Faculty of Arts and Philosophy

Music in English Language Teaching

Andrea Kotvanová

Bachelor Thesis

2022

Univerzita Pardubice
Fakulta filozofická
Akademický rok: 2020/2021

ZADÁNÍ BAKALÁŘSKÉ PRÁCE
(projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: **Andrea Kotvanová**
Osobní číslo: **H18068**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obor: **Anglický jazyk – specializace v pedagogice**
Téma práce: **Hudba ve výuce anglického jazyka**
Téma práce anglicky: **Music in English language teaching**
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

Zásady pro vypracování

Studentka se bude ve své bakalářské práci zabývat problematikou výuky slovní zásoby na základní škole prostřednictvím využití populární hudby. V teoretické části práce vydefinuje pojem lingvistické kompetence, který zasadí do širších souvislostí z pohledu obecného cíle výuky anglického jazyka. Dále vymezí specifika dané věkové skupiny žáků z pohledu vývojové psychologie. V návaznosti na to shrne principy výuky slovní zásoby. V praktické části práce studentka navrhne soubor aktivit rozvíjejících slovní zásobu za využití populárních písní.

Rozsah pracovní zprávy:
Rozsah grafických prací:
Forma zpracování bakalářské práce: **tištěná/elektronická**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

Brown, H. Douglas. 2014. *Principles Of Language Learning And Teaching: A Course In Second Language Acquisition. NY: Pearson Education.*
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Vedoucí bakalářské práce: **Mgr. Helena Zitková, Ph.D.**
Katedra anglistiky a amerikanistiky

Datum zadání bakalářské práce: **1. dubna 2021**
Termín odevzdání bakalářské práce: **31. března 2022**

doc. Mgr. Jiří Kubeš, Ph.D. v.r.
děkan

Mgr. Olga Roebuck, Ph.D. v.r.
vedoucí katedry

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Andrea Kotvanová

Acknowledgments

Annotation

This thesis focuses on teaching vocabulary at primary school with the use of songs. The theoretical part will define the basic aim of teaching English in relation to linguistic competences. Then, the principles of teaching vocabulary will be covered. In the theoretical part, a set of criteria will be laid out. Based on the presented criteria, the author will create sets of activities with the implementation of songs to test whether songs are sufficient material to be implemented into teaching vocabulary followed by a commentary.

Keywords

Popular songs, teaching vocabulary, elementary school, linguistic competences, the aim of English language teaching, developmental psychology, principles of teaching vocabulary.

Anotace

Tato bakalářská práce se zabývá problematikou výuky slovní zásoby na základní škole s využitím písní. Teoretická část definuje základní cíle výuky anglického jazyka, který bude propojen s lingvistickými kompetencemi. Dále, principy výuky slovní zásoby budou následovat. V teoretické části budou vypracovány kritéria, podle kterých budou navrhnuty aktivity. Na základě kritérií budou vytvořeny soubory aktivit za využití písní. Vybrané písně a aktivity budou testovány, zda jsou vhodným materiálem pro výuku slovní zásoby.

Klíčová slova

Populární písně, výuka slovní zásoby, lingvistická kompetence, obecný cíl výuky anglického jazyka, vývojová psychologie, principy výuky slovní zásoby

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Introduction

Nowadays, the importance of the English language is acknowledged by everyone. English is a global language, and without hesitation, it can be said that wherever we go or travel, there is a high chance that the people there will know some phrases and at least one person will be able to produce some speech in English. Moreover, to encounter the language, there is no need to travel. English is omnipresent in our lives, whether it is the TV or social media, the list of ingredients of the product we bought, or a non-native speaker of the English language asking for directions in our country. In a similar fashion, another element that is ubiquitous and interwoven into our lives is music. Music, especially songs, is almost always with us whether we actively listen to them, or a catchy chorus that is stuck in our heads.

This thesis will focus on both matters, the songs, and the English language, specifically vocabulary acquisition with the use of popular songs. For many years, grammar was part and parcel of English language teaching. Understanding, drilling, and using precisely correct grammar was deemed as the main goal when someone wanted to reach fluency in the targeted language. Nonetheless, in recent years there has been an emerging trend of highlighting the importance of vocabulary and even putting it in the foreground when teaching. For example, this has led to the development of mobile applications concentrating on vocabulary only. Concludingly, when language users lack vocabulary, grammar alone will not convey their message. Thornbury mentions a famous scholar David Wilkins who eloquently put it in his famous sayings: "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" and "You can say very little with grammar, but you can say almost anything with words" (2002, 13).

This thesis aims to focus on and explore the possibilities of teaching vocabulary with the use of popular songs. The work is divided into two parts, theoretical and practical. In the theoretical part, the first chapter deals with the basic aim of teaching English. In the beginning, a brief history of the development of communicative competences will be covered. Then, a detailed definition of communicative competence is followed by the Common European Framework of Reference (short for CEFR), and the linguistic part will ensue. In the end, the aims will be specified in terms of teaching English in the Czech Republic at primary school.

In the second chapter, the author will unpack the topic of teaching vocabulary. Firstly, the definition of what exactly is meant by the term vocabulary, followed by an explanation of

what it means to know a word. Next, by quoting I. S. P. Nation will be covered productive and receptive vocabulary notions. Moreover, I. S. P. Nation provides answers to the question, "How is vocabulary learned?" Ultimately, crucial principles of presenting and teaching new vocabulary will ensue.

The third chapter will include the specifics of the selected group for which activities in the practical part will be created. The important characteristics of fourth-grade students will be presented.

In the last chapter of the theoretical part, the subject matter will be teaching vocabulary with the use of popular songs. At the beginning of the practical part, there will be laid out the structure and procedure. The author will create nine sets of activities to teach vocabulary organized into three distinct topics that were chosen from the FEP BE. Moreover, each activity will be analyzed based on the criteria foreshadowed in the theoretical part of this thesis.

Theoretical Part

1. The Basic Aim of Teaching English

In simplified terms, there is a premise that to acquire a language and consequently use it in real-life situations, one must obtain a considerable amount of vocabulary and elicit knowledge of grammar. However, that definition neglects many elements that a language cannot be performed without or is deemed substantially impoverished at best. Language is not merely a means of dryly encoding and decoding information between a speaker and a listener; it serves as a tool for communication in a much broader sense. It is also an expression of one's identity and getting to know another culture and its manners. For instance, just as vocabulary cannot capture the use of irony, grammar cannot explain a dramatic pause in the middle of a conversation. The intention is not to diminish the importance of the aspects mentioned in comparison to other elements of language. It is only to demonstrate other notions of language, such as the irony, pauses in a speech, or showing politeness conventions should also be viewed as part and parcel of language learning and teaching.

A broader definition of what a learner should be able to do is to use the language correctly and appropriately in real-life situations. Scrivener provides his explanation on the subject matter of English language teaching. He classifies it into two main areas: language systems and language skills. Language systems are what he calls "knowing" or "up-in-the-head-knowledge." There, he categorizes phonology, lexis, grammar function, and discourse (2005, 29). The second group, language skills, express what is done with the language; there is found speaking, writing, reading, and listening, which he further classifies into productive (the first pair) and receptive (the second pair) (ibid., 29). Finally, he offers additional commentary on the function of language, noting that some sentences, which may initially seem unrelated, can still form part of an ongoing conversation, and be perfectly understood by both parties (ibid., 28), thereby touching upon the discoursal aspect. However, besides that, he does not employ himself to go into much deeper detail regarding this issue.

1.1 History Of Communicative Competences

On a similar note, other linguists employed themselves with the same matter as what needs to be taught in the classrooms. In recent years communicative competences are to be considered as an aim when one's goal is to be competent in a targeted language. The term

"communicative competences" was first coined by Dell Hymes (1967). It was his response to Chomsky's definition of what must be taught, which he deemed unsatisfactory and incomplete. In his publication, Chomsky differentiates two areas of a language: "competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)" (1965, 2). Moreover, Chomsky perceived the main gist of a language to be its grammar. He argues that "a grammar of a language purports to be a description of the ideal speaker-hearer's intrinsic competence" (1965, 2). In contrast, Hymes comments that the statement lacks the supporting aspect of the necessary sociocultural theory as well as the actual image of children in the schools and their abilities (1972, 270–286). As Noam Chomsky and Dell Hymes attempted to describe the core of language teaching, they both substantially contributed to the unified term and definition of communicative competences.

1.2 Communicative Competences by CEFR

Today the term "communicative competences" has a stable and more in-depth definition that is provided by the Common European Framework of Reference: Learning, Teaching, Assessment (CEFR) issued by the Council of Europe. The CEFR defines communicative competences, and general competences as target competences for language education. Furthermore, the CEFR differentiates three main components that make up communicative competences, to name them: sociolinguistic, pragmatic, and linguistic (CEFR 2001, 117). Sociolinguistic and pragmatic competences will be briefly dealt with in the upcoming paragraphs, and linguistic competence will be discussed further in greater detail.

Firstly, sociolinguistic competences are concerned with the matter of sociocultural conditions. It is ubiquitous in every communication and based on its nature. It dramatically impacts communication among speakers of different cultures, even if the participants are unfamiliar with the influence. Those cited are social conditions (rules of politeness, norms governing relations between generations, sexes, classes, and social groups, and linguistic codification of certain fundamental rituals in functioning of a community) (CEFR 2001, 13). Secondly, pragmatic competences include an ability to use a language appropriately and effectively in context. It is preoccupied with the coherent and cohesive form of a speech, distinguishing the type and form of a piece of written or spoken speech, as well as the use of irony and sarcasm. Naturally, for mastering this competence, the focus is put on exposure to those cultural environments to extract and gain the knowledge and use it appropriately (CEFR 2001, 13).

1.3 Linguistic Competences by the CEFR

In discussing linguistic competences, Hedge defines them as "the knowledge of the language itself, its form and meaning" (2000, 46). According to him, it "involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, and linguistic semantics" (2000, 47). The presumption is that when a learner is given a task to list items present in a bowl in spoken and written form, he or she possesses phonological, semantic, lexical, and orthographic competence. Furthermore, the capacity to narrate an event using various tenses indicates proficiency in grammatical competences (2000, 47). The CEFR provides a more extensive and detailed list of components relating to linguistic competences. According to the CEFR, these components include:

- o Grammatical competence
- o Semantic competence
- o Phonological competence
- o Orthographic competence
- o Orthoepic competence
- o Lexical competence

CEFR (2001, 109)

Firstly, grammatical competence can be described as a set of rules that enables the elements to assemble into utterances. In order to be competent in grammatical competence, one has to fathom those principles and use them correctly. For illustration, it includes elements (morphemes, stems, affixes), categories (e.g., of nouns - case, gender, number, countability, of verbs – transitiveness, voice, aspect), classes (open and closed word classes, its conjugations, and declensions), structures (compound and complex words, phrases, clauses, and sentences), processes (e.g., nominalization, gradation, affixation) and lastly relations (government, concord, and valency) (CEFR 2001, 113). On top of that, grammatical competence also includes the problematics of morphology and syntax. Morphology directs the modification of words depending on the particular set of other elements in the context, for example, vowel alteration, irregular forms of verbs, or suppletion. In contrast, syntax covers the principles of the composition of the words in sentences. This process is done on an

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unconscious level by native or advanced users of a language.

Next, semantic competence assesses learners' ability to recognize and organize meanings. It is divided into three sub-categories:

- lexical semantics that deals with the meaning of each word

- grammatical semantics covering the meaning of grammatical categories and processes.

- pragmatic semantics is concerned with logical relations (presupposition, implicature, and more).

(CEFR 2001, 115–116)

They are followed by phonological competence. It focuses on the production of sounds, and the ability, and knowledge to vocalize them correctly. A learner needs to fathom the understanding of the sound unit and its possible variations that are co-dependent on the particular context as well as the phonetic features that help to tell apart phonemes. In a similar fashion, mastering phonetic reduction (vowel reduction, strong and weak forms) and prosody, known as sentence phonetics, are aspects that are also crucial for phonological competence (CEFR 2001, 116).

Furthermore, orthographic and orthoepic competence. Without the ability to put ideas onto paper, the learner cannot be regarded as fully competent in the language. Thus, orthographic competence is occupied with the language's system for written form. The learner has to be competent in many variations of the writing, including upper and lower case, cursive, recognition of abbreviated forms, logographic signs, and punctuation marks. Subsequently, orthoepic competence requires learners to read given text efficiently, meaning they must recognize and pronounce the symbols correctly. This also includes familiarity with the spelling conventions and distinguishing ambiguity between similar words. Additionally, the learner has to be equipped with the knowledge of punctuation marks and their implications of meaning. On top of that, the presumption is that in a case of an occurrence of unknown words, it will be handled without many hindrances because he or she will be covered with the ability to match the symbols used for the representation of pronunciation that is provided in

dictionaries (CEFR 2001, 116–118).

Finally, in lexical competence, the assumption is that the learner will possess a vocabulary he or she is familiar with to the extent of utilizing it in context. Its sub-elements are lexical and grammatical elements. The former consists of a variety of fixed elements that are learned as whole lexical chunks (e.g., idioms, proverbs, greetings, etc.) and single word forms (e.g., open word classes, closed lexical sets). The latter includes closed word classes (e.g., articles, quantifiers, particles, pronouns) (CEFR 2001, 110–111). Taking into account the nature of a language that can be at best described as ever-changing, there is a constant addition of new words, meanings, new abbreviations, etc. Thus, it is deemed impossible to gain all the knowledge.

As the practical part focuses on fourth grade learners, this thesis utilizes the vocabulary list aligned with the CEFR suitable to the levels of A1 and A2, providing a relevant and developmentally appropriate linguistic range for this age group. The FEP BE outlines A2 as the expected proficiency level by the end of primary school (2021, 17). However, the FEP BE does not explicitly differentiate the proficiency levels between primary and lower secondary learners. Therefore, the A1 and A2 levels are deemed appropriate for providing a linguistically suitable range for this specific age group, aligning with their developmental stage and educational expectations.

To reiterate, not only English but all languages are still evolving in their form; accepting new variations or borrowing them is natural progress. It is challenging for a learner and, eventually, for a teacher to parse out the practical and relevant materials that match the needs. The CEFR, with its exhaustive description, outlays the progression of each competence that should be met at a certain level, as well as the cultural awareness of the countries that speak the language.

1.4 The Aim of Teaching English in The Czech Republic at Primary School

In the Czech Republic, the document that all schools are subjected to is Framework Educational Programme for Basic Education (FEP BE, 2021), it is published by the Ministry of Education, Youth, and Sport of the Czech Republic (MŠMT, 2021). The FEP BE is a curricular document that determines the general outcomes of education for each subject that must be met by an individual depending on their age. For primary schools, the outcomes are divided into two levels: the first is primary, encompassing grades from first to fifth, and the

second is lower secondary from sixth to ninth grade. Furthermore, the outcomes of foreign languages in the FEP BE are created based on the laid-out requirements by the CEFR. Moreover, the level of English that is to be reached by the learners of a first foreign language at the end of primary school is A2 (FEP BE 2021, 17).

It is vital to point out that the primary learners are divided into two groups based on their expected outcomes in the FEP BE. The first group ending with the third grade and the second group extending to grade fifth. As the practical part concentrates on the learners attending fourth grade, the outcomes relied upon will match the ones of the fifth.

Firstly, according to the FEP BE, the pupil is expected to understand daily expressions and basic phrases utilized in speech. He can introduce himself and is able to ask and answer simple questions on the topics of the place where he lives, the people he knows, and the belongings he possesses. The learner can communicate with basic language if the speaker is willing to talk clearly, slowly and offers help if needed (FEP BE 2021, 17). Additionally, the CEFR provides a list of vocabulary topics that are identical to those mentioned in the FEP BE (2021, 26):

1. personal identification

2. house and home, environment

3. daily life

4. free time, entertainment

5. travel

6. relations with other people

7. health and body care

8. education

9. shopping

10. food and drink

11. services

12. places

13. language

14. weather

Their general linguistic range is meant to be described as he or she "has a very basic range of simple expressions about personal details and needs of concrete types" (2001, 110). Besides that, he is expected to have "a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations" (2001, 112).

To sum up, teaching English aims to equip the learner with practical knowledge applicable to real-life scenarios, ensuring balanced progression across all competences without favoring one over another.

2. Teaching Vocabulary

2.1 Defining Vocabulary

It is challenging to imagine producing language with the exclusion of vocabulary. Scrivener writes that placing words one after another will get most of the information across whilst altogether avoiding grammar (1994, 73). However, if one wants to convey the message eloquently, using vocabulary alone would not be sufficient. Moreover, the role of teaching vocabulary was not always perceived as one of the critical components. It was mostly treated as an add-on in the classroom environment overlooking its crucial impact on all aspects of communicative competences. Thornbury points out that the purpose of the few words introduced in the classroom were often presented only because the words were easily understood by the learners and worked as a carrier for showcasing the grammar rules (2002, 14). The significance of vocabulary is usually remarked by the learners, too; the flow of the speech breaks when the right words cannot be found, or during travel, dictionaries are often reached for instead of grammar books.

Furthermore, linguist David Wilkins also highlights the importance of vocabulary, and his famous quote goes: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, 111–112). It is a complex matter to conclude which of these two bears more of its significance in teaching language. However, as it might suggest, the goal is not to completely dismantle grammar teaching. After all, teachers do not wish that their learners will reach a point where they can only create sentences the way of a random compilation of words thrown into so-called sentences. Instead, the goal is to acknowledge that vocabulary, as is grammar, is part and parcel of understanding and speaking a language and one that should not be overlooked.

Before moving further, the exact definition of vocabulary needs to be defined; that term is sometimes, according to Scrivener – incorrectly substituted for the word lexis; he defines vocabulary as: "single words (e.g., dog, green, wash) and sometimes very tightly linked two- or three-word combinations (e.g., stock market, compact disc, sky blue, go off)" (2005, 227). Whereas lexis, he states, "…is bigger. It refers to our 'internal database' of words and complete 'ready-made fixed/semi-fixed/typical combinations of words,' that we can recall and use quite quickly without having to construct new phrases and sentences …lexis includes

traditional single-word vocabulary items; common 'going-together patterns' of words (e.g., traffic jam), known as collocations; longer combinations of words that are typically used together as if they were a single item (e.g., someone you can talk to), commonly referred to as 'chunks or multiword items'" (2005, 227). What is more, the CEFR encompasses the knowledge of vocabulary of single words and their meaning, too, and extends it to a comprehensive understanding of how words function in various contexts, highlighting the ability to effectively and appropriately use the words in different conversations and settings (2001, 110).

2.2 What Does It Mean to Know a Word?

Defining what it means to know a word is be found rather troublesome. In simplified terms, knowing the word is knowing its form and meaning (Thornbury 2002, 15). This might seem trivial at first; however, Hence, I. S. P. Nation describes the detailed criteria that need to be met when pursuing mastery of a word. These include knowing: "the meaning (Does the word have one or more meanings? Are there any possible connotations?), written form, spoken form, grammatical behavior (grammatical pattern occurrence), possible collocations, register, associations, and lastly, the frequency of the particular word" (1990, 31). Additionally, Thornbury's diagram encompasses all the factors mentioned above and introduces another criterion: knowing the derivations of the word (2002, 16). Mastering this knowledge and being able to use the word correctly in either spoken or written form requires significant effort and dedication to learning.

2.3 Receptive and Productive Vocabulary

Having this in mind, the task of acquiring vocabulary and fulfilling each of the aforementioned criteria can seem daunting for both teacher and learner. However, Nation dismantles the probable obstacle and provides us with a different concept. He distinguishes two vocabularies, and for each of them, he outlays different requirements that need to be met. The first vocabulary is receptive, and the second is productive (2000, 39).

As for the former receptive vocabulary, Nation explains that the requirements are narrowed down to the sole recognition of the word when it is heard or seen. The learner is also expected to notice whether the form of the word is correct and to be aware of possible grammatical patterns the word can precede, follow, or occur in (Nation 1990, 31–32). Scrivener summarizes

the concept by stating: "Our receptive vocabulary is the set of words that we recognize and understand but tend not to use ourselves" (1994, 74). Whereas, reproductive vocabulary encompasses the knowledge of the receptive one and extends it. To classify a word into reproductive vocabulary means that the learner, without any friction, is comfortable working the word into spoken or written form; therefore, he or she must be aware of the pronunciation, correct spelling, accurate use in context, and possible synonyms (Nation 1990, 32–33) and virtually check off all the boxes of the criteria described by Nation in the preceding paragraph. Nonetheless, an individual's receptive vocabulary will far exceed their productive vocabulary in terms of quantity, regardless of whether the individual is a native or non-native speaker. Moreover, words over time may move between both vocabularies based on the user's choices in a speech. Concluding that this fluidity is not inherently perceived as negative.

On a similar note, Scrivener arrived at an akin conclusion; most words learned at the beginning of the learning process will fall into the reproductive vocabulary. Teachers teach beginners the most frequent words, and with various activities, they instill the knowledge and encourage them to immediately apply these words in their speech (2005, 74). However, as students master the language usage, they will encounter words that they will not use in everyday communication nor encounter them (2005, 74); thus, it is rather burdensome to force them into practicing every criterion. To sum up, it is not necessarily wrong that receptive vocabulary outweighs the productive store of words in quantity.

Furthermore, the content of both receptive and productive vocabulary is best described as fluid. For example, a word not used over a certain period may be stripped of some knowledge and will need some triggers to be placed into productive vocabulary (Harmer 1991, 159). Knowing a word is not an affair of all-or-nothing phenomenon (Thornbury 2002, 22). It is rather a phenomenon of cultivating the old and accumulating the new.

2.4 How Is Vocabulary Learned?

So far, the preceding paragraphs have covered various issues regarding the importance of systemic inclusion of vocabulary in the classrooms, a n d the concept of knowing a word. The following paragraphs will unpack the concept of how words are learned, how to instill them in our memory, and eventually, how to combat or at least slow down the inevitable forgetting and the decay of knowledge.

When a child is learning a first language, to have it right, the newly acquired words must undergo some processing. Firstly, Thornbury says the word must be labeled, meaning that it matches its concept. For example, a four-legged animal is labeled as a dog. Secondly, categorizing occurs to ensure that not every four-legged animal will be identified as a dog. Lastly, to have some structure and that the newly acquired words have their order, the network building ensues (2002, 18). In comparison, when learning a second language, the learner does not start afresh. The pupil already possesses an existing conceptual system; therefore, the learner can skip the process of creating new concepts and mapping them accordingly based on the default one, simply translating them.

As a result of literal translation, the repercussion of shortcutting has its advantages and disadvantages. Starting with the advantages, as stated before, literal translation rapidly accelerates the process and facilitates understanding of the word. Not only romance languages that share Latin origin have words that, with little or no difference in spelling or pronunciation, are understood by students without giving any attention to them previously. These words are classified as cognates (Spada, Lightbrown 2006, 99). Having said that, Spada and Lightbown, on top of that, argue that teachers themselves should not rely on the student's knowledge of the cognates or borrowed words. Although the students might be aware of the word's meaning, they might endorse incorrect pronunciation (2006, 99). A problem emerges when the words seem to be virtually the same, with some deviations in written or spoken form; however, the meaning in each language differs. In this case, relying on literal translation might lead to false friends (Thornbury 2002, 19). In some cases, students will meet words that the mother language is short of having any existing equivalent for, which puts them into the initial position of labeling, categorizing, and network building. Thornbury identifies them as strangers (2002, 22); those are, for example, idiomatic expressions.

To restate, one must obtain a critical mass of vocabulary to learn a language. However, the task had not been completed at that point. The better wording for it is to accumulate knowledge. One step is learning a new word; another is remembering it over an extended period. To fathom the background mechanism of memory, Thornbury proposes three types of memory and thoroughly explains how knowledge can be best utilized. He divides them accordingly: short-term storage, working memory, and lastly, long-term memory (2002, 23). Baddeley does not deviate from such classification and provides a comprehensive

understanding. He describes working memory as a system responsible for temporarily holding and manipulating information during cognitive tasks. It consists of various components, such as the phonological loop and visuospatial sketchpad, which handle auditory and visual as well as spatial information, respectively (2007, 2, 16). Furthermore, short-term memory refers to the temporary storage of information, often associated with immediate processing (2007, 7). Lastly, long-term memory represents the vast storage of knowledge that can be retained for an extended period (2007, 13). Unlike working memory, Thornbury argues, long-term memory has no limited space, and items that will be grouped here can withstand more (2002, 24). Research by Anderson and Pichert suggests that the transfer of vocabulary from short-term to long-term memory is happening through processes of repetition and practice helps in strengthening the memory traces and improving vocabulary retention (1978, 10–12). To conclude, memory plays a vital role in vocabulary acquisition, and its consideration is crucial for successful language learning.

Once acquired, knowledge of words can still be entirely or partly forgotten. The root cause, Thornbury argues, of failing to recall information is mainly due to an overload of new words or an inefficient recycling (2002, 26). Schmitt also notes that especially vocabulary items are more susceptible to being forgotten in comparison to other aspects of language, such as phonology or grammar. He attributes it to the nature of vocabulary consisting of individual units rather than a set of patterns and a cohesive system of interconnected rules (2010, 23). Provided that words will still be forgotten, there are possible means that can be utilized to slow down the process. Some studies suggest that for a word to be filed among other long-term memory words, it needs to be encountered in a meaningful context at least sixteen times (Spada, Lightbown 2006, 98).

Given the challenges of vocabulary retention as discussed, incorporating specific principles can substantially diminish the forgetfulness of words. To list some of them:

- Repetition: Learning is a gradual process; repeating refreshes the word every time it is revised, and the most valuable encounter is in a relevant context, for instance, when reading (Thornbury 2002, 24).

- Retrieval: Similar to repetition, retrieval involves recalling a word without visual or verbal cues. Suggesting that if a student is able to recall the word, he or she is more

likely to retrieve it again in the future (Baddeley 1997, 112).

- Spaced repetition: The timing and frequency of encounters with vocabulary are also important. Celce-Murcia, Brinton, and Snow (2014, 292) argue that the number of times the word was repeated or retrieved is a fallacious metric. Instead, first encounters should follow a few hours-long window, then return to it again and stretch the window up to a few days, and so on; naturally, it improves the recollection of the information (Nation 2000, 114).

- Engagement and use of the word: Research shows that learners who incorporated the specific word into a writing exercise had a better recall of these words compared to those who encountered them in reading activities (Laufer and Hultstijn in Schmitt 2010, 27) Therefore, the manipulation, not necessarily only in writing exercises, of words enhances the memorization (Celce-Murcia, Brinton and Snow, 292).

- Others are imaging (visualizing the word), mnemonics, and cognitive depth (e.g., matching the word with one that rhymes or determines the spot in a sentence) (Thornbury 2002, 25–26).

Among other tools, repetition stands out as a recurring element. Drawing from Schmitt's research it appears that any factor which increases exposure, manipulation, or time dedicated to learning a word greatly contributes to their acquisition, even the process of testing the vocabulary enhances retention. Moreover, studies incorporating multiple posttests throughout the learning process often yield better results on the final posttest when compared to approaches with the exclusion of midterm assessments (Schmitt 2010, 28). In conclusion, repetition should be given prominence when learning and teaching vocabulary.

2.5 Presenting And Teaching New Vocabulary Items

When presenting new words to aid effective guidance a teacher must consider the number of items to showcase that are appropriate for a certain age group. Hendrich states that in the first grade, a student is capable of learning approximately three words per lesson. With increasing experience, knowledge, and abilities, this number increases to four, five, or at most seven words per lesson (Hendrich 1988, 137). The idea is further supported by Thornbury's (2002, 20) more recent publication, in which he justifies the ideal number of words per lesson in English language instruction with the inclusion of the following factors: language level and

proficiency, word difficulty, and their usability.

To effectively help students to master new vocabulary, Brown and Payne propose a systematic approach through a five-step model for vocabulary learning. The model begins with encountering new words, where the learners are first exposed to new vocabulary. The next step, getting the word form, involves understanding its pronunciation and spelling. Following this, getting a clear image is about creating a mental picture or associations for the word. The fourth step, learning the meaning of the words, entails grasping their definition and contextual uses. Finally, using the words encourages actively incorporating them into speech and writing, solidifying their understanding and retention (in Hatch and Brown 1995, 373). This model emphasizes a comprehensive, step-by-step process that enhances effective vocabulary acquisition.

A great challenge for a teacher presents what words should be taught. Ur (2012, 65), Spada and Lightbown (2006, 97) agree on that one of the most important criteria for the selection of vocabulary is frequency. The most frequent words cover almost ninety percent of the language, and the beginning stages provides the learning with a base for utilizing a language that is deemed crucial. Furthermore, Ur also emphasizes that teachers should take into consideration the usefulness and relevance to the specific needs of the students (2012, 65). Although Thornbury admits that it is complicated to single out such vocabulary items (2002, 22).

Another crucial aspect of effective vocabulary teaching is to provide learners with meaningful contexts in which new words occur, it enables the learners to grasp the nuances of word meanings and promotes deeper understanding. By presenting vocabulary items in authentic contexts, students are encouraged to make connections between the new words and their existing knowledge (Nation 2001, 198). When there is no preexisting knowledge to which it can be linked to a teacher can propose different approaches. At the beginner level, Ur says, (2012) words tend to be more concrete, therefore, pictures, gestures, and realia (objects, toy models) can be useful (2012, 66). Nevertheless, at more advanced levels using tangible objects to convey meaning is not advisable mostly due to their abstract meaning. The explanation can be conveyed either in the mother tongue or the targeted language. The easiest way is to provide an equivalent in the mother tongue (Ur 2012, 66); however, Thornbury points out that it halts the development of the second mental lexicon and accesses it indirectly; thus, teachers should

opt rather for English-to-English translation when teaching English (2002, 77). When choosing an English explanation, teachers must use familiar vocabulary to avoid further misunderstandings.

When presenting new vocabulary, it is crucial to incorporate both the written and spoken forms, (Ur 2012, 66). This approach caters to different learning preferences, as some students may find it easier to perceive new items through visual cues, while others benefit from auditory input. By providing both written and spoken forms, learners can engage multiple senses, enhancing their understanding and making the target vocabulary more memorable (2012, 66). Likewise, Thornbury equips the learners with the spoken form prior to the written; he believes that presenting the written form might negatively affect the pronunciation since the spelling and sound in English are almost always mismatched (2002, 86). This minimizes the number of potentially misspelled words. Undoubtedly, a piece of new knowledge is best remembered when the information is concluded by the individual. The form-first approach is best utilized with provided the context, whether it is a written or spoken form, and having the learner work out the meaning on their own.

3. Specifics of the Selected Group

This chapter aims to delve into the developmental stages of primary learners and their abilities at certain ages, focusing on how these factors can affect the effectiveness of teaching English as a foreign language. A thorough understanding of these foundational aspects is critical for the practical part of the thesis.

Since the practical part focuses on primary learners, specifically on the pupils of fourth grade the spotlight will be focused on learners aged nine to ten. Many authors, however, do not solely limit their observations to this narrow age bracket, instead, their research frequently encompasses broader age ranges. This is understandable, given the continuous and overlapping developmental stages experienced by children. Therefore, the characteristics laid out might be true for other age groups.

Children in fourth grade undergo significant developmental changes that manifest in their approach to learning. At the core of their journey is the eagerness to understand the world that surrounds them, they search for new knowledge preferring realistic adaptations (Langmeier, Krejčířová 2006, 118). This natural curiosity is driven by the strong motivation and persistence they possess (Bastable 2019, 183). Moreover, children at this stage, described by Piaget (Piaget in Vágnerová 2005, 242) as the phase of concrete logical operations, advance in rational and logical thought processes and understand the principles of concrete reality based on their personal experiences. To find answers to what they are short of yet experiencing they interrogate and are willing to listen and learn from others (Bastable 2005, 184). To fathom reality, they can distinguish fiction from reality (Scott, Ytreberg 1991, 3); however, in many cases, they continue to believe made-up things such as Santa or Tooth Fairy (Bastable 2019, 184). However, despite these findings, they still heavily rely on visual and tactile experiences. In fact, in an experiment in which children who were presented only with verbal explanation did the worst compared to children who had the opportunity to see pictures. Pupils who had materials available that they could experiment with did the best (Langmeier, Krejčířová 2006, 118).

As mentioned earlier, children are more persistent when acquiring new knowledge thanks to strong motivation. Another aspect that caters to learning is prolonged attention span. Bastable argues that children can sustain attention for longer durations (2019, 184), Fontana is more

concrete and posits that the number of minutes of focus is approximately ten minutes (Fontana in Vágnerová 2005, 256). Given this data, it becomes essential to tailor classroom activities accordingly. Therefore, it is advisable for teachers to frequently switch and vary activities to maintain engagement. Alongside the enhancement of concentration, Langmeier and Krejčířová note that a child is more attentive, examines things more thoroughly and is less dependent on his immediate desires and needs (Langmeier, Krejčířová 2006, 121).

Furthermore, alongside these cognitive shifts in concentration and attention, significant developments occur in the realms of memory and learning strategies. Langmeier and Krejčířová mark evident progress in short-term and long-term memory highlighting the stability (Langmeier, Krejčířová 2006,123). A child aged six to seven utilize the strategies of repetition or mechanical memorization when pursuing knowledge acquisition because they see no significance in understanding the topic (Vágnerová 2005, 258). Later on, in childhood he or she deems it important to grasp the meaning of things and adopts other methods, for example, logical organization of material (into categories), using of mnemonics, and recall strategy based on associations (Langmeier, Krejčířová 2006, 124) (Vágnerová 2005, 258). Given the challenge of navigating the vast array of information presented by new technologies, a child may not yet possess the full capacity to determine the most beneficial knowledge and appropriate strategies independently. In this context, guidance and support from educational institutions and family becomes indispensable in helping them navigate these issues effectively (Langmeier, Krejčířová 2006, 124). Recognizing these shifts in children's development and learning behavior is essential for tailoring effective educational strategies that cater to their evolving needs.

Navigating the realm of language education at the primary level is a unique exploration into the psychological development and innate abilities of children. Children already possess some theoretical and practical background of how the language operates thanks to the development of their mother tongue, therefore, in their English classes they come with some awareness and preparedness (Scott, Ytreberg 1991, 4). At this stage, mere words are insufficient; children heavily rely on a combination of spoken words and tangible interaction with the physical world to truly grasp the meanings behind it (Scott, Ytreberg 1991, 5). Ur encourages activities that cater to the senses, such as those involving aural or visual stimuli or those that prompt movement or speech in children. She specifically mentions the use of pictures, stories, and

games (1996, 288), yet notably does not acknowledge songs and rhymes, which also have the potential to significantly engage the senses. In regard to using songs Murphey states that "Children are the easiest students to use music and song with. When children sing, they seem completely uninhibited, as if suddenly and magically they forget to be shy" (Murphey 1992, 121). Dunn also mentions that children are captivated by simple rhymes and experiment with sounds, much like they were when they were learning their first language at an early age (Dunn 2013, 21).

An additional aspect that is vital to consider is variety, as was stated before, students of fourth grade can concentrate for longer periods compared to those of younger age, yet their attention span is still short. Ytreberg and Scott argue that the solution lies in variety, whether it is changing the activities or organization (1991, 5). Graves agrees and further expands on this idea. She posits that the activities should encompass diverse tasks whether it involves solving problems, making discoveries, or engaging in analysis. This approach ensures that learning is not monotonous but rather an entertaining mixture of challenges that cater to different cognitive skills. Additionally, Graves emphasizes the significance of varying the roles and groupings within the class (2000, 152–155). By doing so, students are exposed to the classroom is crucial (Scott, Ytreberg 1991, 6). While the competition can add a sense of excitement, it invariably results in winners and losers, leading to potential self-criticism and negative comparisons among peers. Bastable warns about the risks of students becoming overly self-critical as they measure their abilities against those of their classmates (Bastable 2019, 185). Therefore, fostering a cooperative environment is not only beneficial for maintaining a positive and inclusive atmosphere, but it also aligns to provide an engaging educational experience, where every student feels valued and capable.

4. Teaching vocabulary with the use of popular songs

Songs pose an integral part of many people's lives, often utilized for entertainment, relaxation, or as a background during activities such as shopping and sports. Their omnipresence makes them a valuable educational tool, especially for teaching vocabulary. As noted by Jack Richards incorporating songs into the classroom not only breaks the routine of learning but also offers an enjoyable and engaging learning experience (1996, 161). Therefore, the following text will explore the advantages and possibilities of incorporating songs in classrooms. Before moving further, as the thesis focuses on the use of popular songs the definition of such is needed. According to Merriam-Webster Dictionary, it is "a song written and marketed with the intention of achieving mass distribution and sales principally in the form of recordings" (Merriam-Webster, 2023).

Many authors advocate for incorporating songs into language teaching. Kayyis has pointed out that songs pose an appealing and engaging, mainly due to their ability to foster the learning and memorization of new words (2015, 39). Similarly, Murphey reinforces this view, he strongly believes that people are naturally inclined to recall songs thanks to the combination of melody and lyrics (1992, 3). Adding to this, Paul notes that the fun and enjoyment that comes from learning new expressions while listening to songs enhances the effectiveness of vocabulary retention (1996, 9).

Vocabulary acquisition in language learning is a gradual process, it is imperative for the learners to repeatedly encounter new words to ensure their effective retention and understanding (Schmitt, Carter 2000, 4). Moreover, the manner in which vocabulary is introduced can significantly impact the ability to remember and use these words effectively. For example, when students are presented with a simple list of vocabulary organized alphabetically and lacking context, they tend to recall the words at the beginning of the list more easily compared to those at the very end (Ur 1996, 67). This approach underscores the limitation of decontextualized learning. Showcasing the words in an authentic context, helps the students to see the relevance and practical use in real life (Brown in Kayyis 2001, 258). Furthermore, Richards stresses the importance of meaningful repetitions, as a solution he suggests the incorporation of songs that allow repetition while keeping the learner engaged (1996, 161).

For the purpose of learning new vocabulary, the mere presentation of vocabulary items within various contexts, such as songs, is not entirely sufficient for effective language acquisition. Songs, when used in a classroom can activate the repetition mechanism (Murphey 1992, 7), however, their effectiveness diminishes when used solely for introducing new words and phrases (Richards 1996, 167). Similarly, Murphey feels important to remark that songs used in isolation, downscaling the activity only to listening and singing will not help the learners progress significantly (1992, 6). To maximize the potential of songs a variety of activities should be employed. These can include translating lyrics, creating dialogues from song lyrics, engaging in role-play, and utilizing songs for gap-fill, cloze exercise, or for error correction activities (Murphey 1992, 9–10). Additionally, enriching activities like drawing based on songs, vocabulary associations, song-based word puzzles, spotting mistakes, or matching a word with its definition (Griffee 1992, 169) can further enhance the learning experience by making it more engaging and comprehensive.

To have a scientific background a work conducted by Kayyis illustrates it with her findings. The research consisted of two groups, to which the students were randomly assigned to. Both were provided with different teaching treatments. The first was taught with the help of English songs and the second was given the conventional media as a treatment. To test the hypothesis, they created an English vocabulary test consisting of thirty items in the form of multiple choices. The end result was successful, it confirmed that songs helped to boost the acquisition of vocabulary (2015, 38). Therefore, the implementation of songs is scientifically proven to be of great benefit compared to conventional methods of teaching vocabulary.

Implementation of songs can take various forms as it can cover many aspects of language. Songs mostly use simple, conversational language with many repetitions (Griffee 1992, 5–6). Including songs in teaching plans is beneficial for a few reasons because the majority of children enjoy listening to music (Murphey 1992, 5) it serves as a great carrier of knowledge without them noticing that the process of learning takes place. Songs have the potential to cover all the communicative competences. Using this media, children get a grasp of a coherent and cohesive form of speech covering pragmatic competence. Many artists use colloquial language and slang, providing insight into a real language that is currently spoken. Listening and singing songs teaches vocabulary, pronunciation, and sentence patterns, therefore dealing with linguistic competence (Zitková, Vít, 2016, 139). The majority of children enjoy listening

to music and including songs in language teaching serves as a great carrier of knowledge.

Practical Part

5. Identifying the Practical Part

This section of the thesis is dedicated to the development of a series of educational activities that effectively integrate popular songs as a tool in teaching vocabulary. These activities are specifically tailored for fourth-grade pupils. The reason for such choice stems from my direct experience with this age group during my practical teaching sessions. My interactions and observations during these sessions have provided insight that had been instrumental in shaping these activities. The practical part is comprised of nine sets of activities which are grouped into three thematically distinct sets. Each set of activities utilizes popular songs to delve into different thematic areas. These themes are selected to align with those mentioned in the School Educational Programme (SEP), ensuring that the activities are not only engaging but also educationally relevant. The SEP was chosen from one anonymous primary school in the South Moravian Region. The themes serve as a basis for various vocabulary-focused exercises, designed to guide students through different stages of vocabulary acquisition.

The structure of the practical part is organized into three distinct thematic topics based on the SEP, each comprising three sets of activities. The reason for it is to concentrate on various thematic areas and to focus on different, phases of vocabulary acquisition such as encountering new words, getting the form, learning the meaning, and using the word (Brown and Payne in Hatch and Brown 1995, 373), however, not necessarily all of them. The design of activities is guided by a set of criteria, the foundation of which was laid out in the theoretical part. Each activity is crafted with these criteria in mind and will be followed by commentary regarding their alignment with them. The plans of activities will be included in the appendix as well as the supplementary materials. In the process of designing these activities, the establishment of aims is crucial. Therefore, Bloom's taxonomy is employed as a guiding tool. Furthermore, each set of activities will have its aim and a shared one within the thematic topic.

The popular songs were selected based on their alignment with the designated topics which were directly related to them. Another crucial factor in song selection was appropriateness. It was essential to choose songs that did not contain any inappropriate language and curse words. This approach ensures that the content is suitable for young learners while still supporting vocabulary acquisition.

5.1 The Criteria

1. Are the selected words from the song suitable for the proficiency level of the learners?

   It is important to ensure that the vocabulary used in the activities is appropriate for the learner's proficiency level. The selection of words will correspond to the proficiency levels of A1 and A2.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

   Keeping activities within a ten-minute timeframe is a good strategy to maintain pupil's engagement, considering the attention span of younger learners (Fontana in Vágnerová 2005, 256).

3. Does the set of activities incorporate variety of activities?

   Incorporating a diverse range of activities is beneficial for maximizing the potential of songs in vocabulary learning. It is essential for learners to engage in various activities, allowing them to manipulate and interact with words (Murphey, 1992, 6).

4. Are crucial principles for learning vocabulary implemented?

   a. Repetition

   Repetition is crucial for memory retention. Ensuring that the activities allow for repeated exposure to the vocabulary (Thornbury 2002, 24).

   b. Spaced repetition

   Introducing new words and then revisiting them in subsequent sessions (Celce-Murcia, Brinton, and Snow 2014, 292).

   c. Retrieval

   Activities should encourage students to recall vocabulary without prompts, enhancing long-term retention (Thornbury 2002, 24)

   d. Understanding the meaning

Ensure that students not only can recall the words but also understand their meanings, usage, and nuances (Hedge 2000, 46).

e. Usage of the word

Provide opportunities for students to use new vocabulary in speaking or writing, to reinforce learning (CEFR 2001, 110-111)

(see Chapter 2.4)

6. Family

Aim: By the end, the learners will be able to recall and correctly pronounce at least five members of the family with provided words in the written form. The learners will be able to classify the members of their nuclear family.

6.1 Set of Activities

Song: Baby Shark by Pinkfong

Aim: By the end of these sets of activities the learners will have strengthen their ability to identify and apply family related vocabulary. Moreover, they will be able to correctly pronounce and write such words.

Time Duration Estimated: thirty minutes

Selected words: Mommy, Daddy, Grandpa, Grandma

1. Are the selected words from the song suitable for the proficiency level of the learners?

The selected vocabulary in "Baby Shark" is suitable for fourth graders. However, it is important to highlight the informal nature of "Mommy" and "Daddy," compared to the more formal "Mum" and "Dad." Moreover, all the words mentioned "Mum, Dad, grandpa, grandma" are categorized into vocabulary suitable for A1 level.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

Yes, each activity (in total three) is designed to last approximately ten minutes.

3. Does the set of activities incorporate variety of activities?

Yes. The activities incorporated were listening activity and Hot Potato Game

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

The song's repetitive nature and the repeated used of key words during various activities aid in reinforcing the vocabulary.

b. Spaced repetition

This criterion was not met as this set of activity is confined to a single session and does not span the hours-long window required for effective spaced repetition.

c. Retrieval

Retrieval was employed when the children had to recall the family members after a listening activity.

d. Understanding the meaning

The teacher in the second activity provides the translations for words that they were working with.

e. Usage of the word

In the last activity – Hot Potato Game the children were asked to sing a verse with a selected word that was written on the board.

6.2 Set of Activities

Aim: The aim of this set of activities is to further familiarize the learners with key family related vocabulary. Moreover, the aim is to enhance the students' ability to recognize and write these words accurately and deepening their understanding of the meaning.

Song: Baby Shark by Pinkfong

Time Duration Estimated: thirty-four minutes

Selected words: Mommy, Daddy, Grandpa, Grandma

1. Are the selected words from the song suitable for the proficiency level of the learners?

The song used for this activity is identical with the previous set of activities. These are basic family related terms all the words are suitable for A1 vocabulary level learners.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

While the total duration is thirty-four minutes it is broken down into various activities. Each activity takes about ten minutes. This segmentation helps maintain engagement, however, important to note, the drawing activity for pupils who are not keen of drawing might be lengthy.

3. Does the set of activities incorporate variety of activities?

The set of activities includes a variety of activities such as listening activities, fill in the blanks and a drawing activity. This variety might seem as effective in pursuit of keeping the lesson dynamic and engaging.

4. Are crucial principles for learning vocabulary implemented?

    a. Repetition

Repetition is effectively employed though multiple listening of the song. Each time "Baby Shark" is played, students hear the target words ("mommy, daddy, grandpa, grandma") repeatedly in a memorable, rhythmic context. Moreover, in the subsequent activities: fil in the blank and drawing activity the students engage in repetition once again.

    b. Spaced repetition

Given that the words "mommy, daddy, grandpa and grandma" have already been present previously, and this particular set of activities is focusing on "getting the form" phrase of acquiring vocabulary, spaced repetition is implemented to the vocabulary initially introduced in the past activity. This principle is employed through varies activities such as listening, fill in the blanks, and drawing.

    c. Retrieval

Retrieval practice is implemented in the fill in the blanks activity. Herem student are encourages to recall the word they heard in the song and write them down into the worksheet, which is a great way to strengthen memory. Furthermore, in the last activity of drawing the family members pupils are required to retrieve the words again.

d. Understanding the meaning

In the previous lesson, the students were familiarized with the meaning of these words. This set of activities aims to strengthen this knowledge. In the final activity where they are drawing family members, they must think who they are going to draw and write a correct word next to the drawing, therefore associating the word with actual meaning and member they are related to.

e. Usage of the word

The activity fil in the blank emphasizes recognition and recall and students listen to the song and complete the worksheet by writing the missing words. While this does reinforce the written form of the vocabulary, it is limited in promoting active usage. It is a receptive activity where students are identifying and recalling words rather than using then in new contexts. Similarly, the drawing activity does not encourage the active usage of the words.

6.3 Set of Activities

Aim: By the end, the learners will be able to recall vocabulary (mommy, daddy, grandpa, grandma), actively use and incorporate them in a role-play scenario.

Song: Baby Shark by Pinkfong

Time Duration Estimated: Twenty-nine minutes

Selected words: Mommy, Daddy, Grandpa, Grandma

1. Are the selected words from the song suitable for the proficiency level of the learners?

Yes, the words are aligned with the A1 level proficiency.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

The total duration is twenty-nine minutes which is then divided into various activities. The first

activity of singing the song takes approximately four minutes and hangman ten minutes. While the last activity, family vocabulary charades, is estimated to be completed in fifteen minutes, therefore, exceeding the ten-minute threshold. However, such activity in real-life scenario might be very entertaining to the pupils, in this case the limit of ten-minutes had been overpassed.

3. Does the set of activities incorporate variety of activities?

This set of activities offers an array of activities. Firstly, the activity of singing a song and acting out the movements from the video. Following this, the hangman game, emphasizing spelling and word recognition. Lastly, the family vocabulary charades in which the learners engage in an entertaining role-playing activity.

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

The plan uses the principle of repetition to reinforce the family vocabulary. For instance, the words "mommy, daddy, grandpa, grandma" are repeated multiple times in the song as well as throughout the whole set of activities.

b. Spaced repetition

As a follow-up to the previous lesson, this session revisits the same vocabulary, thereby employing spaced repetition. In this case, the gap between the initial introduction of these words and their repetition in this plan allows for the decay and consecutive reinforcement of memory.

c. Retrieval

The first activity is an example for employing principle of retrieval, in hangman students must recall the targeted words. Moreover, in charades, pupils must retrieve the word from memory and express it through actions. The same retrieval act is identical for those who must guess the family member.

d. Understanding the meaning

Charades is particularly effective in enhancing understating of words meanings. Learners not only have to recall the word but also convey its meaning through physical actions, requiring a deep comprehension of the term. For example, to represent "grandma," a student might mime

knitting or another activity associated with grandmothers, therefore, demonstrating as understanding of the words beyond mere recognition.

e. Usage of the word

Both hangman and charades facilitate active usage of the vocabulary. Specifically in charades, incorporating the element of asking question "Are you a [family member]?" during the activity employs engagement, emphasizing manipulation of words. This addition transforms the activity from a simple demonstration to an interactive dialogue, where the students not only act out but also verbally engage with the vocabulary. Given that the question is provided by the teacher to the pupils, they are still required to think about the correct selection of the word.

7. Animals

Aim: By the end of these sets of activities, the learners will have enhanced their comprehension and articulation of animal-related vocabulary, encompassing accurate recall, written expression, and auditory recognition, ultimately leading to the ability to construct sentence with verbal or visual cues.

7.1 Set of Activities

Aim: By the end the learners will be better able to recall and write the correct written form of vocabulary of animals.

Song: Everything at Once by Lenka

Time Duration Estimated: Thirty minutes

Selected words: Bear, bird, mouse, bee, tiger

1. Are the selected words from the song suitable for the proficiency level of the learners?

The vocabulary chosen is appropriate for such age group. According to list of vocabulary based on CEFR the words are aligned with the A1 and A2 level. To be specific, "bird, mouse, bee and tiger" fall into the A1 level category and "bear" is grouped under the A2 level of proficiency. The word "seal" was not used in the practicing because it does not comply with the A1-A2 level.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils'

engagement?

The activity plan, with a total of thirty minutes allocates time across various activities, each designed to last around ten minutes. However, there is a possibility that the time estimated will not entirely be true in a real-life scenario.

3. Does the set of activities incorporate variety of activities?

As mentioned earlier, the plan incorporates a diverse range of activities. It begins with an introduction that takes approximately five minutes, the teacher foreshadows the lesson and hands the pupils the flashcards. This is followed by listening and watching the audio of the song while raising the corresponding flashcards matching the lyrics of the video tape. This should take ten minutes. Furthermore, the students are introduced to hands-on activity, where they will glue the flashcards into a worksheet provided. The plan ends with a five-minute writing exercise, with the focus put on correct written form.

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

Throughout the set of activities, the principle of repetition is used. The song is played multiple times during the lesson (firstly, during the activity of raising the corresponding cards and secondly, during the gluing activity), which repeatedly exposes students to the animal vocabulary.

b. Spaced repetition

Since the lesson is planned in a way of revisiting the words and rather focusing on the phase of vocabulary acquisition of getting the form of the vocabulary correctly, it can be said that spaced repetition took place. The learners are again exposed to the words after an hour-long or day-long window.

c. Retrieval

The set of activities includes retrieval practices. For instance, in the beginning of the plan, the students are handed flashcards only being exposed to the picture of animal, here they must retrieve the appropriate word as well as the pronunciation of it. Another example would be during the writing exercise, the students must retrieve the correct written form of the word since they

cannot see the other side that is glued to the paper. It requires them to retrieve information from memory, reinforcing their learning.

d. Understanding the meaning

The use of flashcards directly supports the understanding of the meaning of each word. Students need to visually associate the image of the animal (bear, bird, mouse, bee, tiger) with the correct name.

e. Usage of the word

The plan includes usage of the vocabulary, in the gluing and writing activity, they manipulate with the flashcards and write the animals names, actively using the words in a contextualized setting. As well as in the previous activity where the learners are asked to pick a correct flashcard to match the lyrics.

7.2 Set of Activities

Aim: By the end, the learners will be better able to produce and form the written and spoken form of selected words of animals (dog, cat, bird, cow, frog, duck, mouse, elephant, fish).

Song: The Fox (What does the Fox say) by Ylvis

Time Duration Estimated: Twenty-three minutes

Selected words: Dog, cat, bird, cow, frog, duck, mouse, elephant, fish

1. Are the selected words from the song suitable for the proficiency level of the learners?

The animal vocabulary is suitable for learners of fourth grade. These are common animals that children are likely to be familiar with. According to the provided list of vocabulary based on the levels of proficiency the words align with the A1 and A2 level. To be specific, "dog, cat, bird, cow, duck, mouse, elephant and fish" are all categorized under the A1 level. Only "frog" is classified as A2 level vocabulary.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

The activity plan has a total duration of twenty-five minutes, divided into segments. The plan

starts with a six-minute brainstorming session, activity that is long enough to allow participation without overwhelming them. This is followed by a seven-minute listening activity. The last activity is Bingo game, that is supposed to last twelve minutes. Such activity exceeds the threshold of ten minutes. However, important to note is that the Bingo might take more and or less time.

3. Does the set of activities incorporate variety of activities?

The set of activities within the twenty-five-minute duration includes three activities. In the first brainstorming activity the learners must actively think of and write names on the board. Then, the next activity is listening, the pupils listen to the first verse of the song and circle the animal on the board they hear. The plan ends with an entertaining ang enjoyable Bingo game.

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

The activity plan leverages auditory repetition effectively. During the listening activity, the first verse of the song is played multiple times (seven minutes is dedicated to this activity), so that the learners are able to catch all the words. Moreover, the vocabulary is repeated as well in the first activity of brainstorming and the last one, game called Bingo.

b. Spaced repetition

Given than the lesson focuses on the phase of getting the form of the word, the learners were previously already exposed to such vocabulary. In the brainstorm activity they had to retrieve the words without any preceding prompt that would help them write the vocabulary without thoroughly thinking.

c. Retrieval

As was mentioned before in the principle of spaced repetition, the learners in the brainstorming activity had to retrieve the words from their memory employing the retrieval aspect.

d. Understanding the meaning

Again, in the brainstorming activity, the students were required to associate the headline on the board "Animals" with the vocabulary of animals.

e.   Usage of the word

The students use the words in the Bingo game; however, they are only required to put those words into the boxes, without deep thinking where it would fit and where not, simply based on their preferences.

7.3 Set of Activities

Aim: By the end, the learner will be better able to identify the selected animals and their sound (dog, cat, bird, frog, duck, mouse, elephant, fish) and correctly form a sentence in a spoken form with a help of a written cue.

Song: The Fox (What does the Fox say) by Ylvis

Time Duration Estimated: Thirty-two minutes

Selected words: Dog, cat, bird, frog, duck, mouse, elephant, fish

1.   Are the selected words from the song suitable for the proficiency level of the learners?

The song used for this activity is identical to the one used in the previous set of activities. Concluding, that the words are suitable for group of children aged nine and ten years. To mention the classification:

A1: "dog, cat, bird, cow, duck, mouse, elephant and fish."

A2: "frog."

2.   Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

The duration of the set of activities is thirty-two minutes and it includes five activities. The first listening activity takes about five minutes, the following is only for a revision of vocabulary, therefore approximately three minutes. Then, activity with the use of flashcards requires at least seven minutes and in the next one the song is played whole, therefore time needed is under four minutes. Finally, in the last activity the students play the vocabulary pairs. There will be eight pairs in total and the pupils will play the game in pairs, the time is roughly estimated to thirteen minutes. Needless to say, such duration largely depends on abilities and memorization of pupils.

3. Does the set of activities incorporate variety of activities?

The plan includes introduction and first listening activity which engages students in listening and identifying animals in the song. Post-listening activity involves interaction with flashcards. The following is identifying animals and their sounds combining visual aids with spoken form. Lastly, vocabulary pairs game.

4. Are crucial principles for learning vocabulary implemented?

    a. Repetition

The students are exposed to multiple auditory repetition when the song is played as well as when they are completing the sentences prompts with visual cues, here not only hearing the words but also producing them orally.

    b. Spaced repetition

The set of activities focuses on betterment of identifying the animals and their sounds, given that these words and sounds had already been introduced previously, therefore, principle of spaced repetition was utilized.

    c. Retrieval

The first example of retrieval is in the second activity, the learners are asked to recall what animals and sounds they heard and remember from the song. Another example is the vocabulary game pairs. In this game, students actively recall the animals and their corresponding sounds, practicing retrieval. For instance, a student flips cards and has matching pair, then he must say "I am a cow and I make moo."

    d. Understanding the meaning

Throughout the whole plan, the students are exposed to flashcards depicting various animals alongside their sounds, which aids in associating the auditory aspect with their visual representations. To provide examples, in the post-listening activity, students respond to the teacher's questions and in the vocabulary pair game they need to showcase the understanding by associating the picture of animal with the correct sound eliciting it in a sentence.

    e. Usage of the word

In the activity of vocabulary pairs the pupils participate in a role-play-like scenario. They complete the sentence by partly impersonating the animals and their sounds, demonstrating an active and contextual application of the words. Moreover, in the previous activity, answering the teacher's prompts the use of word is employed as well.

8. Environment

Aim: By the end, the learners will be able to better correctly pronounce, write and associate the selected words with the meaning.

8.1 Set of Activities

Aim: By the end, the learners will be better able to read out loud the selected words (rain, field, earth, world, sea, nature, planet, animal, forest).

Song: Earth Song by Michael Jackson

Time Duration Estimated: Twenty-eight minutes

Selected words: Rain, field, earth, world, sea, nature, planet, animal, forest

1. Are the selected words from the song suitable for the proficiency level of the learners?

All the vocabulary (rain, field, earth, world, sea, nature, planet, animal, forest) is suitable material for learners of fourth grade. To be specific, "rain, world, sea and animal" are A1 level, whereas, "field, Earth, nature, planet and forest" are level A2 vocabulary. The word "heaven" was omitted from this activity because it is categorized into B2 level.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

The total duration is twenty-eight minutes divided into five segments: introduction to the song and showcasing the words (seven minutes), connecting halves and listening to the songs (ten minutes), checking can correction of the first exercise (three minutes), and completing the lyrics with a subsequent checking and correction phase (four minutes each). None of these exceeds the threshold of ten minutes.

3. Does the set of activities incorporate variety of activities?

The activity plan includes diverse array of engaging activities, those are: connecting the halves of word to form complete words, completing the lyrics (fill-in-the-blank) and listening activity.

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

The plan uses the repetition of the song, especially during the listening activities, to reinforce vocabulary. Moreover, in the second exercise to check the correct answer the students must repeat the words out loud.

b. Spaced repetition

This set of activities was focusing on the introduction of the new words; therefore, spaced repetition was not employed.

c. Retrieval

The students partly engage the retrieval principle in the beginning of the plan, where the teacher showcases the pictures and the students are asked to pronounce it and provide Czech translation, however, this is based on their knowledge they gained outside the school curriculum. In the other exercises they are given a stimulus to complete the task, whether it is a connecting the halves or completing the lyrics.

d. Understanding the meaning

In the initial activity, as was mentioned before, the teacher asks the pupils for Czech translation or provides it by himself catering to the understanding of meaning.

e. Usage of the word

Activities such as completing the song's lyrics and connecting halves offer students to apply the vocabulary in context. It encompasses hands-on writing task, engaging students active word manipulation

8.2 Set of Activities

Aim: By the end, the learners will be able to associate the selected words (rain, field, earth,

world, sea, nature, planet, animal, forest) with visual form. The learners will be able to write and pronounce the selected words with previous cue.

Song: Earth Song by Michael Jackson

Time Duration Estimated: Thirty minutes

Selected words: Rain, field, earth, world, sea, nature, planet, animal, forest

1. Are the selected words from the song suitable for the proficiency level of the learners?

The songs used for this set of activities is identical to the previous one. To reiterate: "field, Earth, nature, planet and forest" are level A2 and A1 are "rain, world, sea and animal." Again, the word "heaven" was not used due to its level of difficulty.

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

The plan takes about thirty minutes and is divided into: introduction of the songs and familiarizing with the selected words (seven minutes), word scramble (five minutes), listening activity and numbering the words (four minutes), drawing and completing the lyrics (ten minutes), and wind down including listening and singing (four minutes). None of the activities exceeds the ten-minute limit.

3. Does the set of activities incorporate variety of activities?

The plan encompasses variety of activities, including: listening and repeating, word scramble, numbering the words, drawing and completion of lyrics and lastly listening and singing activity.

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

In the first exercises the students are asked to repeat the selected vocabulary (rain, field, earth, world, sea, nature, planet, animal, forest). Moreover, the song is played multiple times during the session, therefore, again employing repetition. Lastly, the repetition is also utilized throughout the exercises with worksheets where they need to manipulate with the words.

b. Spaced repetition

This particular set of activities is designed to expose the learners to new words; thus, principle of spaced repetition is not included.

c. Retrieval

In every exercise the students are provided with visual or auditory cues and thereby they do not have rely on retrieving knowledge from their memory.

d. Understanding the meaning

The song does not explicitly provide any visual material with which the pupils could associate the word with. In the first exercise, the teacher asks the students if they possibly know the Czech equivalent and if not, he provides it. Another instance of understanding the meaning is prompted in the pupils by drawing the correct picture into the lyrics, therefore associating the visual with the words.

e. Usage of the word

The students apply the vocabulary in the exercise encompassing drawing and lyrics completion task, where they contextually must match the words with appropriate images.

8.3 Set of Activities

Aim: By the end, the learners will be able to correctly write and pronounce the selected words. The learners will be able to recall equivalents in both English and Czech language.

Song: Saltwater by Julian Lennon

Time Duration Estimated: Thirty-five minutes

Selected words: Rock, sun, sky, mountain, desert, moon, forest, world, ocean

1. Are the selected words from the song suitable for the proficiency level of the learners?

The words selected are relevant for this selected age group, with the majority being in A2 level. The words categorized into A1 level are "sun, mountain and world," those classified into A2 level are "rock, sky, desert, moon, forest and ocean."

2. Does the activity maintain a duration of ten minutes to effectively sustain pupils' engagement?

The total estimated time is thirty-five minutes, the plan is divided accordingly: introduction of the song and its theme (two minutes), first listening (three minutes), completing the words and translation of them (six minutes), working with the worksheet in which the learners circle the correct word (four minutes), crossword (ten minutes), and lastly, activity with throwing the ball (ten minutes).

3. Does the set of activities incorporate variety of activities?

The activity plan encompasses five different activities. Those are: first listening to the song, filling the missing letter and translating the words, circling the correct word in a lyrics exercise, crossword and finally, activity with throwing the ball.

4. Are crucial principles for learning vocabulary implemented?

a. Repetition

The plan uses the repetition principle in various activities. The song is played in total three times allowing the learners to be exposed to the words more times. Moreover, all the words are worked with and included in all the activities that require writing, choosing which word to circle and in throwing the ball.

b. Spaced repetition

While the plan is a single session, the intention was to build on preexisting knowledge of the learners, augment and solidify it.

c. Retrieval

The last three activities: circle the correct word, crossword and throwing the ball are effective for retrieval practice.

d. Understanding the meaning

In the activity completing words and translating them on the interactive board aids in understanding the meaning of the vocabulary. Students complete the missing letters, pronounce the words and then translate them, which helps deepen their comprehension of each word's meaning.

e. Usage of the word

In the crossword activity they need to translate and correctly write the word.

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Conclusion

The theoretical part of this thesis firstly covers the basic aim of teaching English. It introduces the history and development of communicative competences. Later on, the Common European Framework of Reference (CEFR) is introduced as it is a widely utilized document in Europe due to its extensive description of a language and proficiency levels. It is followed by a detailed definition of communicative competences with the focus put on linguistic competence. In the next part, Framework Educational Programme for Basic Education (short for FEP BE) is introduced as well. The document is issued by the Ministry of Education, Youth and Sport of the Czech Republic. Every school in the Czech Republic is subjected to this document, the importance is to be tackled in the mentioned chapter.

The second chapter of the theoretical part tackles the topic of teaching vocabulary. In the beginning, the author first presents the definition of the term vocabulary by Scrivener. Furthermore, the explanation provided by Thornbury and I. S. P. Nation answers the question, "What does it mean to know a word?" Later on, there is found a distinction between receptive and productive vocabulary. One of the last parts specifies the processes and crucial principles in the acquisition of vocabulary. Last but not least, in the end the criteria that have to be met when presenting and teaching new vocabulary are introduced.

The third chapter provides the specifics of the selected group. When teaching a foreign language or any other subject, it is imperative to take into account the many aspects so that the subject matter will correspond with their developmental stage. Hence, this chapter focuses on understanding the developmental stages and capabilities of primary learners, specifically nine to ten-year-old fourth graders, and how these impact teaching English as a foreign language. The fourth chapter, as the last component of the theoretical part, is concerned with the topic of teaching vocabulary with the use of popular song. Here the main points of how a song can be utilized in language teaching are found.

In the beginning of the practical part, the author describes the procedure and structure. It comprises of nine activities organized into three sets based on the topic, each utilizing popular song. The activities were planned for fourth graders. The author presents set of criteria upon which the activities are commented on. In designing activities for fourth graders, the approach was guided by several key criteria: first, alignment with education standards, to ensure the activities comply with the fourth-grade curriculum. Second, engagement and interaction, focusing on the limit of ten minutes long activities. Third, being diversification of activities.

Fourth, the emphasis was on implementation of crucial principle such as repetition, spaced repetition, spaced retrieval, understanding the meaning and usage of the word. The author provided commentary which criteria were met and which were not.

Resumé

Tato bakalářská práce se zabývá problematikou výuky slovní zásoby na základní škole, konktrétně prvního stupně čtvrté třídy za pomoci využití populární hudby. Práce je rozdělena do dvou částí, na teoretickou a praktickou. Nejprve, v teoretické části hlavním cílem bylo poskytnutí zdrojů a podkladů, které byly třeba k výběru a vymezení kritérií. Zmíněná kritéria dále sloužila k posouzení, zdali vypracované soubory aktivit a vybrané písně jsou vhodným materiálem k zakomponování do výuky. Ve druhé části bakalářské práce, a to praktické, bylo hlavním cílem vypracování sady kritérií. Daná kritéria mají za cíl posoudit, zda jsou aktivity přizpůsobeny jazykové úrovni studentů a zda efektivně využívají klíčové principy učení slovní zásoby. Na bázi těchto kritérií budou vypracovány soubory aktivit. Zda byla kritéria splněna a v jakém v jakém rozsahu bylo posouzeno formou komentáře za každou aktivitou.

Teoretická část je dělena na čtyři kapitoly. První kapitola v teoretické části se zabývá otázkou hlavní cíle výuky anglického jazyka. Na začátku je poskytnuta jednoduchá definice, která navíc popisuje, čeho by měl být student jazyka schopný. V návaznosti na to autorka otevírá téma komunikativních kompetencí. V následujícím odstavci poskytuje náhled do historie, a tedy i vývoje kompetencí. V tuto dobu, termín komunikativní kompetence ještě nebyl řádně ucelen. Zmínění jsou dva autoři, kteří v návaznosti na sebe pokládají vhodné podmínky k vytvoření termínu komunikativních kompetencí, jak jej dnes známe. Dále následuje již vysvětlení ucelené terminologie podle dokumentu Společný evropský referenční program pro jazyky (CEFR 2001). Tento dokument má za cíl sjednotit obecné výstupy jazyků. CEFR svou přehlednou kategorizací, přehledným popisem a vytvoření jazykových úrovní jednotlivce je využívám nejen v Evropě. Jeho obsah není omezen pouze na anglický jazyk, ale je vhodný jako hodnotícím materiálem pro jiné další jazyky. V následujících odstavcích budou krátce popsány kompetence sociolingvistická a pragmatická. Jelikož se práce soustředí na slovní zásobu, lingvistická kompetence a její komponenty budou probrány detailněji. Kapitola bude uzavřena hlavními cíli ve výuce anglického jazyka v České republice. Zde se pracuje s kurikulárním dokumentem, který nese jméno Rámcový vzdělávací program pro základní vzdělávání (RVP ZP). RVP ZV je vypracován Ministerstvem školství, mládeže a tělovýchovy a všechny školy v České republice musí vypracovat Školní vzdělávací program na této předloze. V takovém dokumentu jsou zmíněny očekávané výstupy pro základní školu ve dvou úrovních, jedna odpovídá výstupům třetího, pátého a devátého

ročníku pro žáky základních škol. Jelikož aktivity v praktické části budou vypracovávány pro čtvrtou třídu, autorka bude pracovat s výstupy pro pátý ročník.

Druhá kapitola se zabývá výukou slovní zásoby. V prvních odstavcích bude především definován termín slovní zásoby. V návaznosti na to se další odstavec bude věnovat otázce, co znamená znát slovo, kde mezi základní zmíněná kritéria spadá znát význam a podobu slova (Thornbury 2002, 15). Dále bude následovat rozdělení slovní zásoby na pasivní a aktivní. Pasivní slovní zásoba si za léta získala negativní konotaci, slova klasifikována v této skupině jsou označována jako nepoužívaná. Nicméně je nutno zmínit, že není cílem a ani není možné mít všechna slova v aktivní zásobě. Slovo, které se jednou nachází v aktivní zásobě, po nějakou dobu nepoužívané se může přemístit do zásoby pasivní (Harmer 1991, 159). Dále jsou zodpovězeny otázky týkající se jakým způsobem je slovo naučeno. V neposlední řadě, budou zmíněny principy, které by měly být dodržovány, když je prezentována a vyučována nová slovní zásoba.

Třetí kapitola v teoretické části se zabývá vývojovými stádii a schopnostmi žáků základních škol, zejména devíti až desetiletých žáků čtvrté třídy, a zkoumá, jak tyto faktory ovlivňují výuku anglického jazyka. Důkladné pochopení těchto základních aspektů je klíčové pro praktickou část této práce. Žáci čtvrté třídy procházejí významnými vývojovými změnami, které se projevují v jejich přístupu k učeni, mají silnou motivaci a jsou zvědaví, což je důležitým aspektem pro učení. Na této věkové úrovni děti, začínají chápat reálný svět, dokážou rozlišovat fikci od skutečného světa, ale stále spoléhají na vizuální a hmatové podněty při nabývání nových vědomostí. Žáci také vykazují pokrok v krátkodobé a dlouhodobé paměti a využívají jimi osvojené různé strategie učení. Učitelé by měli brát v úvahu tyto aspekty při plánová vyučovacích aktivit, zejména důležitost rozmanitosti materiálu a délky aktivit.

Čtvrtou, a tedy poslední kapitolou výuka slovní zásoby s využitím populární hudby. Písně jsou důležitou součástí mnoha lidí a jsou často používány pro zábavu a a relaxaci, což je činí cenným vzdělávacím materiálem. Výzkumy ukázaly, že písně jsou atraktivní a podporují učení a zapamatování si slov. Vyučování s použitím písní aktivuje opakování a zvyšuje efektivitu učení, ale pro maximální využití je třeba je kombinovat s dalšími aktivitami (Murphey 1992, 6).

Druhá část této bakalářské práce, praktická část, se věnuje vývoji řady vzdělávacích aktivit, které efektivně využívají populární píše jako nástroj pro výuku slovní zásoby. V teoretické

části jsou popisovány specifika žáků čtvrté třídy, a proto tyto aktivity budou přizpůsobeny pro tuto skupinu žáků. Důvodem pro tento výběr byla přímá zkušenost autorky s těmito dětmi během praktických vyučovacích hodin. Tyto vědomosti z hodin poskytly cenné poznatky, které byly využity pro formování těchto aktivit. Praktická část se obsahuje devět sad aktivit, které jsou rozděleny do tří tematicky odlišných okruhů: rodina, zvířata a okolní prostředí. Každá sada aktivit využívá populární písně k prozkoumání těchto témat, která jsou vybrána tak, aby odpovídala tematickým celkům ze Školního vzdělávacího program (ŠVP). Témata a populární písně slouží jako základ pro různá cvičení zaměřená na slovní zásobu a jsou navržena tak, aby provedla studenty různými fázemi osvojování si slovní zásoby. Dále autor předkládá soubor kritérií. Tato kritéria byla navržena na základě, který je poskytnut teoretickou částí. Navržené aktivity budou okomentovány na základě prezentovaných kritérií. Při tvorbě aktivit pro žáky čtvrtých tříd byl přístup řízen několika klíčovými kritérii. Prvním z nich je soulad s vzdělávacími standardy, aby bylo zajištěno, že aktivity odpovídají Školnímu vzdělávacímu programu, a tedy jazykové úrovni A1 a A2. Druhým kritériem je zaměření se na aktivity, jejichž délka nepřesahuje deset minut. Třetím aspektem je diverzifikace aktivit, aby žáci byly schopni se soustředit. Čtvrtým důrazem je začlenění klíčových principů jako jsou opakování, rozložené opakování (spaced repetition), vybavování, porozumění významu a použití slov. Autorka posuzovala, která kritéria nebyla splněna, která naopak splněna byla a poskytne krátký popis jakým způsobem bylo kritériu vyhoveno. Cílem bylo otestovat a rozhodnout, na základě evaluace kritérií, zda výběr písně a aktivit byl vhodný a jestli je možno takový materiál zařadit do výuky slovní zásoby.

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Online resources for the activities:

Lyrics:

https://www.musixmatch.com/lyrics/Pinkfong/Baby-Shark

https://www.musixmatch.com/lyrics/Lenka/Everything-at-Once

https://www.musixmatch.com/lyrics/Michael-Jackson/Earth-Song

https://www.musixmatch.com/lyrics/Julian-Lennon/Saltwater

Video:

https://www.youtube.com/watch?v=XqZsoesa55w&ab_channel=PinkfongBabyShark-Kids%27Songs%26Stories

https://www.youtube.com/watch?v=jofNR_WkoCE&ab_channel=TVNorge

https://www.youtube.com/watch?v=eE9tV1WGTgE&ab_channel=LenkaVEVO

https://www.youtube.com/watch?v=ql1EnjVYrZM&ab_channel=JulianLennon

https://www.youtube.com/watch?v=XAi3VTSdTxU&ab_channel=michaeljacksonVEVO

All the images were taken from:

https://www.istockphoto.com/cs?utm_medium=cpc&utm_source=GOOGLE&utm_campaign=CZ_Tail_EN_DSA&utm_content=Home-Page&utm_term=DYNAMIC+SEARCH+ADS&gad_source=1&gclid=Cj0KCQiA35urBhD

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Appendices

6.1 Set of Activities

Class: 4th grade   Duration: 30 minutes

Aim: By the end, the learners will be able to recall and correctly pronounce at least five members of the family with given visual in the written form. The learners will be able to classify the members of their nuclear family.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Introduction and first listening	Device to project song	10 minutes	T-L	The teacher in the beginning will play the song and asks the pupils to remember the members of family that were mentioned (Mommy, Daddy, Grandpa, Grandma)
Writing the new words on the board and translation of words	White board	10 minutes	L-T	Children will retrieve the words form memory and the teacher will write them on the board and providing a translation. Moreover, the teacher will elicit the difference between Mommy X Mum and Daddy X Dad.
Hot Potato Game	Plush Ball	10 minutes	Group activity	Children pass a plush ball while music plays. When it stops, the one who holds the plush ball sings a verse with a family member from the board.

6.2 Set of Activities

Class: 4th grade   Duration: 34 minutes

Aim: The aim of this set of activities is to further familiarize the learners with key family related vocabulary. Moreover, the aim is to enhance the students' ability to recognize and write these words accurately and deepening their understanding of the meaning.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Listening activity and singing	Device to play the video	4 minutes	T-L	The teacher will draw the pupils' attention to the family vocabulary. The teacher will again mention the difference between Mommy X Mum and Daddy X Dad. Then the teacher will play the video with subtitles and encourage the pupils to sing along.
Fill in the blanks	Worksheet with some missing lyrics	10 minutes	S	The pupils will write the missing words into the worksheet.
Second listening activity and providing answers	Device to play audio and worksheet	10 minutes	S, T-S	The pupils will watch the audio again making sure that they filed everything correctly. Then the teacher provides answers.
Drawing activity	Blank paper	10 minutes	S	The pupils will draw a picture with the vocabulary family members they were learning and they will write a correct word next to them.

```
_____ Shark, doo-doo, doo-doo, doo-doo
_____ Shark, doo-doo, doo-doo, doo-doo

_____ Shark, doo-doo, doo-doo, doo-doo
_____ Shark, doo-doo, doo-doo, doo-doo

_____ Shark, doo-doo, doo-doo, doo-doo
_____ Shark, doo-doo, doo-doo, doo-doo

_____ Shark, doo-doo, doo-doo, doo-doo
_____ Shark, doo-doo, doo-doo, doo-doo

_____ Shark, doo-doo, doo-doo, doo-doo
_____ Shark, doo-doo, doo-doo, doo-doo
```

Let's go hunt, doo-doo, doo-doo, doo-doo
Let's go hunt, doo-doo, doo-doo, doo-doo
Let's go hunt, doo-doo, doo-doo, doo-doo
Let's go hunt

Run away, doo-doo, doo-doo, doo-doo
Run away, doo-doo, doo-doo, doo-doo
Run away, doo-doo, doo-doo, doo-doo
Run away (ah!)

Safe at last, doo-doo, doo-doo, doo-doo
Safe at last, doo-doo, doo-doo, doo-doo
Safe at last, doo-doo, doo-doo, doo-doo
Safe at last (phew)

It's the end, doo-doo, doo-doo, doo-doo
It's the end, doo-doo, doo-doo, doo-doo
It's the end, doo-doo, doo-doo, doo-doo
It's the end

6.3 Set of Activities

Class: 4th grade   Duration: 29 minutes

Aim: By the end, the learners will be able to recall family vocabulary (mommy, daddy, grandpa, grandma), actively use and incorporate the words in role-play scenarios.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Singing the song	Device to play the video	4 minutes	S	The teacher will introduce the activity. He will encourage the pupils to sing along and perform hand motions corresponding to those in the video.
Hangman	White board	10 minutes	T-S, S-T	The teacher will draw blanks for each letter of words: mommy, daddy, grandma, grandpa. Pupils take turns guessing the letters.
Family Vocabulary Charades	White board	15 minutes	S-S	The teacher will divide class into groups. One student in the groups acts out one of the family member words without speaking. The rest of the group asks: "Are you a _____." With the answer "Yes./No." The teacher will write the question on the board eliciting the way it will be played, if needed explains what it means.

7.1 Set of Activities

Class: 4th grade   Duration: 30 minutes

Aim: By the end, the learners will be better able to recall and write the correct written form of the vocabulary of animals (bear, bird, mouse, bee, tiger).

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Introduction and providing flashcards	Flashcards with animals	5 minutes	S	The pupils will be handed cards with pictures of animals (bear, bird, mouse, bee, tiger) with the written form facing down. The teacher will show a card and ask for the correct word from the whole class.
Playing the song	Device to play a song and flashcards	10 minutes	S-T, T-S	The teacher will play the video to help them recall the vocabulary. The pupils will be asked to raise the card when they hear the word sung in the song.
Gluing the flashcards into the lyrics and playing the song	Worksheet with missing animal lyrics	10 minutes	S	The teacher will provide a worksheet instructing the learners to glue the animal flashcard into the right position based on the lyrics of the song.
Writing exercise and checking	Worksheets, flashcard, white board	5 minutes	S, S-T, S-T	The learners will be instructed to write the correct form of the words underneath the glued picture. After completion, the teacher will make sure the words are correctly written by writing them on the board.

As sly as a fox, as strong as an ox
As fast as a hare, as brave as a _____
As free as a _____, as neat as a word
As quiet as a mo_____use, as big as a house
All
I wanna be
All
I wanna be
Oh-oh-oh, all
I wanna be
Is everything
As mean as a wolf, as sharp as a tooth
As deep as a bite, as dark as the night
As sweet as a song, as right as a wrong
As long as a road, as ugly as a toad
As pretty as a picture hanging from a fixture
Strong like a family, strong as I wanna be
Bright as day, as light as play
As hard as nails, as grand as a whale
All
I wanna be
Oh-oh-oh, all
I wanna be
Oh-oh-oh, all
I wanna be
Is everything
Everything at once
Everything at once
Oh-oh-oh, everything at once
As warm as the sun, as silly as fun
As cool as a tree, as scary as the sea
As hot as fire, cold as ice
Sweet as sugar and everything nice
As old as time, as straight as a line
As royal as a queen, as buzzed as a _____
As stealth as a _____, smooth as a glider
Pure as a melody, pure as I wanna be
All
I wanna be
Oh-oh-oh, all
I wanna be
Oh-oh-oh, all
I wanna be
Is everything
Everything at once

7.2 Set of Activities

Class: 4th grade   Duration: 25 minutes

Aim: By the end, the learners will be better able to produce the written and spoken form of selected words of animals (dog, cat, bird, cow, frog, duck, mouse, elephant, fish).

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Brainstorming	White board	6 minutes	S-T, T-S	The teacher writes 'Animals' on the write board and encourages the learners to think of as many animals they can in the English language. They will write the correct form on the board.
Listening	Device to play the video	7 minutes	S	The teacher will play the first verse of the video tape (0:42) and asks the learners to listen carefully to it. They will be asked to circle the animals on the board they hear in the song. If necessary, the word will be added. It will be played multiple times.
Bingo	Blank paper	12 minutes	T-S	In the Bingo game the learners will be using only the words from the song. A chart 3x3.

7.3 Set of Activities

Class: 4th grade   Duration: 32 minutes

Aim: By the end, the learners will be better able to identify the selected animals and their sounds (dog, cat, bird, cow, frog, duck, mouse, elephant, fish) and create correctly form a sentence in a spoken form with a help of a written cue.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Introduction and first listening activity	Device to play the video tape	5 minutes	T-S, S	The teacher will tell the children that they will be listening to a song that has animals in it. The teacher asks the pupils to focus on the animals and on the sounds they make.
Post-listening activity	None	3 minutes	T-S, S-T	The teacher will ask the students what animals and their sounds they heard (dog, cat bird, cow, frog, duck, mouse, elephant, fish).
Identifying animals and their sounds	Board with animals, flashcards, written questions and answers on the board	7 minutes	T-S, S-T	The teacher will provide flashcards. On the board there will be shown animals. The teacher asks the question "What's this?" and the pupils will answer "It's a [animal]." "What sound does it make?" "[animal sound]." The pupils will answer, if necessary, they will look at the flashcards. If needed, the teacher will explain the meaning of the questions/answers.
Listening activity	Device to play the video tape and flashcards	4 minutes	S	The teacher will play the whole song again and asks the students to raise the correct flashcard when they hear the animal. The teacher encourages the pupils to sing along and/or act out the animals if preferred.
Game: Vocabulary Pairs	Written sentence formula, cards with animal pictures (dog, cat bird, cow, frog, duck, mouse, elephant, fish)	13 minutes	S	The pupils will be divided into pairs. They will play the game vocabulary pairs. Every time they match the correct pair, they will say "I am a [animal] and I make [noise]."

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WOOF		MEOW	
TWEET		SQUEEK	
MOO		CROAK	
TOOT		BLUB	

QUACK	

7.1 Set of Activities

Class: 4th grade   Duration: 28 minutes

Aim: By the end, the learners will be better able to read out loud the selected words (rain, field, earth, world, sea, nature, planet, animal, forest).

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Introduction to the song and showcasing the words	Device to project the words	7 minutes	T-S, S-T	The teacher will showcase the selected vocabulary (rain, field, earth, world, sea, nature, planet, animal, forest) with pictures and a written form next to it. The teacher will ask the whole class to provide Czech translation and correct pronunciation. If necessary, the teacher will provide corrections. Then, the teacher will briefly introduce the song they will be listening to.
Connecting halves and listening to the song	Device to play the video, worksheet	10 minutes	S	The teacher instructs the learners to look at the 1st exercise (connecting halves) and to connect the halves to complete a word with the help of listening to the song. The pupils will be working in pairs.
Checking and correction of the 1st exercise	Worksheet	3 minutes	S-T, T-S	The teacher asks the students to read the completed words, if necessary, provides a correct answer.
Completing the lyrics	Device to play the video, worksheet	4 minutes	S	The pupils will complete the piece of lyrics with missing words, to help them the song will be played again.
Checking and correction of the 2nd exercise	Worksheet	4 minutes	S-T, T-S	The song will be played and every time there will be a missing word the song will be paused and the students will say the word out loud.

RAI   AL

FIE   A

EAR   LD

WOR   ET

SE   ST

NAT   TH

PLAN   URE

ANIM   LD

FORE   N

_____ goes "woof"
_____ goes "meow"
_____ goes "tweet"
And _____ goes "squeek"
_____ goes "moo"
_____ goes "croak"
And the _____ goes "toot"
_____ say "quack"

And _____ go "blub"
And the seal goes "ow ow ow"

7.2 Set of Activities

Class: 4th grade   Duration: 30 minutes

Aim: By the end, the learners will be able to associate the selected words (rain, field, earth, world, sea, nature, planet, animal, forest) with visual pictures. The learners will be able to write and pronounce the selected words with some cues.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
Introduction of the song	Device to play the video tape	7 minutes	T-S, S	The teacher introduces the song and plays it, pausing it after each occurrence of selected words (rain, field, earth, world, sea, nature, planet, animal, forest), the teacher asks for the class for repetition of the words. He then asks for Czech translation, if necessary, he provides translation himself.
Word scramble (1st exercise)	Worksheet with scrambled words	5 minutes	S-S	The teacher hands the students the worksheets and asks them in pairs to unscramble the words.
Listening activity and 2nd exercise	Worksheet with scrambled words, device to play the video tape	4 minutes	S	The teacher will play the song and instructs the pupils to number the words in an order they hear them in the song.
3rd exercise: drawing and completing the lyrics	Worksheet with lyrics	10 minutes	S	The teacher hands them the worksheet with lyrics. The pupils' task will be to draw a correct picture next to the lyrics and write the right word.
Wind down: listening and singing	Device to play the video tape	4 minutes	S	The students will listen to the song, teacher might encourage them to sing along.

INRA   ELDFI

THEAR   WODLR

ASE   NARETU

NETPLA   MALANI

FORSTE

What about sunrise?
What about _____?
What about all the things
That you said we were to gain?
What about killing _____?
Is there a time?
What about all the things
That you said was yours and mine?
Did you ever stop to notice
All the blood we've shed before?
Did you ever stop to notice
This crying _____, these weeping shores?
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
What have we done to the _____?
Look what we've done
What about all the peace
That you pledge your only son?
What about flowering fields?
Is there a time?
What about all the dreams
That you said was yours and mine?
Did you ever stop to notice
All the children dead from war?
Did you ever stop to notice
This crying Earth, these weeping shores?
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
I used to dream
I used to glance beyond the stars
Now I don't know where we are
Although I know we've drifted far
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Hey, what about yesterday?
(What about us?)
What about the _____?

(What about us?)
The heavens are falling down
(What about us?)
I can't even breathe
(What about us?)
What about apathy?
(What about us?)
I need you
(What about us?)
What about _____ worth?
(Ooh)
It's our _____ womb
(What about us?)
What about _____?
(What about it?)
We've turned kingdoms to dust
(What about us?)
What about elephants?
(What about us?)
Have we lost their trust
(What about us?)
What about crying whales?
(What about us?)
We're ravaging the seas
(What about us?)
What about _____trails?
(Ooh)

7.3 Set of Activities

Class: 4th grade   Duration: 35 minutes

Aim: By the end, the learners will be able to correctly write and pronounce the selected words. The learners will be able to recall the equivalents in both English and Czech language.

| Activity	Material and aids	Time needed	Interaction patterns	Objectives
Introduction	None	2 minutes	T-S	The teacher will explain the theme of the song.
First listening	Device to play the audio	3 minutes	S	The teacher will play the audio, instructing the learners just to listen.
Completing the words and translating them	Interactive board, device to play the audio	6 minutes	T-S, S-T	The teacher will project the exercise, there will be picture of the selected words (Rock, sun, sky, mountain, desert, moon, forest, world, ocean) and written form with some letter missing. The audio will be paused after each selected word, the pupils will complete the missing letter, pronounce it and translate it. If necessary, the teacher provides answers.
Circle the correct word	Worksheet, device to play the audio	4 minutes	S	The learners will circle the correct word in the provided lyrics worksheet while listening to the audio. The teacher will check the answers.
Crossword	Crossword	10 minutes	S	The students will complete the crossword alone or when preferred - in pairs.
Throwing ball	Ball	10 minutes	T-S, S-T	The teacher will throw a ball to the learners, he will say a Czech/English words from the selected vocabulary and the learner will respond with equivalent in another language.

R-IN   FI-LD   WO-LD
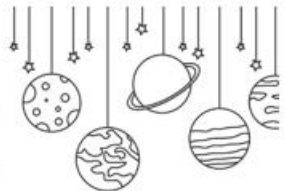
S-A   NAT-RE   PL-N-T

AN-MA-   FOR-ST   E-RTH

R – O C K   S – N   S K –

M – U N T A I N   D – S – R T   M – O N

W O – L D   F O R – S T   O C – A N

We are a STONE - ROCK revolving
Around a golden MOON - SUN
We are a billion children
Rolled into one
So when I hear about
The hole in the SKY - HEAVEN
Saltwater wells in my eyes
We climb the highest HILL - MOUNTAIN
We'll make the DESERT - LAKE bloom
We're so ingenious
We can walk on the EARTH - MOON
But when I hear of how
The FOREST - FIELD have died
Saltwater wells in my eyes
I have lived for love
But now that's not enough
For the WORLD - PLANET I love is dying
(And now I'm crying)
And time is not a friend
(No friend of mine)
As friends we're out of time
And it's slowly passing by
Right before our eyes
We light the deepest OCEAN – PUDDLE
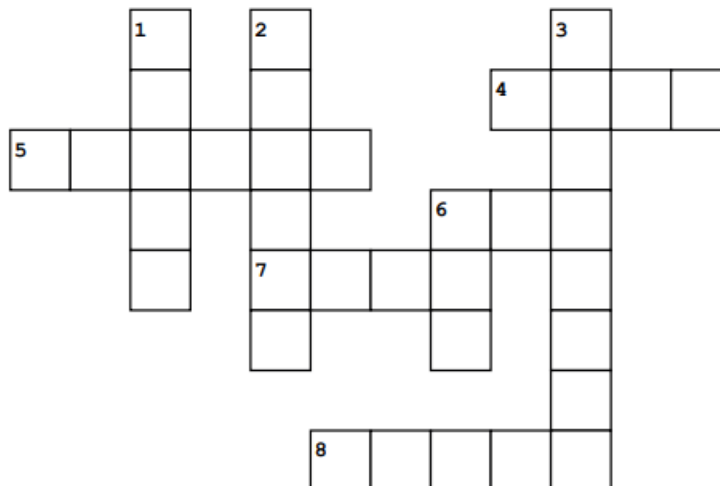
Across

4. měsíc
5. les
6. slunce
7. kámen
8. oceán

Down

1. svět
2. poušť
3. hora
6. obloha