a highly talented performer and songwriter. Possibly due to their diverse personalities and talents the Queen's music became so varied and original.

Freddie Mercury

Mercury was born on September 5, 1946 in Zanzibar as Farrokh Bulsara. Jones (1997, 50–57) reflects on Mercury's life stating that during his school years in Zanzibar, his musical talent was recognized by the school's principal. This initiated Farrokh's devotion to playing the piano. In 1964, his family moved near London, and Farrokh started using the nickname Freddie. His studies continued at Ealing College of Art in London, which he successfully completed in 1969 with a Dip.AD degree – diploma in art and graphic design. During his studies, he met singer Tim Staffell, who eventually led him to the other members of the band Smile (as mentioned earlier). Freddie Mercury was a versatile artist and became the lead singer of the band with a unique vocal range and tone, as well as an enthusiastic composer and songwriter. Mercury even showcased his designer skills when he designed the Queen logo. Some of the most well-known hits that Mercury wrote include *Killer Queen*, *Bohemian Rhapsody*, *Somebody to Love*, *We Are the Champions*, *Don't Stop Me Now* or *Bicycle Race*. Mercury passed away in 1991, a day after he announced he was ill from AIDS.

Brian May

May was born on July 19, 1947, in Twickenham. According to Jenkins and Gunn (1992, 11–12) Brian's father, who played the piano and ukulele, introduced him to music. As a child, Brian attended piano lessons and received an acoustic guitar at the age of seven, at that age his interest in astronomy started to grow. He pursued astronomy studies at Imperial College, earning a BSc degree in 1968. Notably, he collaborated with his father in crafting an electric guitar in 1963, famously known as the Red Special, a guitar which Brian continues to play

still nowadays. Brian was also a versatile musician, exhibiting remarkable skills in guitar playing. Within the band, he contributed as a songwriter, alongside providing solo or backing vocals. Several compositions authored by Brian May include *Tie Your Mother Down*, *We Will Rock You*, *Save Me*, *Hammer to Fall*, *Who Wants to Live Forever* or *The Show Must Go On*.

Roger Taylor

Roger Taylor was born on July 26, 1949, in King's Lynn. Jenkins and Gun (1992, 22–30) state that his musical origins are connected with singing in a church choir. His initial instrument was a ukulele, and in 1961, he received some percussion instruments from his father. Taylor's studies led him to the Hospital Medical School, to study stomatology. During his education, he remained engaged in music and played drums while singing in his first band, The Reaction. After a brief period, the band split up, and Taylor responded to an advertisement (posted by Brian May) seeking a drummer for a newly forming group. Thus, Roger Taylor, Brian May, and Tim Staffell formed the band Smile which later evolved into Queen. Taylor assumed the role of drummer, yet he also employed his vocal skills. Similar to other band members, he contributed to song writing and he also wrote lyrics to his songs. Some of the hits composed by Roger Taylor include *Radio Ga Ga*, *A Kind of Magic*, *Heaven for Everyone*, *I'm in Love with My Car* or *These Are The Days of Our Lives*

John Deacon

Deacon was born on August 19, 1951, in Leicester. Jenkins and Gunn (1992, 55–59) state that his significant interest in music began when he received his first guitar for his seventh birthday. He was further influenced by his father, who had a hobby in electronics, which led him to pursue studies in electronics at Chelsea College. He employed his expertise in band when designing and crafting a custom guitar amplifier for his fellow player Brian May. In his early days he played acoustic guitar in his first group, The Opposition. He officially joined Queen in 1971, after he was introduced to Brian and Roger through a mutual friend. Following an audition, he secured the position of bass guitarist. As affirmed by band members, his enthusiasm and prowess in electronics played a decisive role in John's acceptance. Beyond his role as bassist, John also contributed as a songwriter. Remarkable hits by Deacon include *Another One Bites the Dust*, *I Want To Break Free*, *Spread Your Wings* or *You Are My Best Friend*.

1.4 Queen after 1991

A year after Freddie Mercury passed away, the remaining members of Queen organized the Tribute Concert at Wembley Stadium in London. Then in 1995, they released their 15th studio album *Made In Heaven*. The preparations for this album dated back to the spring of 1991, making it the last material recorded with Mercury, as he was involved in its creation during his final months of life. Tesařík (2020, 16–17) describes the following period of Queen stating that Brian May and Roger Taylor wanted to continue their work, and in 2004, they teamed up with vocalist Paul Rodgers (known for his work with band Bad Company), forming the group Queen + Paul Rodgers. They joined for a tour where they combined songs of Queen and Paul Rodgers' material. John Deacon was invited to join the tour but declined. Paul Rodgers spent a total of 4 years with Queen, which included two worldwide tours and the recording of one album together. Lifton (2019) refers to the split up with Paul Rodgers in 2008, when their paths separated. In 2009 May and Taylor appeared on *American Idol* as guests, where they joined the contestant Adam Lambert. From 2011 onwards, they began a collaboration with Lambert under the name Queen + Adam Lambert, and they continue to perform together to this day.

1.5 Bohemian Rhapsody movie

In 2018, a musical biographical film titled *Bohemian Rhapsody* was released in cinemas, depicting the life story of the British band Queen, particularly focusing on Freddie Mercury's life. The members of Queen themselves were involved in the process, alongside American and British production teams. The movie portrays the band from its formation to the significant Live Aid concert in 1985 in London, where Queen showcased their highly appreciated performance. The film includes several moments that are either fictional or altered to better fit the narrative. Tesařík (2020, 36) is addressing these uncertainties in the story, and he further notes that the film was highly popular even in the Czech Republic and it restored the popularity and awareness of Queen, potentially reaching a younger audience, as the movie was suitable for ages 12 and up.

1.6 Queen's popularity nowadays

Even though Queen's greatest successes belong to the past, their music still persists popular. According to Kieley (2022) Queen is the most-played rock band on radio and the fourth most-played artist across all genres. The analysis consisted of radio stations from 150 countries and ranks Queen fourth, trailing behind much younger artists like Ed Sheeran, Dua

Lipa, and The Weeknd. On the online music streaming platform Spotify, Queen consistently gathers over 47 million monthly listeners (dated July 2023), keeping them in the top 50 artists (for comparison, The Weeknd, who holds the first place, has around 112 million monthly streams). In terms of songs, the most successful Queen song at Spotify is *Bohemian Rhapsody*, with 2,211 billion streams, securing the 27th spot. Following that, their second song *Don't Stop Me Now* is ranked 96th with 1,661 billion streams. The official Queen channel on YouTube, a well-known video sharing platform, has garnered more than 17 million subscribers. All data were surveyed in July 2023. Queens' most viewed video is *Bohemian Rhapsody*, which has reached 1,6 billion views. Following are tracks like *Don't Stop Me Now* with 845 million views, *Another One Bites the Dust* with 595 million views, and *We Will Rock You* with 574 million views. This indicates that despite their music being from an earlier era, there is still considerable interest in their songs. In the context of the Czech Republic, the popularity of Queen's songs on radio is confirmed by Úšiel (2019) who, based on his research, explains that the Czech audience prefers older songs. On Czech most popular radio station Radiožurnál, Queen is the second most-played band. Other favourite artists with a history dating back to the 70s or 80s according Úšiel include U2 and Roxette.

2 SONGS IN ELT

Songs are inseparable part of everyday life because people are exposed to music in various everyday situations. A lot of students spend their free time listening to music outside of the school, therefore the idea of using music and songs in the classroom could become very attractive for learners too. Murphey (1992, 3) states that there are two major advantages of incorporating songs and music into language learning. Firstly, the songs are highly motivating and can create positive attitude to language learning and secondly songs are highly memorable. The potential and the variety of possibilities how to work with songs in ELT is described by Hancock (1997, 7) who offers a range of song-based activities divided into three main areas which are: improving listening skills, improving language and songs as a topic for discussion. Some teachers use songs only to fill the lesson without any other didactic utilization. As Scrivener (2005, 338) states: “Songs are often used as a filler activity to change the mood of pace of the lesson ... But do be aware that songs can also be usefully integrated into the main flow of your course.” Abbott (2002, 13) agrees that some teachers are still focusing on the songs as time fillers and suggests that songs are able to appeal also to visual, auditory, emotive and kinaesthetic features. Eken (1996, 46) suggests that songs can be used in the following ways:

- to present a topic, vocabulary, grammar structure;
- to practice the vocabulary or grammar structure;
- to stimulate discussion based on the song;
- to encourage and improve listening skills, pronunciation;
- to provide positive and relaxed classroom atmosphere;
- to encourage creativity and imagination;
- to make learning more fun and variable.

2.1 Reasons for using songs in the lesson

Songs are a great source of motivation and they can evoke various emotions. Several foreign language researchers (such as Shoepf, 2001, Lo and Li 1998, Tomczak and Lew 2019) analysed main reasons for utilizing songs into English lessons. Shoepf (2001, 1) presents a selection of affective reasons, cognitive reasons and linguistic reasons.

2.1.1 Affective reasons

Affective reasons involve learner’s attitude, opinions, and values. Shoepf (2001, 1) considers the teachers as the most important producers of the positive attitude to learning a

language. Batista (2008, 157) on the other hand claims that emotional aspect is the main subject which influences our attitude to language learning in a significant way. Songs help to create positive and non-threatening classroom atmosphere therefore they are according to Shoepf (2001, 2) a great source of promoting the second language learning and a source of enjoyment. To sum it up, in Tomczak and Lew (2019, 20–21) overview made up from foreign language researchers' ideas the affective reasons include:

- songs can break from classroom routine;
- songs can enhance learners' motivation and interests;
- songs can create non-threatening atmosphere in the classroom, which can help students with social integration.

Tomczak and Lew (2019, 21) conclude with an opinion that songs and music can make the learners feel more positive emotions which subsequently influences the language acquisition in a positive way.

2.1.2 Cognitive reasons

Due to the repetitiveness of the song lyrics or melody song present according to Shoepf (2001, 2) a source of automaticity and fluency. Songs also improve learners' memory in a way that learners can remember lines and phrases from the songs and are able to reproduce them. Abbott (2002, 13) also considers that songs stimulate the memory and therefore help to automatize second language patterns. She points out the fact, that people are able to "remember the lines to their favourite high school songs even after 20 or 30 years". Murphey (1990 as cited in Tada 2022, 12) calls this ability as a "song stuck in my head phenomenon". Besides the songs effect on memory, songs can enhance creativity. Shoepf (2001, 2) claims that students may make up their own lyrics based on their interest the song *Sailing* from Rod Stewart is presented as an example. Shoepf sees the opportunity in the simple lyrics and the repetition. The students can create their own song lyrics very easily with the same tune as the original song.

2.1.3 Linguistic reasons

Learners are exposed to an authentic language with a variety of linguistic features when using song lyrics. Tomczak and Lew (2019, 21) state that due to the authentic language students acquire foreign language patterns more easily and flexibly. According to Lo and Li (1998, 8) learners can acquire the expressions (such as idiomatic phrases, metaphors,

synonyms, antonyms, adjectives, grammar structures and other) from the song lyrics with their correct meaning and remember it more easily due to the tune and rhythm. Songs are often also a source of informal or colloquial language and connected speech is also widely used by the performers. Stanculea (2015, 173) finds out that connected speech is included in most of the English songs and defines connected speech as “the natural way people speak, linking together and emphasising certain words, rather than each word standing alone”.

2.1.4 Didactic reasons

Tomczak and Lew (2019, 21–22) add the focus on didactic reasons of using songs in ELT. In their overview the didactic reasons include the opinion that songs can be used to improve the four language skills: listening, reading, writing, and speaking. Batista (2008, 158) agrees and points out that the four basic skills are developed and integrated through songs “in a natural and harmonic way”. Moreover, songs have the power to involve whole class for instance while singing simultaneously, which means that the participation of each learner is involved. Abbott (2002, 11) claims that songs are unique in their variability meaning that there is a wide range of options how to work with a song and song lyrics regarding didactics. Orlova (2003, as cited in Sevik 2011, 1029) suggests the possible methodological purposes for using songs in the classroom:

- to practice the rhythm, stress, and intonation patterns of the English language;
- to teach vocabulary;
- to teach grammar (for example, use of tenses);
- to teach speaking (themes in song lyrics as a source for discussion);
- to teach listening comprehension;
- to develop writing skills (for example writing own lyrics, writing a letter to the main character, continue with a story).

2.2 Benefits of using songs in ELT

The benefits of using songs in the English language lessons were repeatedly confirmed by foreign language researchers such as Murphey (1992), Kirsch (2008), Sevik (2011), Tada (2022), Vishnevskaja, Zhou (2019). Tada (2022, 11) divided the benefits into five main areas:

- *Language learning* – as stated earlier song can expose students to various linguistical structures and grammar features which according to Tada (2022, 11) students often learn inductively without the actual need to explain the demanded language feature. Kirsch (2008, 85) adds that learners can remember new words structures more easily because of the repetitiveness of the songs and are able to use these integrated patterns in the real environment. These opinions are concluded by Sevik (2011, 1029) claiming that songs and activities related to them are one of the most effective language learning strategies.
- *Socio-emotional growth* – Tada (2022, 11–12) presents an example of singing the songs together in the classroom, fosters the mutual trust among learners potentially enhancing the overall classroom atmosphere. Kirsch (2008, 85) finds songs also as an effective way to help learners with shyness among others in the class and claims that songs and rhymes promote positive feelings. As mentioned earlier, Tomczak and Lew (2019, 21) note that using songs in the classroom provides safe environment for learners. The positive atmosphere is also confirmed by Vishnevskaiia and Zhou (2019, 1808) who claim that song and song-based activities help change the atmosphere in the class leading to more enjoyable learning experience for learners as they acquire new words and expressions.
- *Physical development* – as Tada (2022, 12) points out songs are also great source for practicing sounds meaning that students develop the abilities of muscles which are required to produce sounds. Tada also adds that rhythm, stress, accent, or intonation are developed through songs more naturally because the students try to imitate the sounds and their pronunciation is enhanced. Muhamad and Rahmat (2020, 2) also consider songs very valuable in the means of forming correct pronunciation. Both claims are supported by Kirsch (2008, 85), who points out that learners acquire sounds and intonation from songs in a way that they are very successful in producing the second language afterwards.
- *Cognitive development* – according to Sevik (2011, 1029) songs accelerate memorization due to the repetitive nature of songs and may extend young learners attention span when appropriately used. As Tada (2022, 12) suggests songs help students also to develop their fluency due to automatization of language development process. Tada adds that songs can appeal moreover to musical and bodily-kinesthetic intelligences. Vishnevskaiia and Zhou (2019, 1809) note that music and songs can

appeal also visually (visual/spatial intelligence) when using music videos and agrees with Tada statement that bodily-kinesthetic intelligence, meaning doing additional activities such as clapping hands or stomping feet, can lead students to memorize more phrases or words from the song.

- *Cultural understanding* – as for the cultural understanding Engh (2013 as cited in Tada 2022, 12) notes that song provide a cultural overview by introducing the cultural values and differences either in the song lyrics or in the music videos. Kirsch (2008, 85) supports this idea when talking also about songs which include traditions and cultural artefacts. These songs enhance the learner’s awareness and acceptance of different cultures and can, according to Tada (2022, 12), even develop stronger connection and relation with English-speaking countries.

2.3 Challenges while using songs in ELT

While using songs as a source of language learning there can occur various challenges. Challenges from the point of view of students as well as from the point of view of teachers are discussed in the following subchapters.

2.3.1 Challenges for learners

To understand English songs may become difficult when the learners’ level of English is lower. Muhamad and Rahmat (2020, 1–2) claim that the issues learners can face while working with songs in English language lessons are pronunciation or accent of the singer. They also note other issues including inability to decode the meaning of the song lyrics, or due to weaker listening skill development the inability to understand the lyrics well. Muhamad and Rahmat (2020, 5–7) divide the challenges regarding using the songs in ELT into two main areas which are pronunciation and meaning of the song. Issues concerning the different music taste of learners are also commented subsequently.

2.3.1.1 Pronunciation

The songs can be a helpful source of developing learners’ pronunciation even more in cases when some of the sounds are not covered in their mother language. When comparing Czech and English language the problematic sounds could be the sounds /e/ found in word *three* or /ð/ in word *mother*. Muhamad and Rahmat (2020, 6) state that besides the pronunciation of a particular singer, his or her accent can play a role for becoming more or less understood. As Honeycutt (Honeycutt 2013 as cited in Muhamad and Rahmat 2020, 6) discovered the other factor which influences the comprehensibility of the song is the pace of the music. If

the singing is slower the words are more likely to be understood even with a personal accent or style of pronouncing. This is also supported by Shaffer's (2004, 3) observation of two other authors' (Richards 1969, Terhune 1997) who shared their opinions regarding the negative effects concerning using songs. They state that the unclear pronunciation or different pace of formulating the speech by a singer, either slower or faster becomes a negative aspect of using pop songs. Another challenging feature of songs is the use of connected speech. Muhamad and Rahmat (2020, 7) comment on the connected speech use as a problem that can lead into mispronunciation of some words. According to Steele (Teachingenglish.org.uk) connected speech is connected to spoken discourse and the stream of sounds "without clear-cut borderlines between each word" and can be confusing for non-native language speakers. Connected speech aspects include weak forms, contractions, assimilation or elision. Stanculea (2015, 177–178) carried out a research of connected speech aspects that occur in English pop songs and mention these following examples:

- *Assimilation* of word don't you/didn't you found in many songs, pronounced as /tʃ/ or in word couldu pronounced as /dʒ/. An example line from song *Tears in Heaven* by Eric Clapton: "Would you know my name, if I saw you in heaven..." where the sound /d/ and /j/ create /dʒ/ (Stanculea, 2015, 177).
- *Assimilation* in the song lyrics *Purple Haze* from Jimmy Hendrix. An example line "Scuse me while I kiss the sky" which usually could be misheard as "Scuse me while I kiss this guy", due to the assimilation of the /k/ sound in the word *sky* to a /g/ sound (Stanculea, 2015, 177).
- *Elision* used in song *The Show Must Go On* by Queen in the example of pronouncing the word *of* in the line "My soul is painted like the wings of butterflies" where the elision of *v* sound before the consonant *b*, in the following line "fairy tales of yesterday..." *of* is pronounced as /əv/ (Stanculea, 2015, 178).
- *Weak forms* recognizable in the song *Where Is the Love?* performed by Black Eyed Peas, where certain sounds are less stressed as in the line "I think thə whole world's addicted tə thə drama" (Stanculea, 2015, 178).
- *Contraction*, specified by Stanculea (2015, 178), is present when two words are pronounced as one word accompanied by reduced forms such as *wanna*, *gonna*, *gotta* etc. An example that Stanculea notes is from song lyrics *A Lotta Love* by Nicolette Larson: "It's gonna take a lotta love, or we won't get too far".

2.3.1.2 Meaning of the song lyrics

When the learners start to analyse the song lyrics, they can find some difficulties. According to Muhamad and Rahmat (2020, 7) the occurrence of idiomatic phrases, metaphors or implied meanings may make the understanding more complicated for the learners. Richards (1969 as quoted in Shaffer 2004, 3) also warns that the “low-frequency words and sentences of irregular structure” can make the understanding of the song lyrics more challenging. Also, Vishnevskaja and Zhou (2009, 3) reflect on the fact that lyrics are usually “more-less meaningful and significant in semantic terms” therefore teachers should be conscious of this aspect while incorporating songs into the lesson.

2.3.1.3 Different musical tastes of learners

Everyone has individual preferences in different aspects of life, music included. Learners may not agree with a song chosen by their teacher as they may try to identify themselves with another musical genre, still the choice should be respected from the point of pedagogical view as Hancock (1999, 7) confirms by saying that “just because student might not choose to listen to a certain song outside the classroom, it does not mean that the student would not enjoy it as a part of a learning activity”.

The significant motivational factor, such as giving learners the opportunity to participate on the learning process and select a song of their preference, has been supported by various authors, including Murphey (1992, 14), Harmer (2001, 243), and Batista (2008, 157–158). According to Renwich and McPherson (2002, 173) allowing learners to choose a song they enjoy promotes enthusiasm and pleasure during the learning process. This aspect contributes to increased engagement and a more intense interest in the subject matter, leading to enjoyment during the learning process. Both Harmer and Batista (mentioned above) agree with the opinion of Renwich and McPherson and consider giving students the responsibility to choose the preferable song for lesson as an effective way to keep them motivated. These authors also emphasize the importance of teachers considering the appropriateness of the chosen songs.

2.3.2 Challenges for teachers

The concerns teachers usually face when utilizing songs in language learning involve mainly the song selection process, or possible discipline issues inside the classroom while using songs. The mentioned challenges are discussed more in detail in the following subchapters.

2.3.2.1 *Song selection process*

When choosing a song for ELT teachers should consider criteria thus the song would have an effective and meaningful impact in the learning process. Gonzáles (2007, 326) suggests some factors that teachers should take into consideration when choosing a song for their students, some of them are listed below:

- *Purpose of the song*

The teachers should set the aim which the song should fulfil, as Murphey (1992, 8) states teacher should ask themselves *What is the goal?*. According to Gonzáles (2007, 326) the purpose can be focused on learning the demanded part of a language or developing a positive atmosphere in the classroom and he also considers different functions of a song in the lesson plan. Hancock (1999, 9) suggests the classification regarding the songs purpose “according to their focus on skill, form or theme”. Meaning that when teachers *focus on skill*, they need to determine the language skill they want to enhance with the help of song and song-based activities. *Focus on form* is recognized by Hancock (1999, 9) as focus on parts of language such as grammar, pronunciation and vocabulary. When the teachers *focus on theme* it is according to Hancock (1999, 9) possible to work with the song lyrics and the stories behind them, including discussing the characters or the plot of the song.

- *The age and proficiency level of the learners*

This factor will according to Abbott (2002, 11) “determine whether a song will be appropriate and meaningful to learners”. The song’s comprehensibility is crucial so the aim set by a teacher would become effectively achieved. Dokulil (2013, 20) argues that the level of vocabulary or grammar difficulty in song lyrics can distract learners in both ways. Learners can become to be bored when the song lyrics are too simple or can lose their motivation and feel frustrated when the language in the song lyrics is too complicated. Dokulil (2013, 20) also points out that learners aged 11–15 are still not ready to comprehend “irony or satiric depictions” as well as “too abstract and poetic expressions”, therefore the teachers should reconsider when they come across a song with lyrics containing the mentioned language.

- *The activity or content of the songs should be related to the theme, topic or functions that were covered in class*

Choosing and preparing adequate song which follows the curriculum can be really challenging for teachers. One of the concerns that Murphey (1992, 8) indicates, states that choosing a song for teaching purposes is time-consuming as it is not grounded in the curriculum. Considering the time loss some of the researchers such as Abbott (2002), Murphey (1992), Ludke (2009) and Hancock (1999) suggest particular songs for specific language practice, so the teachers can choose and utilize suitable songs more easily. Teachers should take into consideration the grammar structures, vocabulary, or topics which the learners are familiar with. On the other hand, Gonzáles (2007, 325) mentions that song lyrics which contain new structures may motivate and challenge learners too.

- *Songs with offensive lyrics should be avoided*

Gonzáles (2007, 328), Abbott (2002, 11) and Dokulil (2013, 21) all agree that the songs which contain lyrics which are offensive and cover the topics of violence, sexism, drugs or contain expressions stated by Dokulil (2013, 22) such as “fuck, motherfucker, bitch, dick, suck, blow” should be avoided in the language learning process. Teachers should rather pay attention to lyrics which cover the topics of everyday life routines, friendship, love, weather, holidays, travelling or different cultural themes. As Dokulil (2013, 22) suggests the ideal songs for implementation into ELT include songs from times when “the writers had seemingly respected moral boundaries” and recommends songs from artists such as Beatles, ABBA or Sting, this opinion is supported by Harmer (2001, 243) who claims that the timelessness of the songs is a good factor for selection.

As mentioned in the subchapter 2.3.1.3 the choice of songs that students are keen on may represent a beneficial opportunity to involve students in the learning process. Harmer (2001, 243) and Batista (2008, 158) agree that giving students the responsibility to choose the preferable song for lesson is effective way to keep students motivated, at the same time they both emphasize the importance of teachers considering the appropriateness of the chosen songs. Batista (2008, 158) and Ludke (2009, 34) even recommend conducting questionnaires to discover learners’ preferred musical artists and genres. This valuable information facilitates the adjustment of song-based activities, and shows students that their opinions are respected, and valid within the educational context.

2.3.2.2 Classroom challenges

Other challenges that teachers can be exposed to concern the reaction of the learners and the impact on the classroom atmosphere. Hancock (1999, 9) presents the following challenges that teachers may face in class and gives suggestions for solving them:

- *“When I started the tape, they just giggled”*

This potential problem concerns the different musical tastes that learners can have. With giggling some learners can indicate that the song that the teacher selected is not according to their musical taste. Murphey (1992, 8) also describes “students can disagree about the songs and have different musical tastes” as a concern that can bother teachers. To avoid such situation Hancock (1999, 9) suggests that the focus on a task can make students too busy to pay attention to the musical style.

- *“They won’t sing”*

The willingness to sing a song in a lesson depends on the group of learners and the relationships among them. Hancock (1999, 9) states that when learners are not self-confident enough, they will not cooperate, and it is acceptable to respect their decision and do not force them to sing. As mentioned earlier, Tada (2022, 11) considers that singing together can help students to feel less worried about their singing and can enhance positive atmosphere in the classroom as mentioned earlier. The solution proposed by Hancock (1999, 9) is that the teacher should start by drilling the lines of the song without melody and gradually incorporate rhythm and eventually melody.

- *“They think songs are a waste of time”*

One possible reason why learners consider songs as a waste of time is stated by Murphey (1992, 8) who claims that “students just want to listen, not to work”. But the problem can occur even in a situation when learners are not used to work with playful methods and activities. Some of the students do not trust songs as meaningful teaching methods or find songs irrelevant for achieving academic objectives. Hancock (1999, 9) suggestion lies in the explanation of the learning opportunities and objectives that the song-based activities can offer.

- *“They go crazy if I play the song”*

This problem can occur usually in a class with young learners who can lose control more easily. Nurvia (2016, 55) reports that when students start to be very enthusiastic about

singing and dancing in a lesson, they can lose their concentration on the task and recommends to volume the music down for a moment. Hancock (1999, 9) agrees and also recommends working with a song at low volume, so learners stay more concentrated on the task.

- *“There’s never enough time left at the end to do a song”*

According to Scrivener (2005, 338) songs do not have to be used only as lesson fillers, Hancock (1999, 9) shares the same opinion and stresses the opportunities that songs have if teachers are able to plan the lesson effectively and incorporate song even as a warm-up activity or as the main part of the lesson.

2.3.2.3 *Other challenges for teachers*

Murphey (1992, 8–9) has outlined a comprehensive list of 20 concerns that teachers should consider when utilizing songs in the ELT. Alongside the troubles mentioned in the preceding chapters, the Murphey’s list contains the possibility of disturbing the neighbouring classroom. Nurvia (2016, 54) supports this notion by asserting that the lively atmosphere during lessons containing songs can cause interference with the adjacent classroom. He further recommends that teachers should collaborate with their colleagues to minimize the disruption before implementing lessons containing the song.

The lack of adequate materials, which would serve as supplementary material for further work with song lyrics with respect to the prescribed curriculum, is another challenging task for teachers. Tegge’s (2015, 98) finds out that some teachers perceive the lack of corresponding materials as a disadvantage and find the process of preparing such materials as time-consuming. This issue resonates with Sharpe (2001 as quoted by Sevik 2011, 1027) who argues that when songs become a part of the curriculum the teachers can save much time preparing the syllabuses.

3 WORKING WITH SONGS IN ELT

Once the teacher selects a suitable song, there are numerous possibilities for incorporating the song into the lesson, depending on the teacher's creativity. Educators can pay attention to the improvement of any of the four language skills, as well as using the songs to study individual aspects of language systems. To ensure an effective learning process that promotes better comprehension and learners' engagement, various authors, such as (Abbott 2002, 14), (Maung and Win, 2019, 2284), and (González, 2007, 329) promote the implementation of a three-phase approach consisting of pre-listening, while-listening, and post-listening activities.

3.1 Activities according to the listening phase

The following subchapters will provide more detailed information about the individual listening phases.

3.1.1 Pre-listening activities

In the initial phase (pre-listening activities) serves the purpose of appealing to students to actively participate in consequent tasks. Abbott (2002, 14) believes that pre-listening activities stimulate motivation and facilitate the activation of background knowledge among students and may foster a deeper engagement in future learning. Lynch (2004, 5) contributes to this opinion by emphasizing that pre-listening activities ensure the meaningfulness of the task so the students can expect the content that is ahead. It is crucial not to overlook the significance of pre-listening activities, as warned by Cameron (1997, 347), who states that a lack of sufficient involvement in these activities may impact students' concentration and reduce their willingness to participate in following tasks.

The introducing activities may include:

- teacher giving background information about the artist or song (Maung and Win 2019, 2284);
- brainstorming the ideas about the song (Lynch, 2004, 8);
- using visuals, words, or song titles to arouse the discussion about the song, theme, artist (Abbott 2002, 14);
- filling in a cloze exercise with song lyrics and comparing it after listening to a song (Abbott 2002, 14);
- doing exercises focused on the demanded piece of grammar or vocabulary (Maung and Win 2019, 2284).

3.1.2 While-listening activities

At this stage learners are usually exposed to the recorded song and can actively participate in different activities. According to Abbott (2002, 14) the ideal number of times to play the song is three times. Harmer (2001, 230) supports this idea and suggests to replay the song minimum two or more times. Additionally Gonzáles (2007, 330) considers that it is up to the teacher and the need of students how many times the song will be repeated. Sevik (2012, 13) points out that the first listening can be used to “give the students an idea of what the listening material sounds like” while students just listen, after the first listening students are given instructions for the following song-based activities. Abbott (2002, 14–15) suggests that while-listening activities may include:

- asking students how the music affects them, what they think of the words, melody or style;
- handing out a worksheet with lyrics and ask them to correct errors;
- giving students the worksheet with lyrics in scrambled order and ask them to order the lines correctly;
- asking students to fill in missing words or complete the sentences in lyrics while listening to a song;
- asking students to answer true/false questions according to the meaning of the song lyrics;
- asking students to listen for specific information to develop listening comprehension and reading.

3.1.3 Post-listening activities

Post-listening activities can provide subsequent tasks related to the song’s theme or focus on grammar structures, vocabulary, as well as other aspects of language that the teacher wants to be practiced. According to Sevik (2012, 14) these activities can also target the improvement of language skills, with Abbott (2002, 15) emphasizing communicative activities, especially speaking and listening such as “games, problem-solving, role plays, jigsaws, discussions”. Maung and Win (2019, 2285) mention that post-listening activities have the potential to expand all the activities and exercises from previous stages. There is a wide range of activities that work as a follow-up, some of them are mentioned below:

- learners ask questions about artists, their lives or beliefs (Abbott 2002, 15);
- learners role-play the artist and in pairs interview each other (Abbott 2002, 15);

- learners look up some cultural or historical aspects of the song and discuss them (Abbott 2002, 15);
- learners role-play the story of the song lyrics (Abbott 2002, 15);
- learners can do a creative writing task according to the content of the song (Abbott 2002, 15);
- learners use the words and structures they have learned in the previous stages in discussions or in completing written exercises (Maung and Win 2019, 2285).

3.2 Activities aimed at language skills

Language skills can be categorized into receptive (listening, reading) and productive skills (speaking, writing). The four main language skills are crucial aspects of communication and stimulate the learner's ability to understand and convey information effectively. In various activities more skills are often interrelated and developed at the same time. In the following subchapters, the song-based activities which focus on each of the language skills are going to be examined and recommended.

3.2.1 Developing listening through songs

Engaging songs in ELT predominantly involves listening to the recorded song which is an authentic piece of language. According to Voldánová (2017, 12) motivation to understand the song lyrics can contribute to a better comprehension of the native speakers, this statement is supported by Lems (2001, 2) who claims that the utilization of songs in ELT facilitates learners in discovering “the natural stretching and compacting of the stream of English speech”. Hancock (1999, 7) mentions the listening activities associated with songs can be focused on *prediction* before the song is played, and while the song is played the activities may involve *listening for a gist* or *listening for a detail*. Listening for a gist involves activities that help learners gain the main idea, message, or story of the song while listening for a detail focuses on specific information, facts, or grammar features. There are particular activities by Hancock (1999, 7) for each focus listed below:

Prediction:

- discussing and describing pictures that illustrate the song;
- discussing key words or a title of a song given by a teacher;
- snippets – playing the first few seconds of a song and predicting the mood;
- asking students to do some exercises and listen to the song for checking so they check if their prediction was correct.

Listening for a gist:

- selecting a photo or a picture which match with the content or mood of the song;
- taking notes about the key words, main characters or main events of the song;
- discussing the discourse type of a song (e.g. dialogue, narrative, monologue, self-addressed);
- discussing the function or main message of the song (Is the singer promising/warning/daydreaming/complaining/inviting/requesting?).

Listening for a detail:

- word-spotting – learners circle the words they hear in the song or order them;
- gap-filling – learners fill in the missing words in the song lyrics copy;
- error-finding – learners identifying errors in pre-edited song lyrics copy;
- sequencing – learners put the lines of the song lyrics in the correct order;
- picture sequencing – learners put in the correct order pictures with scenes from the song;
- questions – learners answer comprehension question about the song characters;
- true or false – learners listen and decide which statements considering song lyrics are true or false.

3.2.2 Developing reading through songs

Reading involves the ability to comprehend written text and its context. According to Ludke (2009, 26) song lyrics as a piece of authentic text can challenge learners and develop their reading strategies. Song lyrics can be engaged in the same way as a conventional written texts providing song-based activities focused on developing reading skills. Stygles (2014, 101) considers working with the meaning and the author's message of the song lyrics as useful means of developing critical thinking and expanding the background knowledge of the learners. Kujátová (2009, 10) describes the following song-based activities which develop reading skills:

- reading a text related to the band or the theme of the song;
- skimming through the gapped lyrics and predicting answers;
- reading the lyrics and predicting the tone/mood/melody of the song;
- reading the lyrics and guessing the song's title or the performer;
- getting the jumbled lyrics in the correct order;
- matching words with their definitions;

- gap filling – either with or without the list of missing words;
- correcting mistakes in the lyrics;
- re-reading the lyrics and checking correct answers.

3.2.3 Developing speaking through songs

Using songs as a tool for developing speaking skills can become engaging and effective approach in ELT. Songs provide a dynamic and enjoyable way to practice pronunciation, intonation, rhythm, and overall oral communication. Miyake (2004, 75) even emphasizes the learners' desire to understand slang to be able to sound more fluent. This is supported by Abbott (2002, 15), who stresses that the communicative activities bound with songs “develop automatization and fluency in the target language” overall. Hancock (1999, 7) claims that songs can provide different topics for discussion and it is up to the teacher what topic is followed and utilized. The activities focused on developing speaking skills through songs are described by Lems (2001, 3) who mentions:

- summarizing the theme of the song;
- presenting about a song or a musician;
- role-playing the story of the song;
- discussing the new features that students learned.

Ludke (2009, 23) moreover recommends teachers to prepare questions aimed at learners to initiate a conversation about the topics such as:

- *How students understood the song message?*
- *How the song made students feel?*
- *What emotions were expressed by the song?*
- *Whether students enjoy listen to that specific musician of musical genre and why?*

Other activities aimed at developing speaking skills were mentioned in the chapter 3.1.3 *Post-listening activities* especially these presented by Abbott (2002, 15).

3.2.4 Developing writing through songs

Songs as an inspiration for writing activities can make the writing process more engaging and relevant for learners. This process allows learners to connect with authentic language use while practicing different writing styles as well as with their own self-expression. Creative writing is one of the common possible ways to work with songs and song lyrics. Harmer (2001, 259) points out that creative writing tasks may strongly engage students and

even drive students to higher accuracy while expressing their own experiences in a written form and suggests the activity of creating new song lyrics respecting the same tune. Shen (2009, 93) research findings regarding the mentioned activity show that students were really surprised how engaging and enjoyable this activity became. Other activities which may develop writing skills through songs are listed by Kubjátová (2009, 18):

- taking notes of the mood of the song – emotional associations;
- writing a song report;
- writing a CD review;
- completing the lyrics;
- students can write their own (alternative) lyrics;
- writing an essay about the interpreter; about learners preferable kind of music;
- rewriting or interpreting the story of the song;
- writing a reaction to the song lyrics.

Lems (2001, 3) provide additional activities developing writing skills which include:

- rewriting stories from the song (to practise direct and reported speech, or to develop summarizing skills);
- writing questions for an interview with one of the characters from the song.

3.3 Activities aimed at language forms

Language forms encompass a variety of components, such as morphology, syntax, vocabulary, pragmatics or pronunciation, among others. In this chapter, the attention is directed toward the way songs can effectively contribute to the improvement of learners' proficiency in vocabulary, grammar, and pronunciation. Hancock (1999, 7) explains two ways in which teachers can utilize songs as a language-learning task. Firstly, he sees the song as a *sample of language* that can be analysed provided activities aimed at “students answering concept questions about grammar features in the song, searching the song for antonyms or identifying certain pronunciation patterns”. The second perspective pertains to employ song as *an exercise*, meaning using song lyrics for preparing cloze or other types of exercises.

3.3.1 Teaching vocabulary through songs

Scholars like Tada (2022, 11) and Hancock (1999, 7) agree that songs provide a highly effective way to memorize vocabulary, idioms, or collocations thanks to the rhythm, catchy tunes, and repetitiveness. Their statements are supported by various researchers such as

Hatimah, Haryanto, Saliya (2018, 11), Shaffer (2004, 11–12), Tomczak and Lew (2019, 28–31), all of whom tried to prove the effectiveness of songs in enhancing learners' vocabulary. Mentioned researchers undertook a comparative study, segregating students into two distinct groups. The first group engaged with vocabulary acquisition through songs and associated activities, while the second group adopted vocabulary by conventional methodologies. The results of their research revealed that students belonging to the “song group” exhibited a higher proficiency in vocabulary and were able to memorize the meanings of individual words and recall them more easily. Activities that enhance learners' vocabulary by Hancock (1999, 7) are listed below:

- text reconstruction – completing vocabulary into gaps in song lyrics;
- lexical transformation – asking learners to replace given words with antonyms or synonyms;
- searching the song lyrics for lexically-related words, synonyms, antonyms, hyponyms, or meronyms;
- lexical gaps – asking learners to fill in the gaps based on the context and then check by listening to a song.

3.3.2 Teaching grammar through songs

Songs present the opportunity to practice various grammar structures. Scriver (2005, 338) mentions that the songs for teaching grammar are often especially made-up songs, tailored for English textbooks. Mark Hancock provides a whole textbook *Singing Grammar* (published in 1999) with purpose-built songs focused on grammar. The book serves as an extensive source for the teacher. Popular songs can also serve as a grammar-teaching resource, although it can take some time for teachers to select and adjust the song-based activities appropriately for the intended grammar structure practice. Murphey (1992, 134–135) provides a list of songs categorized according to the grammatical features they provide. An additional contemporary resource found online is called the *Grammar Through Songs* website¹, created by Tereza Kováčova. This platform organizes songs based on different grammatical features, covering different popular songs up to 2020. However, it is important to note that certain popular songs contain grammatical errors. Voldánová (2017, 24) identifies two common reasons for grammatical mistakes occurrence in songs, firstly because “the lyrics need to fit in the rhyme, ... another reason can be that the song is

¹ <https://grammar-through-songs.webnode.cz/>

purposely written with errors in order to make it sound more natural, as informal English is full of them as well". Finding grammar mistakes in songs can serve as an exercise challenging students to spot and correct the mistakes within the song lyrics.

Hancock's (1999, 8) recommendation for grammar-based activities include:

- putting the verbs in the appropriate tense when the infinitive is provided;
- identifying grammatical errors in lyrics given by a teacher;
- asking learners to transform the song from active to passive, from direct to reported speech, from first person to third person, from present to past;
- ordering the jumbled sentences in a correct word order.

3.3.3 Teaching pronunciation through songs

As previously mentioned, songs serve as authentic examples of the target language which also includes authentic pronunciation. According to Voldánová (2017, 14) songs offer valuable opportunity to practice pronunciation. The reason is that songs are sung at a calmer pace compared to spoken language and she points out that when singers hold tones for an extended duration, it is possible to practice vowel sounds better. Moreover Shen (2009, 92) and Voldánová (2017, 14) both agree that listening and singing songs in the target language gives learners the opportunity to imitate the native pronunciation and intonation of sounds. Miyake (2014, 77) suggests that activities developing pronunciation and fluency can cover e.g. reduced speech, contraction, and assimilations. Shen (2009, 92) adds that using songs for practicing phonological rules such as liaison, assimilation, voicing, stress or intonation helps learners to concretize these rules in authentic sounds.

Following examples of activities suitable for developing proficiency in pronunciation are described by Hancock (1999, 8) as follows:

- searching the lyrics for examples of a given sound, or rhyming words;
- searching the lyrics for words with a given stress pattern;
- converting words given in a phonetic script and checking while listening to a song;
- repeating certain parts of the lyrics to practice pronunciation (can be focused on weak forms, contraction, stress, liaison);
- singing the song or chanting the words.

3.4 Activities aimed at topic

Songs provide different stories about specific characters, relationships, human experiences, and emotions or can be dedicated to some historical or cultural background. Tada (2022, 12) emphasizes the role of songs in acquainting learners with culture, and she assumes songs as an important source of motivation for learners to gain information about foreign cultures. She also points out using videos as they help to ascertain more cultural awareness thanks to visual aspects. Stygles (2014, 110) points out that learners' beliefs and opinions can be based on the analysis of the song lyrics covering historical events. Different topics may facilitate discussions or further teaching tasks. Hancock (1999, 9) divides the possible activities focused on topic on activities related to characters of the story, plot of the story and others.

Characters:

- writing diary entries for the characters from the song;
- writing letters to or from the characters, giving advice;
- role-playing the characters and the story of the song;
- extending the characters by imagining what they look like, what do they do in free time etc.

Plot:

- summarizing the events in the lyrics, discussing the given topic;
- continuing the story (possibly written as lyrics to be sung later on);
- rewriting the lyrics as a newspaper article.

Lyric poetry:

- transforming the lyrics in different genres (e.g. as a dialogue, as a TV report, as a passage from a novel; using formal or informal register).

Musical styles:

- discussing favourite musical style or musician, or writing a short report about it;
- discuss what culture is reflected in the song lyrics and how it is reflected.

4 PLANNING THE LESSON

Planning the lesson is crucial part of teachers' preparation and can make the lesson more successful. Scrivener (2005, 109) states that planning is a thinking process when a teacher needs to imagine, organize and predict what will happen in the lesson, still, even if the planning is thoroughly detailed, Scrivener recommends being prepared to adjust the plan to the situation and to the learners needs. This statement is reinforced by Harmer (2001, 319) who also supports the idea to adjust the plan depending "upon the students' respond and related to it". Ur (2012, 24) points out the need to write the thoughts down in a structured form and she even adds that the more varied activities the lesson plans contain, the more enjoyable atmosphere and the more engaged students it produces. While planning the lesson, teachers need to consider many factors, including the timing, the learning objectives, the methodology they want to use, or the materials they want to prepare.

4.1 Learning objectives

Outlining the learning objectives is an initial process in lesson planning and according to Kandel (2013, 33) it helps teachers to "determine what ... students will be able to do at the end of the class". Kandel furthermore adds that prioritizing the learning objectives can help the teachers stay focused and be flexible to respond quickly to the situation in a lesson. Fadoli (2022, 265) sees the main purpose of stating the learning objectives before every lesson in possibility to evaluate the lesson and measure the students work. The characteristics of effective learning objectives are referred in various sources to the abbreviation *SMART*.

CTE Resources (2023, online) state the characteristics in the following order:

S – *Specific* – the learning objectives have clear and specific formulations which lead to the expected outcomes;

M – *Measurable* – learning objective can be measured when it is outlined with an action verb (e.g. Bloom taxonomy);

A – *Achievable* – the learning objective respects the level of learners and it is appropriately outlined;

R – *Result-oriented* – the learning objective is focused on the results rather than the process;

T – *Time-bound* – the learning objective has a clearly stated timeline.

4.2 The planning process

By asking questions that are recommended by Harmer (1998, 123–124) it is helpful to decide and plan more easily:

- *Who exactly are the students for this activity?*
- *What do we want to do and why?*
- *How long will it take?*
- *How does it work?*
- *What will be needed?*
- *What might go wrong?*
- *How will it fit in with what comes before and after?*

Ur (2012, 22–23) points out some practical tips that teachers should consider when planning a lesson:

- *Put the harder tasks earlier* – learners are more concentrated at the beginning of the lesson;
- *Do quieter activities before the lively ones* – due to the possible discipline problems it is better to start with quiet activities, sometimes it can be excepted when the mood is too lethargic;
- *Pull the class together at the beginning and end of the lesson* – set some rituals with a whole class at the beginning and end of the lesson such as greetings or chants;
- *End on a positive note* – assess the achievements or evaluate the lesson in a positive way;
- *Prepare a reserve* – check the time during the lesson and be prepared with some extra activity or some alternatives for activities.

After asking the preceding questions and taking into consideration the practical tips the teachers need to plan the specific activities and fit them into a realistic timeline. Kandel (2013, 34) recommends adding extra time for explanations, discussions, or unexpected situations and he considers these following ideas and strategies for creating a realistic timeline:

- estimate the duration of each activity and add some extra time for each;
- few minutes before the end of the class sum up the key points and ask learners to evaluate or ask any remaining questions;
- prepare an extra activity or topic for discussion if there is some time left;

- be prepared to adjust the activities and the pace of the lesson to the learners' needs.

4.3 Planning a song-based lesson

When utilizing a song into a lesson Tada (2022, 12) points out that teachers should consider “the purpose and timing of the song use, the amount of time to be spent listening and singing”. As mentioned earlier songs provide a wide range of possibilities how to use them within a lesson, they can be set as a warm-up activity, lesson filler but also as the main part of the lesson. Tada (2022, 12) refers to approaches that are commonly used or recommended to use when planning a song-based lesson. These approaches include Communicative Language Teaching, Task Based Learning or Listen and Do and will be discussed in the following subchapters.

4.3.1 Communicative Language Teaching

Communicative Language Teaching (CLT) is quite common approach in language education, it is focused on communication and use of authentic language. Çelik (2014, 189) concludes that the main purpose of CLT is to expose learners to real-life settings which can develop better fluency and accuracy in communication. Santos (2020, 105) believes that the purposes of CLT lies in enhancing the communication skills in target language. The suggested activities and exercises within this approach are listed by Çelik (2014, 189) as follows:

- information gap activities;
- problem-solving activities;
- dialogues and discussions;
- role-plays;
- oral presentations.

Tada (2022, 12) emphasizes that the CLT song-based lesson is really variable and can be adapted to various learners' groups according to their age or proficiency and she provides the practicable CLT style lesson plan structure with the focus on songs usage.

- 1) Set context or warm-up activity
- 2) Practise gist listening for basic content
- 3) Practise intensive listening for details
- 4) Utilize lyrics to work on understanding the song or specific language expressions
- 5) Practise a language skill

4.3.2 Task Based Learning Teaching

Task Based Learning Teaching (TBLT) is related to the CLT as it shares the emphasis on real communication, encompassed with the completion of meaningful tasks. Koukouraki (2018, 2) describes the task as the most important part of the lesson which serves learners to experience authentic situations and interactions focused on specific target language features. Çelik (2014, 230–231) also sees the task as the core activity and distinguishes the following task types:

- Information-gap activities – creating situations where each learner possesses a different piece of information and the goal is to cooperate, exchange information, ask each other questions, and share details;
- Reasoning-gap activities – activities that “involve deriving some new information from give information through inference, deduction, or practical reasoning” (Çelik 2014, 231);
- Opinion-gap activities – activities designed to encourage learners to express and share their opinions on different topics, such activities can help learners to formulate and justify their opinions.

When preparing a song-based lesson using the TBLT approach, Cameron (1997, 347) suggests the three-stage framework “consisting of preparation activities, core activity, and follow-up activities, with preparation and follow-up activities being seen as internal stages of a task and the core activity as central to the whole process of language learning and teaching”. The proposed lesson plan structure would look as follows:

- 1) Preparation – presenting vocabulary from the song or the demanded part of language, warm-up activities, brainstorming, discussion
- 2) Core activity – listening to a song (for comprehension or for detail – new vocabulary, grammar structure), note-taking, working with song lyrics, singing
- 3) Follow-up – discussing the meaning of the song, doing activities that develop language skills using the newly learned words or grammar structures

4.3.3 Listen and Do

Listen and Do approach engages especially younger learners or beginners and combines listening to music with movements and actions. Tada (2022, 12) considers the approach suitable for learning songs “phrase by phrase” before the actual singing. Sevik (2012, 12) associates *Listen and Do* to the *Total Physical Response* techniques and emphasizes that this

approach helps learners to make a connection between commands and actions. The three-phased approach concerning utilizing songs in the lesson is employed in the *Listen and Do* approach and it is completed by another stage, recognized by Sevik (2012, 13) as *long-term follow-up activities*.

- 1) Pre-teaching activities – activities that get learners interested (showing a picture, reading the title of the song, checking the background knowledge of related vocabulary)
- 2) While-teaching activities – activities that help learners to understand the text in combination with actions, Sevik (2012, 13) recommends playing the song three or four times:
 - a. First listening – getting the idea of what the song is like, after listening learners check the lyrics and read them aloud, and the teacher provides the actions
 - b. Second listening – learners are listening, possibly singing, and doing the pre-taught actions
 - c. Third listening – learners sing a song and do the pre-taught actions, and the teacher checks for correct pronunciation
 - d. Fourth listening – students are able to perform the song on their own by singing accompanied by actions
- 3) Post-teaching activities – activities developing language skills (e.g. games, competitions, simple drama activities)

Sevik (2012, 15) further focuses on *follow-up activities*, which are seen from the long-term perspective. In this case teachers return to the song after some time to check the learners' awareness of the subject matter. The suggested activities that Sevik mentions may include filling in the worksheet with the vocabulary of the song or flashcard activities focused on the requested vocabulary.

5 PRACTICAL PART

The practical part of this thesis includes research conducted at the lower secondary level of the primary school located in Uherský Brod. This research aims to determine whether and in which areas songs by the band Queen can contribute to English language learning and acquisition of language. Emphasis is placed on recognizing the specific areas in which these songs can facilitate language learning, provided their inherent value as a linguistic resource.

To achieve this aim, the research was conducted with four different research groups comprised of lower secondary school students ranging from the 6th to the 9th grade. The primary aim of this analysis is to support the proposition that Queen songs, when complemented by appropriate activities, adjusted to accommodate the students' proficiency level and aligned with the established curriculum, can be effectively employed across all the researched levels.

Following chapters of this thesis examine the research methodologies which were employed, the process of the research, which was adopted, and detailed descriptions of the research groups. The results of the students' and teachers' questionnaires as well as the customized song-based lesson plans are examined further in the following chapters. All of this leading towards answering the following research questions.

- 1) Are students expressing interest when working with English songs in their English lessons?
- 2) To what degree are contemporary lower secondary students familiar with the Queen band and their music?
- 3) Do lower secondary students enjoy incorporating Queen songs into their English lessons?
- 4) To what extent do Queen songs contribute to the enhancement of language proficiency among learners?
- 5) What are teachers' beliefs about advantages and disadvantages of using songs in their English lessons?
- 6) What specific aspects of language do teachers prioritize when utilizing songs in their teaching?

5.1 Research methodology

The research includes multiple components, first focuses on teachers and their pedagogical approach, beliefs, and experiences regarding the usage of songs in English lessons. Another part of the research engages students in the study. This part of the research explores various aspects, including students' level of interest in English songs both within and outside the classroom, their personal preferences about music, and their familiarity with the group Queen. This segment is followed by the implementation of song-based lessons, which are thoroughly described, reflected upon, and evaluated within the scope of the research. Finally, an additional questionnaire is administered to students, serving to collect feedback of the song-based lesson.

5.2 Research process

The research was conducted as part of my teaching practice in March 2023 at elementary school Mariánské náměstí, in Uherský Brod. I had the opportunity to involve 62 students in the research. The questionnaire for teachers was completed by my supervising teacher during the teaching practice, and my colleagues (experienced teachers) from Palacký University studies were also requested to participate in completing the questionnaire during the period of April and May 2023. Altogether 8 teachers participated in this research.

During one of the initial lessons of my teaching practice, the author of the thesis introduced each group of students the information regarding the research and requested their cooperation in completing the first questionnaire. Subsequently, custom-prepared lesson incorporating a song was conducted in the following lesson. Then, at the beginning of the subsequent lesson, which took place one or two days after the song-based lesson, the students were requested to complete the second questionnaire, primarily focusing on gaining their subjective viewpoints on the lesson, assessing what students can recall or whether they acquire any new insights or knowledge as a result of the lesson.

5.3 Research groups description

The proficiency level of the students played a decisive role in the selection process, while the curriculum served as a determining factor in the adaptation of lesson plans. The composition of the groups was diverse, encompassing students of varying genders, English language proficiency, attitudes, and musical preferences. English language classes at this elementary school to be segregated into smaller groups during lessons. The habits concerning working with songs during their regular lesson was the same because the students

were taught by identical English teacher, who employed a consistent approach to the song's incorporation in lessons.

The students admitted limited familiarity with the use of songs in their English lesson, as their teacher acknowledged very poor utilization of this pedagogical strategy, despite recognizing its potential to motivate and facilitate learning. In the English language textbook Project Explore which is employed by these research groups, songs were featured, but only with a mere occurrence of one song per every third lesson. Consequently, the assumption is that lessons incorporating songs would be perceived as an innovative approach and would be welcomed by the students.

6th graders

A group of 16 pupils was selected by the author of the thesis (14 students participated in the lesson-preceding questionnaire). Over a period of three weeks during her teaching practice, the author taught this group. The initial questionnaire took place during the second lesson. To arouse the awareness of the popular band Queen, the author presented a brief video showcasing the band's most popular songs. Given the supposition that students at such a young age (11-12 years old) may not possess comprehensive awareness of the band solely based on its name, the author noticed a sense of realization among the students when they seemed to recall their experiences with the Queen music after seeing the video. Subsequently, in the following week, a lesson with a Queen song was conducted, and the questionnaire was administered three days subsequently. Considering the relatively young age of the learners, their teacher occasionally incorporates songs from the textbook in their lessons. This group is taught the English language three times a week.

7th graders

This group consisted of 15 pupils and was selected by the author of this thesis (same number of students participated in both questionnaire researches). This group was taught by the author during the same teaching practice as mentioned above. The majority of students within this group exhibited rather reserved behaviour but still the level of cooperation demonstrated was generally satisfactory. Although the author taught this group the most lesson thorough the whole teaching practise passiveness remained present. There was a small number of students who consistently demonstrated active participation. The distribution of the questionnaire took place during the initial week of the practice. Subsequently, in the following week, the author incorporated a lesson focused on a song. Likewise, to the

approach employed with the 6th-graders, the author presented a brief audio-visual presentation to supply contextual information and facilitate the student's ability to identify the Queen band. This visual aid facilitated the students' recognition of any prior exposure to Queen's musical repertoire. This research group is not used to work with songs in English lesson frequently. This group is taught the English language three times a week.

8th graders

The group was selected by the author of the thesis, consisting of 15 students (14 participated in the preceding questionnaire research). The author conducted a limited number of lessons with this group, prompting the distribution of the questionnaire prior to the very first lesson. While the students demonstrated a general willingness to cooperate, it should be noted that compared to other groups, there was a higher level of noise and difficulty in maintaining their attention. Notably, two students disrupted the class, particularly when their teacher was absent. The author approached disciplinary matters calmly, objectively, and with respect, establishing specific rules for disruptive students. Subsequently, a song-based Queen lesson was conducted in the following lesson, followed by the administration of the questionnaire three days later. Given the presumption that students around the age of 14 may already possess an awareness of the Queen, the author refrained from playing the short Queen video for this group. Students of this group are not used to working with songs. The English language is taught three times a week.

9th graders

Regarding the 9th graders, the author of the thesis also selected this group during the teaching practice. This group consisted of 16 students (same number of students participated in both questionnaire research), who exhibited a relatively calm and cooperative demeanour. The author fostered a pleasant atmosphere and established rapport with the students in this group. Approximately during the third lesson taught, a pre-lesson questionnaire was distributed, and in the subsequent week, a song-based Queen lesson was introduced. Following a two-day interval, the questionnaire after the lesson was administered. This group is not used to listening to songs or integrating them into their lessons. As previously mentioned, the teacher does not utilize songs in their lessons. Positively, there were several students who displayed a genuine enthusiasm for the English language. English language lessons are taught three times a week.

5.4 Pre-lesson questionnaire for students (Q1)

The questionnaire was distributed to the research groups prior to a lesson involving a song, with the primary objective of finding out their habits and beliefs regarding using and listening to English songs, both within the context of English language lessons and also during their leisure time. To enhance comprehension and promote effective self-expression, the questionnaire was provided in the Czech language. The Czech and English version of the pre-lesson questionnaire can be found in Appendices 1 and 2. The questionnaire consisted of a total of 11 questions, and the survey involved 59 students from the above-mentioned four groups. All these groups were taught by the same teacher employing a consistent approach to song integration. It is assumed that some responses to the questions (such as whether their teacher utilizes songs in English lessons or the level of their satisfaction with the selection of songs) will show similarities. The final section of the questionnaire covers questions connected to the band Queen, investigating the students' familiarity with the band and their knowledge of any of their songs, along with the final question concerning the sources through which students have encountered Queen's music. This last question as well as question number 7 aims to determine the sources from which second-grade elementary school students listen to music in their leisure time and whether they came across Queen music also through similar sources. The following pages will present the respondents' answers derived from the questionnaire. The figures concerning the particular answers can be found in List of figures – Appendix n. 13.

5.4.1 Results of pre-lesson questionnaire for students (Q1)

1. *I am a student in (selective question)*

Altogether the questionnaire was filled by 59 students.

| | |
|-----------------------|-----------|
| 6 th grade | 14 |
| 7 th grade | 15 |
| 8 th grade | 14 |
| 9 th grade | 16 |
| Total | 59 |

Table 1: Questionnaire 1 – Question n. 1 – The number of students who participated in the research

2. Does your English teacher use songs in English lessons?

The results of this question indicate that subjectively, some students feel that the teacher does not use songs at all. The overall results are as follows: answer NO was chosen by 33 students, while the remaining portion of students (26) believe that songs are sometimes indeed used in the lessons. These results can be distorted by a subjective perspective on the matter and can create an impression that songs are occasionally used, but more than a half of students perceive that songs are not used at all.

The responses to this question reveal that there is a subjective perception among students regarding the use of songs by their English teacher. The overall results indicate that more than half of students believe that songs are not used in English lessons, while a smaller portion acknowledge the utilization of songs. This suggests that songs are employed on an occasional basis, rather than being a frequent feature in the classroom.

In the sixth grade, 10 students responded negatively, indicating that songs are not frequently incorporated into their English lessons. On the contrary, a minority of students (4) expressed that songs are used. This supports the teacher's statement that songs are very rarely employed in the lessons.

Among seventh-grade students, a higher proportion (9 students) reported that songs are used by their English teacher, while the remaining 6 indicated otherwise. This variation in responses suggests a subjective interpretation of the extent to which songs are integrated into lessons.

Similarly, in the eighth grade, a comparable pattern emerged, with 8 students confirming the use of songs and 6 students reporting their absence. This indicates that songs are occasionally employed in this grade.

In the ninth grade, the distribution of responses aligns with the findings from the sixth grade, as the majority of students 11 expressed the belief that songs are not utilized in English lessons. In contrast, a smaller proportion 6 indicated that songs are used.

3. Do you like using songs in English lessons?

The third question aimed to assess students' preferences regarding the use of songs and their engagement with them in their English lessons. It is assumed that songs possess motivational qualities in English language lessons. Therefore, expected outcomes were observed in three groups (6th, 7th, and 9th grades), where the majority of students responded affirmatively (6th

grade: 12, 7th grade: 15, 9th grade: 15). On the other hand, the NO option was predominantly chosen by students in the 8th grade (9 students) with only 5 selecting YES. This outcome may be attributed to informal discussions held with the eight-grade students, which revealed their generally unfavourable attitude towards the English language and decline in motivation.

4. *Do you like the song selection in your English lessons? (Please state the reason)*

In addition to the YES/NO response, students were requested to provide explanations for their chosen answers. When comparing the overall opinions expressed by the students, it was found that 28 students opted for the affirmative response, while 30 students favoured the negative one. A breakdown of the voting patterns within specific groups discovered the following: in the 6th grade, 10 students voted “YES” and 4 students voted “NO”; in the 7th grade, 8 students voted affirmatively, while 7 students chose the negative option; in the 8th grade, only 3 students voted for “YES”, whereas 11 students chose “NO”; and in the 9th grade, 7 students chose the affirmative response, while 9 students selected the negative one. Notably, the 8th grade exhibited the most significant difference in responses, this finding aligns with the outcomes obtained from the preceding question n. 3. In this case the students provided justifications for their unwillingness to engage with songs. The most numerous justifications for the NO response (in all groups) was the statement that “*We don’t listen to any songs*”, indicating that students made this choice when there was nothing to assess. Regarding the YES response, the most numerous reason was “*I like English songs*” (10 pupils), followed by the statement “*I learn something new*” (7 pupils). The reasons expressed by students varied, but still some similar opinions were shared. They were consolidated into keywords/phrases that summarized these common responses. The list below presents the recorded answers (reasons).

| YES REASONS | 6 th grade | 7 th grade | 8 th grade | 9 th grade | Total |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| Fun | 2 | 2 | | 1 | 5 |
| I learn something new | 1 | 3 | 1 | 2 | 7 |
| I like English songs | 3 | 2 | 1 | 4 | 10 |
| To kill time in a lesson | 2 | | | | 2 |
| Not sure | 1 | | | | 1 |
| Relaxation | | 1 | | | 1 |
| Enjoyable atmosphere | | | 1 | | 1 |

Table 2: Questionnaire 1 – Question n. 3 – Reasons for affirmative response

| NO REASONS | 6 th grade | 7 th grade | 8 th grade | 9 th grade | Total |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| We don't listen to any | 4 | 5 | 2 | 8 | 19 |
| I don't like the songs | | 2 | 5 | | 7 |
| The songs are boring | | | 4 | | 4 |
| Simple lyrics | | | | 1 | 1 |

Table 3: Questionnaire 1 – Question n. 3 – Reasons for negative response

5. Do you listen to English songs beyond English lessons?

6th, 7th, and 9th graders all answered YES unanimously, with 100% agreement. Once again, the 8th grade demonstrated less consistency in their responses, indicating distinctive characteristics specific to this group, as previously mentioned. Nevertheless, 11 students still expressed agreement, while only 3 students chose NO. These survey results suggest a genuine attraction and interest among students toward English songs. The finding that students engage with English songs during their leisure time, independent of formal classroom engagement, presents a promising opportunity for integrating songs into English language teaching and designing attractive and motivational lesson content. The results (found in the Appendix 13, Figure 5a and 5b) are displayed both in the overall mode and by individual research groups.

6. Who is your favourite singer or band singing in English?

The primary objective of this question was to find out students' listening habits beyond English lessons. The focus was on identifying potential consensus among these groups in terms of preferred interpreters or genres. Each student provided a minimum of one favourite interpreter, with many students listing two or more. Some responses presented a favourite music style or statements like "*I listen to various artists*". Notably, the highest occurrence of such responses was observed within the 6th grade, which could be attributed to the students' still-evolving musical tastes or limited knowledge of the right spelling of their favourite artists' names. Alternatively, the reason can be that students exhibit a stronger inclination toward particular musical styles and therefore pay less attention to the names of the artists themselves.

An attempt was made to classify the mentioned interpreters into genres explore the preferences regarding music genres. Consequently, it becomes apparent that students at lower secondary level are predominantly fascinated by pop music, with a total of 31 students indicating a preference for this genre (6th grade: 5 students, 7th grade: 3 students, 8th grade: 10 students, and 9th grade: 13 students).

In total, 41 specific interpreters performing in English were mentioned by the students, and while the responses varied, there were some artists who received multiple mentions. The most frequently mentioned response (13 occurrences) fell under the statement “*I listen to various artists*” without naming the concrete interpret. This was followed by interpreters who acquired a total of 5 mentions across all grade levels, specifically *Queen* and *Lana Del Rey*. Furthermore, the following interpreters were each mentioned three times: *Olivia Rodrigo*, *Eminem*, *Ariana Grande*, and *The Weeknd*.

It is interesting to note that name of Freddie Mercury was mentioned twice within the 9th grade, while Queen received a total of 5 mentions across different grade levels (2 students in 7th grade, 1 student in 8th grade, and 2 students in 9th grade). This indicates the familiarity of Queen and their music among students at the lower secondary level.

The list of interprets is visualised in a form of a Word cloud, where the names are displayed in different font sizes according to the frequency of mention (the bigger size the higher frequency of occurrence). According to the list of artists the music genres were analysed and the data are displayed (in Figure labelled 6b) as overall results and subsequently results of particular research groups are presented.

7. Where do you listen to English songs? You can choose more answers

This question is focused on finding out the sources through which contemporary secondary school students access English songs. The question contains a selection of predetermined options which cover the usual ways for music intake. The respondents were given the opportunity to indicate multiple choices. Additionally, an open-ended category labelled as “*Other*” was provided to elicit any other responses. The findings indicate that *Spotify* (44 responses) and *YouTube* (37 responses) appeared as the most frequently selected options among all groups. *Radio* gained a considerably smaller number of mentions (8 responses), while *CDs/MP3s* were cited only twice. Within the “*Other*” category, various online platforms and social media were mentioned such as *eSound* (2 responses), *FreeMusic* (1 response), *TikTok* (2 responses), and *Soundcloud* (1 response). Remarkably, the option concerning English class as a source of English songs scored no responses across all grade levels.

8. Do you think you can improve your English while using songs? Please state your reason for YES/NO

Considering the overall results most responses (55) indicated agreement, with only 4 students selecting the negative option. The students were asked to state their reasons behind their choices. While the provided justifications were subjective, a notable pattern occurred, so the author of the thesis grouped these opinions into four main statements, categorized as follows: *the acquisition of new vocabulary* (33 respondents), *improvement of pronunciation skills* (16), *the comprehension and interpretation of lyrics* (10), and *the creation of an enjoyable classroom atmosphere* (5). Three participants expressed uncertainty but remained convinced of the beneficial role of songs in English language learning. Three students who voted for NO stated a preference for alternative learning methodologies, while one student doubted the effectiveness of songs as a language acquisition tool. The table below presents the responses and their frequency within different research groups.

| YES REASONS | 6th grade | 7th grade | 8th grade | 9th grade | Total |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| New vocabulary | 4 | 13 | 5 | 11 | 33 |
| Improving pronunciation | 3 | 6 | 4 | 3 | 16 |
| Meaning of the lyrics | 3 | 1 | 3 | 3 | 10 |
| Enjoyable atmosphere for learning | 1 | 1 | 1 | 2 | 5 |
| Not sure | 2 | 0 | 1 | 0 | 3 |

Table 4: Questionnaire 1 – Question n. 8 – Reasons for affirmative response

| NO REASONS | 6th grade | 7th grade | 8th grade | 9th grade | Total |
|---------------------------------|-----------|-----------|-----------|-----------|----------|
| I prefer other learning methods | 1 | | 1 | 1 | 3 |
| I think it is not working | | | 1 | | 1 |

Table 5: Questionnaire 1 – Question n. 8 – Reasons for negative response

The majority of students demonstrate an interest in songs, which aligns with the findings from question n. 5, indicating their inclination towards English songs, mostly outside the classroom. By recognizing songs as potential sources for acquiring new knowledge and improving specific language skills, students clearly express a desire for more frequent integration of songs in their learning process. This feedback implies a significant value for teachers seeking to optimize their English language lessons.

9. Do you know the band Queen?

This question aimed to determine the extent to which contemporary secondary school students are familiar with the rock band Queen. It was assumed that older students (13–15

years old) would show a higher degree of familiarity with Queen compared to their younger students (11–12 years old), as some may perceive the band as outdated. In order to investigate this hypothesis, a short music video with a compilation of the most recognized Queen songs was presented to students in the lower grades (6th and 7th). After viewing the video, it was visible that certain students realized that they have come across the music of Queen, even though without having made the connections with the band's name or specific songs. Notably, the outcomes of this question displayed results, with a significant majority of younger students (aged 11–13) demonstrating at least some awareness of Queen. In the sixth grade, 13 students responded affirmatively, with only one student indicating a negative response. Similarly, among seventh-grade students, 14 students affirmed their familiarity with Queen, while one expressed an opposite view. In the eighth grade, 11 students acknowledged their familiarity, while 3 students selected the negative response. Remarkably, in the ninth grade, all students (16) confirmed their awareness of the Queen. These results thereby demonstrate the widespread recognition of the band among current lower secondary students.

10. *Do you know some the Queen's songs? If yes, please write the name of a song*

The subsequent question aimed to explore the depth of participants' familiarity with Queen by assessing their knowledge of the band's songs. The question consists of two parts, the initial one requires respondents to select either "YES" or "NO". Out of the total sample, 47 students confirmed their awareness of Queen's songs, while 12 respondents opted for the negative response. Notably, it should be acknowledged that certain participants were aware of the band's existence; however, they either lacked familiarity with specific song names or selected "NO" due to an inability to recall song titles.

When students chose the positive response, they were requested to provide the titles of the Queen songs they knew. Predominantly, respondents mentioned one or two songs. Nevertheless, two students, one from the 8th grade and another from the 9th grade, presented an extensive list of songs, indicating their status as Queen fans. In some cases students recognized certain songs but were unable to recall their titles, resulting in responses such as "*I am not sure*" or "*I can't remember*". These statements were mentioned on 12 occasions.

We Are the Champions appeared as the most frequently mentioned song, cited by 21 participants. Following that, in descending order of frequency, respondents made references to *Bohemian Rhapsody*, once also described in as (cited) "Mamaaaaaa uuuuuu" (mentioned

11 times), *Killer Queen* (mentioned 7 times), *Don't Stop Me Now* (mentioned 5 times), *We Will Rock You* (mentioned 3 times), and song *I Want To Break Free* (mentioned 2 times). The remaining songs were each mentioned once and are presented in alphabetical order: *Another One Bites the Dust*, *Bicycle Race*, *Don't Try So Hard*, *Love of My Life*, *Radio Gaga*, *The Show Must Go On*, *Somebody to Love*, and *Who Wants to Live Forever*. To sum up, the collective list covered 14 different songs, obviously indicating the enduring and widespread recognition of Queen.

11. *Where did you encounter Queen songs? You can choose more answers*

This inquiry aimed to supplement the information regarding the sources through which students encountered songs by Queen. The question provided multiple response options, reflecting question number 7, including radio, CD/MP3, Spotify, and YouTube. Additional choices involved the possibility of encountering Queen songs in the movie "*Bohemian Rhapsody*" released in 2018; during sporting events; through family members; in English language lessons, or in an open-ended category labelled "*Other*". These options were selected, taking into account the potential impact of the film "Bohemian Rhapsody," which had a minimum age restriction of 12 years, suggesting that students at lower secondary stage could also be a target audience. Additionally, it is recognized that songs like *We Will Rock You* and *We Are the Champions* are commonly played during sporting occasions such as football or hockey matches therefore this option was mentioned.

When analysing the collected answers, the most frequently reported source of encountering Queen songs among students was *YouTube*, with 33 responses, followed closely by listening the songs on the *radio*, with 31 responses. The subsequent response indicated that a *family member or friend* had played the songs for the students, with 21 responses. The *film "Bohemian Rhapsody"* was chosen as a source for encountering Queen songs by 18 students. Furthermore, 16 students mentioned encountering Queen songs during *sporting events*, 14 students referred to *Spotify* as a source, and a small number of students (only 4) mentioned *CDs/MP3s*. Only one student mentioned encountering Queen songs in the context of *English language class*, recalling the presence of a Queen song during the lessons. The "*Other*" category produced several interesting additional insights. *TikTok* was mentioned five times, three students from the 8th grade recalled working with Queen songs in their *Music Education class*, one 7th-grade student remembered hearing a Queen song in an *advertisement* (without specifying the advertisement), and one 8th-grade student expressed

being a dedicated Queen fan, encountering their songs at a concert performed by the Czech tribute band Queenie. Similarly, in the 9th grade, a Queen fan mentioned their father as the one who introduced him/her to Queen songs.

5.4.2 Summary of the results from pre-lesson questionnaire for students

The results of the questionnaire showed the opinions on the use of songs in language learning among students. While students do not currently come across songs in their language learning, there is a clear awareness among students regarding the potential benefits that songs offer. This awareness is further supported by their engagement with songs outside of English language classes, demonstrating their interest in English songs. The results also highlight the students' desire to work more with songs in their English language classes and can encourage their teacher to incorporate songs into English lesson more frequently.

Significantly, there is evidence that majority of lower secondary school students are already familiar with the music of Queen. This existing familiarity presents a promising opportunity for integrating Queen's music into English lessons, as it aligns with the students' existing knowledge and interests. Moreover, the places where students listen to music often overlap with the platforms where they have encountered Queen's music, such as YouTube, which serves as a prominent channel for second-grade primary school students. Additionally, students mentioned popular applications like Spotify and TikTok as preferred sources for music intake, indicating the prevalent shift towards online music platforms. The other significant sources of encountering Queen music derived from the results are besides radio the recently released film "Bohemian Rhapsody" which may have had an impact on lower secondary school students, contributing to increased awareness and familiarity with the band Queen. This film likely played a role in shaping students' perceptions and attitudes toward Queen's music. Another noteworthy source of encountering Queen music is the domestic environment, which supports the assumption that parents, older siblings, or friends may raise the influence on the musical preferences of students.

5.5 Song-based lesson plans

The main objective of this research was to provide evidence supporting the pedagogical value of Queen songs across all levels of secondary education. To achieve this aim, four song-based lesson plans were created, each tailored to a specific grade level. The selection of songs was managed by two key criteria: the alignment with curriculum and appropriateness of the lyrics with respect to the students' linguistic abilities. These lesson

plans were designed to fit within a standard 45-minute lesson. The intention behind their creation was to foster creativity and incorporate engaging teaching methodologies, thereby demonstrating the various ways in which song lyrics can be effectively employed in the classroom.

Each lesson plan was structured to include a balanced combination of different language skills. Furthermore, the focus of each plan was specified more directly, with vocabulary and speaking emphasized in the 6th grade, grammar in the 7th grade, pronunciation in the 8th grade, and creative writing in the 9th grade. In order to provide comprehensive support during lessons, visual aids in the form of PowerPoint presentations were created for each lesson, complemented by corresponding worksheets, which are available in the Appendices no. 7 – 11.

During the process of preparing the lesson plans, an extensive research of Queen songs was undertaken. A number of other song options occurred, which would also offer pedagogical potential at lower secondary level. In addition the themes explored in Queen's lyrics, such as love, friendship, everyday life, and memories, confirms the inherent potential of Queen's repertoire.

5.5.1 You're My Best Friend (6th grade)

The song "You're My Best Friend", composed by John Deacon, the bassist of the band Queen, was officially released in 1976. The song's topic is friendship and partnership. John was inspired from his own relationship with his wife. In the context of educational planning, the selection of this particular song took into account its simple lyrics, ensuring their compatibility with the linguistic proficiency of 6th-grade students. Moreover, the theme of friendship was considered to ensure its suitability for the intended audience. The primary objective of this lesson plan was to practise vocabulary related to the topic of friendship and to enhance speaking abilities of the students.

The lesson plan consists of seven activities, thoroughly organized into three distinct phases. The activities encompassed vocabulary associated with relationships, emotions, and expressions used to describe someone's appearance, hobbies etc. Prior consultation with the English teacher confirmed that the students possessed the required skills for these activities.

Lesson objectives:

Students will define new vocabulary found in the song lyrics

Students will identify vocabulary related to emotions and feelings

Students will discuss their best friends in groups

Students will enhance their listening, reading, and speaking skills

Materials: Computer with internet connection, projector, speakers, whiteboard, markers, school exercise books, PPT presentation, worksheet with song lyrics (Appendix n. 7), worksheet for spinning wheel (Appendix n. 8) song in MP3 format or it can be played via YouTube, link provided below:

<https://www.youtube.com/watch?v=HaZpZQG2z10>

Pre-listening stage

1. Introduction (2 minutes)

The teacher starts the lesson with an introduction, which is followed by taking attendance. The teacher informs the students that they will be listening to a song by Queen and engaging in vocabulary and speaking activities related to the song.

2. Matching Words and Pictures (3 minutes)

The teacher organizes the students into small groups of four or five and provides them with cut-out pictures and words (see in Appendix n. 9). Students are instructed to match six given words with the corresponding pictures.

world, happy, girl, sunshine, home, love, friend, rain

3. Vocabulary – Practice (3 minutes)

The teacher checks the previous matching exercise, potentially using a PowerPoint presentation to display the pictures on the screen. Subsequently, the teacher ensures comprehension of the words and guides students through the pronunciation of the vocabulary. Students repeat the words with proper pronunciation and create short sentences employing the given words. The teacher then prompts students to guess the topic of the song based on the provided words.

While-listening stage

4. Grab the Card - Vocabulary Practice (6 minutes)

Students are instructed to listen to the song “You are my best friend” by Queen. If they hear any of the assigned words, they should touch the corresponding picture.

5. Song Lyrics - Circling the Correct Word (12 minutes)

The aim of this activity is to reinforce the vocabulary used in the song and improve listening and reading skills. The teacher distributes a worksheet containing the song lyrics and instructs students to circle the correct word they hear in the song. After the first listening, the teacher checks if students require another listening. If necessary, the song can be played for a second time. The teacher then verifies the answers using a PPT slide for support.

world, happy, girl, sunshine, home, love, friend, rain

Post-listening stage

6. Spinning Wheel - Speaking about Best Friends (10 minutes)

Students regroup in their original groups from the beginning of the lesson. The teacher provides each group with a spinning wheel worksheet. (see Appendix n. 8) The teacher reviews the questions, ensuring students’ understanding, and provides instructions for the activity. Students take turns spinning a pencil or pen, and when it stops, the student responsible for the spin answers the corresponding question about their best friend. Students engage in group discussions while answering the questions. The teacher goes around the classroom, offering help if needed.

7. Vocabulary Activity – Feelings (8 minutes)

The teacher draws two faces on the whiteboard, one displaying happiness and the other unhappiness. Above the faces, the teacher writes words representing feelings from the song. Student volunteers come to the board and match the words with the appropriate faces. They form sentences such as "I feel happy when I am with my friends" or "I feel lonely when I am without my friends." These sentences can also be written on the board. If there is still enough time, the teacher may request students to write these words and phrases down in their school exercise books.

happy, lonely, sad, good, bad, loved

5.5.1.1 Reflection on the song-based lesson plan in 6th grade

All of the planned activities were successfully realized within the indicated timeframe. Overall, the students were engaged and participated well. The first part of the lesson focused

on vocabulary-related tasks associated with the song. Students showed understanding of the instructions and actively engaged in the activities. The “grab the card” activity generated a lively atmosphere due to the students’ enthusiasm and enjoyment. Working with the song lyrics took less time than was expected, but this did not cause any problems as the subsequent activity, the “Spinning Wheel” represented quite a challenge for certain students, and it took more time. I helped and visited each group to support them in formulating complete sentences, as some students firstly responded with single words only. However, one group showed excellent speaking skills and achieved success in completing this activity. The final task involved practicing the vocabulary related to feelings, a topic with which the students were familiar. The objective was to connect the words with the context of discussing friends and family members. Volunteers were invited to the board to match the words with relevant sentences expressing either positive or negative emotions. With approximately five minutes remaining till the end of the lesson, I asked the students to record the sentences from the board into their school exercise books which they used for grammar and vocabulary entries.

5.5.2 These Are the Days of Our Lives (7th grade)

This song was selected with the aim of practicing grammar structure, the selection of the song was primarily based on the target grammar construction and the students’ proficiency level. The song “These Are the Days of Our Lives” offered an ideal opportunity to reinforce the usage of the past tense of the verb *be – was/were*. The theme of the song covers the memories about the cheerful days of the protagonists’ childhood. It was written by Roger Taylor in 1989 and released on Queen’s album titled *Innuendo*, the last album featuring Freddie Mercury.

The lesson plan is divided into three stages, with the pre-listening stage designed to elicit motivation and serve as a review of the prior knowledge of the past simple tense of the verb *be*. The subsequent activities primarily engage reading and writing skills, followed by a secondary focus on listening and speaking. Within the post-listening phase, there is a greater emphasis on working with the song lyrics, which can enhance reading comprehension skills. PowerPoint presentation and custom-made worksheet (see Appendix n. 9) are provided for this lesson.

Lesson objectives:

Students will identify the usage of *was/were* in context

Students will create questions using *was* and *were*

Students will arrange the song lines in the correct order

Students will differentiate between true and false statements based on the song lyrics

Materials: Computer with internet connection, projector, speakers, whiteboard, markers, pieces of paper or school exercise books with blank lists, PPT presentation, worksheet with song lyrics (Appendix n. 9), song in MP3 format or it can be played via YouTube, link provided below:

<https://www.youtube.com/watch?v=-SmWRPbXio&t=106s>

Pre-listening stage

1. Introduction (3 minutes)

The teacher introduces the lesson, takes attendance. Then the teacher instructs the students to have a piece of paper and write "WAS" on one side and "WERE" on the other side, ensuring that the letters are visible. Meanwhile, the teacher sets up the computer, projector, and prepares the video or PowerPoint presentation.

2. YouTube Quiz (7 minutes)

The teacher plays a YouTube quiz covering past simple of verb *be* grammar (the link is also provided in the PPT presentation). Students are required to indicate their answers by lifting up the paper with either "WAS" or "WERE" written on it.

While-Listening Stage

3. Putting lines into correct order (10 minutes)

The teacher distributes a worksheet containing the song lyrics. Students are instructed to arrange the lines in the correct order while listening to the song. The song can be played once for overall comprehension and then replayed for a more details. The teacher pauses after each verse to verify the correct order with the students. The correct order is also displayed in the PPT presentation.

Post-Listening Stage

4. Comprehension True/False (10minutes)

Students are given instructions to a reading comprehension exercise based on the song lyrics (worksheet). They read the phrases and determine whether they are true or false. Initially,

students can check their answers in pairs or small groups before sharing their responses with the whole class.

5. Make a Question - Grammar Exercise (10 minutes)

The teacher assigns a grammar exercise (which can be found in worksheet) in which students are required to form questions using *was/were*. The teacher may briefly review the rules of forming questions with *was/were* and writes the information on the board. Students form questions based on the provided answers. They can check their answers with a partner before reviewing them as a whole class.

6. Assessment of the Lesson (5 minutes)

The teacher engages in a discussion with the students to evaluate and reflect upon the lesson's effectiveness and outcomes.

5.5.2.1 Reflection on the song-based lesson plan in 7th grade

The lesson planning was effectively executed. The warm-up activity was actively received and facilitated student engagement with the grammar topic. As students ordered the lines of the song, it became apparent that the task was more challenging, with only four students successfully arranging the lines correctly after two listenings. The song was initially played once in a whole, followed by a second playing and stopping after each section, so the students may have focused solely on particular parts. The song contained a combination of commonly used words and abstract vocabulary, possibly unfamiliar to students in terms of pronunciation. Additionally, the singer's tendency to shorten or blend sounds during singing may have increased the difficulty of this listening activity.

The grammar exercise required students to generate questions based on the given answers. To provide the rules of forming questions, the teacher wrote some examples and notes on the board. Nevertheless, some students faced difficulties in formulating the questions, despite the presence of this grammar topic in the previous grade. To conclude the lesson, a discussion was held to evaluate which activities posed challenges and which ones the students enjoyed. Some students expressed surprise at the realization that they learned something new even without knowledge they are learning. With time remaining, the decision was made to replay the song for relaxation and as a lesson filler. Although students were asked to sing along, their shyness contributed to a rather reserved atmosphere.

5.5.3 We Are the Champions (8th grade)

The aim of this lesson plan is to include activities which can improve pronunciation and speaking skills. The lesson plan has a duration of 45 minutes. Consisting of eight activities, the plan incorporates singing as one of the components, considering the widespread familiarity with the selected song. The lesson plan is structured into three distinct sections. In the pre-listening phase, a discussion on the topic of champions from various fields is made. A PowerPoint presentation featuring images of people who have achieved excellence in their own fields serves as visual support and serves to enhance the discussion. Subsequently, there is a rhyming activity where students match the rhyming pair of words. These words are then completed in a worksheet containing the song's lyrics. The final part of the lesson is dedicated to enhancing pronunciation and vowel sounds.

The song "We Are the Champions" is widely regarded as one of the most iconic songs by the band Queen. Originally it was released in 1977, and it is credited to the band's vocalist, Freddie Mercury.

Lesson objectives:

Students will engage in pair discussions about "Who is a champion for you?"

Students will identify rhyming pairs from the song lyrics

Students will listen to the song and complete the missing words

Students will categorize the words based on their vowel sounds

Materials: Computer with internet connection, projector, speakers, white board, markers, PPT presentation, worksheet with song lyrics (Appendix n. 10), song in MP3 format or it can be played via YouTube, link provided below:

<https://www.youtube.com/watch?v=04854XqcfCY>

Pre-listening stage

1. Introduction (2 minutes)

The teacher introduces the lesson, states the objectives, and takes attendance.

2. Brainstorming (3 minutes)

The teacher writes the word *champion* in the middle of the board and prompts students with the questions: "Who do you consider to be a champion?" or "What do you imagine if you

hear the word champion?" Students participate in a brainstorming session and come to the board to write down their ideas in the form of a mind map.

3. Discussion (5 minutes)

Using a PowerPoint presentation, the teacher displays pictures related to various fields (sports, actors, singers, etc.) and engages students in a discussion about whether they are familiar with any specific champions in those areas.

4. Pair discussion - Who is a champion for you? (8 minutes)

The teacher distributes worksheets and asks students to think of at least two individuals they consider as champions. Students engage in pair discussions, using the provided questions on the worksheet or displayed on the screen via PPT support. They take turns asking and answering questions. If some students finish early, they can switch partners and continue speaking with another classmate. At the end of the discussion, volunteers can share their opinions with the rest of the class.

While listening stage

5. Matching rhyming pairs (3 minutes)

Students are asked to complete exercise n. 2 on the worksheet, where they find and match rhyming pairs. The teacher can check the answers using the PPT presentation.

friend – end, cruise – lose, time – crime, few – through, all – calls

6. Filling in the missing words (10 minutes)

Students are asked to fill in the activity 3 on the worksheet, which displays the song lyrics. The teacher instructs students to fill in the missing rhyming words while listening to the song. If necessary, the song can be played again. The class then verifies the answers together.

Post-listening stage

7. Matching the vowel sounds (10 minutes)

Students complete exercise 4 on the worksheet, where they match words according to their pronunciation. The teacher reviews the phonemes, provides examples, and guides students through the task. Students work individually and then check their answers in pairs. The correct answers are shown using the PPT presentation.

keep, bad, done, all, come, till, mean, are, but, been, that, we, before, calls, sand, brought, on, after, it

The phonemes: /t/, /i:/, /ʌ/, /ɑ:/, /æ/, /v/, /ɔ:/

8. Singing

(3-5 minutes)

The song is played again so the students can practise the pronunciation of the words from previous activities while singing the lyrics out loud.

5.5.3.1 Reflection on the song-based lesson plan in 8th grade

The lesson started with a brainstorming activity. It seemed that this particular group was not familiar with brainstorming, as very few associations were supplied by students. The other reason for such reserved response could have been their unwillingness to cooperate, which was observed in previous lessons. To facilitate their engagement, the visual aid, in the form of pictures illustrating champions from various domains, was presented through PowerPoint support. This intervention seemed to stimulate more ideas among the students. The subsequent activity required students to discuss the person whom they consider a champion. However, some students expressed that they did not have a specific champion in mind. Therefore, I individually engaged with these students, trying to help them to identify and person they admire.

The following part of the lesson focused on pronunciation and sounds. Students found it relatively easy to identify rhyming pairs. These same words were then filled into the lyrics of the song “We Are the Champions” enabling students to listen to and recognize the distinction between the particular rhyming words. Expecting that the activity “matching words and vowel sounds” might be challenging for students, I provided support before students start to fill in the table. The phonemes were reviewed, words were read aloud, and other examples of same sounds were discussed. This support proved to be beneficial, as students managed to complete the exercise more quickly than expected.

There was enough time remaining for singing the song aloud. Given the song’s popularity, students were enthusiastic, particularly during the chorus singing. There still was some time remaining after the singing activity, so I assessed the lesson with the students. They expressed surprise at how working with song lyrics could contribute to improving pronunciation, and they found the activities to be enjoyable. Although there were a few

instances of disruptive behaviour by some students during the lesson, overall, the phase of the lesson was quite smooth.

5.5.4 I Was Born to Love You (9th grade)

The primary focus of this lesson plan was to enhance writing skills, with regards to the rest of language skills. The lesson plan duration is 45-minute lesson and includes a total of seven activities. At the beginning of the lesson, the main activity involved a running dictation, wherein students transcribed the song lyrics. The while-listening stage serves primarily as a means of verifying the accuracy of students' written interpretation of the song lyrics. Furthermore, the final part of the lesson demonstrated the potential for creative writing within the context of working with songs. The featured song was initially released in 1984 as part of Freddie Mercury's solo album. After Freddie's death, the band Queen reworked and recorded the song in a rock version in 1995. This latest version was utilized into the song-based lesson plan. PowerPoint presentation and custom-made worksheet (see Appendix n. 11) are provided for this lesson.

Lesson objectives:

Students will participate in pair and group work

Students will identify new phrases (from the song) and use them in their writing

Students will write their story in a logical way

Students will use their creativity and imagination

Materials: Computer with internet connection, projector, speakers, white board, markers, PPT presentation, worksheet with song-based activities, worksheet with song lyrics (in Appendix n. 12), scissors, sticky tape, school exercise books, song in MP3 format or it can be played via YouTube, link provided below:

https://www.youtube.com/watch?v=Fna56a_r41s

Pre-listening stage

1. Introduction (2 minutes)

The teacher welcomes the students, introduces the lesson topic, states the aims of the lesson, and takes attendance.

2. Running dictation (10 minutes)

The teacher distributes cut pieces of paper containing song lyrics around the classroom (on walls, tables, etc.) and asks the students to form pairs. Students engage in a running dictation activity where one student (Student A) acts as the writer and the other student (Student B) as the runner. Students locate and memorize five numbered parts of the song lyrics, run and whisper the words to their partner. Student B writes down the lyrics in their school exercise books.

While listening stage

3. Song listening (5 minutes)

The teacher plays the song "I Was Born to Love You" by Queen and asks the students to verify if the written lyrics are in the correct order.

Post-listening stage

4. Matching collocations with their meanings (5 minutes)

The teacher distributes a worksheet containing other song-based activities. Students examine a table with collocations from the song and match them with their respective meanings. The answers are checked collectively, with the key provided in the PowerPoint presentation.

5. Giving instructions (5 minutes)

The teacher instructs the students to form groups of four and provides guidelines for writing a story. Students are given words and phrases from the song that they should incorporate into their story (e.g., dreams come true, amazing feeling, take care of, my life, made for me). Additionally, the teacher supplies typical linking words used in story writing. The recommended length is approximately ten sentences in the past simple tense. The instructions are displayed in the PPT presentation. (Appendix n. 12)

6. Writing the stories (15 minutes)

The teacher sets a time limit for students to brainstorm and develop ideas for their stories. Students then collaborate within their groups to write their stories.

7. Presentation of the stories (3 minutes)

The teacher asks students if they would like to share and read their stories aloud to the class. Volunteers have the opportunity to present their stories.

5.5.4.1 Reflection on the song-based lesson plan in 9th grade

The students actively and enthusiastically participated throughout the lesson. The running dictation activity proved to be engaging for the students as it involved dynamic atmosphere with all the movements and interactions. Five pieces of paper, each containing a different part of the song (verse 1, verse 2, bridge, chorus - 2x), were distributed for this task. However, the activity consumed more time than anticipated (about 20 minutes). Therefore, for next time of utilizing this lesson plan, it would be advisable to reduce the number of song parts (three parts would be sufficient – Verse 1, Verse 2 and Bridge), with the chorus potentially being displayed on the board or included in the worksheet for students to follow along. Due to unforeseen time troubles, students were unable to complete their stories within the given lesson time. As a solution, it was agreed that students would finalize their stories as a homework, allowing for subsequent performance and evaluation in the following lesson. Considering the predominantly formal lecturing style that was previously employed in the English language lessons, the students appeared pleasantly surprised and interested by the active and collaborative approaches employed during this lesson.

5.6 Post-lesson questionnaire for students (Q2)

This questionnaire was distributed among individual research groups subsequently after a lesson featuring the song by Queen. Its objective was to ascertain the impact of the lesson on the participants. The questionnaire was provided to the students in the Czech language to enhance comprehension and promote effective self-expression. Both Czech and English version of the questionnaire can be found in Appendices 3 and 4. Altogether 10 questions were included in this survey, and 62 students participated. This number aligns with the number of students who had partaken in the song-based lesson plan during the preceding session.

The initial part of the questionnaire investigates the students' perceptions of the lesson, as well as their level of engagement with this teaching method. Furthermore, the survey aimed to find out whether the participants acquired or retained any knowledge from the lesson, aside from the song title and the performer. Concluding the questionnaire, a question was included regarding the aspects which students find significant for eliciting their interest in song-based lessons. This aspect was intended to provide the teacher with valuable insights for adjusting future lesson plans and creating future music-oriented lessons more easily.

The findings derived from the questionnaire will be presented on the following pages. The figures could be found in the List of Figures in Appendix n. 14.

5.6.1 Results of the post-lesson questionnaire for students (Q2)

1. I am a student in....

This question served to categorize students into the research groups. The number of students participating in this questionnaire was 62.

| | |
|-----------------------|-----------|
| 6 th grade | 16 |
| 7 th grade | 15 |
| 8 th grade | 15 |
| 9 th grade | 16 |
| Total | 62 |

Table 6: Questionnaire 2 – Question n. 1 – The number of students who participated in the research

2. How did you find the lesson with a song?

This question provided six response options, allowing students to select multiple choices. Among all grade levels, the most widespread response was "*interesting*" which got 34 mentions (7 in the 6th grade, 12 in the 7th grade, 6 in the 8th grade, and 9 in the 9th grade). Following response "*unusual*", received 16 mentions. As previously noted, considering students' unfamiliarity with integrating songs into their language learning as the aim of language acquisition, it is apparent that these two leading responses reflect a positive assessment of the lesson. The "*neutral*" option was selected 12 times. Additionally, the "*educational*" option was circled by students on 9 occasions. In all groups, several students acknowledged the educational nature of the lesson (6th graders 1 response, 7th graders 3 responses, 9th graders 5 responses) except for the 8th grade where no respondent chose this option. Notably, within this specific group, the response "*boring*" emerged twice. Within the "*other*" category, three viewpoints were expressed, including "*fun*" (mentioned in 7th and 9th grade) and "*unforgettable*" (in 9th grade).

3. Is this teaching method (learning via songs) enjoyable?

Overall results shown that 53 students chose the response "YES", confirming that teaching through songs is engaging for students. In both the 6th and 9th grades, the results are highly similar, with a prevalence of "YES" over "NO" response. However, in the 8th grade, which

appears to represent a group with distinct characteristics, only 5 students selected the “YES” option, while 9 students chose “NO”. In the 7th grade, all students are convinced of the interest and enjoyment associated with learning through songs.

4. Can you remember the title of the song? If YES, please write the name

The objective of this question was to assess the student’s ability to recall the title of a song. The responses exhibited variations depending on the specific Queen song employed during the lesson. The song title was introduced at the beginning of the lesson, afterwards, as Queen songs often repeat the title within the chorus, students were exposed to the title of the song multiple times during the lesson.

In the 6th grade, the song “You’re My Best Friend” was used, and as the lesson aimed to explore the theme of best friends, 13 students could recall the title. The complete title was not explicitly mentioned but rather referred to as “Best Friend” on multiple occasions (only in two cases the respondents wrote the title correctly), the outcomes confirm that 3 students failed to recall the title at all.

In the 7th grade, the emphasis of the lesson was towards grammar, which was presented in the song lyrics, while the song title itself “These Are the Days of Our Lives” seemed relatively unfamiliar to the students. This likely contributed to the findings, with only 2 students successfully remembering the title, while the majority (13) selected for the “NO” response.

In the 8th grade, the utilization of the very popular song “We Are the Champions”, demonstrated that a total of 11 students were able to recall the song title, with all students accurately reproducing it in written form.

In the 9th grade, the activity of running dictation seemingly played a significant role, as students encountered the song title “I Was Born to Love You” countless times during this activity. Consequently, the outcomes indicate that 13 students selected a positive response, while 3 students chose a negative one.

5. Can you remember the name of the artist?

In this question, the extent to which students could recall the name of the song’s performer was examined. The options “YES” and “NO” were provided, and if respondents answered affirmatively, they were requested to write the name of the song’s artist on the line next to the “YES” response. The familiarity with the artist was confirmed by 47 students, while 15

respondents chose the “NO” option. However, the responses were not uniform, as in addition to Queen (mentioned 28 times), the students also mentioned Freddie Mercury as the author (mentioned 19 times). The distribution of responses varied among different groups as follows: in the 6th grade, 9 students responded with “YES”, while 7 students responded with “NO”. This group exhibited the smallest difference in responses, which may suggest the hypothesis (mentioned earlier – Questionnaire 1, question 6) that students aged 11-12 years are less concerned with the name of the performer and instead prefer songs based on their melody or popularity. In the subsequent grades, the ratio was quite similar: in the 7th grade, 11 students chose the affirmative response, while 4 students chose “NO”. In the 8th grade, 12 respondents answered positively, while 3 responded negatively. In the 9th grade, 15 students remembered the artist’s name, with only one unable to recall it.

6. Can you grade the lesson (as in school from 1-5)?

The respondents were asked to evaluate the conducted lesson with a song using the grading system commonly used in schools (grade 1 - the best, grade 5 - the worst).

In the 6th grade, the lesson with a Queen song received the highest grade (1) from 13 students, while 3 students circled grade 2.

In the 7th grade, 14 students selected grade 1, while only one student rated the lesson with grade 2.

8th graders evaluated the lesson as follows: 8 students awarded the song-based lesson with grade 1, grade 2 was mentioned by 5 students, and only in this group, did 2 respondents even marked grade 3.

In the 9th grade, 16 students expressed their opinion and rated the lesson with grade 1.

Overall, the lesson received predominantly positive evaluations, with grade 1 being mentioned 51 times, grade 2 mentioned 9 times, and grade 3 mentioned 2 times. No one rated the lesson with grades 4 or 5.

7. Did you feel like replaying the song after listening to it in class (e.g., on YouTube, downloading it in MP3, etc.)? If YES, please write where you listened to the song

This question was incorporated into the questionnaire to investigate whether the song selected for the lesson is capable of engaging students to the extent that they actively seek it out after the lesson, possibly due to their appreciation of interesting lyrics or the catchy

melody. The overall findings indicate that the majority of students (46) did not look for the song after the lesson. However, 16 students reported seeking out and replaying the song. Furthermore, respondents were requested to identify the sources they used to listen to the song again. The mentioned sources included YouTube (mentioned 8 times), Spotify (mentioned 7 times), and MP3 (mentioned 1 time). Once again, these results reinforce the notion that secondary school students exhibit a preference for using the online platforms to access music in accordance with their personal interests (as in Questionnaire 1, q.7.)

8. *What did you remember from the lesson? (Try to recall a part of the song lyrics, new vocabulary, phrases, the song title, the song's theme or any of the exercises/activities)*

This question is characterized by its open-ended nature, resulting in a range of diverse responses. The tables (Appendix 14, Figure 8a – 8d) provide an overview of the diversity and frequency of these responses. It is worth noting that 25 respondents across all grades indicated an answer "*I can't remember*", while 17 students opted to skip the answer, potentially due to an inability to recall the information or a personal choice not to provide a response.

9. *Would you like to continue working with songs in your English lessons?*

The responses provided by the participants exhibited a positive stance. Notably, in two cases (7th and 9th grade), all students responded affirmatively with selection of "YES" answer. In the 6th grade, 15 students indicated a positive attitude, while only one student opted for a negative response. Similarly, in the 8th grade, a notable majority of 13 students answered positively, whereas two students expressed a negative opinion. These findings demonstrate a pronounced interest in integrating songs into English language lessons.

10. *What do you think is important for a song-based lesson to captivate you? (more answers possible)*

The outcomes of this question serve as support for teachers in future lesson planning by providing them with insights and perspectives derived from students' attitudes and opinions. These insights can motivate adjustments to lessons and facilitate the selection of appropriate songs. Respondents were allowed to select multiple answers. The most prevalent response, chosen 46 times, was the "*familiar melody of the song*". Notably, it was the mostly selected answer by students from the 6th and 8th grade. The next frequently selected response, with 43 choices, was the "*popularity of the artist.*" In the 7th and 9th grade, a majority of students

opted for this response. The option of “*engaging song-based activities*” received 25 selections, with the highest frequency of 8 choices observed among 7th-grade students, while 8th-grade students regarded “*engaging song-based activities*” as the least important, selecting it only 3 times. The aspect of “*interesting lyrics of the song*” was considered least significant among the provided options, with 15 selections. The lowest number of responses occurred in the 6th grade, where it was chosen once. Conversely, 7th and 9th-grade students circled this option six times in both cases. In the “*other*” category, responses such as “*being able to memorize something thanks to the song*” appeared twice, “*being able to sing the song*” appeared twice and “*a pleasant atmosphere in the lesson*” appeared once. Overall, the factors that captivate students the most during song-based lessons are the familiarity with the song’s melody and the utilization of songs by their favourite artists.

5.6.2 Summary of the results of the post-lesson questionnaire for students

In conclusion, the findings derived from the questionnaire that followed the lesson featuring a song by Queen demonstrate that students experienced a highly positive experience. The lessons incorporating Queen songs were not only found enjoyable by the students, but they also perceived them as interesting. The majority of students assigned the highest grade 1 to the lesson, indicating a consistent and substantial level of satisfaction. Notably, no students assessed the lesson with a grade of 4 or 5, further affirming the general positive evaluation.

Moreover, the students exhibited a notable ability to remember the artist’s name, whether referenced as Queen or Freddie Mercury. This observation implies that the enduring popularity and iconic status of Queen, as well as its lead vocalist Freddie Mercury, have made a lasting impression on the students’ memory. The possible reason why students mentioned also Freddie Mercury name, is that Freddie remains a prominent figure and the frontman of the band Queen, therefore he resonates more with some students in terms of his personality and vocal performance rather than the entire band with its four members.

The factors influencing students’ capacity to recall the song title demonstrated variability. In the case of well-known songs like We Are the Champions, the students’ general familiarity with the song facilitated their ability to remember it. In another case, the inclusion of the song title in classroom activities, such as in case of I Was Born to Love You running dictation or discussions on You Are My Best Friend, effectively aided students in memorizing the song title. On the contrary, for less familiar song which was used called

These Are the Days of Our Lives, wherein activities did not emphasize the repetition of the song title, students encountered difficulties in remembering it.

Interestingly, students displayed a limited inclination to actively seek out the song following the lesson. Only a small number of students engaged in subsequent listening, primarily through popular platforms such as Spotify and YouTube. This suggests that while the lesson had a positive impact on students, it is not necessary to be connected with their strong urge to actively engage with the song outside of the classroom as mentioned by Hancock (1999, 7).

The aspects that students were able to recall from the lesson primarily included activities associated with the song, indicating the effectiveness of incorporating interactive and engaging tasks. Fewer students made mention of remembering specific phrases or vocabulary, thereby highlighting the significance of the pedagogical approach employed during the lesson.

Furthermore, the students clearly expressed their desire to continue working with English songs in a similar manner throughout their English language classes. Regarding the factors contributing to the students' engagement and interest in the lessons featuring songs, the popularity of the song emerged as the most influential factor. The popularity of the artist and the presence of captivating activities related to the song closely followed in significance. The interesting song lyrics appeared to be of lesser importance to the students. Additionally, in the open-ended other category, students identified factors such as the ability to memorize something thanks to the song, the opportunity to sing the song and the pleasant classroom atmosphere.

These insights offer valuable guidance for future lesson planning and highlight the potential benefits of integrating songs into English language lessons. Moreover the enjoyable atmosphere while using songs in ELT lessons increases the likelihood that students acquire language more easily.

5.7 Questionnaire for teachers (Q3)

The primary objective of this study is to find out the teachers' beliefs regarding the effectiveness of songs as a pedagogical tool for facilitating student learning and to gain insights into the process of choosing a song.

The questionnaire designed for teachers consists of 21 questions. The study engages a small-scale approach, targeting a sample size of 8 respondents. Among these participants, 7 were colleagues who studied in the master degree program at the Faculty of Education in Olomouc, (teachers who have substantial teaching experience but still lacking formal qualifications). These individuals completed the questionnaire during the month of April in 2023. The remaining respondent was an accompanying teacher during the author's teaching practice in March 2023. For the Czech and English version of the questionnaire for teachers see Appendices 5 and 6.

Expecting the influence of various pedagogical approaches employed by teachers, the responses may vary. The experiences concerning the utilization of songs in ELT can revealed considerable individuality and variability. However, some responses may display agreement among majority of respondents, notably in questions such as “Do you consider using songs in teaching beneficial?” and “Based on your experience, do songs help students improve their language skills?”

The first part of the questionnaire primarily addresses the respondents' experiences with utilizing songs in the context of English Language Teaching (ELT). Subsequently, attention is directed towards song selection or strategies for incorporating songs into lessons and evaluating songs featured in the textbooks they use for teaching. A further section investigates the perceived advantages and disadvantages associated with the utilization of songs in ELT. The final two questions aim to capture information regarding the teachers' encounters with songs from the band Queen during their teaching. The requested information predominantly refers to subjective opinions and personal approaches of the participants, therefore a quantitative analytical framework would be preferred. The results are presented in the following chapter, the figures can be found in List of Figures in Appendix 15.

5.7.1 Results of the questionnaire for teachers (Q3)

1. Do you utilize songs in your English lessons?

Respondents were asked to express their preference, and in case of a negative response, they were requested to provide a reason. Seven participants responded with “YES”, while only one chose “NO” and cited lack of time as the reason.

2. How often do you use songs in your English lessons?

To specify the usage of songs by teachers in English lessons, this question focused on frequency. There were 5 possible options provided (Always, Often, Sometimes, Hardly Ever, Never). Out of these options, 3 respondents selected “*often*”, 4 teachers chose “*sometimes*”, and one participant circled “*hardly ever*”.

3. Please specify the frequency of using songs in your English lessons.

To provide a more specific clarification on the usage of songs, it was necessary to offer more detailed options. This question aimed to explore the frequency of song usage. Respondents chose the option “*once a month*” in three cases, “*2-3 times a month*” in three cases, and response “*once a week*” in two cases.

4. What type of songs do you use in your English lessons?

The objective of this question was to ascertain teachers’ preferences regarding the types of songs used. The response options included “*educational songs*” (songs specifically created for the teaching process, often found in textbooks) and “*popular authentic songs*”. Two respondents circled both options, indicating their utilization of both types of songs. A total of three respondents expressed a preference for educational songs, while popular authentic songs were mentioned seven times. This indicates a greater preference among the surveyed group for popular authentic songs utilization.

5. Do you find using songs in ELT useful?

The findings reveal agreement among all participants, who responded positively to this question. This demonstrates that despite some respondents admitted not using songs frequently in their teaching, they share the same belief regarding the potential and utility of utilizing songs in ELT.

6. Please state your reasons for finding songs in ELT useful or not.

This question provides supplementary information to the previous one, its aim was to further explore the motivations behind the responses in question n. 5. Since all responses were positive, only reasons for considering songs useful were provided. As the question was open-ended, several different responses emerged, with some participants mentioning two or more reasons. Nonetheless, there were some recurring themes. For clarity, a table listing the reasons and their frequencies is provided.

| 6. Please state your reasons for finding songs in ELT useful | |
|--|---|
| Motivation for learning language | 2 |
| Pronunciation improvement | 2 |
| Enjoyable lesson atmosphere | 2 |
| Grammar practising | 3 |
| Listening improvement | 2 |
| Vocabulary practising | 4 |
| Relaxation | 1 |
| Cultural awareness | 1 |
| Enjoyable way of learning | 1 |

Table 7: Questionnaire 3 – Question n. 6 – Reasons of songs usefulness in ELT

7. Do you prepare authentic songs and song-based activities for your English lessons?

The results revealed that a majority of the participants, specifically six teachers, engage in the preparation of authentic songs and associated activities for their English lessons. On the contrary, only two teachers opted for not using this approach.

8. What parameters do you consider when choosing a song for your English lesson? (scale: 1 = the least important, 5 = the most important)

The respondents were asked to assess the significance of each option on a scale ranging from 1 to 5, reflecting the level of priority. The responses demonstrated variation in frequency. For enhanced clarity, a schema is provided to present the responses more effectively. The outcomes produced some general characteristic features, such as the predominant emphasis on the suitability of the song lyrics and their alignment with students' language proficiency, as indicated by the significant number of votes for the highest rating categories (5 and 4). Furthermore, the parameter "*the part of the curriculum you want to teach*" emerged as another noticeable factor. The factor of considering the popularity of the artist among students was considered relatively more significant. In contrast, the popularity of the artist among teachers themselves emerged as the least influential factor. Regarding the aspects of memorability of song lyrics and the catchiness of the song melody, the responses were spread across the entire scale, indicating that teachers evaluate these parameters individually when selecting songs for ELT. Notably, five teachers considered the current status of the song to be relatively unimportant, while three teachers perceived it as more important.

| | 1 | 2 | 3 | 4 | 5 |
|--|----|----|----|----|----|
| <i>Suitability of the song lyrics</i> | | | 2x | | 6x |
| <i>Memorability of the song lyrics</i> | 2x | 2x | 3x | 1x | |
| <i>The catchiness of the song melody</i> | 1x | 2x | 3x | 1x | 1x |
| <i>The part of curriculum you want to teach</i> | | | 5x | 2x | 1x |
| <i>Language proficiency of students</i> | | | 4x | 2x | 2x |
| <i>The popularity of an artist with students</i> | | | 4x | 4x | |
| <i>The popularity of an artist with you</i> | 4x | 4x | | | |
| <i>The current status of the song</i> | | 5x | | 3x | |

Table 8: Questionnaire 3 – Question n. 8 – Schema of frequency

9. Do you consider choosing an appropriate song for the lesson as difficult?

The majority of participants expressed disagreement, as 6 teachers do not perceive the song selection process for their lessons as difficult. Two teachers, however, chose the option “YES”, indicating that they consider the song selection process to be challenging.

10. According to your experience, what is the most difficult aspect of choosing an appropriate song?

To further explore this topic, participants were asked to provide insights based on their experiences regarding the most challenging aspect of choosing an appropriate song. This question aimed to complement the information obtained from the preceding question n. 9. While the majority of respondents indicated that they do not consider the song selection process as demanding, it is notable that each participant identified at least one factor or process that presents some degree of difficulty.

Although the responses varied in their formulations, similar themes were identified. Notably, several participants mentioned the difficulties associated with the following processes: “*finding an appropriate song that aligns with the student’s language proficiency level*” (mentioned 3 times), “*identifying a song with suitable lyrics*” (mentioned 2 times), “*developing accompanying worksheets for song-related activities*” (mentioned 2 times), and one participant highlighted the challenge of “*selecting an engaging yet pedagogically appropriate song*”.

11. What textbook do you use for teaching English?

The participants of this research provided the names of the textbooks they use in their lessons as follows:

| Textbook | Publisher | Frequency |
|-------------------------------|----------------------------------|------------------|
| Project (4th edition) | Oxford University Press | 4x |
| Project Explore (1st edition) | Oxford University Press | 2x |
| Hello Kids | SPN - Pedagogické nakladatelství | 1x |
| Your Space | Cambridge University Press | 1x |

Table 9: Questionnaire 3 – Question n. 11 – “What textbook do you use for teaching English?”

12. Are you satisfied with the selection of songs in the textbook you use for teaching English?

All the participants in this study expressed their disappointment, as indicated by their selection of the answer “NO”. The question requested respondents to provide reasons to ensure an understanding of their perspectives. The reasons cited by the teachers included the following opinions: “*inappropriate age suitability of songs in the textbooks*” (mentioned 3 times), “*outdated songs*” (mentioned 2 times), “*insufficient variety of songs*” (mentioned 2 times), “*insufficient materials and activities related to songs*” (mentioned 1 time), and “*the songs in the textbook are unmusical*” (mentioned 1 time).

13. For what purpose do you use songs in your lessons? (choose more answers when needed)

The participants were given the opportunity to select multiple options from a list of 14 possible answers. The most frequently listed answers were “*listening with comprehension practice*” and “*motivation*” (both mentioned 7 times). Six teachers indicated that they use songs in their lessons for purposes such as “*fun*”, “*vocabulary practice*”, and “*grammar practice*”. Five teachers acknowledged using songs for “*pronunciation practice*”. Other purposes, in descending order of frequency include “*reading with comprehension*” and “*relaxation*”, both with 4 votes. Three teachers mentioned utilizing songs as “*lesson fillers*”. Two teachers selected the purposes of “*topic for discussion*” and “*translate practice*”, while “*cultural awareness*” was mentioned by one teacher. The purpose of “*creative writing*” received one mention, while the option “*other*” was not chosen by any participant. The results indicate that the majority of surveyed teachers focus on improving students’ listening skills and motivating them through the use of songs in their lessons. Additionally, teachers employ songs to enhance various language components, including grammar, vocabulary, and pronunciation.

14. Which language skills do you focus on when using songs in English language classes?
(Circle on a scale of 1 = the least, 5 = the most)

Employing a scale, participants were requested to mark the degree to which they emphasize each language skill. To facilitate visual comprehension, the response pattern is presented in the schema below. The findings reveal that teachers primarily prioritize the development of listening skills, with speaking and reading skills receiving comparable levels of attention. Notably, writing did not attain a single score of 5 on the scale. Moreover, writing got a score 1 circled the most by teachers (5 times). This finding aligns with the earlier question (n. 13), where the mention of creative writing acquired only one response and was not given much attention.

| | 1 | 2 | 3 | 4 | 5 |
|------------------|----|----|----|----|----|
| Reading | | 1x | 1x | 3x | 3x |
| Writing | 5x | 1x | 1x | 1x | |
| Speaking | | 1x | | 4x | 3x |
| Listening | | | 1x | 1x | 6x |

Table 10: Questionnaire 3 – Question n. 14 – Schema of frequency

15. Based on your experience, do songs help students improve their language skills?

All eight participants chose the affirmative response, thereby indicating the effectiveness and efficiency of incorporating songs into the English language teaching, provided they are appropriately custom-made.

16. Based on your experience, what do students learn through songs in the classroom?

Through this question, it was determined in which areas teachers, based on their experience, see improvement in students' knowledge thanks to using songs. Teachers provided their answers subjectively, but they were grouped into similar responses using key phrases. Participants mentioned 5 times that they believe students can improve their "vocabulary" through songs. Additionally, it was mentioned 3 times that students can also improve their "grammar knowledge" through songs. The responses that appeared twice were: "improvement in pronunciation", "improvement in reading comprehension", and "improvement in listening skills". The following were mentioned once each: "greater cultural awareness", "forming an opinion", "discussion".

17. *What do you consider the advantages of using songs in English language teaching?*

Despite the open-ended nature of the question and the possibility of providing more than one answer, the respondents predominantly highlighted “*motivation*” (mentioned 5 times) as an advantage of using songs in ELT. Additionally, “*pleasant classroom atmosphere*” was mentioned three times, while the advantages of “*improving listening skills*” and “*improving vocabulary*” were each mentioned twice. Furthermore, respondents recognized the utilization of songs in ELT as advantageous due to factors such as “*their authenticity as materials*”, “*facilitating greater connection with the real world*”, “*the complexity of songs*”, and “*enhancing pronunciation skills*”.

18. *What do you consider the disadvantages of using songs in English language teaching?*

The responses were not as numerous as the advantages (presumably due to the assumption that songs offer numerous benefits), with only two answers being mentioned twice: “*songs can discourage learners at lower proficiency levels*”, and two teachers admitted they are “*not sure*” regarding the potential drawbacks of using songs. Subsequently, the responses varied and were mentioned only once each: “*students may dislike the songs interprets*”, “*some learners may struggle to understand informal language*”, “*colloquial language occurrences*” may pose challenges, “*songs may not be suitable teaching technique for all students*”, and “*incorporating songs into lessons can be time-consuming*”.

19. *Do you create teaching lesson plans based on a song?*

Five teachers provided affirmative responses, while 3 teachers expressed a negative opinion. It should be noted that among those who responded affirmatively, the frequency of preparing lesson plans focused on songs was generally reported as less frequent.

20. *Have you ever used any songs by Queen in your lessons?*

Regarding the use of songs by Queen in lessons, 5 teachers selected affirmative response, whereas 3 teachers responded negatively.

21. *If yes, where did you find the song and how did you work with it?*

If the respondents answered affirmatively to the preceding question, they were subsequently prompted to determine how they encountered with the song. Primarily, they were requested to specify the source of acquisition. The responses revealed that one teacher discovered the song within a textbook (and adhered to the instructions provided in the textbook), while four

participants indicated acquiring it from online sources (lyricstraining.com was specified as a source and mentioned once). Implemented activities involved listening activities (2x), translation activities, creative writing activities, and gap-filling activities.

5.7.2 Summary of the results of the questionnaire for teachers

The findings of this study indicate a prevailing preference among teachers for popular authentic songs over educational songs sourced from textbooks. Expressing disappointment with the selection of songs provided in textbooks, teachers exhibit a marked preference for utilizing authentic songs. Notably, a large number of teachers actively prepare authentic songs for their lessons, with several even creating complete song-based lesson plans. While teachers generally perceive the process of song preparation as manageable, they do also meet some challenges in identifying appropriate songs that align with students' proficiency levels, as well as in developing song-based instructional materials and worksheets. Notable criteria employed by teachers in song selection include the appropriateness of song lyrics and the student's level of proficiency.

Teachers state the advantages that songs contribute to the enhancement of students' language skills and facilitate the process of language acquisition. The most notable benefits acknowledged by teachers relates to the motivational aspect of songs, which stimulates active student engagement and to the promotion of an enjoyable classroom atmosphere. Nonetheless, some teachers have concerns that the use of songs may demotivate learners with lower levels of proficiency. Regarding the prioritization of language skills, teachers gave prominence to listening and speaking, followed by reading. On the other hand, writing reached a position of lesser emphasis, despite the potential for its reinforcement through song-based activities. Teachers widely acknowledge that songs can effectively foster improvements in students' listening comprehension, vocabulary acquisition, grammatical proficiency, and pronunciation. The reasons for employing songs align closely with the intended purposes of using songs that teachers highlighted such as: covering vocabulary practise and grammar practice, pronunciation improvement, motivation, and the cultivation of an enjoyable classroom environment.

Remarkably, more than half of the participating teachers have incorporated songs by the musical band Queen into their English lessons, often obtaining these songs from online sources, while one teacher reported following the instructions provided in the textbook.

CONCLUSION

The aim of this diploma thesis was to demonstrate the applicability of Queen songs in English Language Teaching (ELT) and evaluate their effectiveness. The research was conducted on multiple levels, involving secondary level students. Data was initially collected from the students through a pre-lesson questionnaire. Subsequently, the students were exposed to a prepared lesson featuring Queen songs, and their opinions on the lesson were examined through an additional questionnaire after the lesson. Teachers also participated in the research, and their attitudes towards using songs in education were investigated through the use of a questionnaire.

The theoretical part dealt with a brief history of the Queen band, followed by an exploration of the use of songs in language teaching, including the benefits and challenges faced by both students and teachers. Additional chapters provided insights into the various ways songs can be utilized in ELT and, finally, the process of lesson planning incorporating songs was examined.

The practical part, employing the previously mentioned research methods, was oriented towards addressing the research questions which were enquired in the practical part introduction. The following part provides the responses to the research questions.

- 1) Are students expressing interest when working with English songs in their English lessons?

The student groups involved in the research weren't very accustomed to working with songs during their English language lessons, which was also confirmed by their teacher. However, as per the pre-lesson questionnaire, students admitted that even though songs weren't extensively used in their lessons, they still enjoyed this activity and expressed a strong interest in integrating songs into their learning experience. Moreover, the students displayed an understanding of songs as an effective tool for language acquisition. The results also supported the fact that that nearly 95 % of the students seek out English songs beyond the classroom which indicates that the interest in English songs is present.

- 2) To what degree are contemporary lower secondary students familiar with the Queen band and their music?

The assumption was that Queen might not be a well-known or popular band among today's secondary school students. However, the research revealed the opposite; Queen emerged as

the most frequently mentioned band across all year levels. Students demonstrated their familiarity with Queen by listing various songs from the band's repertoire, with *We Are the Champions* being the most mentioned. This familiarity could be attributed to factors such as Queen's songs often being played on radios, during sports events, and regaining popularity after the release of the biographical film *Bohemian Rhapsody* in 2018. This existing familiarity provides a promising avenue for incorporating Queen's music into English lessons, as it resonates with the students' existing knowledge and interests.

- 3) Do lower secondary students enjoy incorporating Queen songs into their English lessons?

After the lesson featuring a Queen song, a questionnaire was distributed to each year group, revealing the following outcomes. Students reported highly positive experiences with the lesson that included a Queen song, awarding the lesson with very favourable ratings. Most students were able to recall the artist's name, mentioning Queen, and in several instances, even the name of the lead singer – Freddie Mercury. The possible reason why students mentioned also Freddie Mercury name, is that Freddie remains a prominent figure and the frontman of the band Queen, therefore he resonates more with some students in terms of his personality and vocal performance rather than the entire band with its four members. Students presented their subjective feelings and attitudes towards the incorporation of Queen music in the lesson, their answers were examined in the post-lesson questionnaire and showed positive opinions.

- 4) To what extent do Queen songs contribute to the enhancement of language proficiency among learners?

The aspects that students were able to recall from the lesson primarily encompassed activities tied to the song, emphasising the effectiveness of integrating interactive and captivating tasks. The future research which may demonstrate the contribution of enhancing language in more objective way, would employ the research methods, such as vocabulary knowledge tests or grammar assessments.

The possibilities of working with songs were showcased through the preparation of lesson plans, enabling the author of this work to leverage Queen's songs for enhancing not only the fundamental four language skills with a focus on writing in one lesson plan, but also directing activities toward pronunciation, vocabulary, and grammar in others.

5) What are teachers' beliefs about advantages and disadvantages of using songs in their English lessons?

All of the addressed participants recognize significant potential of songs to be used for language teaching. Teachers unanimously confirmed that they find songs useful for teaching, including the respondent who acknowledges not incorporating songs due to time constraints. Furthermore, the majority of teachers prefer preparing song-based lessons over using songs from textbooks, expressing a collective dissatisfaction with the content and focus of songs in textbooks used in English language lessons.

Among the benefits that teachers mention, motivation, a pleasant classroom atmosphere or improvement in various language aspects and skills prevail. The noted disadvantages of using songs in English language lessons were not as consistent, and teachers mentioned, for example, that songs can discourage learners at lower proficiency levels or that some learners may struggle to understand informal or colloquial language. The time-consuming aspect of preparing songs into ELT did not appear to represent the most significant drawback.

6) What specific aspects of language do teachers prioritize when utilizing songs in their teaching?

Based on the teachers' knowledge, all participants are of the belief that students can enhance their language skills using songs. The results indicate that teachers mostly prioritize improving listening skills, followed by reading and speaking when utilizing songs in ELT, with writing not being given high priority by teachers. Furthermore, the respondents also mention that they utilize songs not only for listening comprehension but also for practicing grammar, vocabulary, and pronunciation. Lastly, songs are employed for translation practice and to enhance cultural awareness.

To conclude, these insights provide valuable direction for future lesson planning and emphasize the potential advantages of incorporating songs into English language instruction.

The lasting popularity of Queen and the timeless quality of their songs prove the permanent recognition even in present times. Therefore, according to the research, Queen songs hold promise in ELT, offering engaging tools for language acquisition and enrichment.

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Appendix 1: Pre-lesson questionnaire for students (Q1)

Dotazník 1 pro žáky k diplomové práci: Použití textů skupiny Queen ve výuce anglického jazyka

- 1. Jsem žákem/žákyní (zakroužkujte)**
6. ročníku
7. ročníku
8. ročníku
9. ročníku
- 2. Používá váš učitel/ vaše učitelka anglického jazyka v hodinách písně?**
ANO
NE
- 3. Máte rádi písně v hodinách anglického jazyka?**
ANO
NE
- 4. Líbí se vám výběr písní v hodinách angličtiny? (uved'te důvod)**
ANO,
protože.....
NE,
protože.....
.....
- 5. Posloucháte anglické písně i mimo hodiny angličtiny?**
ANO
NE
- 6. Jaký je váš oblíbený interpret (zpěvák/zpěvačka/kapela), zpívající anglicky?**
.....
.....
- 7. Kde posloucháte populární anglické písně? (můžete vybrat více odpovědí)**
 - a. V rádiu
 - b. CD/MP3
 - c. Spotify
 - d. YouTube
 - e. V hodině angličtiny
 - f. Jiné
- 8. Myslíte si, že můžete zlepšit svou angličtinu pomocí poslechu anglických písní? Uved'te i důvod, proč si myslíte, že ano, proč si myslíte že ne.**
ANO,
protože.....

NE,
protože.....
.....

9. Znáte kapelu Queen?

ANO

NE

10. Znáte některou jejich píseň? Pokud ANO, kterou?

ANO.....

NE

11. Kde jste se s jejich písní/písněmi setkali?

- a. V rádiu
- b. CD/MP3
- c. Spotify
- d. Film (např. Bohemian Rhapsody)
- e. YouTube
- f. Při nějaké události (např. sportovní)
- g. Pustil mi ji kamarád/někdo z rodiny
- h. V hodině angličtiny
- i. Jiné

Děkuji za váš čas a vaše odpovědi, Sabina Nožičková

Appendix 2: Pre-lesson questionnaire for students in English (Q1)

Questionnaire 1 for students: Diploma Thesis – Using Queen songs in ELT

1. **I am a student in (circle the answer)**
6th grade
7th grade
8th grade
9th grade
2. **Does your English teacher use songs in English lessons?**
YES
NO
3. **Do you like using songs in English lessons?**
YES
NO
4. **Do you like the song selection in your English lessons? (Please state the reason)**
YES, because.....
NO, because.....
5. **Do you listen to English songs beyond English lessons?**
YES
NO
6. **Who is your favourite singer/band singing in English?**
.....
7. **Where do you listen to English songs? You can choose more answers**
 - a. On the radio
 - b. CD/MP3
 - c. Spotify
 - d. YouTube
 - e. In English lesson
 - f. Other
8. **Do you think you can improve your English while using songs? Please state your reason for YES/NO.**
YES, because.....
NO, because.....
9. **Do you know the band Queen?**
YES
NO
10. **Do you know some the Queen's songs? If yes, please write the name of a song**
YES.....
NO

11. Where did you encounter Queen songs? You can choose more answers?

- a. On a radio
- b. CD/MP3
- c. Spotify
- d. Movie (e.g. Bohemian Rhapsody)
- e. YouTube
- f. At a sports event
- g. From my friend/relative
- h. In English lesson
- i. Other

Thank you for your time and your answers, Sabina Nožičková

Appendix 3: Post-lesson questionnaire for students (Q2)

Dotazník 2 (po lekci s písní) k diplomové práci: Použití textů skupiny Queen ve výuce anglického jazyka

1. Jsem žákem/žákyní (zakroužkujte)

6.ročníku

7. ročníku

8. ročníku

9. ročníku

2. Jaká byla pro vás lekce s písní?

a) Zajímavá

b) Nudná

c) Normální

d) Neobvyklá

e) Naučná

f) Jiná

3. Myslíte si, že je tato metoda výuky (učení se pomocí písní) zábavná?

ANO

NE

4. Vzpomenete si na název písně?

ANO

NE

5. Vzpomenete si na jméno interpreta?

ANO

NE

6. Můžete lekci s písní oznámkovat jako ve škole?

a) 1

b) 2

c) 3

d) 4

e) 5

7. Napadlo vás si píseň po poslechu v hodině pustit znovu (např. na YouTube, stáhnout si ji v MP3 apod.)? Pokud ANO, napište, kde jste píseň poslouchali.

ANO

NE

8. Co jste si z lekce zapamatovali, co vám nejvíce utkvělo v paměti (například část textu písně, nová slovíčka, fráze, název písně, téma písně, některé ze cvičení/aktivit)...?

.....
.....
.....
.....

9. Chtěli byste pracovat podobně i s jinými populárními písněmi v hodinách anglického jazyka?

ANO

NE

10. Co je podle vás důležité, aby vás lekce s písní zaujala?

- a) Oblíbenost interpreta/písně
- b) Znamá melodie písně
- c) Zajímavý text písně
- d) Aktivity a cvičení spojené s písní
- e) Jiné

Děkuji za váš čas a vaše odpovědi. Sabina Nožičková

Appendix 4: Post-lesson questionnaire for students in English (Q2)

Questionnaire 2 for students (after lesson): Diploma Thesis – Using Queen songs in ELT

1. I am a student in (circle the answer)

6th grade

7th grade

8th grade

9th grade

2. How did you find out the lesson with the song?

a) Interesting

b) Boring

c) Neutral

d) Unusual

e) Educational

f) Other

3. Is this teaching method (learning with songs) enjoyable?

YES

NO

4. Can you remember the title of the song? If YES, please write it down

YES

NO

5. Can you remember the name of the artist? If YES, please write it down

YES.....

NO

6. Can you grade the lesson (as in school from 1-5)?

a) 1

b) 2

c) 3

d) 4

e) 5

7. Did you feel like replaying the song after listening to it in class (e.g., on YouTube, downloading it in MP3, etc.)? If YES, please write where you listened to the song

YES.....

NO

8. What did you remember from the lesson? (try to recall a part of the song lyrics, new vocabulary, phrases, the song title, the song's theme or any of the exercises/activities)

.....
.....

.....
.....

9. Would you like to continue working with songs in your English lessons?

YES

NO

10. What do you think is important for a song-based lesson to captivate you?

(more answers possible)

- a) Popularity of the artist
- b) Familiar song melody
- c) Interesting song lyrics
- d) Engaging song-based activities
- e) Other

Thank you for your time and your answers, Sabina Nožičková

Appendix 5: Questionnaire for teachers (Q3)

DOTAZNÍK PRO UČITELE

K diplomové práci: Použití textů skupiny Queen ve výuce anglického jazyka

Bc. Sabina Nožičková

1. Používáte ve svých hodinách anglického jazyka písně?

Ano

Ne (pokud ne, prosím napište důvod proč)

.....

2. Jak často používáte písně v hodinách anglického jazyka?

Vždy

Velmi často

Často

Zřídka

Nikdy

3. Prosím specifikujte, vyberte odpověď, která nejlépe vystihuje četnost použití písní ve výuce.

1x za měsíc

2-3x za měsíc

1x týdně

2-3x týdně

Jiné

4. Jaké písně používáte ve vašich hodinách anglického jazyka?

a) Vzdělávací písně (písně vytvořené za účelem naučit některé jazykové prvky)

b) Autentické písně

c) Jiné

5. Považujete používání písní v hodinách anglického jazyka za užitečné?

ANO

NE

6. Prosím uveďte důvod, proč považujete využívání písní v hodinách anglického za užitečné nebo neužitečné.

.....
.....

7. Chystáte si do výuky autentické písně a aktivity spojené s nimi?

ANO

NE

8. Jaké parametry pro vás hrají roli při výběru autentické písně do vašich hodin anglického jazyka? (1 – nejméně důležité, 5 nejvíce důležité)

| | | | | | |
|---------------------------------|---|---|---|---|---|
| Vhodnost textu písně | 1 | 2 | 3 | 4 | 5 |
| Zapamatovatelnost textu písně | 1 | 2 | 3 | 4 | 5 |
| Zapamatovatelnost melodie písně | 1 | 2 | 3 | 4 | 5 |
| Látka, kterou chcete probrat | 1 | 2 | 3 | 4 | 5 |
| Jazyková úroveň žáků | 1 | 2 | 3 | 4 | 5 |
| Oblíbenost interpreta u žáků | 1 | 2 | 3 | 4 | 5 |
| Oblíbenost interpreta u vás | 1 | 2 | 3 | 4 | 5 |
| Současnost písně | 1 | 2 | 3 | 4 | 5 |
| Jiné | 1 | 2 | 3 | 4 | 5 |

9. Považujete výběr autentické písně pro výuku za obtížné?

ANO

NE

10. Podle vaší zkušenosti, co je nejvíce obtížné na přípravě písní do výuky?

.....

.....
11. Jakou učebnici používáte pro výuku anglického jazyka na druhém stupni?
.....

12. Jste spokojeni s nabídkou písní v učebnici, kterou ve výuce používáte? Napište k vaší odpovědi i důvod (proč ano/ proč ne)

ANO

NE

Důvod

13. Pro jaký účel písně využíváte? Zakroužkujte (i více možností)

- a) Pro zábavu
- b) Pro motivaci
- c) Pro relaxaci
- d) Jako výplň hodiny
- e) Pro zdokonalení slovní zásoby
- f) Pro zdokonalení gramatiky
- g) Pro zdokonalení výslovnosti
- h) Pro zdokonalení poslechu s porozuměním
- i) Pro zdokonalení čtení s porozuměním
- j) Pro zdokonalení kreativního psaní
- k) Jako téma k diskuzi
- l) Pro trénink překladu
- m) Pro seznámení žáků s kulturními prvky
- n) Jiný účel

14. Na jaké jazykové dovednosti se zaměřujete při využívání písní v hodinách anglického jazyka? (zakroužkujte na škále 1 – nejméně, 5 – nejvíce)

| | | | | | |
|---------|---|---|---|---|---|
| Čtení | 1 | 2 | 3 | 4 | 5 |
| Psaní | 1 | 2 | 3 | 4 | 5 |
| Mluvení | 1 | 2 | 3 | 4 | 5 |
| Poslech | 1 | 2 | 3 | 4 | 5 |

15. Na základě vaší zkušenosti, pomáhají písně žákům ve zdokonalení jazykových dovedností?

ANO

NE

16. Na základě vaší zkušenosti, co se díky písním ve výuce žáci naučí?

.....
.....

17. Jaké jsou podle vás výhody využití písní ve výuce anglického jazyka?

.....
.....

18. Jaké jsou podle vás nevýhody využívání písní ve výuce anglického jazyka?

.....
.....

19. Tvoříte vyučovací hodiny založené na písni? Pokud ano, jak často?

ANO

NE

20. Použili jste někdy ve svých hodinách některou z písní od Queen?

ANO

NE

21. Pokud ano, kde jste píseň našli a jak jste s ní pracovali?

.....
.....

Děkuji za Váš čas a odpovědi.

Appendix 6: Questionnaire for teachers in English (Q3)

QUESTIONNAIRE FOR TEACHERS

Diploma Thesis – Using Queen songs in ELT

Bc. Sabina Nožičková

1. Do you utilize songs in your English lessons?

YES

NO (please provide your reason for „NO“)

.....

2. How often do you use songs in your English lessons?

Always

Often

Sometimes

Hardly Ever

Never

3. Please specify the frequency of using songs in your English lessons.

Once a month

2-3 times a month

Once a week

2-3 times a week

Other

4. What type of songs do you use in your English lessons?

1.1.1. Educational songs (songs created for learning process)

1.1.2. Popular authentic songs

1.1.3. Other

5. Do you find using songs in ELT useful?

YES

NO

6. Please state your reasons for finding songs in ELT useful or not.

.....
.....

7. Do you prepare authentic songs and song-based activities for your English lessons?

YES

NO

8. What parameters do you consider when choosing a song for your English lesson? (scale: 1 = the least important, 5 = the most important)

| | | | | | |
|---|---|---|---|---|---|
| Suitability of the song lyrics | 1 | 2 | 3 | 4 | 5 |
| Memorability of the song lyrics | 1 | 2 | 3 | 4 | 5 |
| The catchiness of the song melody | 1 | 2 | 3 | 4 | 5 |
| The part of curriculum you want to teach | 1 | 2 | 3 | 4 | 5 |
| Language proficiency of students | 1 | 2 | 3 | 4 | 5 |
| The popularity of an artist with students | 1 | 2 | 3 | 4 | 5 |
| The popularity of an artist with you | 1 | 2 | 3 | 4 | 5 |
| The current status of the song | 1 | 2 | 3 | 4 | 5 |
| Other | 1 | 2 | 3 | 4 | 5 |

9. Do you consider choosing an appropriate song for the lesson as difficult?

YES

NO

10. According to your experience, what is the most difficult aspect of choosing an appropriate song?

.....
.....

11. What textbook do you use for teaching English?

.....

12. Are you satisfied with the selection of songs in the textbook you use for teaching English? Please state your reason

YES

NO

Reason:

13. For what purpose do you use songs in your lessons? (choose more answers when needed)

- a) Fun
- b) Motivation
- c) Relaxation
- d) Lesson filler
- e) Vocabulary practice
- f) Grammar practice
- g) Pronunciation practice
- h) Listening with comprehension practice
- i) Reading with comprehension practice
- j) Creative writing practice
- k) Topic for discussion
- l) Translate practice
- m) Cultural awareness
- n) Other

14. Which language skills do you focus on when using songs in English language classes? (Circle on a scale of 1 = the least, 5 = the most)

| | | | | | |
|-----------|---|---|---|---|---|
| Reading | 1 | 2 | 3 | 4 | 5 |
| Writing | 1 | 2 | 3 | 4 | 5 |
| Speaking | 1 | 2 | 3 | 4 | 5 |
| Listening | 1 | 2 | 3 | 4 | 5 |

15. Based on your experience, do songs help students improve their language skills?

YES

NO

16. Based on your experience, what do students learn through songs in the classroom?

.....
.....

17. What do you consider the advantages of using songs in English language teaching?

.....
.....

18. What do you consider the disadvantages of using songs in English language teaching?

.....
.....

19. Do you create teaching lesson plans based on a song? If YES, how frequently do you create these lesson plans?

YES

NO

20. Have you ever used any songs by Queen in your lessons?

YES

NO

21. If yes, where did you find the song and how did you work with it?

.....
.....

Thank you for your time and your answers, Sabina Nožičková

1) Listen to the song YOU'RE MY BEST FRIEND by Queen and circle the correct words:

Verse 1:

Ooh, you make me live
Whatever this *world/place* can give to me
It's you you're all I see
Ooh, you make me live now, honey
Ooh, you make me live

Chorus:

Oh, you're the best *dream/friend* that I ever had
I've been with you such a long time
You're my *sunshine/girl* and I want you to know
That my feelings are true
I really *like/love* you
Oh, you're my best friend

Verse 2:

Ooh, you make me live
Ooh, I've been wandering 'round
Still come back to you (still come back to you)
In *smile/rain* or shine, you've stood by me *boy/girl*
I'm *happy/glad* at *school/home*
You're my best friend

Verse 3:

Ooh, you make me live
Whenever this *world/place* is cruel to me
I got you to help me forgive
Ooh, you make me live now, honey
Ooh, you make me live

Chorus:

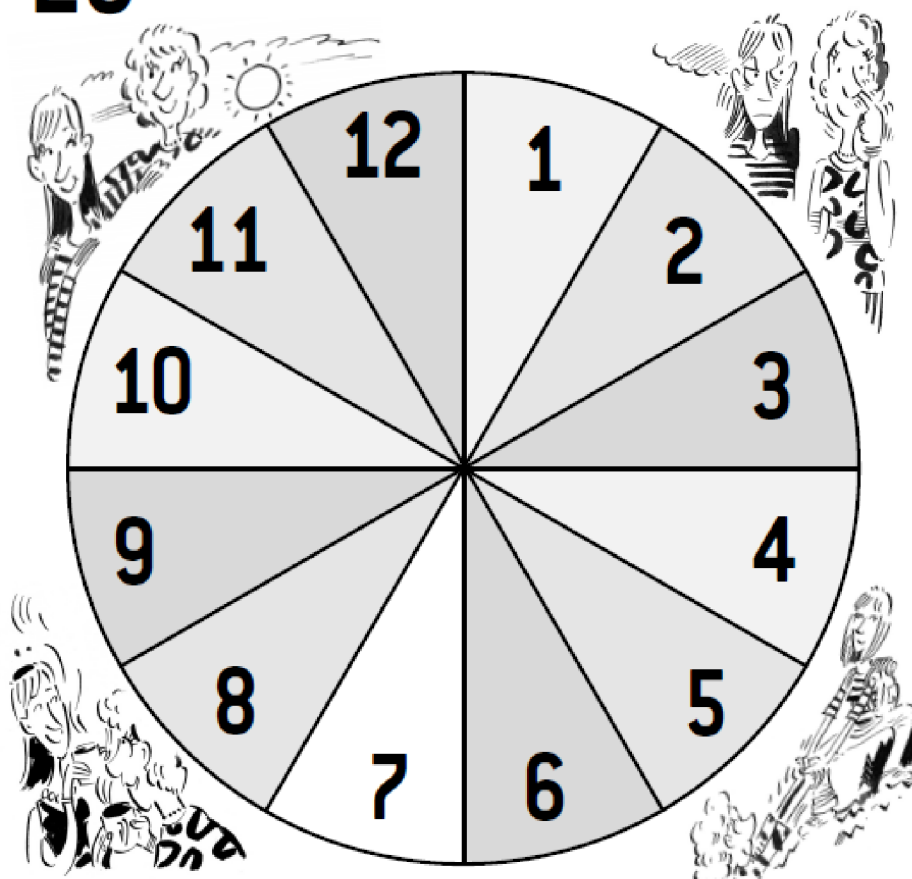
Oh, you're the first one when things turn out bad
You know I'll never be lonely
You're my only one
And I love the things
I really *like/love* the things that you do
Oh, you're my best friend oh

Ooh, you make me live, live, live, live

Appendix 8: You're My Best Friend – Spinning wheel worksheet

(adapted from Quizzes, Questionnaires and Puzzles by Miles Craven, Cambridge University Press 2005)

26 My best friend



1. What's your best friend's name?
2. Is your best friend a boy or a girl?
3. How old is he/she?
4. Where does he/she live?
5. What is the colour of your best friend's eyes?
6. Has your friend got long or short hair?
7. Has your friend got a pet? What pet?
8. What do you do together?
9. Has your friend got a brother or a sister?
10. What are your best friend's hobbies?
11. Is your friend tall or short?
12. What makes him your best friend?

THESE ARE THE DAYS OF OUR LIVES (by Queen) WORKSHEET

1) Order the lines (with numbers)

- ___ The sun was always shinin'
- ___ Things seemed so perfect - you know
- ___ We just lived for fun
- ___ Sometimes I get the feelin'
- ___ The days were endless we were crazy we were young
- ___ The rest of my life's been just a show
- ___ When we were kids when we were young
- ___ Sometimes it seems like lately
- ___ I just don't know
- ___ I was back in the old days long ago

CHORUS:

Those were the days of our lives
The bad things in life were so few
Those days are all gone now but one thing is true
When I look and I find I still love you

- ___ Sometimes it seems like lately
- ___ No use in sitting and thinkin' on what you did
- ___ When you can lay back and enjoy it through your kids
- ___ Better sit back and go with the flow
- ___ Ain't that a shame
- ___ You can't turn back the clock you can't turn back the tide
- ___ When life was just a game
- ___ I just don't know
- ___ I'd like to go back one time on a roller coaster ride

Cos these are the days of our lives
They've flown in the swiftness of time
These days are all gone now but some things remain
When I look, and I find no change.

CHORUS

2) According to the song – which statements are true (T) or false (F)?

- The endless days are gone now.
- It wasn't fun when they were kids
- A lot of bad things happened when they were kids.
- They did crazy things when they were kids.
- The singer still loves somebody.

3) Grammar exercise – make a question for the following answers

- _____?
- No, we weren't we were at school yesterday.
- _____?
- He was in cinema last week.
- _____?
- I was at lunch at 12 o'clock.
- _____?
- The test wasn't easy.
- _____?
- No, they weren't happy with the food in the restaurant.
- _____?
- She was sad this morning.

WE ARE THE CHAMPIONS WORKSHEET

1) Speaking activity

Speak with your partner about some person you consider to be a champion and why?

Use these questions: *Who is a champion for you?*

What is he/she good (the best) at?

Why do you admire him/her?

What would you say to him/her if you meet him/her?

2) Pre-listening (Rhyming pairs)

Match the words that rhyme.

| | |
|--------|---------|
| friend | lose |
| time | calls |
| few | end |
| all | crime |
| cruise | through |

3) Listening to the song

(find lyrics on the other page)

4) Post-listening (vowel sounds)

Group the words into the right column according to their vowel sound.

keep – bad – done – all – come – till – mean – are – but – been

that – we – before – calls – sand – brought – on– after — it

| /ɪ/ hit | /i:/ see | /ʌ/ but | /ɑ:/ car | /æ/ cat | /ɒ/ hot | /ɔ:/ door |
|---------|----------|---------|----------|---------|---------|-----------|
| | | | | | | |

(3) LISTENING: SONG WE ARE THE CHAMPIONS (by QUEEN)

Activity: Listen to the song, fill in the words from rhyming pairs (exercise 2)

cruise lose friend end few through time crime all calls

- 1) I've done my dues, time after
- I've done my sentence, but committed no
- And bad mistakes, I've made a
- I've had my share of sand, kicked in my face
- But I've come
- And we mean to go on and on and on and on

CHORUS:

We are the champions, my

And we'll keep on fighting till the

We are the champions, we are the champions

No time for losers

'Cause we are the champions of the World

- 2) I've taken my bows and my curtain
- You brought me fame and fortune, and everything that goes with it
- I thank you but it's been no bed of roses
- No pleasure
- I consider it a challenge before, the human race
- And I ain't gonna
- And we mean to go on and on and on and on

CHORUS

I WAS BORN TO LOVE YOU (by Queen) WORKSHEET

1) Collocations from the song

Match these collocations with their meaning:

| | |
|----------------------------|---|
| to take care of | to give someone the right to do something |
| to take a chance | to keep (someone or something) safe and provided for |
| to be made for | s-thing which has long been desired for and has finally happened |
| to be given an opportunity | to successfully do or complete something that you have promised to do |
| to come through | to do something that could have either good or bad results (to risk) |
| dreams come true | to be exactly suitable for someone or something |

2) Write a story (follow the instructions, write a story into your school exercise book)

WRITE A STORY...

- Approximately 10 sentences long
- Use past tense

GROUP A:

- 1) BEAT OF MY HEART
- 2) SWEET DREAMS
- 3) OPPORTUNITY
- 4) TAKE CARE OF
- 5) I WAS BORN
- 6) AMAZING FEELING

GROUP B:

- 1) ONLY ONE
- 2) DREAMS COME TRUE
- 3) EVERY SINGLE DAY
- 4) BEAUTIFUL LIFE
- 5) TAKE A CHANCE
- 6) HARD TO BELIEVE



I WAS BORN TO LOVE YOU (by Queen) WORKSHEET

[Intro]

I was born to love you
With every single beat of my heart
Yes, I was born to take care of you
Every single day
Alright, hey-hey!

[Chorus]

I was born to love you
With every single beat of my heart
Yes, I was born to take care of you
Every single day of my life

[Verse 1]

You are the one for me
I am the man for you
You were made for me
You're my ecstasy
If I was given every opportunity
I'd kill for your love

[Verse 2]

So, take a chance with me
Let me romance with you
I'm caught in a dream
And my dreams come true
It's so hard to believe
This is happening to me
An amazing feeling
Coming through

[Chorus]

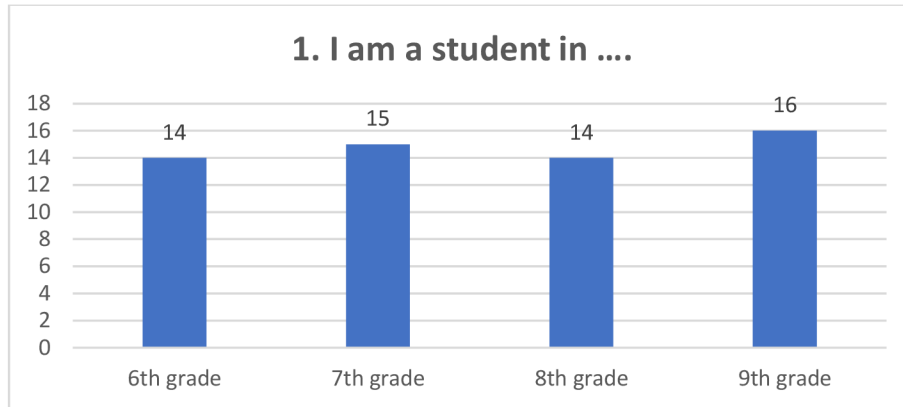
I was born to love you
With every single beat of my heart
Yes, I was born to take care of you
Every single day of my life

[Bridge]

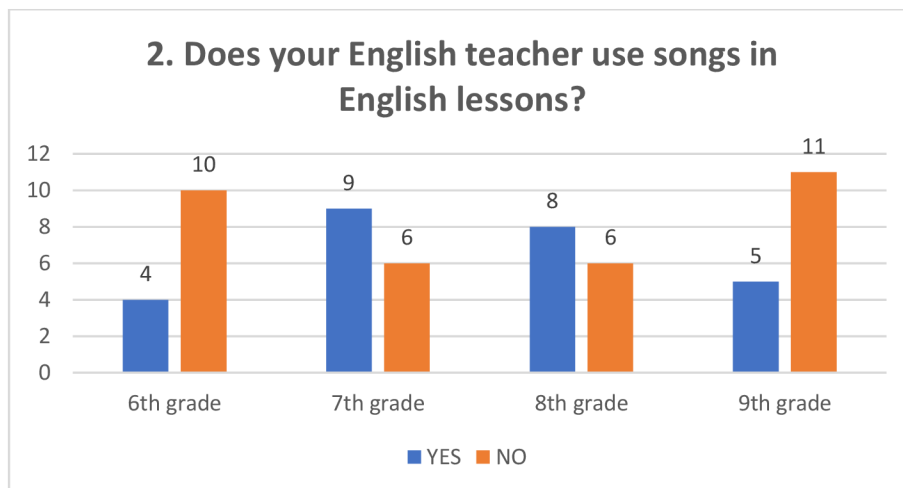
I want to love you
I love every little thing about you
I want to love you, love you, love
you
(Born) To love you, (Born) To love
you
Yes (born), I was born to love you
...

Appendix 13: List of figures: Results of pre-lesson questionnaire for students (Q1 – questions 1–11)

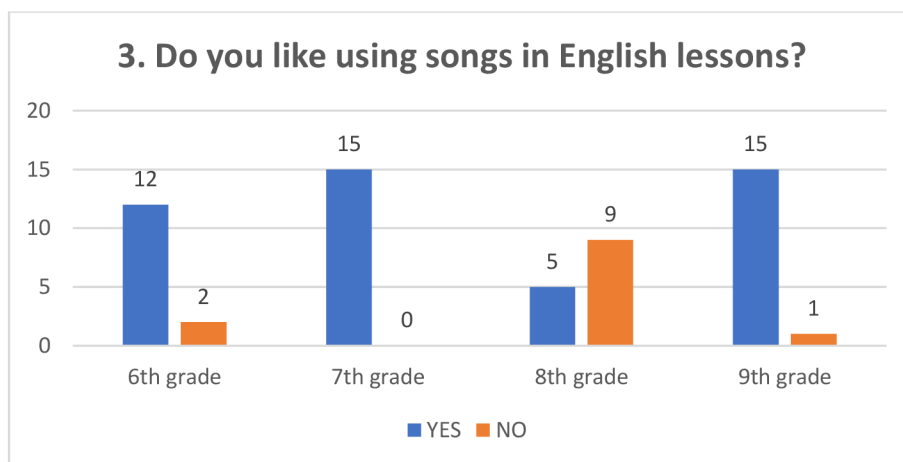
1. I am a student in



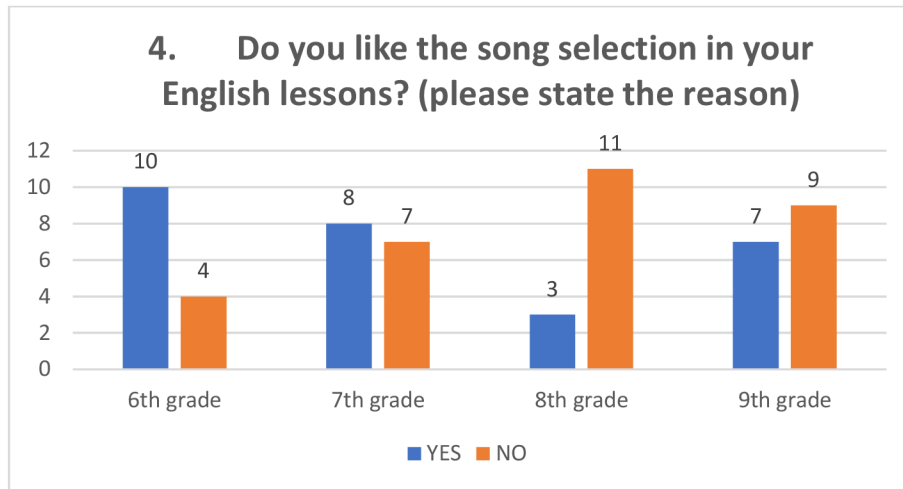
2. Does your English teacher use songs in English lessons?



3. Do you like using songs in English lessons?



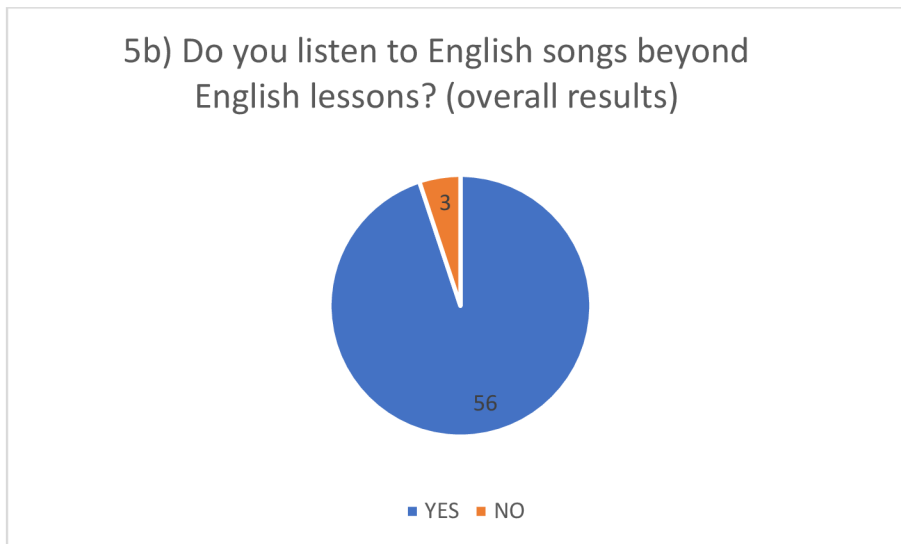
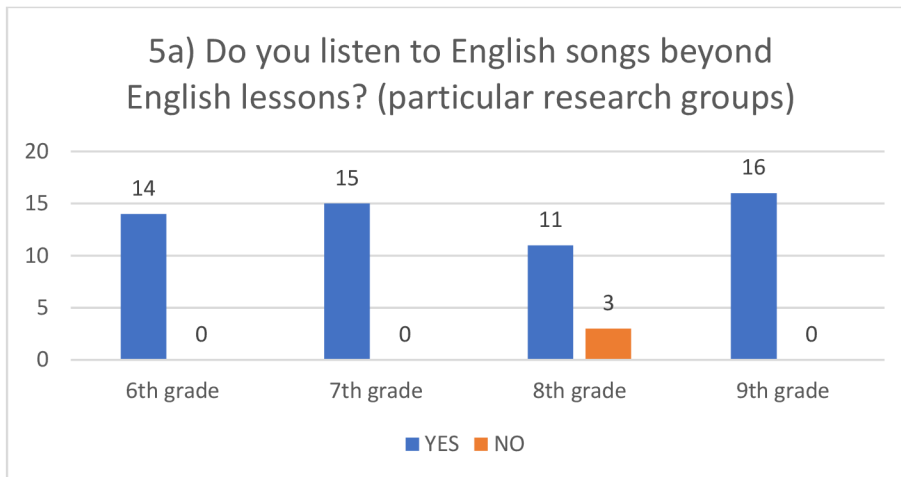
4. Do you like the song selection in your English lessons? Please state the reason for your answer



| YES REASONS | 6th grade | 7th grade | 8th grade | 9th grade | Total |
|--------------------------------|-----------|-----------|-----------|-----------|-------|
| It's fun | 2 | 2 | | 1 | 5 |
| I learn something new | 1 | 3 | 1 | 2 | 7 |
| I like English songs | 3 | 2 | 1 | 4 | 10 |
| We can procrastinate in lesson | 2 | | | | 2 |
| Not sure | 1 | | | | 1 |
| Relaxation | | 1 | | | 1 |
| Enjoyable atmosphere | | | 1 | | 1 |

| NO REASONS | 6th grade | 7th grade | 8th grade | 9th grade | Total |
|------------------------|-----------|-----------|-----------|-----------|-------|
| We don't listen any | 4 | 5 | 2 | 8 | 19 |
| I don't like the songs | | 2 | 5 | | 7 |
| The songs are boring | | | 4 | | 4 |
| Simple lyrics | | | | 1 | 1 |

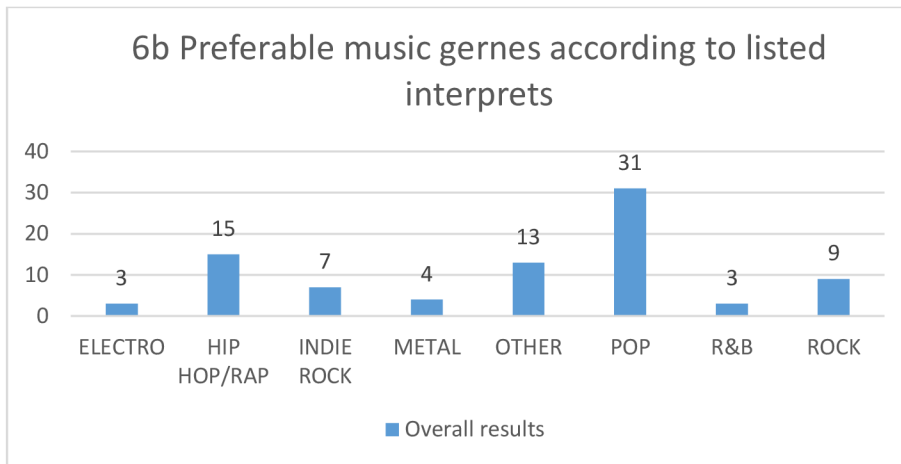
5. Do you listen to English songs beyond English lessons?



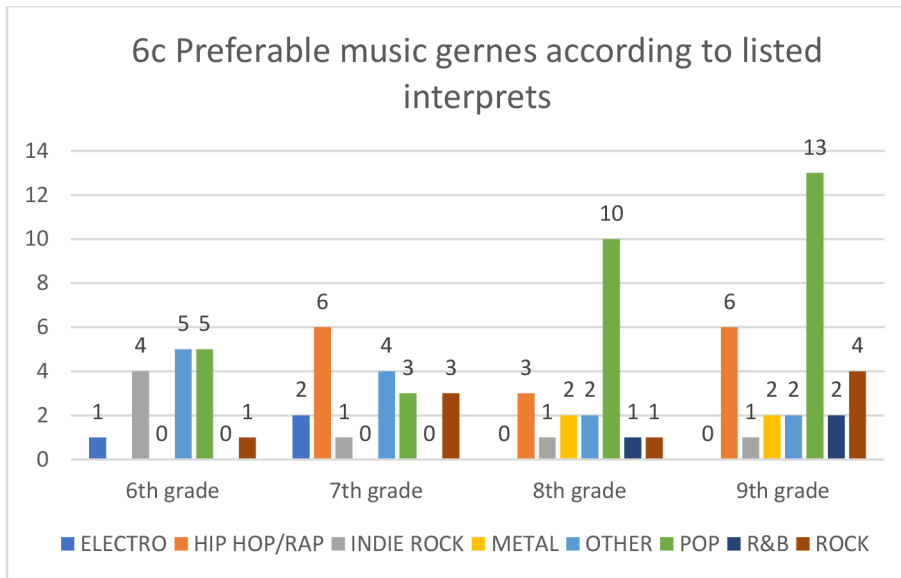
6a Who is your favourite singer/band singing in English?



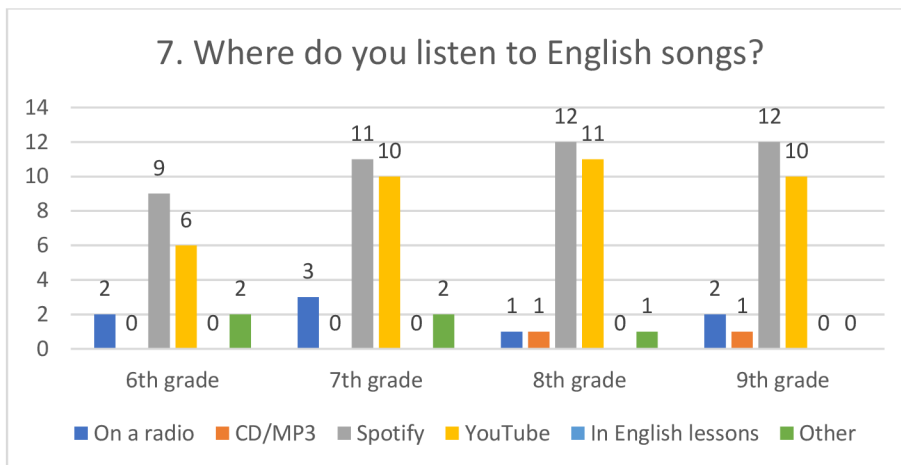
6b Who is your favourite singer/band singing in English?(overall results)



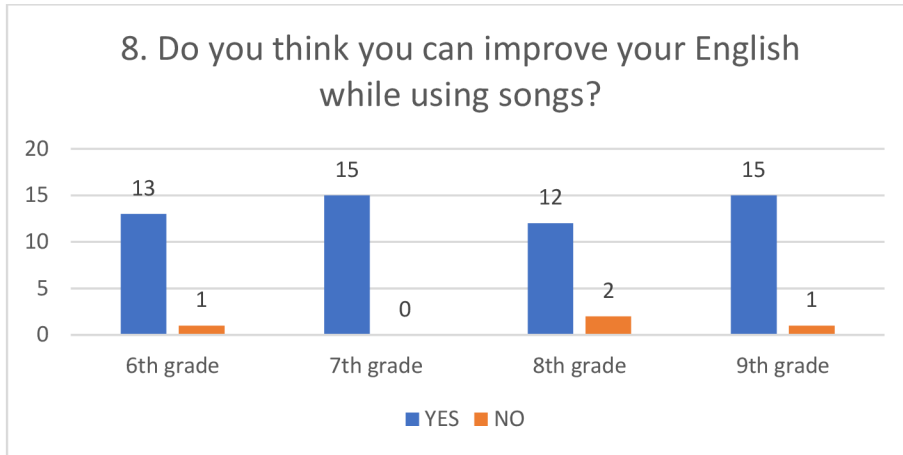
6c Who is your favourite singer/band singing in English?(research groups results)



7. Where do you listen to English songs?

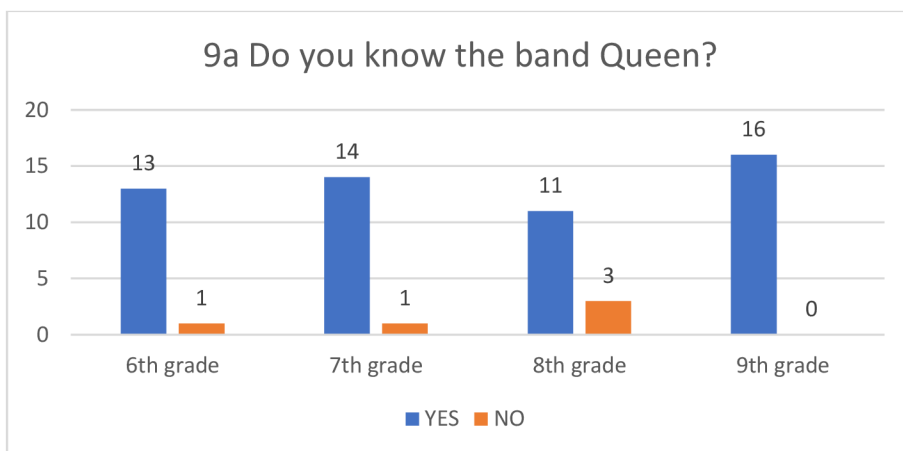


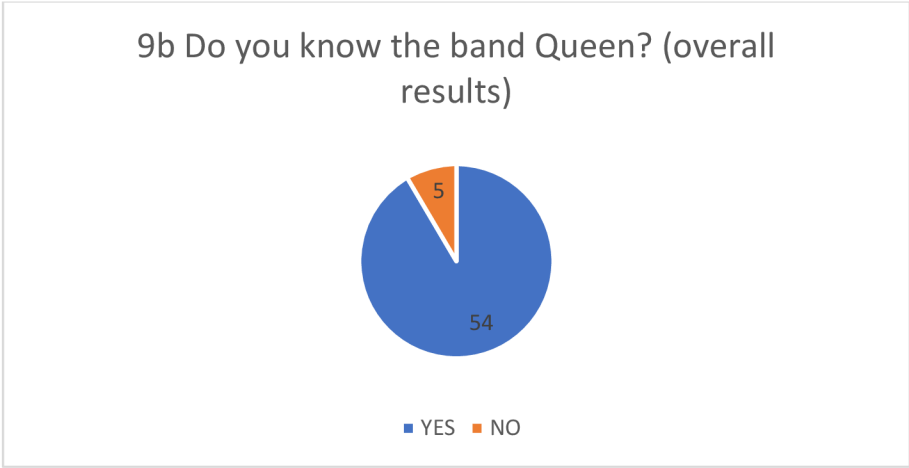
8. Do you think you can improve your English while using songs? Please state your reason for your answer



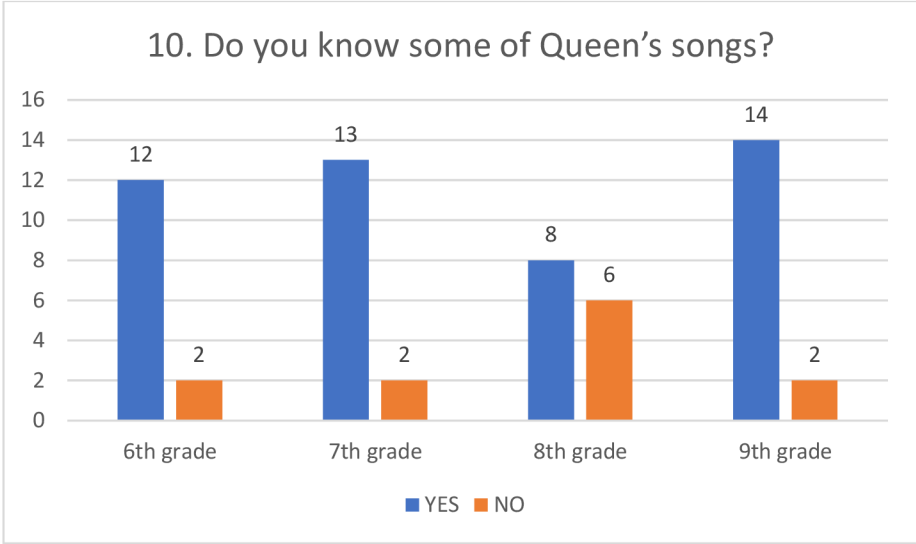
| YES REASONS | 6th grade | 7th grade | 8th grade | 9th grade | Total |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| New vocabulary | 4 | 13 | 5 | 11 | 33 |
| Improving pronunciation | 3 | 6 | 4 | 3 | 16 |
| Meaning of the lyrics | 3 | 1 | 3 | 3 | 10 |
| Enjoyable atmosphere for learning | 1 | 1 | 1 | 2 | 5 |
| Not sure | 2 | 0 | 1 | 0 | 3 |
| NO REASONS | 6th grade | 7th grade | 8th grade | 9th grade | Total |
| I prefer other learning methods | 1 | | 1 | 1 | 3 |
| I think it is not working | | | 1 | | 1 |

9. Do you know the band Queen?





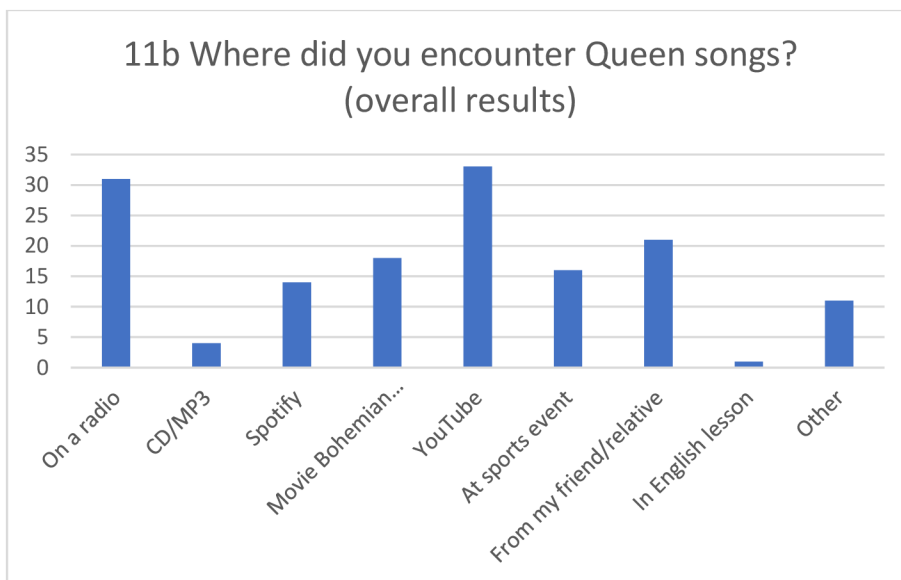
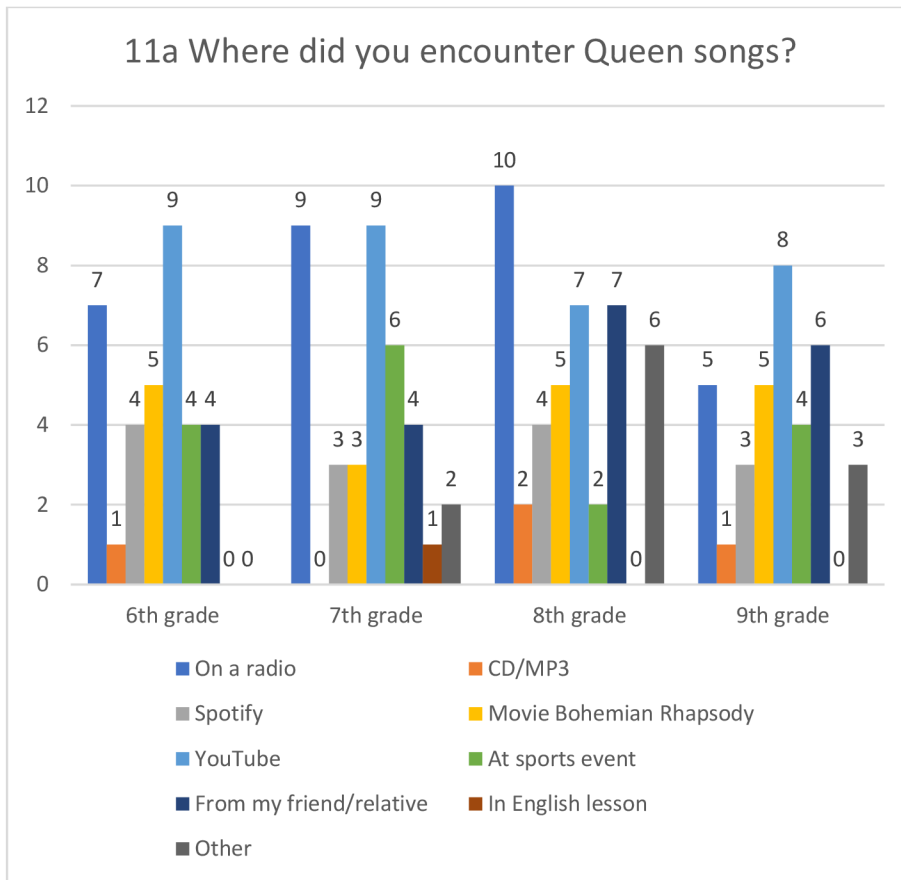
10a Do you know some the Queen’s songs? If yes, please write the name of a song.



10b Songs of Queen mentioned by students

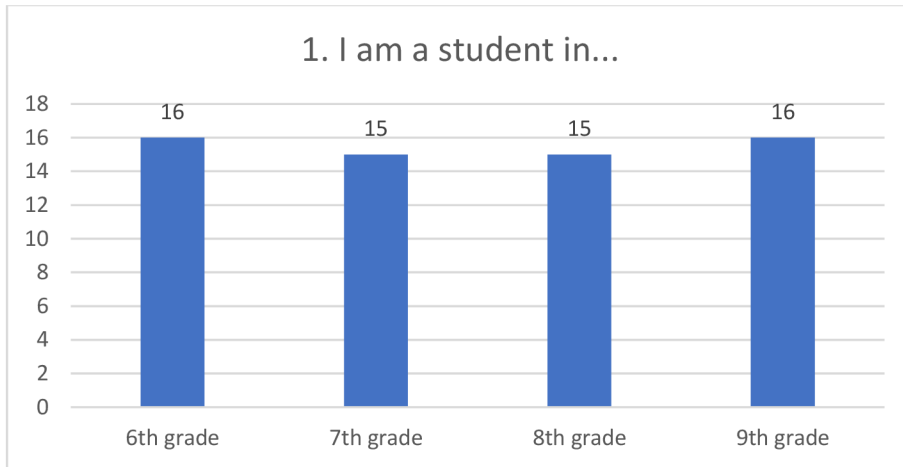
Another Bite of the Dust Love of My Life
 We Will Rock You Radio Gaga
 Don't Stop Me Now
 Can't recall the title
We Are the Champions
 Bohemian Rhapsody
Show Must Go On Killer Queen
I Want To Break Free Don't Try So Hard
Who Wants To Live Forever
Somebody To Love

11. Where did you encounter Queen songs? You can choose more answers

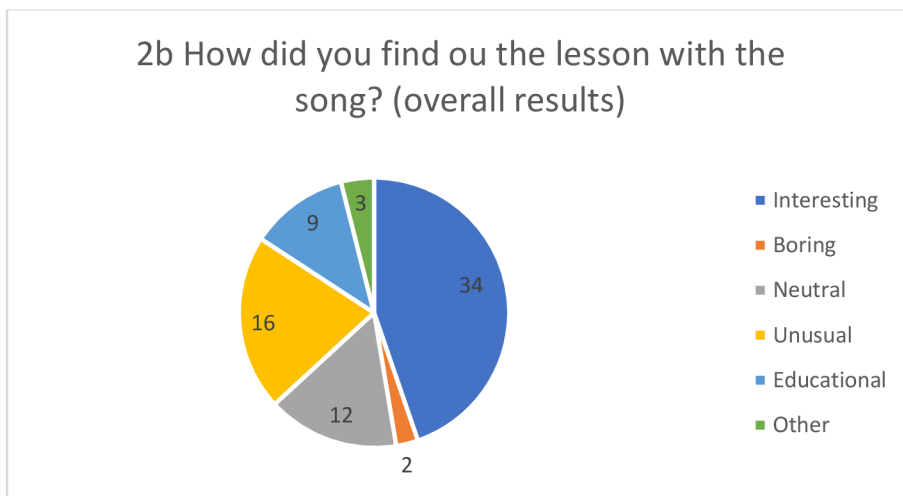
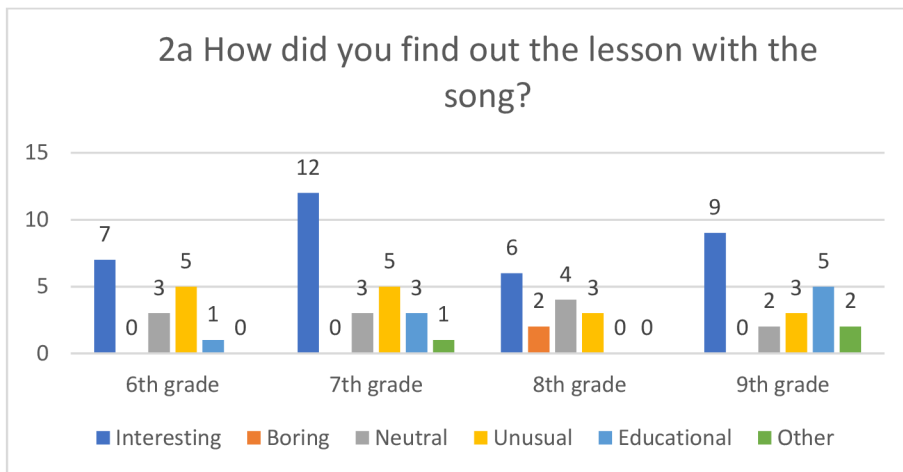


Appendix 14: List of figures: Results of post-lesson questionnaire for students (Q2)

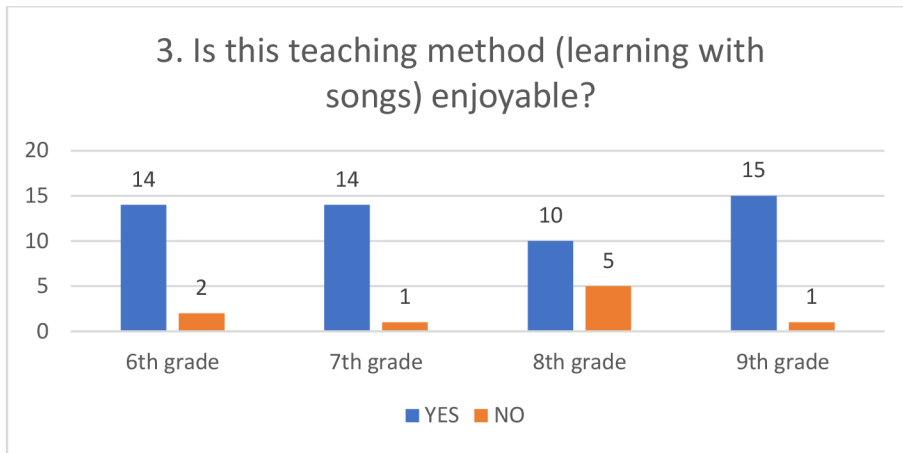
1. I am a student in (circle the answer)



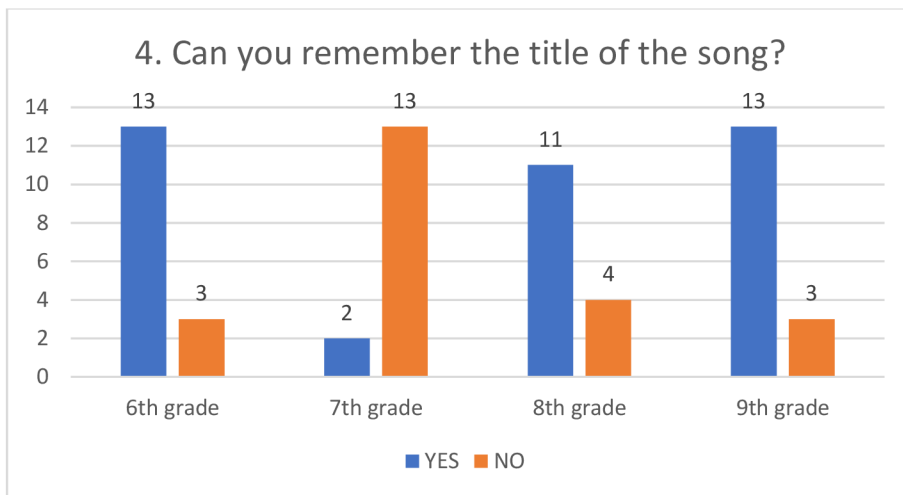
2. How did you find out the lesson with the song?



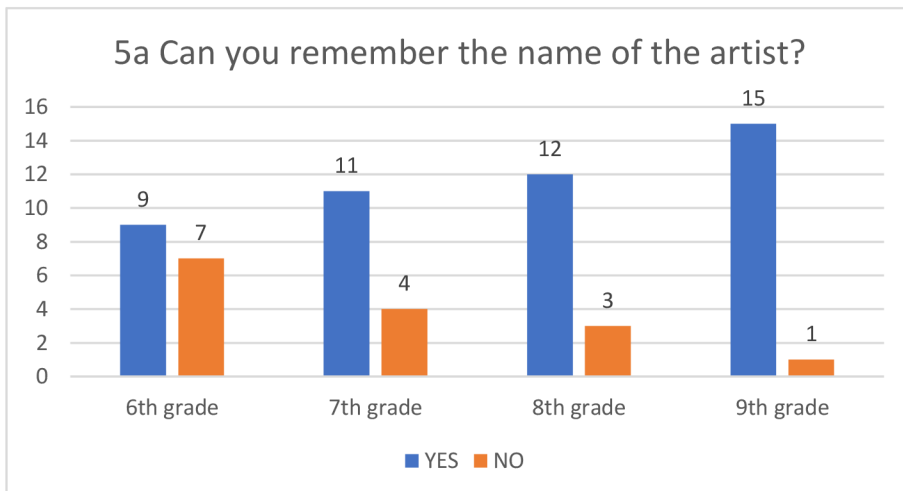
3. Is this teaching method (learning with songs) enjoyable?



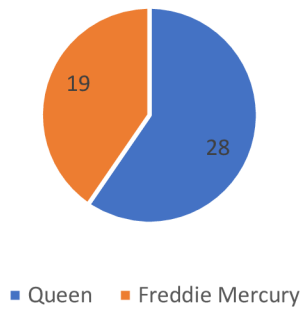
4. Can you remember the title of the song? If YES, please write it down



5. Can you remember the name of the artist? If YES, please write it down

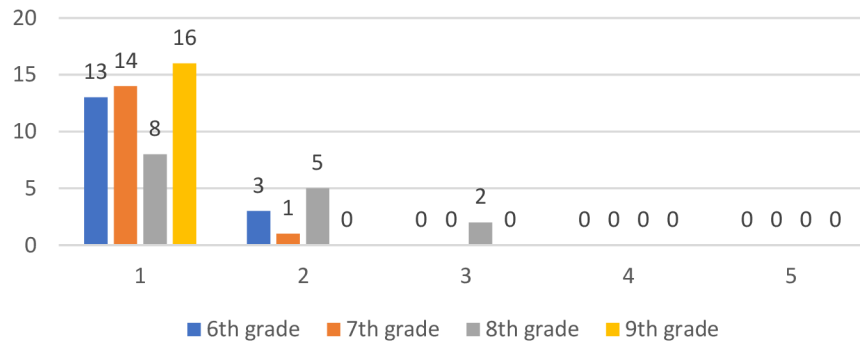


5b Can you remember the name of the artist?
Names witten by students who answered YES

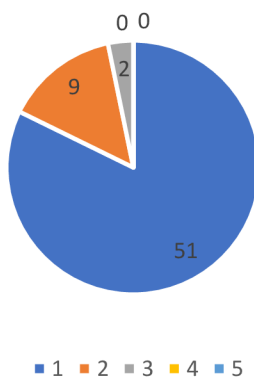


6. Can you grade the lesson (as in school from 1-5)?

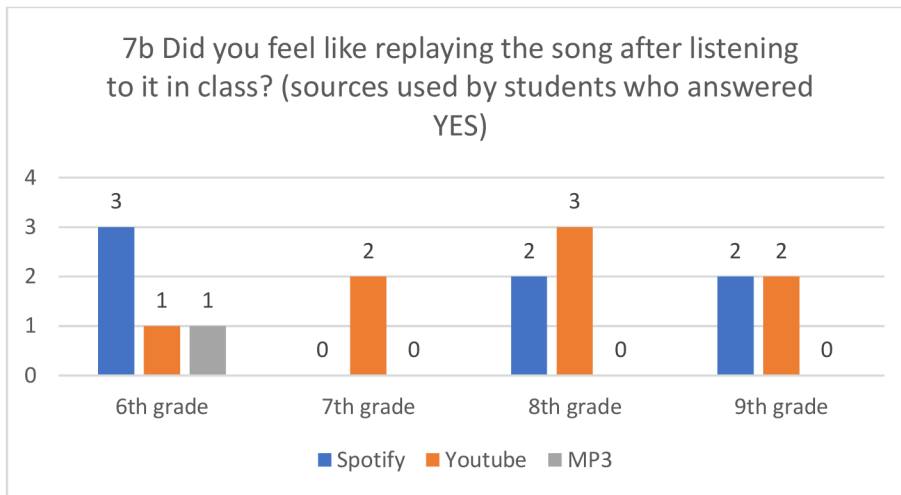
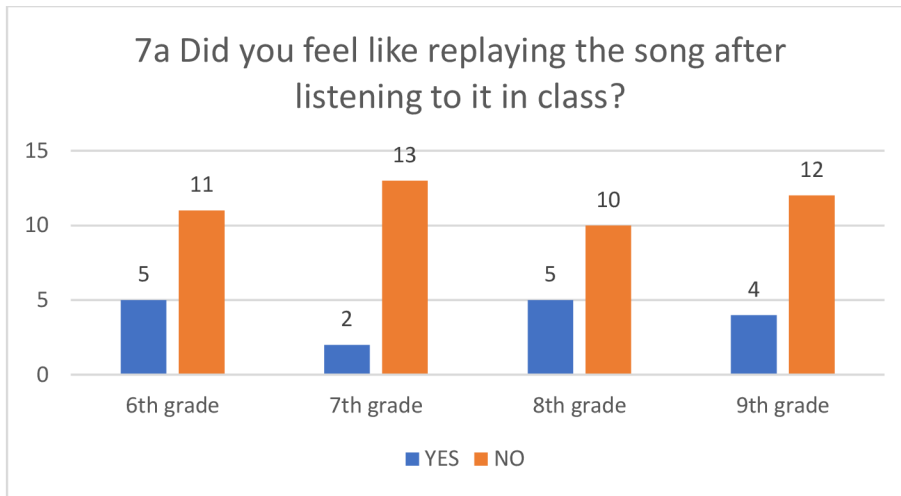
6a Can you grade the lesson? (as in school from 1-5)



6b Can you grade the lesson? (overall results)



7. Did you feel like replaying the song after listening to it in class (e.g., on YouTube, downloading it in MP3, etc.)? If YES, please write where you listened to the song



8. What did you remember from the lesson? (try to recall a part of the song lyrics, new vocabulary, phrases, the song title, the song's theme or any of the exercises/activities)

8a

| 6th grade | Frequency of answers |
|---------------------------------|----------------------|
| Description of my best friend | 1 |
| Filling-in the lyrics | 3 |
| Song listening | 2 |
| Vocabulary game - grab the card | 3 |
| New vocabulary | 3 |
| Title of the song | 1 |
| Topic - friends | 1 |
| I can't remember | 11 |

8b

| 7th grade | Frequency of answers |
|-------------------|----------------------|
| Ordering the text | 10 |
| Was/were activity | 1 |
| New vocabulary | 4 |
| "Kids" | 1 |
| New phrases | 2 |
| Song listening | 1 |
| I can't remember | 8 |

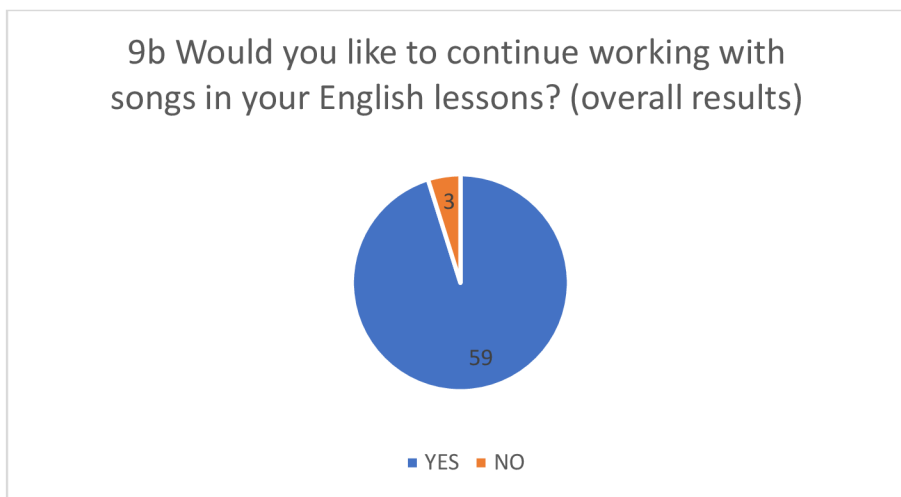
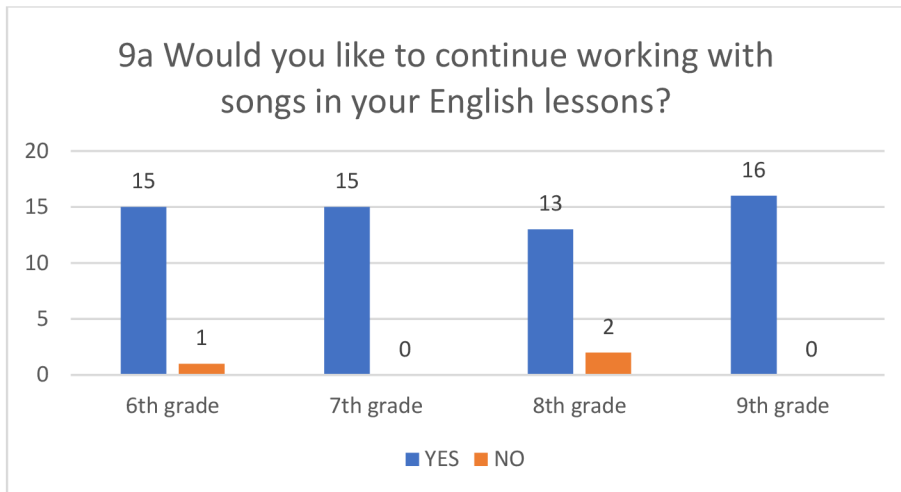
8c

| 8th grade | Frequency of answers |
|-----------------------|----------------------|
| Filling in the lyrics | 4 |
| Title of the song | 3 |
| New phrases | 1 |
| The singer voice | 1 |
| Melody of the chorus | 3 |
| I can't remember | 6 |

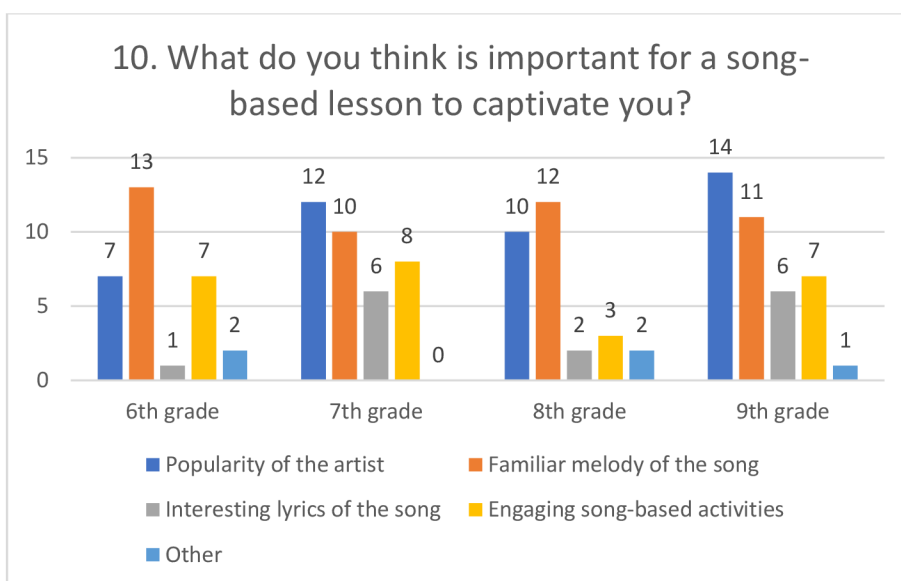
8d

| 9th grade | Frequency of answers |
|-----------------------|----------------------|
| Writing a story | 4 |
| Running dictation | 11 |
| New vocabulary | 3 |
| "Opportunity" | 1 |
| "Romance" | 1 |
| "Take care of" | 1 |
| "Take a chance" | 1 |
| The title of the song | 4 |
| New phrases | 3 |

9. *Would you like to continue working with songs in your English lessons?*

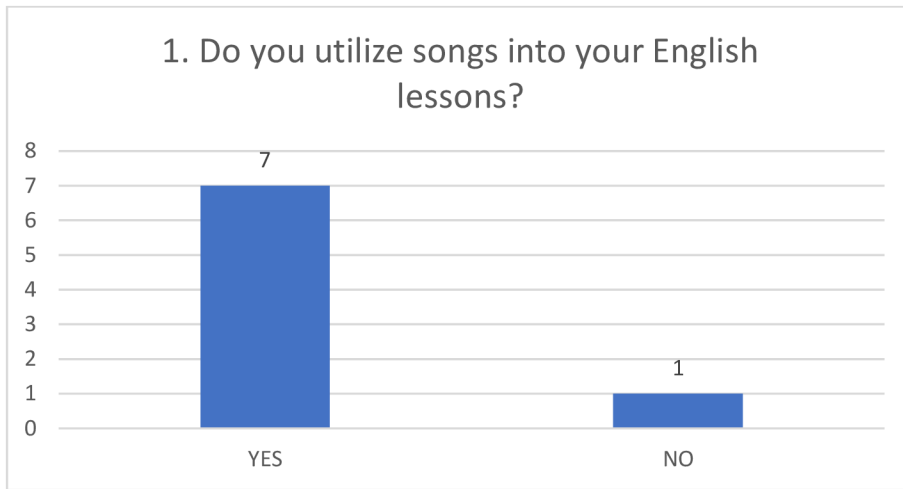


10. *What do you think is important for a song-based lesson to captivate you? (more answers possible)*

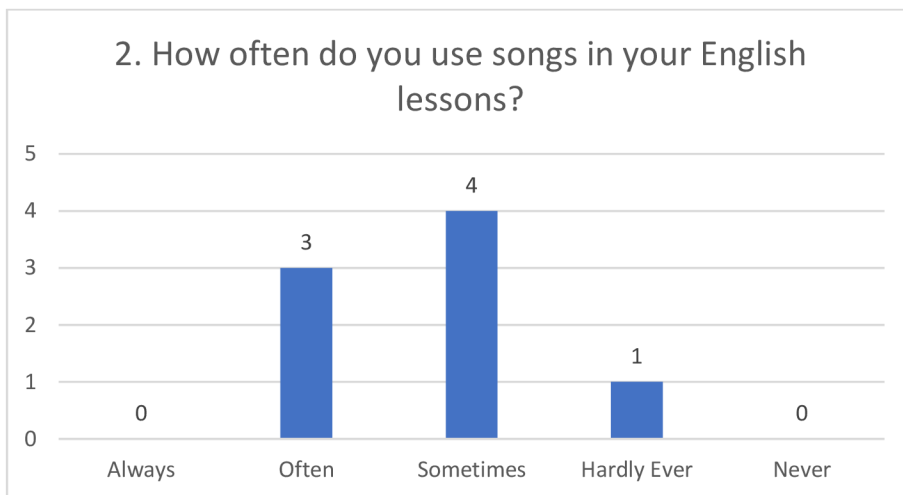


Appendix 15: List of figures: Results of questionnaire for teachers (Q3)

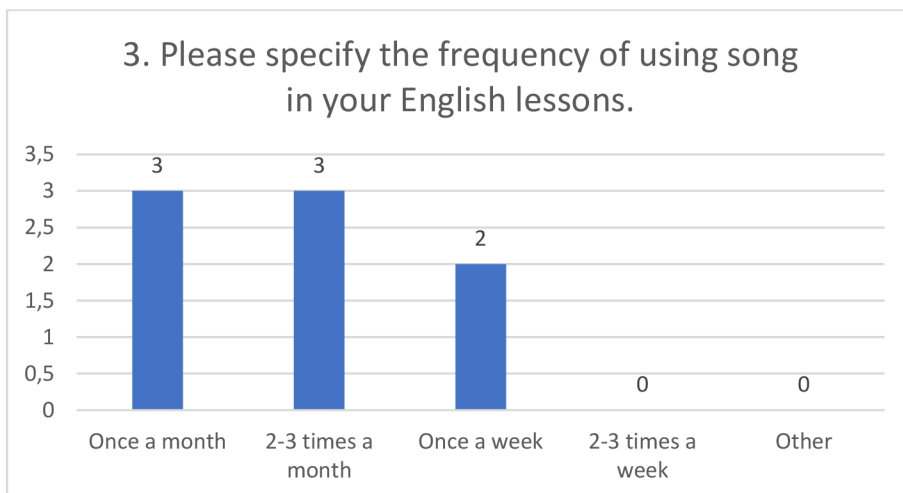
1. Do you utilize songs in your English lessons?



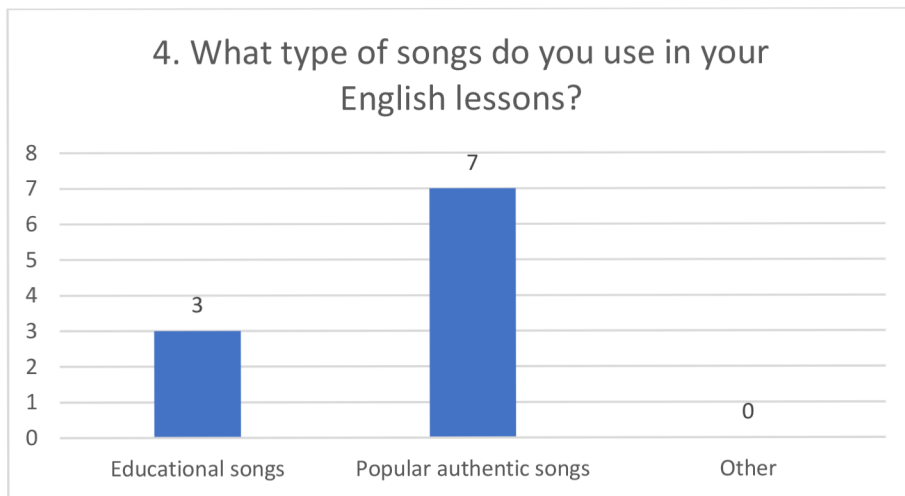
2. How often do you use songs in your English lessons?



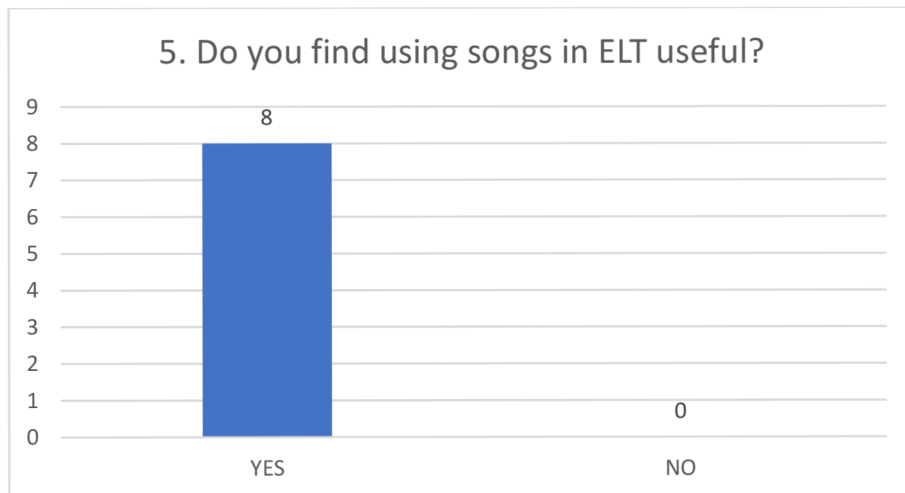
3. Please specify the frequency of using songs in your English lessons.



4. What type of songs do you use in your English lessons?



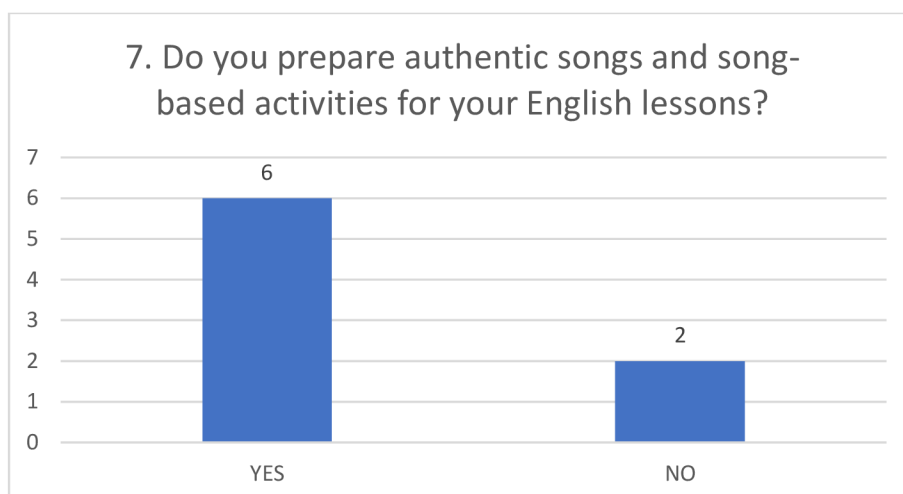
5. Do you find using songs in ELT useful?



6. Please state your reasons for finding songs in ELT useful or not.

| 6. YES REASONS | |
|----------------------------------|-----------|
| Motivation for learning language | 2 |
| Pronunciation improvement | 2 |
| Better lesson atmosphere | 2 |
| Grammar practising | 3 |
| Listening improvement | 2 |
| Vocabulary practising | 4 |
| Relaxation | 1 |
| Cultural awareness | 1 |
| Enjoyable way of learning | 1 |
| Total | 18 |

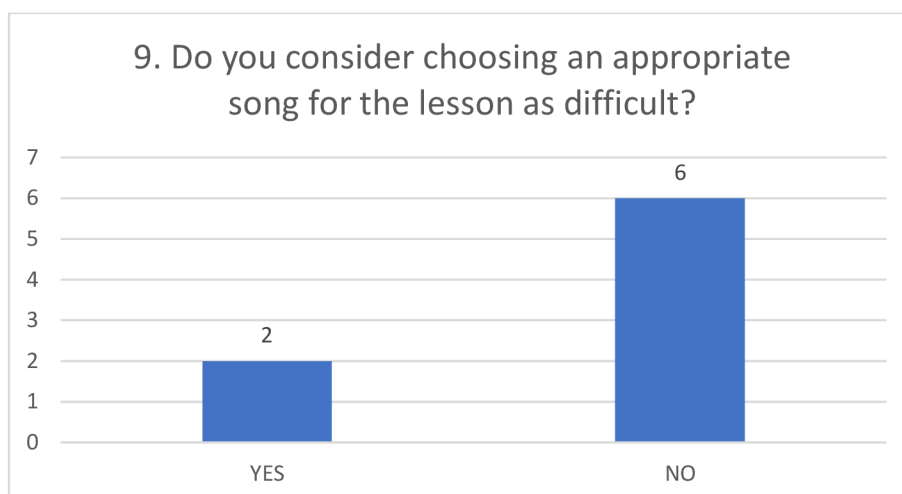
7. Do you prepare authentic songs and song-based activities for your English lessons?



8. What parameters do you consider when choosing a song for your English lesson? (scale: 1 = the least important, 5 = the most important)

| | 1 | 2 | 3 | 4 | 5 |
|--|----|----|----|----|----|
| Suitability of the song lyrics | | | 2x | | 6x |
| Memorability of the song lyrics | 2x | 2x | 3x | 1x | |
| The catchiness of the song melody | 1x | 2x | 3x | 1x | 1x |
| The part of curriculum you want to teach | | | 5x | 2x | 1x |
| Language proficiency of students | | | 4x | 2x | 2x |
| The popularity of an artist with students | | | 4x | 4x | |
| The popularity of an artist with you | 4x | 4x | | | |
| The current status of the song | | 5x | | 3x | |

9. Do you consider choosing an appropriate song for the lesson as difficult?



10. According to your experience, what is the most difficult aspect of choosing an appropriate song?

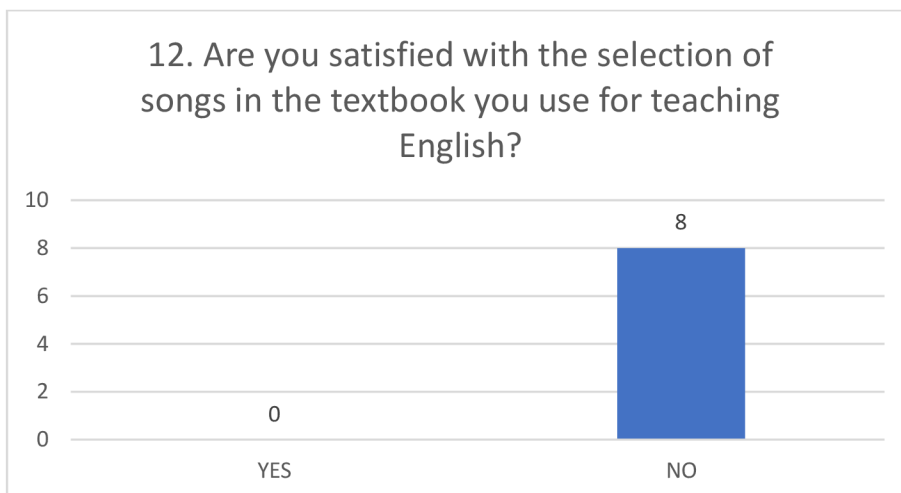
| Answers | Frequency of answers |
|---|----------------------|
| Finding an appropriate song that aligns with the student's language proficiency level | 3x |
| Identifying a song with suitable lyrics | 2x |
| Selecting an engaging yet pedagogically appropriate song | 1x |
| Developing accompanying worksheets for song-related activities | 2x |

11. What textbook do you use for teaching English?

| Textbook | Publisher | Frequency |
|-------------------------------|----------------------------------|-----------|
| Project (4th edition) | Oxford University Press | 4x |
| Project Explore (1st edition) | Oxford University Press | 2x |
| Hello Kids | SPN - Pedagogické nakladatelství | 1x |
| Your Space | Cambridge University Press | 1x |

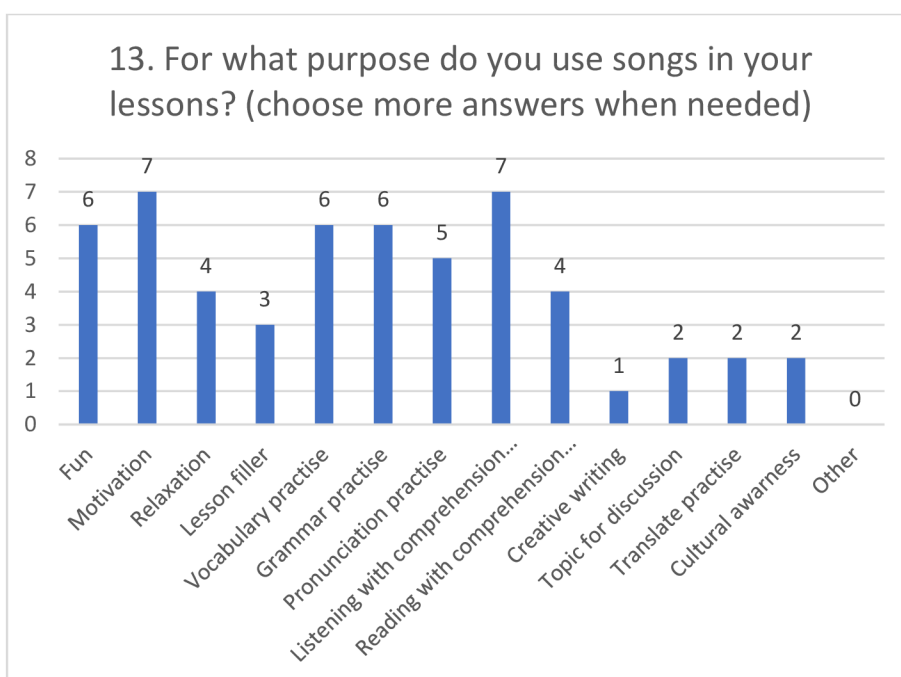
12. Are you satisfied with the selection of songs in the textbook you use for teaching English?

Please state your reason



| Reasons: | Frequency |
|---|-----------|
| Inappropriate age suitability of songs in the textbooks | 3 |
| Outdated songs | 2 |
| Insufficient materials and activities related to songs | 1 |
| Insufficient variety of songs | 2 |
| The songs in the textbook are unmusical | 1 |

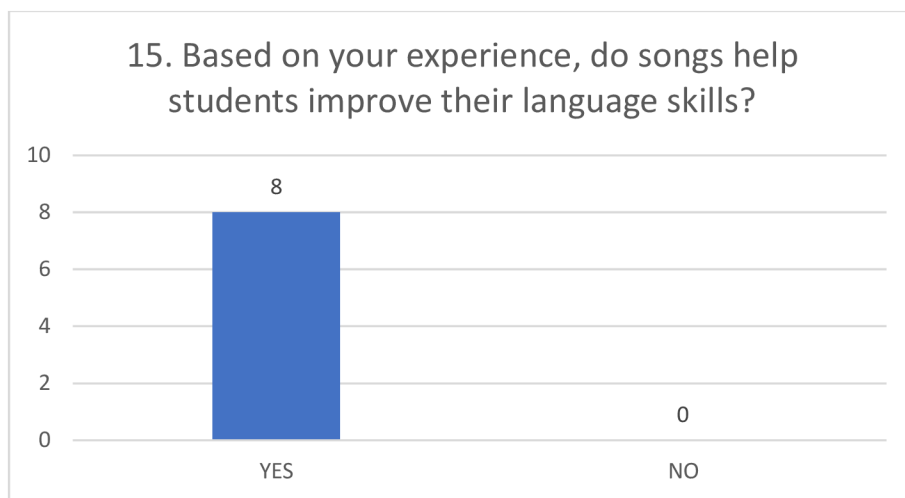
13. For what purpose do you use songs in your lessons? (choose more answers when needed)



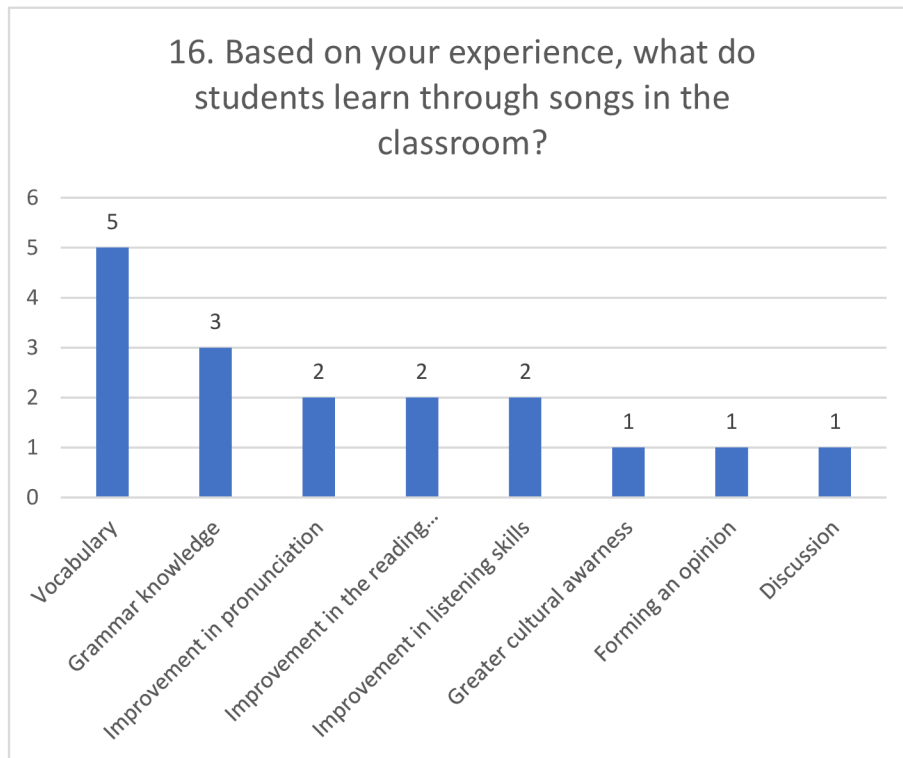
14. Which language skills do you focus on when using songs in English language classes?
 (Circle on a scale of 1 = the least, 5 = the most)

| | 1 | 2 | 3 | 4 | 5 |
|------------------|----|----|----|----|----|
| Reading | | 1x | 1x | 3x | 3x |
| Writing | 5x | 1x | 1x | 1x | |
| Speaking | | 1x | | 4x | 3x |
| Listening | | | 1x | 1x | 6x |

15. Based on your experience, do songs help students improve their language skills?



16. Based on your experience, what do students learn through songs in the classroom?



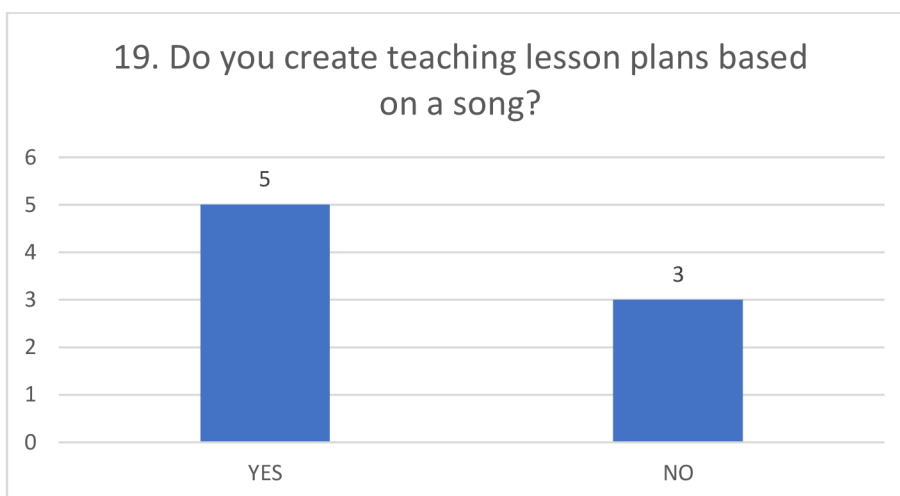
17. What do you consider the advantages of using songs in English language teaching?

| Answers | Frequency of answers |
|---|----------------------|
| Improving listening skills | 2 |
| Pleasant classroom atmosphere | 3 |
| Motivation | 5 |
| Their authenticity as materials | 1 |
| Enhancing pronunciation skills | 1 |
| Improving vocabulary | 2 |
| The complexity of songs | 1 |
| Facilitating greater connection with the real world | 1 |

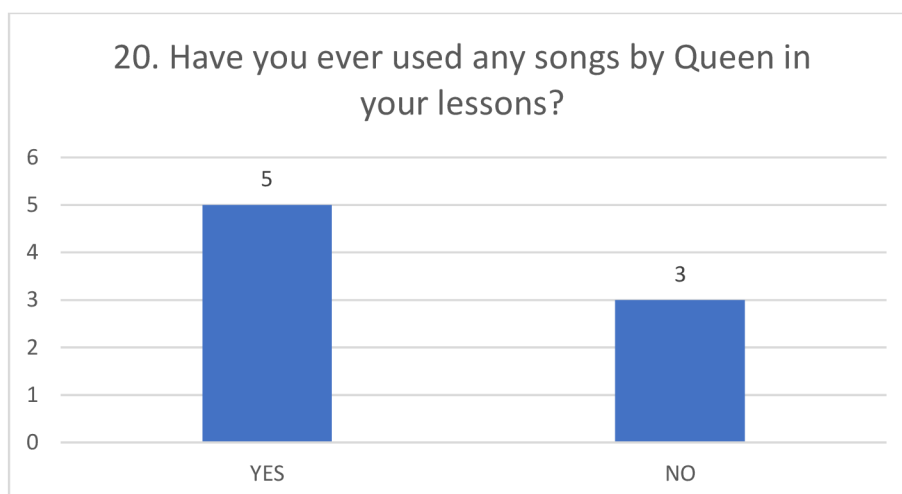
18. What do you consider the disadvantages of using songs in English language teaching?

| Answers | Frequency of answers |
|---|----------------------|
| Students may dislike the songs interprets | 1 |
| some learners may struggle to understand informal language | 1 |
| Colloquial language occurrences | 1 |
| Songs may not be suitable teaching technique for all students | 1 |
| Songs can discourage learners at lower proficiency levels | 2 |
| I am not sure | 2 |
| Incorporating songs into lessons can be time-consuming | 1 |

19. Do you create teaching lesson plans based on a song? If YES, how frequently do you create these lesson plans?



20. Have you ever used any songs by Queen in your lessons?



21. If yes, where did you find the song and how did you work with it?

| Answers - where did you find the song | Frequency of answers |
|---|----------------------|
| In a textbook - according to the instructions | 1 |
| On the internet | 3 |
| At lyricstraining.com | 1 |

| Answers - how did you work with the song? | Frequency of answers |
|---|----------------------|
| Listening activities | 2 |
| Translation activities | 1 |
| Creative writing activities | 1 |
| Gap filling activities | 1 |

RESUMÉ

Tato diplomová práce se zabývá využitím textů a písní skupiny Queen ve výuce anglického jazyka. Hlavním cílem je ukázat využitelnost písní skupiny Queen v hodinách anglického jazyka na druhém stupni základních škol. Dále má práce za cíl zjistit přesvědčení a preference žáků ohledně použití písní ve výuce anglického jazyka. Zaměřuje se také na názory učitelů ohledně implementování a práce s písněmi ve výuce anglického jazyka.

V práci se nacházejí čtyři plány hodin s písněmi Queen, upravených pro jednotlivé ročníky druhého stupně. Tyto plány hodin dokazují, že písně a jejich texty mohou sloužit ve výuce anglického jazyka nejen procvičování poslechu, ale také dalších jazykových dovedností jakou jsou psaní, čtení a mluvení. Dále mohou texty a písně skupiny Queen vést k upevňování gramatiky, slovní zásoby či výslovnosti. Každý plán je okomentován a vyhodnocen, eventuálně jsou navrženy možné úpravy.

Výzkum oslovuje studenty pomocí dvou dotazníků, jeden předchází lekci s písní Queen, druhý poté následuje po lekci. V dotazníku před lekcí bylo zjištěno, že zkoumaná skupina písně ve výuce anglického jazyka využívá pouze zřídka, avšak studenti jsou přesvědčeni o efektivnosti písní ve výuce. Výsledky dále ukazují rozsáhlé povědomí o skupině Queen mezi studenty druhého stupně základních škol. Po lekci studenti vyjádřili svou zpětnou vazbu na proběhlou lekci s písní.

V dotazníkovém šetření vyjádřili učitelé velkou spokojenost, zejména s výhodami používání písní a jejich efektivitou při výuce slovní zásoby a gramatiky. Zároveň se ukázalo, že většina dotazovaných pedagogů preferuje při výuce používání autentických písní. Nicméně většina učitelů přiznala, že výběr vhodných písní pro výuku může být náročným úkolem.

ANOTACE

| | |
|----------------------------|------------------------------------|
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| Vedoucí práce: | Mgr. Ivan Čipkár, Ph.D. |
| Rok obhajoby: | 2024 |

| | |
|--|---|
| Název diplomové práce: | Použití textů písní skupiny Queen ve výuce anglického jazyka |
| Název diplomové práce v anglickém jazyce: | Using Queen song lyrics in ELT |
| Anotace diplomové práce: | Tato diplomová práce zkoumá využití písní skupiny Queen ve výuce anglického jazyka. V teoretické části se zabývá výhodami a nevýhodami použití písní ve výuce anglického jazyka, možnostmi jak s písněmi ve výuce pracovat a teorií plánování lekcí. Praktická část obsahuje dva dotazníky pro studenty, dotazník pro učitele a modelové lekce s písněmi Queen zaměřené na studenty druhého stupně. |
| Anotace v anglickém jazyce: | This diploma thesis examines the use of Queen songs in English language teaching. The theoretical part deals with the advantages and disadvantages of using songs in English language teaching, the possibilities of how to work with songs in ELT and the theory of lesson planning. The practical part consists of two questionnaires for students, a questionnaire for teachers and four model lessons containing Queen songs, aimed at students of the lower secondary. |
| Klíčová slova: | anglický jazyk, výuka anglického jazyka, písně, jazykové dovednosti, plánování lekcí, Queen |
| Klíčová slova v angličtině: | English language, ELT, education, songs, language skills, lesson planning, Queen |
| Přílohy vázané v práci: | Questionnaires (dotazníky) – příloha 1 – 6 Worksheets (pracovní listy) – příloha 7 – 12 Figures (grafy, tabulky) – příloha 12 – 15 |
| Rozsah práce: | 138 stran |
| Jazyk práce: | Anglický jazyk |