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ANGLICKÉMU JAZYKU**

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**Thesis**

**MUSIC/SONGS AS A MOTIVATING FACTOR FOR  
PUPILS TO LEARN ENGLISH**

**Lukáš Gottfried**

**Plzeň 2011**

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

*V Plzni dne 27. dubna 2011*

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Lukáš Gottfried

## **ABSTRACT**

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This diploma thesis deals with the possible way of the usage music/songs as a motivation for pupils to learn English. The whole concept of the thesis is divided into two main parts. First part provides the outline of activities and techniques which can be proceeded during the lessons of the English language. Suitable examples of certain activities are analyzed and their pro and cons are pointed out. Furthermore, this diploma thesis deals with the unconventional technique called Suggestopedia. This unique method is outlined in several paragraphs and mainly its possible implementation into the teaching and learning process is further discussed.

To get some idea of the possible impact, the questionnaire is made to prove presuppositions. Also the questionnaire is divided into two main parts. First part of the questionnaire is targeted to teachers of the English language. It consists of questions about general awareness of Suggestopedia, its impact on students, scope of the use of songs/music during lessons etc. Second part of the questionnaire focuses on pupils and their attitudes towards music. Furthermore, questions about activities connected to the songs and the time pupils spend by listening to the music are mentioned as well. Finally, the results of the investigation are analyzed and presented in charts and graphs.

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# 1. Introduction

This diploma thesis deals with the issue: Music/songs as motivating factor for pupils to learn English. It includes the research work as well as the theoretical background. The theoretical background serves for further exploration of introduced topic. The theme of this thesis is chosen because of the interest of the author of this diploma thesis and his attitude towards this possible way of pupils' motivating. The main goal of this thesis is to analyze the impact of the music/songs on pupils and to prove that music/songs can be regarded as one of the possible way of motivating pupils. First part of the thesis is devoted mainly to basic aspects of motivation. Furthermore, it outlines certain motivating strategies which can be used in the classroom. Next theoretical part presents chosen examples of possible activities connected to the music or songs. Each activity is analyzed. Its pro and cons are highlighted and other options how to work similarly with the same activity are suggested.

One of the teaching methods, which is Suggestopedia, is also important part of this diploma thesis. Several paragraphs cover the main idea of this method as well as advantages and disadvantages of this method. In addition some examples of the way it works are presented and further analyzed. Another section of this diploma thesis outlines songs and their benefits during the teaching process. It also describes possible work with students and songs. To show that ICT can be part of the English lesson and that teachers can make profits of it and pupils get closer to teachers, the usage of youtube internet page is included into this thesis as well. How to deal with youtube during the teaching and motivating students is analyzed because one can say that today's teacher cannot become popular among students if he/she does not implement new technology into the classes.

The theoretical background of this thesis is based on several books such as *The Practice of English language teaching*, *Learning teaching*, *Music and song*, *Superlearning*. Certain internet sites are used as well because teachers share their knowledge via the internet more often compared to the past.

To reach the goal and prove the usefulness of usage music/songs as a motivating factor for pupils to learn English a questionnaire consisting of various types of questions is made. The questionnaire was carried out at Plzeň region and in Karlovy Vary region. The sheets of the questionnaire were distributed among pupils of the first and the second grade of the English language classes and also they were distributed among teachers of the

English language. The questionnaire consists of two parts. First part of the questionnaire was given to the English language teachers. The purpose of this step was to reveal the proportional usage of music/songs during the class of English teaching and possible implementation of Suggestopedia into common class. Second part was filled by students of the first and the second grade and it pointed out their attitude towards music/songs and activities connected with it.

The presupposed outcomes of the questionnaire should reveal positive impact of the music on students in general as well as it should point out that music is part of their everyday life. The questionnaire targeted to teachers should prove that teachers can more implement songs and music into the lessons for explaining for example certain grammar points, new vocabulary and pronunciation. Moreover, the outcomes should highlight the awareness of unconventional way of teaching, the Suggestopedia and its possible implementation into lessons of teaching of foreign languages, especially the English language.



## 2. Music as a part of human being

To start, music and songs are phenomenon that surrounds people. It literally follows every single step they take. The music comes out from all the possible places such as shops, restaurants, people's cars, mp3 players and many other places and "modern world conquests". Therefore, it is worth taking into consideration that music is a part of human civilization and it has always played important role when creating society. The music bears the signs of contemporary society. Its character exactly reflects and points out the tendencies and the way of development of the human society. Music is also considered as one of the oldest type of communication between people. It can be also regarded as a language of feelings which can express the physical state of mind. [1]

The music itself has many advantages. As Murphey says in the book *Music and Songs*, music is easy to remember because of the fact that it either produces or evokes supportable and comfortable feelings or state of mind, or because the rhythm approaches in certain position to rhythms of the body. There exists another explanation why songs are easy to remember. The music can easily encourage learning process without losing the motivating factor. It may be caused by the pattern which frequently repeats and which gets deep into mind. Secondly, music is "highly motivating" not only for children, adolescent but also for young and adult learners.

The music harmonizes the mental processes. Music increases good physical condition and mental state. It helps to relax and remove the fear, increases the ability to perceive and focus, it activates the right hemisphere our human's brain. It creates a pleasant atmosphere and harmonizes breathing. [2]

Music gives us some feelings and reactions. Music affects the body and mind. The music becomes audible vibrations, and modern physics of this century have shown that all life is a "vibration". Each oscillation corresponds to a certain state of consciousness which we can measure. Some waves then give us certain feeling. Why Baroque music? It is because baroque music is harmonious. Harmony provides uniformity and balance. This basic attitude reflects Baroque music. It is important to use music, which gives the pupil a feeling that he can confide in and that could fit into it. Baroque music achieves its strict mathematical composite structure, which enable to sense oncoming tones and melody. This gives him a feeling of security. [3]

But it is not easy to get involved all learners into the listening of the specific music. It relates to the fact that there are many varieties of music starting from opera, classical

music, etc. Therefore it is very demanding and difficult to meet all the expectations from the learners. [4] In addition, nowadays increasingly less number of pupils listen to the classical music. Therefore they miss the opportunity of sensing the “real music” filled and formed by moving melodies and emotions. Most of the pupils find classical music as “old-fashioned” and they simply condemn it. [5]

To conclude, music and songs can be regarded as attractive way to learn or teach the English language. It may encourage the students in learning process as well as it may evoke positive feelings.

### **3. Music and song in learning English language in general**

It is proved that students forget learnt things very quickly. What is surprising, it is the fact that most of them can remember the songs or music they learnt at school. There are many reasons which lead to this phenomenon. Some have been already mentioned in previous section and some more will be discussed in the following lines. Songs are easy to remember and stay with us for the rest of our life. What is the cause of this fact? It is the phenomenon which presents the ability of intonation of the learning language. If one goes back to the past it can be found there that before the speech came out simple sounds and variety of strains had preceded. So the “human beings” communicated by using scope of vocals. It is also proved that singing in target language is much more easy then speaking. As Murphey says: “The song stuck in my head’ phenomenon (the echoing in our minds of the last song we heard after leaving our car, a restaurant, etc., and which can be both enjoyable and sometimes unnerving) also seems to reinforce the idea that songs work on our short- and long-term memory.” Murphey (Music and songs, p.7) There is a supposition that there exist certain thing which somehow activates our brain and it evokes repeating words or sounds of what is being heard. [6]

As for the music or songs and its connection with the language, it can be claimed that if teachers are looking for the songs, they generally use the songs with simple text or language with a lot of repetition. This can increase the level of motivation among students because they can easily orientate in the text and they can react on the possible questions arising from the teacher’s side. There are pro as for the songs. Most of the songs come from the common life so it isn’t hard to get familiarized with them. Songs can take the stress away. They can perk pupils up.

To conclude, it can be said that songs and music in general make people's life better. They can function as a "social connector" and they dispose of certain kind of power which encourages people in hard time. If it goes back the time, songs took part in revolutions, wars and many other cultural events. What is the reason? Songs encouraged people and filled them emotionally.

When the teacher wants to work with the song or music in the classroom, there are many things and circumstances that teacher should take into consideration. As Murphey points out in the list below:

- Students do not take music and song seriously
- It disturbs neighboring classes
- For some students it is more exciting than for the others
- It consumes the time a lot and it takes away from the normal syllabus
- Students have different musical taste
- Certain songs consist of bad grammar and poor vocabulary
- What is the goal of using the song?
- Students for the most part just want to listen not to work
- Lack of technical equipment
- Teachers do not like to sing or are not musical
- Many songs are not intelligible
- Students will not sing
- Many songs express violence and sexism

[7]

Therefore, there the way to reach the goal of the lesson is more complicated. There is need of right and precisely chosen motivation.

#### **4. Motivation – from the general point of view**

This part of the diploma thesis is devoted to the crucial topic which is motivation. It is said that motivation is very tied to success. Without appropriate motivation and effort the good results cannot be expected. As Harmer says in *The Practice of English language teaching* (p.98): "the motivation is kind of internal drive which pushes someone to do things in order to achieve something." The measure of motivation depends on the level of

someone's achievement. There are two types of motivation, extrinsic and intrinsic motivation. In other words, the motivation is divided according to the level of influence of the person; whether it is his/her physical status or whether it is the environment. It is proved that better results are achieved by using the intrinsic motivation. What are the things that influence the extrinsic motivation? Harmer describes several points which increase the student's approach towards the learning process: the goal, society we live in, people around us, curiosity. [8]

### **1) The goal**

The goal is considered being very important because it provides the driving force which enables to move forward student in learning. In general, among the young learners the main goal is bound to the exams. Yet, there is certain goal which should prevail. It is the goal to be able to make feel students to make them understand, to use the language, in this case the English language, properly; to learn the English language because it is nowadays required almost everywhere when one applies for a job for instance. Furthermore, the English language has become the communication language of the modern world. Nevertheless, there exist students who haven't specified their goal yet. So it is up to teachers to give them the reason why to learn the English language. [9]

### **2) The society we live in**

The environmental that surrounds language learners contributes to great degrees to the process of learning foreign language. In modern society there are set rules which determine the way people choose the language they want or need to learn to be able to communicate with their business partners, with computers and with many other aspects that play important role in modern society. Hence, it is important to consider all the possibilities and opportunities which may bring the acquisition of learning new language. It may seem to be improbable but the music which is part of the society and human environmental can be also considered as the motivating factor for learning foreign language. [10]

### **3) People around us**

In the chapter called External sources of motivation, Harmer points out that learners are influenced also by the people with who they have some kind of relation. Among these

people usually parents and close friends are classified. They encourage the learner by their attitude towards the learning subject. If friends or relatives take a stand of stimulation it can reflect in good results and faster improvement of the learner. [11]

To sum up, there are varieties of external drives of motivation. None of them should be underestimated. They all play very important role in learner's life and his process of learning. The goal, environmental and friends are factors which can positively influence and encourage students in learning foreign languages.

## **5. Motivation in the classroom**

This section of diploma thesis describes the way of motivation in the classroom. Furthermore, it suggests several strategies which teachers and learners can find interesting and useful in their process of learning the English language. This section also points out the benefits and advantages of good atmosphere in the classroom as well as the importance of teacher's attitude towards the learners. It also covers the basic framework for motivational strategies.

### **Teacher's attitude**

Teacher's attitude towards learners has high level of importance. The motivation can be influenced by the teacher's behave and performance. It can also reflect either in good way or bad way in learner's results. It can be stated that good relationship between the teacher and student is consider to be "keystone" of the motivation. Yet, there must be certain distance. The teacher shouldn't become a friend. He/she is in the classroom to deliver the knowledge and to give basic rules of social behaviour. The teacher should become an example of the person with the knowledge and appropriate behaviour.

### ***5.1. The basic framework for motivational strategies***

The internet article called "Motivation and motivating in the foreign language classroom" written by Dimitrios Thanasoulas says that motivational strategies come from two different ways. First one describes the way the teacher tries to stimulate learners by transforming ordinary school activities into something which brings more fun and pleasant atmosphere into the classroom. The second way presents that there exist factors such as rewarding and punishing which are supposed to lead the learners into managing boring and demanding tasks. But teachers should not only rely on punishing and rewarding. There is a

wide scale of other possibilities which can serve to involve learners into the subject matter.

The article presents following elements:

- Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies
- Generating student motivation, which roughly corresponds to the preaction phase in the model
- Maintaining and protecting motivation, which corresponds to the action phase
- Encouraging positive self-evaluation, which corresponds to the post action phase

The motivational strategies cannot function on their own. They require a combination of several conditions that if put in the process of learning English and met the requirements; it increases content knowledge and language mastery. One of them was discussed in the part above called “Teacher’s attitude”. Yet, there are many others. This part focuses on classroom atmosphere and its impact on the students’ motivation. It is proved that good class atmosphere positively encourages the learners’ attitude towards subject matter. Then it may lead to better results. Learners are more motivated if they feel safe and comfortable in the classroom. The more the teacher gives them a space to express themselves and the support he provides to them the more the learners show their effort and have better results. On the other hand, if there is a tense between students or even between students and the teacher it may lead into lack of interest, ignore and boredom. Therefore, the teacher’s role is there to set the classroom and provide supportive atmosphere for competent learning. [12]

## ***5.2. Other driving factors***

The following paragraphs outline the features that maximize the potential benefits of other factors that stimulate pupils’ motivation and attitudes towards learning the English language. The teachers dispose of means which can make the learning more pleasant for the pupils. For instance, the suitable curriculum adaptation for the pupils’ needs and interests can bring more effectiveness into the learning process. The teacher should try to incorporate such activities which do not only serve for spreading information but also for fun. Yet, there must be some balance between those activities. Pupils’ beliefs belong to other driving factors. There is need of sufficient support from the teacher’s side with

subsequent feedback. Pupils need to know whether they make any progress. In addition, teacher should try to persuade pupils' self-confidence. The question of how to increase pupils' self-confidence arises. As the internet article points out: “ Favorable self-conceptions of L2 competence can be promoted by providing regular experiences of success”. As mentioned above, suitable praise can also increase the level of motivation. [13]

To conclude, there are many varieties of how stimulate and encourage pupils' motivation and attitude towards learning foreign language. Good teacher should not only rely on praising and giving good marks but also he/she should use for instance pupils' potential. Furthermore, he/she should profit from the possibilities of integrating different activities into learning process. Add to this, judging overall performance can bring more effectiveness. Nevertheless, the motivation starts with the pupil and the teacher and their common attitude towards the subject matter.

## **6. Music and songs as the part of English lesson – not only background music**

This part focuses on the music during the different period of English classroom. To start, it is better to repeat what was already mentioned in the previous section and it is the fact that music is the instrument which can tune people into the mood. It has the energy that can surround them. It also evokes dreaming in people's minds. Here are some examples of how teachers can use the bare music and what the aim of such activity is.

### ***6.1. At the beginning of the English class***

Few minutes before the class starts a teacher plays the music so the incomers realize that something is different and new. The teacher tells them to do nothing but sit, close eyes and listen to the music. When the music stops teacher invites students to describe their feelings. He can ask them whether they liked the music or not, what they saw when listening to the music. The additional task may be to draw a picture of what comes in mind during listening and then its description. But teacher must handle this playing with caution. Not all of the students may like it and for some it can be bothering of it can even lead to inattentiveness.

Good variation of this activity can be an activity which aim is to stimulate fluency in writing. The steps are following: teacher carefully chooses a piece of music which is rather changeable during its performance. Before playing the piece of music, a teacher explains to students that they will be writing whatever comes into their mind during listening to the music. He points out that grammar and spelling are not important at the moment of writing and that students should focus only their thoughts and its transmitting into the paper. When the music ends, the teacher invites students to work in pairs. Their task is to describe to their neighbour what they wrote and try to explain what the music evoked and why. [14]

## ***6.2. During classroom activities***

The aim of bare music playing during activities serves to stimulate or encourage students at the time of working individually, in pairs or in plenary session. The choice of the music depends on the activity a teacher is about to do with the students. For example when students' task is to write, slow music is more preferred. On the other hand, if their task is implemented in a pair work, quicker music is more than welcomed. But there is a risk that students will tend to speak louder. It is important to realize the fact that the crucial factor is, if the type of music is omitted, the volume of the music itself. The teacher should keep the volume down to make the music really background music and not the main activity.

Background music can also serve as a suitable and useful mean when explaining some events, historical etc. It may illustrate the period of the time being and students can put themselves in the place of the time of speaking or the person. And also the positive effect is that students are more attracted to the point of lecture. [15]

To conclude, background music is very useful mean of stimulation. It helps students to develop their imagination. It can support the explication on new topic as well as it can become piece of entertainment. The teacher should always try to choose appropriate music with regard to students' age or interest. He should also consider the side's effects of background music such as increased loudness when working in pairs and he should also anticipate the fact that not all students are keen on chosen type of music.



## 7. Sugestopedia

To start, following paragraphs focus on one of the controversial method of teaching a foreign language, on Suggestopedia. The basic principals are roughly explained and presented in the following lines.

Suggestopedia is a natural method of learning. The basic principal of the class work is a continuous, interesting story in which are integrated all the grammar elements by mean of natural dialogues. Moreover, vocabulary is reproduced as it is used in everyday situations. The Stress is placed on the importance of learning words in sentences and in the context of the story by lively and highly entertaining way. It is based on the whole, from which some events and situations are gradually selected and trained. The meanings of words are taught directly in the plot, thus it creates a natural language sense. The vocabulary is taught not only in context and with the right ties, but also it helps to create a logical link that one can memorize his memory far better than isolated information. In addition, one can experience smoother what he learnt and he can be more fluent, because he will have a sentence patterns tightly rooted in mind. In everyday communication it allows that anybody will be able to immediately engage in conversation and what is important – will be able to understand! The various components of teaching are systematically linked and organized, and their logic is fully reflected in the end, where all the pieces of the puzzle come together. Suggestopedia combines learning very effectively for all types of learning [16]:

**Visual type** - the type of student who responds very well and who remembers information presented in the form of written word processing, spreadsheets, charts, illustrations. This student likes reading books or magazines.

**Kinesthetic type** – when learning he engages the whole body, the so-called "total physical response". In simple and fun physical exercises the stress is released and the mind is relaxed by adopting new information. This type of student likes walking and moving through the body when learning.

**Auditory type** - well remembers what he hears. Studied the language is presented in accordance with the music. This student likes listening to music and teaches aloud.

To sum up, it is important to take into consideration that learning is more effective only if positive emotions are experienced during the process. Suggestopedical teaching works with the left and right hemisphere. Teaching is in certain phases accompanied by specially selected music (baroque music), which activates the brain activity, and new material is presented in such a way to incise in the long-term memory and lessons learned are permanent.

## **8. “No-tones” activities**

In this part, few words are dedicated to “no-tones” activities but still connected to the music. Because the music includes a lot of background knowledge such as life of the composer, development of the music or history of any music band, the teacher can profit from this powerful tool and try to implement into lesson of the English language.

As mentioned in previous lines, to motivate students the teacher doesn't have to use only the music or songs. The music doesn't have to be express by the tones only. There is another way to cope with songs or music in general. Possibility how to encourage students to cooperate with the teacher and to make learning of the English language more fun is to for example talk about the music groups, composers etc.

### **8.1. Project**

Long-term motivational activity can be a project based on agreed topic. This type of activity demands usually more than 1 lesson. The preparation for the project is also more complicated and takes more time but the result is worth it. If the project is successful it can be for example posted on the boards or if a teacher has more classes on the same level or even in one classroom, there can be a competition of the best work. As for the project itself, first, the teacher tells students that they will in small groups and that they will work on project about their favourite music group – poster of chosen band. He instructs them by explaining what he imagines that in the project should be e.g.: pictures of the band, some basic facts about the band and some lyrics of the most famous song of the band. Then he explains what the expected results of the work are. If he wants to show the students the way, he can present his own project.

During first class, students are asked to tell what their poster will be about, what favourite band they chose and they are given homework to find some photos, pictures of

the band to the next lesson and look up some information on the website. The second class is more or less aimed to the “independent work” where teacher monitors students’ progress in the project. He provides scaffolding by writing few helpful phrases on the board. The third class is the presenting of the results (posters). Each group picks one of them who present the poster to the rest of the classmates. When the presentation is finished, the teacher sticks the posters to the notice board and invites students for little discussion of what they learn about other groups what they did know or didn’t and asks whether they like the project. If they reply that they enjoyed it, he can start thinking of other project which could be for example inviting the students to bring their musical instruments and to play some English song and sing all together.

The advantages of this activity are:

- 1) students work as a team
- 2) they can think of what they like
- 3) funny activity
- 4) all students involved in activity
- 5) brainstorm activity

#### **Possible disadvantages**

- 1) time consuming activity
- 2) too much noise during activity
- 3) too much using mother tong

To sum up, in general, the projects no matter what they concern are time consuming. Nevertheless, there is also a positive side. They bring optimistic students ‘tuning towards English learning. If the projects are successful and well prepared, students are motivated and their approaches to the learning reflect in their behaviour and results.

## **8.2. Guess who**

This type of activity doesn't have to be strictly connected to music but if anybody looks around he sees plenty of people passing the streets having stoppers in their ears and listening any kind of music. So this activity kind of ignites students' imagination and creativity in accordance with forming ascertaining questions.

Regarding the preparation before the class itself, it can be stated that is almost none. The teacher should only take into account the age students, their level of the English language and whether he provides some scaffolding to the students by means of auxiliary sentences either written on the board or providing as an example just before the activity. There are many possibilities how to present this activity. Here is an example of one variety:

The teacher before the class prepares stripes with names of famous singers on each stripe. He invites the students to come in front of him one by one and he sticks the stripe to student's back. Students are not allowed to tell each other what they have on their backs. When everybody has its stripe on back, the teacher explains that the only way how to find who they present is by asking questions. But there is a limitation. The student can ask only one question to one student so in general, the students are forced to talk to all students. [17]

The aim of this activity is to increase consciousness of forming questions. The advantage of this activity is the fact that students use L2 only and in addition to that they are allowed to move around the classroom which most of them find as a "release" from class routine. On the other hand, the teacher should consider when choosing Guess who, that there might be a risk that some students may use mother tongue and of course if the teacher doesn't control the course of the activity, he takes a risk of high level of noisiness.

### **The advantages of this activity are:**

- 1) it is a funny activity
- 2) it includes movement of students around classroom
- 3) usage of L2 only
- 4) strong interaction

### **Possible disadvantages**

- 1) risk of usage L1 if students are not controlled or have insufficient guidance
- 2) risk of high level of noisiness

### **8.3. Role-play**

Role-play activity can be considered as an activity which is very close to real-life communication. It bears all the features of real communication. Questions are followed by answers and the whole process is spontaneous. But certain level is required. This activity cannot be practiced with beginners because of the limitation of their knowledge. Also for practicing Role-play, there must be first, good relation among students, second, between students and the teacher. So the classroom environment should be friendly and not scary. To reach good results, students shouldn't have fear of expressing themselves and they should find support in their teacher.

This paragraph is how to organize and prepare Role-play activity. Then short analyses follows. First step is: the teacher tells the students that they will work in pairs. One of the pair will be interviewer and the second one will be famous musician. The interviewer asks few questions about the musician what style of music he presents, what is his touring schedule, what is his historical background etc. The teacher can help students by providing few suitable questions by telling them or having them written on the board. During this activity, the teacher monitors the classroom and in case of necessary questions he helps. After few minutes he invites few pairs to present their dialog in front of the classroom. [18]

To conclude, the aim of this activity is mainly to focus on practicing asking questions and developing interviewing skills. Also students should get rid of the fear of speaking in front of the whole classroom. To reach that goal, the teacher should create a pleasant atmosphere and shouldn't interfere to the dialog too much. Fluency of the speech is preferred rather than focus on grammar and spelling mistakes. The teacher should highlight grammar mistakes after the activity.

#### **The advantages of this activity are:**

- 1) it is a funny activity
- 2) it encourages students' natural curiosity
- 3) usage of L2 only
- 4) strong interaction
- 5) spontaneous emotions and feelings can be part of the student's presentation

### **Possible disadvantages**

- 1) risk of usage L1 if students
- 2) risk of boredom of students who do not participate at the moment of presentation
- 3) some students may fear of speaking in front of the classroom
- 4) nobody wants to be a volunteer and presents the dialog

### **8.4 Conclusion**

To conclude, music has a wide field of activity. It doesn't have to be strictly the tones or songs what can be used as a mean of encouragement or motivational factor but also the background of the music such as group biography, history of music, musicians' lives etc. can become easily part of English classroom as well. In this matter, the teacher has wide field of activity. Some of them are mentioned in the previous paragraphs but there are plenty of other possible. The teacher can work also with music history diagram which can be entertaining as well as educative. Music magazines can serve as another possible aspect of English lesson. Furthermore, they reflect current "main stream" which is basically followed by not only young students. Role-plays can have many similarities and varieties how to deal with them. Interesting thing could be also having discussion about Hit chart. Pupils can openly point out what they think of the music/songs whether they like it or not.

Therefore, it is always up to the teacher what kind of material he is about to use. He should take into account the aim of the activity and consider the pros and cons, because every single activity has two sides, advantages and disadvantages. As for the advantages, most of the activities are funny and students, if they have the opportunity to choose, they cooperate. If movement of the students during the activity is included, the positive results are pretty guaranteed. On the other hand, if the teacher does not think of the activity carefully, he might risk of non-controlled classroom full of pupils using their mother tongue and high level of noisiness.

In general, after any kind of activity, students should get some feedback from the teacher. The activity should always follow the aim set before the activity. None of the activity should serve only as a "filler" of time. The next point is that the teacher should not be the only one who brings the material for the lessons. Students should participate as well.

If they get the opportunity to bring their own material and the teacher approves it, the students are more motivated then.

## **9. Songs in the class**

This chapter focuses on songs and their possible use in the English language lesson. Furthermore, this chapter describes what to do with songs besides listening and singing. This part is divided according to skills. Few suitable examples are presented and analyzed.

There are many varieties how to deal with songs. Teachers may use songs for singing for fun or to ease the atmosphere or work more deeply with lyrics. “One of the most useful kinds of text for students to work with is song lyrics, especially where the song in question is one which the students are very keen on. However, songs can present a problem, particularly with teenage students, because it is often difficult to know exactly which songs the students like at any particular time and which songs, very popular last week, have suddenly out of favour! There are two ways of dealing with this problem: the first is to have students bring their own favourite songs to class. If they do this, however the teacher may want to have time to listen to the song and try to understand the lyrics. Some of the songs may deal with issues and language which the teacher is not keen to work with. Another solution is to use older songs, and to ask students whether they think they still have merit-whether they are appropriate in terms of topic and subject matter, and which they themselves think pass the test of time.” [19]

### ***9.1 How to deal with songs***

One of the first options how to deal with songs is singing. There exist many of the songs which can be used in the class. The positive sign of the whole-class singing is that all students are involved. Because almost everybody enjoys singing either alone or along with other, singing can lead into motivational increase. In the same way, it can improve other skills or language features such as listening, reading, pronunciation, intonation patterns, etc. especially simple songs which have plenty of repetitive strophes are good for work in the class. In the following lines there are some examples how to exploit songs during different stages. It is important to notice that songs serve to motivate and entertain.

### **Before they listen:**

- Children could predict or guess words from a song, Students could try to guess missing words in a gapped song
- Children could try to put the jumbled lines of a song in order
- Children could try to correct 'misheard' words during listening
- Children can tick pictures of what is included in the song
- Students could be asked to order or sequence pictures or words as they listen
- Children could complete the gaps
- Students could sort out jumbled lyrics
- The teacher could give true/false questions
- Students could be asked to match half-lines

### **After listening**

- Children could focus on rhyming words
- The teacher could ask the students to find synonyms in the song
- Children could act out a song or do a role-play of it
- Best of all they can listen again and sing!

[20]

## ***9.2 Why use songs in the classroom***

Some may ask what the function of the song in the English language classroom is and why it should become part of the class. The answer is simple. Seeing that some traditional songs are repetitive and rhythmical, children can easily learn them by heart. Therefore they stick to children' mind and root there. So children are familiar with the song very quickly. The effect is that it allows the language to become their part naturally with all the language features. Moreover, the song phenomenon is that it creates and develops confidence in young students. It can be reflected in the fact that even those who are cautious join the whole-class singing or role-acting. It has also a positive impact on children's mind. Because children are known to perform in front of their parents, relatives of friend, they are more than happy to show what they did during the class of the English language. Not many children come home and start explaining what and how they counted



in the class of math but certainly they start singing English song they did. As mentioned in previous chapters, songs have many positive impacts on children's mind. They also help to increase the level of their memory and concentration.

### ***9.3 Songs input***

It is meaningful and appropriate to start up before playing a song by providing some input. This can be done by using visuals or flash cards of the main vocabulary items. As a suitable example a teacher can use famous song Old MacDonald. Vocabulary of animals can be practiced with flashcards or small toys of animals. When new song is presented the teacher should let the students listen to the song to become familiar with its melody and tunes. Then he, if it is not a part of any activity, should try to explain the meaning of words which students do not know. To reach that goal he can also use the visuals or pictures. He can invite the students to rise up the picture or flash card of the animal, tool or toy they listen during the song performance. If the teacher manages to evoke children curiosity and interest they will start to sing along naturally.

When the children know well the song and its lyrics, there are many varieties how the song can be exploited. The simplest and funniest is accompanying the actions of the songs by gestures and simple movements or by performing. If the song contains adjectives of measurement such as big, small etc. the teacher can use his arms too. Some songs are suitable for "live performance". If the teacher uses his imagination, he can come with funny activity. He can prepare some masks related to the song he chose and let the students play accordingly. This activity guarantees lots of fun. [21]

### ***9.4 Grammar improvement***

Songs has wonderful feature. Teachers can use the songs for all kind of activities, skills improvement, entertainment, motivation and also for explanation. There are songs which automatically tend to be a "natural model" for teaching and explaining grammar points. Song provides variety of practice of discussed grammar matter. They may contain particular useful structures and other typical phrases. In general, for students of lower age

grammar patterns in songs may present great opportunity to get familiar with it in natural way. [22]

Here is an example of possible activity aimed to practicing lexical and grammatical categories:

The teacher picks a song which has some kind of story. He also prepares copies with lyrics for the class. After spreading them he invites students to read the lyrics. First task may be to change the tense in the lyrics e.g. from past tense to future simple tense. Then the teacher can continue in transposition with all constituents of the sentence, find opposites or negatives. He can let the students work in pairs and then he can invite them to openly discuss about the differences in the meaning.

**The advantages of this activity are:**

- 1) Students may work with their own lyrics if approved by the teacher
- 2) It improves students' bank of vocabulary
- 3) Practicing grammar structure by funny activity

**Possible disadvantages**

- 1) Wrong choice of the song (lyrics)
- 2) Some students may find this activity boring

Another possible way to deal with this type of activity is to let students listen the song and look for certain phrases, grammatical constructions and try to count how many times they occurred during the play.

**9.5 Pronunciation**

Songs offer a great opportunity for practicing pronunciation. In general, traditional songs can be used for improving pronunciation and familiarization of students of the language. Songs enable to join more than one piece in contradistinction to what is focused at primary level, because the teaching of vocabulary inclines to one single word items. If taken into consideration, “children can become of aware of using contractions, weak forms. “. Songs play important role in increasing awareness of stress patterns and rhythm. [23]

## **9.6 Video song clips**

Video song clips can be very effective ways of motivating pupils and allowing them to get closer to the language. They can be used with all age group or level on condition that the activity is optimized to them. Video song clips help motivate pupils learn the foreign language. The monotony of the conventional lesson is broken by implementing this tool. It can be also regarded as a sort of break. The advantage of video song clip implementation into teaching is that visual types and auditory types of learners are provided for. Video can be exploited in the classroom for provoke the discussion. Also other basic elements such as vocabulary and grammar can be treated when using video song clips.

### **Useful activities**

- Predict language

Getting students to predict the language being used can be useful and motivating.

- Give students the script with key items removed e.g. expressions/verbs/key words/questions.
- View with sound off and students use the visual clues to brainstorm the missing items.
- View with sound to check predictions and complete. View again if needed.

- Focus on roles

Getting the students to role-play the movie can be fun and motivating

- Run through once or twice with the whole class to get the gist and understand setting.
- Assign roles to each student (e.g. if 3 characters in the clip, each student is one of them).
- Give each character a script corresponding to their part in the clip and a couple of focus questions for viewing their character. View clip again.
- Put students in groups to practice their roles, using their scripts. Then perform without scripts.
- Students not keen on role play can be directors/promoters with the whole script.

[24]

The following lines will describe one of possible activity which can be proceeded with pupils of all levels of the English language. It is called Freeze-frame. The aim of this activity is to practice guessing and descriptions, use variety of tenses (present simple/continuous, conditionals, etc.). Before the activity, the teacher finds two frames of singer to freeze in the early part of the video. Then he prepares list of questions that he might use for the first frame, for example: What can you see? What is he wearing? Etc.

As for the procedure, first the teacher explains students that they will be watching video clip. He switches on the video and freezes the first frame. Then he presents the activity by asking the questions he prepared in advanced. Then he asks half of the students to turn round so they cannot see the screen. He invites one half of the students to describe what they see to a partner in the other half. Those who cannot see the screen ask questions of those who can. The variation may be that the teacher cannot see the screen and the class describes the picture to the teacher. The teacher can draw the picture on the board. [25]

## **10. Internet as a source of never-ending opportunities for using songs and music for fun and for learning**

Nowadays many of children spend plenty of time sitting at home in front of the screen. They browse the websites searching for something to make their moment of bore enjoyable. It seems to be a kind of “trend”. Here comes the question: How to deal with it? There is a great opportunity to make profit from their natural curiosity in a way of self-education and motivation. Let’s take youtube as an example. There are many songs with subtitles/video clips posted for free. In addition, plenty of video clips have subtitles so if there is a problem of understanding, these subtitles may help a lot. At the point of choosing suitable video clip, the teacher should pass this responsibility to students. Moreover, if a teacher allows children to choose their own song or music they are more likely to involve the activity connecting to the song or music and teacher can learn more about children’s interest. If there is a conflict of interest, the teacher can prepare a simple questionnaire to find out what is the “main stream” in the classroom.

The advantages of YouTube may be found in its authenticity. It provides great opportunity to face the real language of English which is used not only by “ordinary” people. This might be a challenge for some students even for the teacher. Youtube presents

varieties of clips which can be further exploited during the classes. One can find all material which should be discussed during the classes. On the other hand, sometimes happens that clips are in poor quality which can make the presentation more difficult for listeners.

Here is the short overview of advantages of YouTube:

- video clips are for free
- there are plenty of video clips, even with subtitles
- teachers can reproduce authentic language in the classroom
- comprehensible input is offered through videos [26]

## **11. TPR**

There are lots of songs that are suitable for singing in the class. Collective singing in class brings the benefit of total participation from all students, especially if accompanied by actions or mimes. The total physical response (TPR) approach is particularly suited to younger learners. First, it is important to say what the TPR actually means. TPR (total physical response) is a method of teaching language. During this method students are activated by physical movement. The advantages of this method can be found in the fact that students react spontaneously without any stress and anxiety, there is no need of translation of the instructions, it allows students to react immediately without thinking or focusing on the language, TPR does not insist on students' oral response, and this method breaks the daily routine. „TPR is perfect for elementary school classes, as students are used to learning in a variety of ways and particularly enjoy movement.“ [27]

### ***11.1 TPR as warm-up***

Taking five minutes at the beginning of each class to do a TPR style warm-up might be also a good way to prepare students for the lesson, to set the atmosphere and to make the students comfortable.

This activity is called TPR shouting up/down. The aim of the activity is to allow students to surpass the fear of saying things in a foreign language. For this activity, there is no need for any extra preparation. It starts by teacher inviting the students to stand and to form a circle. He then explains that when he points up – he says up. The same scheme is

for other directions. After explanation of how this activity should look like he ask them to repeat and to do the actions whit him. Firstly, students should speak with lower voice, then loudly and finally they should shout.

This activity can be combined with other actions and instructions. Also different objects can become part of the activity (pictures are also welcomed). But for this activity, the classroom should be sound-proofed or the teacher should warn other colleagues in advance that he will practice this type of activity. [28]

To sum up, TPR as another possible method of the teaching of a foreign language has its firm place. It brings the possibilities how to make the process of learning for students more interesting and funny in the same time. TPR can become a warm-up activity as well as the main content of the lesson especially when teaching young learners who demands more movement implementation.

## **12. Conclusion**

Songs and music have wonderful feature. Teachers can use the songs for all kind of activities, skills improvement, entertainment, motivation and also for explanation. There are songs which automatically tend to be a “natural model” for teaching and explaining grammar points. Song provides variety of practice of discussed grammar matter. They may contain particular useful structures and other typical phrases suitable for use as a particular example. As for the types of activities there are many of them. Here is the short list of activities which can be done during the lessons for motivating pupils: jumble lyrics, changing the text of the song, group song writing, story writing, singing, etc. Therefore, it is always up to the teacher what kind of material he is about to use. He should take into account the aim of the activity and consider the pros and cons, because every single activity has two sides, advantages and disadvantages. As for the advantages, most of the activities are funny and students, if they have the opportunity to choose, they cooperate. If movement of the students during the activity is included, the positive results are pretty guaranteed. On the other hand, if the teacher does not think of the activity carefully, he might risk of non-controlled classroom full of pupils using their mother tongue and high level of noisiness.

In general, after any kind of activity, students should get some feedback from the teacher. The activity should always follow the aim set before the activity. None of the

activity should serve only as a “filler” of time. The next point is that the teacher should not be the only one who brings the material for the lessons. Students should participate as well. If they get the opportunity to bring their own material and the teacher approves it, the students are more motivated then.

## **EMPIRICAL STUDY**

### ***1. Introduction***

To start, it is important to say what the aim of the questionnaire is and what should be proved. The aim of the questionnaire is to assess the level of motivation influence of the music on the teaching and learning of the English language. To reach that goal, the questionnaires were distributed among teachers of the English language as well as among students of basic schools. The investigation was carried out in Karlovy Vary region and in Pilsner region. Out of all distributed questionnaires 50.9 % were returned back to the investigator. The aim of the questionnaires distributed among teachers was to identify the use of the music during the teaching of English language lessons; identify problems and find out advantages and disadvantages of using musical element in the classroom.

Another point to analyze arising from the questionnaire was the use of application Suggestopedia during the lesson of the English language (when teaching, special music compositions are used to stimulate left and right cerebral hemisphere. This method is approved by international group of experts at UNESCO in December 1978) in foreign language teaching.

The aim of the questionnaires distributed among pupils was to determine whether students listen to the music when learning. Moreover, it should give the evidence of listening to the music during certain activities with the focus on reaction on the music applied during the classroom. As for an interesting observation, the number of pupils playing some musical instrument can be included.

### ***2. Outcomes from a questionnaire survey among teachers of foreign language***

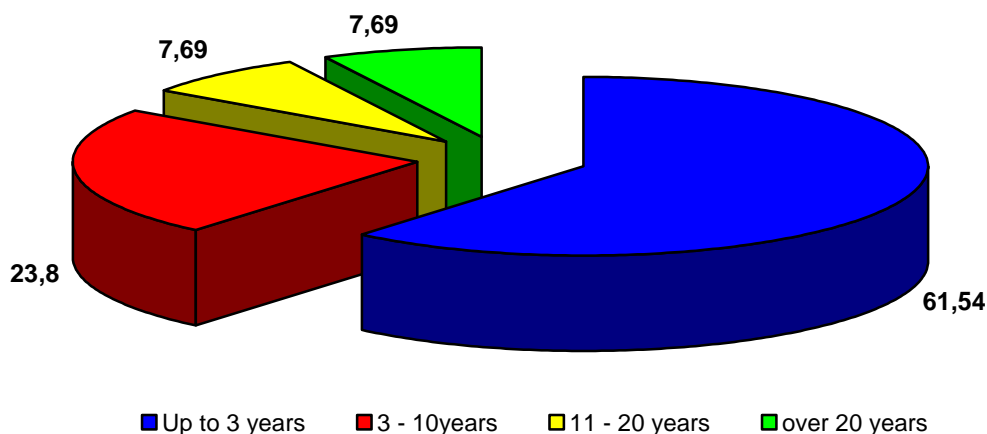
The questionnaire was addressed to teachers of foreign languages, especially of the English language at schools in Karlovy Vary region as well as in Pilsen region with no

regards to the age and gender. Out of the total number of distributed questionnaires 52% questionnaires were returned. 30.76% of the respondents were men and 69.24% women. Regarding the profession experience of the teachers, the result of investigation shows that most of the teachers have been working in schools from 11 to 20 years which gives 61.54%. The other figures present that 23.08% of respondents have been working in schools 3-10 years; 7.69% of the respondents have been working in schools for three years. Same figures represents group of respondents over 20 years.

*Table no. 1 – experience in the field of the teaching*

No of years in teaching	Up to 3 years	3 – 10 years	11 – 20 years	over 20 years
%	61,54	23,8	7,69	7,69

*Graph n. 1 – experience in the field of the teaching %*



Another question which was examined: "What methods are used during the hours to improve receptive skills of students?" Respondents had the option of choosing out of several answers or to add another possible method they use. To provide general overview, the filled table shows the methods used by teachers in teaching of foreign language.



*Table no. 2 – What kind of methods do you use during the lessons to improve receptive skills of students?*

<b>Method</b>	<b>%</b>
<b>Listening of songs or poems in foreign language</b>	100,00
<b>Watching videos/video clips in foreign language</b>	61,54
We go to movies or shows in a foreign language	38,46
<b>Other (write):</b>	30,77
<ul style="list-style-type: none"> <li>• essays</li> <li>• games (example. King of the vocabulary)</li> <li>• flashcards, dictionaries, etc.</li> </ul>	

All interviewed respondents use the method of listening to the songs or poems in a foreign language. 30.77% of teachers who responded this questionnaire use other methods which they prepare by themselves. Among these other methods they mentioned games. For older children they prefer presentations oriented to their interests and hobbies. For the younger pupils, teachers chose vocabulary cards, or pictures.

For the question: "How often do you use listening exercises?" the interviewed teachers had also several options to choose from. The most frequent response was "based on the actual subject matter. This response was chosen by 76.92% of the respondents. Only 7.69% use listening exercises once a week. 15.38% of respondents use a different way of listening exercises, such as completing words in the text by students or based on listening, students are asked to make a summary of the song. There was any respondent who answered that he does not practice listening exercises at all.

**Table n. 3 – How often do you use listening activities?**

<i>How often do you use listening activities?</i>	<b>%</b>
Every lesson	15,38
Once a week	7,69
Depends on classroom	23,08
Depends on the current issue	76,92
Do not use listening activities	0,00
Other (write) <ul style="list-style-type: none"><li>• filling gaps</li><li>• summary of song processing</li></ul>	15,38

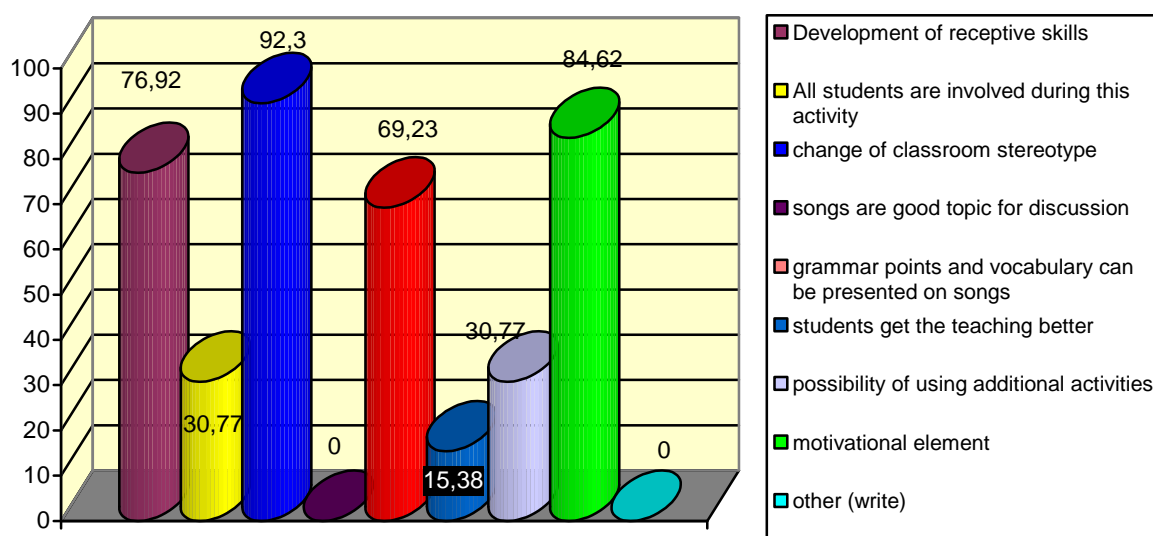
From the table above it is clear that listening exercises are integrated parts of teaching of foreign language. Listening activities are also related to technical capabilities and discussed subject matter. Another fact coming out of the research points out that in larger schools, there is only one multimedia classroom. There is also a problem of the quality of the listening. It has a big impact on pupils' attention because the quality of the record coming out of ordinary player is very low.

Teachers could choose from several answers to the following question: "What do you think that are the advantages of using songs in the foreign language during lessons". Most responses related to the elimination of stereotype classes which presents 92.30% of the respondents. Teachers pointed out that another advantage of using song is that it motivates pupils. This advantage was chosen by 84.62% of the respondents. Next advantage describes development of receptive skills. This answer was chosen by 76.92% of foreign language teachers. The following table and graph, show what other answer could be selected by teachers.

**Table n. 4 – "What do you think that are the advantages of using songs in the foreign language during lessons"**

What do you think that are the advantages of using songs in the foreign language during lessons?	%
Development of receptive skills	76,92
All students are involved during this activity	30,77
change of classroom stereotype	92,30
Songs are good topic for discussion	0,00
Grammar points and vocabulary can be presented on songs	69,23
Students get the teaching better	15,38
Possibility of using additional activities	30,77
Motivational element	84,62
Other (write):	0,00

**Graph n. 2 – What do you think that are the advantages of using songs in the foreign language during lessons?**



The investigation showed that music, especially songs, are used by teachers as an incentive, but also due to elimination of stereotypes hours. In addition, teachers find songs useful for developing vocabulary and receptive skills.

Disadvantages associated with the use of songs in foreign language teaching was identified in another part of the questionnaire. Less than half of teachers are struggling with the problem of choosing the right music. It presents 46.15%. Regarding another possible disadvantage, teachers think that it is the problem of keeping the attention of the students which presents 38.46%. Furthermore, 23.08% of teachers see a disadvantage in the time required for connected activities. Only 7.69% of the respondents find the disadvantage of keeping morale in a large number of pupils as well as 7.69% see the disadvantage of students 'reluctance to cooperate. 23.08% of respondents face to other obstacle when students don't understand the text and are not able to fill in missing words.

Next part of the questionnaire focuses on modern methods of teaching - the Suggestopedia. It examined whether teachers know and whether they are familiar with this method and whether that method should be included in education and become a common part of teaching and finally; what are the advantages and disadvantages Suggestopedia. Most of the asked foreign language teachers knew what Suggestopedia is - 53.85%. 61.54% of respondents believe that Suggestopedia should not be a normal part of learning a foreign language.

***Table n. 5 – Suggestopedia, awareness, principals. advantages and disadvantages***

<b>Do you know principals of Suggestopedia?</b>	<b>%</b>
YES	53,85
NO	46,15
<b>Should Suggestopedia become a normal part of teaching?</b>	<b>%</b>
YES	61,54
NO	38,46

When asked why Suggestopedia should not be a normal part of teaching 30.76% respondents answered that Suggestopedia method is not suitable for all pupils. To the question "What are the advantages of implementing Suggestopedia in teaching foreign languages?" teachers responded that they see the advantage for the implementation of the faster acquisition of receptive skills (38.46% of the respondents). Only 15.38% said that they do not know. Teachers see a disadvantage of introducing Suggestopedia in teaching foreign language in the difference of the mental maturity of students in particular group. 38.46% answered like this.

At the end of the questionnaire there is a question which aim was to examined whether music affect student's learning skills and in what phase of the lessons teachers use music as part of teaching.

**Table n.6 – Music and its influence on pupil's performance**

Does music positively affect student's learning skills and performance?	%
YES	100,00
NO	0,00
<b>Can music also have negative influence?</b>	<b>%</b>
YES	15,38
NO	84,62

From the responses is clear that all the questioned teachers believe that music has positive effect on learning abilities of students, but 15.38% of the respondents think that music can have the negative impact on students.

The last question was to determine in which part of the lessons, teachers use music as a teaching supplement.

**Table n.7 – If you can use music during the lesson, in what stage would it be?**

<i>If you can use music during the lesson, in what stage would it be?</i>	<b>%</b>
Before the beginning of the lesson to set the positive mood	69,23
During students independent work	23,08
I wouldn't use it at all (write the reason)	0,00
I do not know	30,77
Other (write) <ul style="list-style-type: none"> <li>• when explaining grammar</li> <li>• when explaining new vocabulary</li> <li>• for releasing the tension after exhausting part of the lesson, especially useful for younger pupils</li> <li>• at the end of the lesson</li> <li>• during lesson, depending on situation</li> </ul>	46,15

From the information above it can be stated that foreign language teachers use music in teaching to promote learning. Mostly, teachers use music in the beginning of the lesson to induce a pleasant atmosphere - 69.23%. On the other hand, 30.77% of the respondents do not know when the music should be used to reach the greatest effect in the classroom. 46.15% of respondents use the music as needed. None of the teachers surveyed did select the option "I would not use it at all."

## **2.1 Conclusion**

To conclude, the questionnaire survey among teachers of foreign languages, which took place in Plzen and Karlovy Vary in primary schools, shows a few obvious facts. Music is a very good tool for learning a foreign language and all the respondents use this tool for teaching. Music is used in the interpretation of new vocabulary, new interpretation of the grammar exercises as well as in monitoring pupils' attention. The vast majority of respondents use music to develop receptive skills of pupils, the use of music in education is

seen as an advantage. The main disadvantage of the inclusion of music in the tutorial is a problem with maintaining student attention and the problem becomes also the selection of appropriate music.

Suggestopedia is a concept with which more than half of those surveyed met. For implementation of the common principles of Suggestopedia in teaching a foreign language, according to the respondents, there are not enough trained teachers. Moreover, there is a thought that not every student would like this method. The survey shows that the concept of Suggestopedia is known by teachers. Also they are familiar with the principles of teaching, related methods and they all are very clear and obvious to them. To summarize, the use of Suggestopedia (natural method of teaching) by teachers during common classes, teachers should be trained by professionals before this method could be used in the current foreign language teaching in primary schools.

### ***3. Outcomes from the questionnaire survey among pupils***

The thesis, which focuses on music as a motivating factor, would not be complete without any survey among students. This investigation was carried out in schools in Pilsen and Karlovy Vary region. Of the total number of distributed questionnaires the return of the questionnaires was lower than return of the conducted survey among teachers of the English language. So the total return was 36.67%. The aim of the questionnaire was to find out the opinion among students of the English language classes; what they think of the use of music as a motivational factor for learning.

#### **3.1 Outcomes from a questionnaire survey among pupils**

The questionnaire survey was preceded among students of the first and second grade of primary schools. The average age of students surveyed was 11.41 years. The youngest pupil was 8 years old and the oldest one 16 years old. The investigation involved 68.18% boys and 31.82% girls. From these data one can infer that a greater focus on teaching English belongs to boys than girls, but to prove this claim it would be necessary to ask a much larger group. Nevertheless, this survey is not the subject of this thesis.

To get a general overview of the attitude of students towards music, seemingly unrelated questions were also asked in the survey. The aim was to determine the relationship of respondents to the music as such. One of the questions asked in the questionnaire was: "Do you play a musical instrument?" Of all the surveyed students less than a quarter, 22.73% play on a musical instrument. If split according to the gender it is: 60% boys and 40% of girls. The most preferred musical instruments among pupils are guitar, flute and piano. One of the interviewed students plays the saxophone. Other questions were directed to listening to the music in general and the time pupils spend by listening to the music. Moreover, other questions focused on the phase of the listening, whether pupils listen to the music when practicing sport, work or even when they study. It also examined how long students listen to music and what kind of music it is.

The question: "Do you listen to the music before falling asleep and during waking up" pointed out some interesting findings. The assumption was that most respondents listen to music before falling asleep, or waking. Before going to sleep only 59.09% of the respondents listen to music and when getting up, the amount of pupils is even less. It presents only 40.91% of students. 50.00% listen to the music while learning. On the other hand, the same amount bothers listening to music while learning. Almost 60% responded that the music as a background is preferred while working or practicing other activities like cleaning, exercise, skating, etc.

**Table n.8 – Do you use music as background while you work or practice other activities?**

<b>Activity</b>	<b>v %</b>
Cleaning	30,77
Fading	7,69
Cooking	7,69
Showering	7,69
Sport	46,15

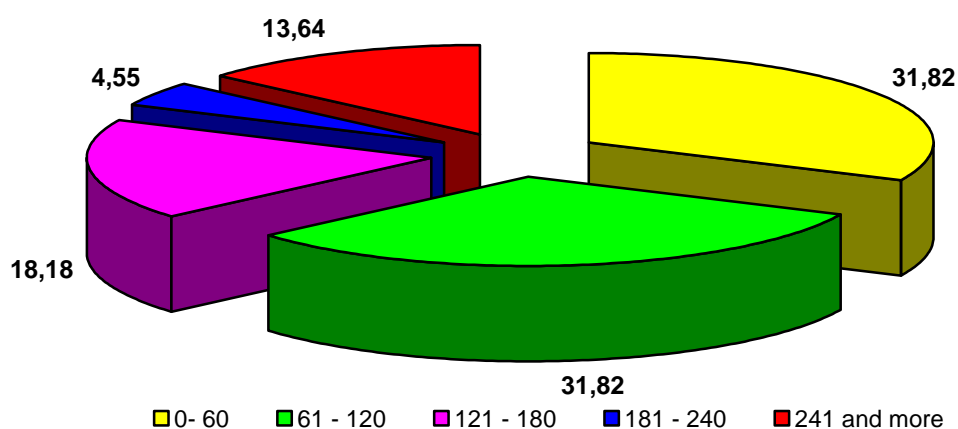


When working on computer	23,08
Laundry and ironing	7,69
At school	7,69
Other	15,38

From the above findings it is clear that the background music is used mostly by students when practising sports which present 46.15% and while cleaning 30.77% of respondents. Also when working on computers or playing games, the interviewee listen to music, 23.08%. Another question in the survey sought to determine the depth of interest in music by reading music magazines. When asked: "Do you read music magazines?" Only 13.64% of respondents responded positively. Girls are more interested in reading music magazines (66.67%) than boys.

Very interesting findings showed after getting the results to the answer of the question of how long they spend listening to the radios, CD players, MP players or watching video clips on television. Most of the students spend their time by listening to MP3 and CD players (86.36% of the respondents). On the other hand, the least time they spend by listening to radio. It is only 31.82% .More than 50% of respondents watch the video clips at the TV (59.09% of the respondents). The determination of the time listening to individual respondents, which means per respondent, is set to 138 minutes per day. This means that each of the respondents spend more than two hours by listening to music every day. One of the respondents reached absolute record when he said that every day; he listens to music, 420 min, which is 7 hours. The opposite of this is the respondent who listens to music every day only 30 minutes. In general, girls listen to music less than boys. The record holder is a boy of 14 years.

**Graph 3 – Time spent by listening to music - in minutes**

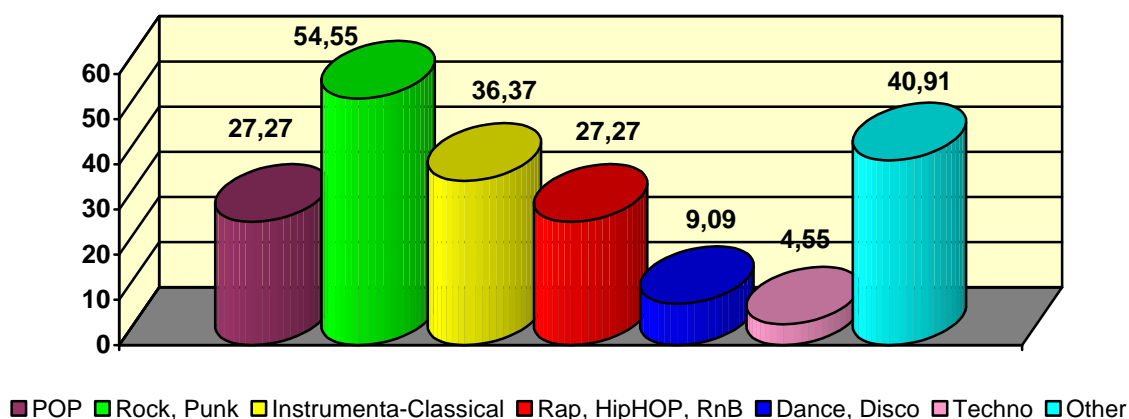


The above results show that music is an integral part of pupils' everyday live. The question is, what time is adequate for listening to music, and in case of a "record holder" it is important to consider whether other activities mainly studying are not taken apart when most of the time is spent by listening to music. In case of motivation by mean of music, there is a big question how to choose the music as a motivational factor for students.

**Table 9 - What music do you like best?**

<i>Music genre</i>	<i>%</i>
POP	27,27
Rock. Punk	54,55
Instrumental / Classical	36,36
Rap, HipHOP, RnB	27,27
Dance, Disco	9,09
Techno	4,55
Other	40,91

*Graph 4 - What music do you like the most?*



In general, students prefer Rock, Punk (54.55% of respondents) and the smallest number of students listen to music style called techno. An interesting finding is the percentage of students listening to the instrumental music, classical music, when the number of listeners of this genre is 36.37%. Other preferred styles are pop and rap, hip-hop. Both of these musical genres are listened by the same number of respondents, 27.27%.

When asked whether respondents are sometimes distracted by music, 45.45% responded that they are. The music does not disturb the remaining respondents which presents 54.54%. Pupils mention music as bothering mainly if they feel sick or if they are ill. Some of the respondents pointed out that they cannot focus on learning when listening to the music. Others claims that the music unable them to fall asleep or to read. Sometimes music bothers when they have bad mood. Some of the respondents also describe that music disturb when learning at school, especially when somebody listens to the music from his phone during the lesson.

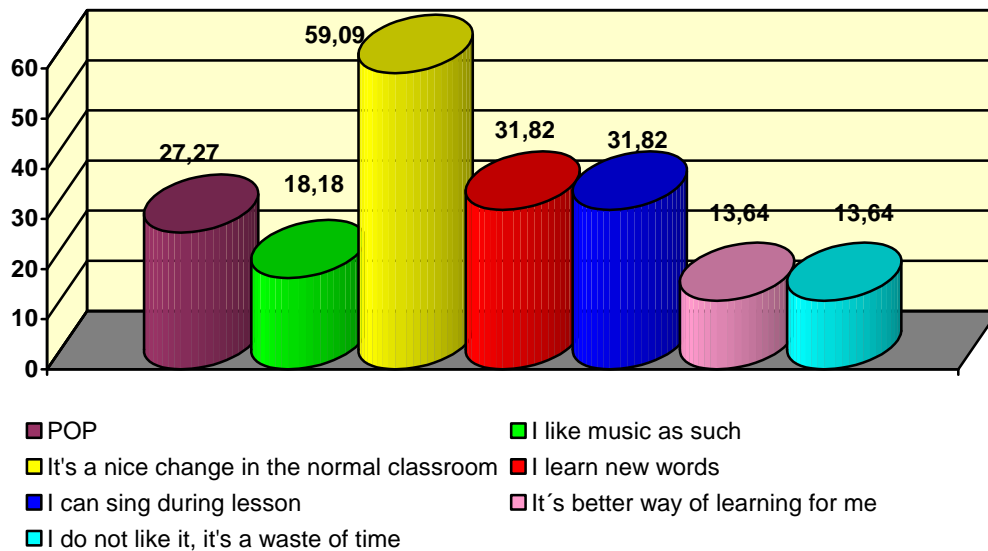
Last part of the questionnaire was directed to the use of music during lessons of English language and the attitude of students to use of music as a motivational factor. 81.82% of students answered yes and 18.18% not to the question, whether they like working with songs in English lessons

The last question was directed to determine what to do with the songs during lessons and what pupils prefer. Again, respondents could choose from several options.

**Table No. 10 - What do you like about songs used during lessons of English language?**

<i>Question</i>	<i>v %</i>
I like music as such	18,18
It's a nice change in the normal classroom	59,09
I learn new words	31,82
I can sing during lesson	31,82
It's better way of learning for me	13,64
I do not like it, it's a waste of time	13,64

**Graph n. 6 – What do you like about songs used during lessons of English language?**



The above results show that except to 13.64% of the respondents, students like the change and the music is for them to fun. Some learn through songs new words, or is it better way of learning for them.

### **3.2 Conclusion**

To conclude, the questionnaire survey among students of English, which took place in Plzen and Karlovy Vary in primary schools shows several obvious facts. Music is very good tool for learning a foreign language and more than two-thirds of pupils welcome the implementation of the music to common lesson and they take it as a kind of motivational factor. In general, pupils have positive feelings towards music. They prefer various types of music genres. There is not any student who does not like music can be found in the questionnaire. The survey describes that every single pupil listens to the music at least 30 minutes per day. Only a small number of surveyed students consider the use of music or songs for way of teaching as a waste of time. From the results of the survey, it can be stated that music as a motivating factor can be regarded as successful way of teaching of the English language.

### **3.3 Findings from questionnaire survey**

To summarize the findings of the questionnaire, the motivation, in this case music or songs, is a process during which positive tuning and energizing of the pupils' of the mind occur. Using music as a motivational factor is the process that determines the direction and strength of interest in a foreign language.

Motivation is used in striving for a performance of certain level. The role of 'motivator' appears in this case, English teacher, who works systematically to stimulate (musical themes), so that students achieve their highest level in understanding assigned tasks, goals. Music motivation should bring excitement, joy, curiosity, positive feelings and ultimately joyful expectation of what will happen in the next hour. Motivation by music becomes ideal way to successful achievement of the goals and good grades in English.

The problem with setting music as a motivational factor is the appropriate choice of musical genre. It means selecting appropriate songs and music for all interested students. Whoever carries out the motivation has no easy work at all. He must know what driving force can be applied on every single pupil. He must use this knowledge to focus its energies on those objectives and tasks. "Motivation is something like flowing water in a water pipeline that has the ability to flow. To flow, it needs to have the opportunity.

Therefore, it is necessary to turn the tap ". If a teacher wants pupils to show their motivation, he must create proper opportunity for them. [29]

Music as a motivating factor of learning of the foreign language can ease teachers their work but teachers should work with the students and listen to them and take into account their interests and needs. Then success will be achieved.

### **13. Conclusion**

To conclude, this diploma thesis partially meets the goal and the target which is to prove that music/songs can work as a motivating factor for pupils to learn English. Partially on purpose, because if this diploma thesis really proved every single point which is analyzed than it would become a kind of guideline for the teachers and everyone would try to implement it into the teaching process. But, there are many points which are controversial and not all techniques are applicable into all types of classes and for all pupils. Therefore, there exist many tools and activities connected with music and songs which can enable teachers to involve pupils to the process of learning the English language and ease pupils the comprehension of subject matter. The teaching process itself does not have to be straightforward. It can be also fun for pupils. There is a "golden" rule which says that if pupils add their emotion into the learning, they are able to absorb more knowledge and improvements appear sooner.

As for music and songs, they have a positive effect on human mind. Music does not only evoke pleasant feelings, but it can also encourage pupils' attitude towards the learning. The technique, which involves music in the teaching, is called Suggestopedia. Unfortunately, this method is specific and according to survey results, not every teacher knows what is hiding under this name and what the basic principles are. It is important to take into consideration that each of the students is unique and that is why it cannot be applied what works with one to the other. However, as the results of the survey showed it is good to involve music or songs in the learning process. The activity with song or music may not take an hour. It should not indeed. But if one try different parallel activities such as warm-up activity for tuning pupils into pleasant mood while playing nice background music and students performing simple task, practicing vocabulary or even grammar is discussed by mean of a song (lyrics), such an approach could motivate students and, should guarantee the improvement of their results.

It is also important to mention that the choice of the music or songs does not always have to be the teacher's domain. He should invite students to actively participate when choosing appropriate source of discussion or source for subject matter. The teacher should become a "traveller's guide" of the pupils. He should have the final word when approving their proposal but he should be very careful with this. He should take into account all important facts such as: the aim of the activity, its organization, duration, possible level of noisiness, level of usage L1 and L2!

The presupposed outcomes of the questionnaire revealed positive impact of the music on students and pointed out that music is part of their everyday life. The questionnaire targeted to teachers proved that teachers can implement songs and music to the lessons for explaining for example certain grammar points, new vocabulary or pronunciation. Moreover, the outcomes highlighted the awareness of unconventional way of teaching, the Suggestopedia and its possible implementation into lessons of teaching foreign languages.

Because most of respondents use music to develop receptive skills of pupils, the use of music in the process of teaching and learning can be regarded as an advantage. On the other hand, as the teachers answered it the questionnaire, there is a main disadvantage of the inclusion of music in the tutorial. It is a problem of keeping students' attention and as mentioned in previous lines, there is also a problem with selection of appropriate music.

From the results of the questionnaire it is clear that music as motivating factor for pupils learning English is very useful tool, because most of them spend hours by listening to the music everyday!

## **14. Resumé**

Tato diplomová práce se zabývá možnostmi využití hudby/písniček jako motivačního faktoru při výuce anglického jazyka. Práce je rozdělena na dvě hlavní části. První část je zaměřena na teorii, které je podložena patřičnými příklady, které lze aplikovat během vyučovací hodiny. Jednotlivé příklady aktivit jak pracovat s hudbou či písničkou jsou analyzovány a jejich výhody či nevýhody vyzdvihnuty. V první části je rovněž nastíněna možnost využití netradiční metody zvané Sugestopedie. Druhá část diplomové práce se zabývá dotazníkovým šetřením, jehož cílem je prokázat možnou širší implementaci hudby a písni do běžné výuky. Rovněž zkoumá dopad a vliv na žáky jak při běžné výuce, tak i během mimoškolních aktivit.



## 15. Endnotes

1. Funkce hudby ve společnosti
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3. Wolfgang H. Stark Superlearning, Nový způsob výuky jazyků, p.88
4. Murphey T., Music and song, p. 3
5. Ideas that work 2001, p. 21
6. Ibid., p.7
7. Ibid., p.8
8. Harmer J., The practice of English language teaching, p.98
9. Ibid., p.98
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11. Ibid., p. 98
12. Motivation and Motivating in EFL
13. Ibid
14. Murphey T., Music and song. Ibid. p.38
15. Ibid., p.39
16. Sugestopedie
17. Murphey T., Music and song. Ibid. p.47
18. Ibid., p.54
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29. Motivace

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## **17. Appendices**

Appendix I: Questionnaire

## DOTAZNÍK – HUDBA JAKO MOTIVAČNÍ FAKTOR

Pozorně si přečtete následující otázky. Odpovídejte na otázky podle toho, co si myslíte, že Vám skutečně nejvíce odpovídá. Hodící se odpověď zakroužkujte. U některých otázek je možné zakroužkovat více odpovědí.

### Muž/Žena

**Praxe:** do 3 let, 3-10 let, 11-20 let, nad 20 let

#### **Jaké metody používáte během hodin ke zlepšení receptivních dovedností žáků?**

1. posloucháme písničky nebo básničky v daném cizím jazyce
2. díváme se na videa/videoklipy v cizím jazyce
3. chodíme na filmy nebo představení v cizím jazyce
4. jiné (vypište):

.....

#### **Jak často používáte poslechová cvičení?**

1. každou hodinu
2. jednou týdně
3. v závislosti na možnostech učebny
4. v závislosti na probírané látce
5. poslechová cvičení nepoužívám
6. jiné (vypište):

.....

#### **Jaké jsou podle Vás výhody používání písniček v daném cizím jazyce při hodinách?**

1. rozvíjí žákovo receptivní dovednosti
2. všichni žáci jsou během této aktivity zapojeni
3. odbourání stereotypu hodiny
4. písničky jsou dobrým námětem k vedení diskuse
5. na písničkách mohou vysvětlovat gramatické jevy, slovní zásobu
6. žáci lépe chápou výuku
7. využití dalších doplňkových aktivit
8. motivační prvek
9. jiné (vypište):

.....

#### **Jaké jsou podle Vás nevýhody používání písniček v daném cizím jazyce při hodinách?**

1. časová náročnost
2. technická náročnost
3. problém s udržením koncentrace žáků
4. nevím jakou správnou hudbu vybrat
5. při velkém počtu žáků problém s udržením morálky
6. žáci nechtějí spolupracovat

7. jiné (vypište):

.....

**Víte co je to sugestopedie a jaké jsou její principy?**

**Ano/Ne**

**Měla by být sugestopedie běžnou součástí výuky?**

**Ano/Ne**

**Proč?**

.....  
.....

**Jaké jsou výhody zavedení sugestopedie do výuky cizích jazyků?**

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

**Jaké jsou nevýhody zavedení sugestopedie do výuky cizích jazyků?**

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

**Má hudba pozitivní vliv na učební schopnosti žáka a jeho výkon?**

**Ano/Ne**

**Může mít hudba i negativní vliv?**

**Ano/Ne**

**Kdybyste mohli při výuce použít hudbu, v jaké části hodiny byste ji využili?**

1. před zahájením vlastní výuky k navození příjemné atmosféry
2. během samostatné práce žáků
3. nepoužil (a) bych ji vůbec, důvod (vypište)

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

4. nevím

5. jindy (vypište)

.....

## DOTAZNÍK – HUDBA JAKO MOTIVAČNÍ FAKTOR

Pozorně si přečtete následující otázky. Odpovídejte na otázky podle toho, co si myslíte, že Vám skutečně nejvíce odpovídá. Nehodící odpověď škrtněte. U některých otázek je možné zaškrtnout více nehodících se odpovědí.

Věk

Muž/Žena

**Hrajete na hudební nástroj** Ano/Ne

Na který?.....

**Posloucháte hudbu před usínáním/při vstávání?** Ano/Ne

**Posloucháte hudbu, když se učíte?** Ano/Ne

**Používáte hudbu jako pozadí při práci či jiné aktivitě?** Ano/Ne

Kdy?.....

**Čtete hudební časopisy?** Ano/Ne

Které?.....

**Kolik minut denně přibližně trávíte poslechem:**

a) rádio.....

b) CD/MP3.....

c) Tv/videoklipy.....

**Jakou hudbu máte nejraději?**

a) POP

b) Rock, Punk

c) instrumentální/klasická

d) Rap, Hip Hop, RnB

e) Dance/Disco/

f) Techno

g) jiné

**Ruší Vás někdy hudba?** Ano/Ne

**Pokud ano, kdy, za jakých okolností?**.....

**Pracujete rádi při hodinách angličtiny s písničkami?** Ano/Ne

**Co máte na práci s písničkami při hodinách nejraději?**

- a) mám rád (a) hudbu jako takovou
- b) je to příjemná změna při běžném vyučování
- c) můžu se naučit nová slovíčka
- d) můžu si při hodině zazpívat
- e) lépe se pak učím
- f) nebaví mě to, je to ztráta času