

Teaching English Structures Using
Music and Song Lyrics

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A B S T R A C T

Children like to listen to music and to sing songs. During my teaching I could see that nice children's songs can help pupils to practise vocabulary and grammar. This paper gives basic information how a teacher can work with songs and use them for teaching and practising vocabulary and grammar. Children have a chance to listen to new grammar structures and unknown words many times and repeat them. They also have a chance to think about new topics, new unknown countries and their history and traditions.

O U T L I N E

Thesis: Song is a good method of teaching some difficult grammar structures and vocabulary in the foreign language, and a teacher can give children interesting lessons without boring drills of grammar and vocabulary and make his teaching amusing for children.

- I. Music and its function
 - A. Amusing way of teaching
 - B. Useful and successful work during teaching the foreign language
 - C. Music as one of the useful and nice means for relaxation
- II. Development and reviewing of skills
 - A. Difficult grammar structures
 - B. Vocabulary
 - C. Listening
- III. A textbook and its use
 - A. A lack of songs in textbooks
 - B. Suitable textbooks with songs and special cassettes
- IV. Theoretical background of teaching vocabulary and grammar
 - A. Teaching vocabulary with song lyrics
 1. An effort to avoid drilling isolated words by using songs
 - B. Teaching grammar structures with song lyrics
 1. Reviewing some difficult grammar structures many times by using some interesting methods

C. A series of five lessons with comments

1. The Nicest Song
2. What have I Got in My Toyshop Today ?
3. The Animals Went in Two by Two
4. Tarzan's Friends
5. Red, Red, Red

V. Conclusion

A. Musical instruments

B. Using cassettes, records and video cassettes

People who start to learn a foreign language are afraid of it. It is very difficult to fascinate them and not to discourage them just in the beginning. It is very important for the teacher to combine some interesting ways of teaching and practising such as pair work, games, a picture dictation, fairy-tales and songs. I want to practise grammar and vocabulary using song lyrics.

Music is a kind of human token that has fascinated people from time immemorial. Music has enchanting power. It is able to entertain, cheer up, make sad, fascinate. It can also create a favourable, pleasant and exciting atmosphere and cause strong emotions. Some people are sometimes set in a trance when they listen to their favourite music. If we can listen to music, we have the feeling that we are not alone. Furthermore, it is able to bring people close together in an amazing way. And maybe that is why everybody likes some kind of music. Children especially like to listen to music and to sing interesting songs. And so using songs is useful and successful during teaching some foreign language to children.

Using songs is more entertaining for children and some activities with songs stimulate them in their work. In this way lessons are not boring and teaching English structures using music and song lyrics is a good method or tool. As Tim Murthey, an expert in the use of songs in the language classroom, states:

Songs in general also use simple, conversational language, with a lot of repetition, which is just what many language teachers look for in sample texts. The fact that they are affective makes them many times more motivating than other texts. Although usually simple, some songs can be quite complex syntactically, lexically, and poetically, and can be analysed in the same way as any other literary sample / Murthey, 1992:7 /.

Sometimes teaching can become monotonous. There are a number of activities and exercises in my paper appropriate for learning English songs, and these activities and methods can help teachers to avoid monotony. For example, pupils can practise not only vocabulary and grammar but also their memory during learning a nice song What Have I Got in My Toyshop Today?

The problem connected with motivation was discussed in some methodology books. Dale T. Griffie presents some of Lorraine V. Pierce's important views in his book, Songs in Action / 1992 /

Since one of the greatest obstacles to learning English in a foreign - language situation is motivation, teachers must be held accountable for encouraging language learning through the use of materials and activities that bring the students' world into the classroom / Griffie, 1992 : 41 /.

A creative teacher can use songs in any part of the lesson. Pupils can start and finish the lesson with their favourite song. They are more easily involved in the atmosphere during such an English lesson. Teachers can use songs for various age groups, for small children and adults as well.

A lot of teachers use only a textbook during the lesson; they are afraid of using some other kinds of activities. If the teacher is able to prepare some suitable, quite an easy song for the lesson, he will find that children will be pleasantly surprised because this activity will be new and original. It will be a pleasant moment for pupils, and at the same time they will train some important skills. The teacher can also attract the attention of some weak pupils who then take part in this work that becomes useful for them.

A lot of teachers do not know how to work with songs and they often omit a nice song because of lack of advice and activities in textbooks. Pupils are deprived of a good experience. Some teachers often omit songs because of fear of singing. They are afraid of the lack of their musical ability. But they can use some books accompanied by cassettes which can help teachers who think that their ability for singing is not very good. They can also use some suitable records or video cassettes or can ask one of the musical students to perform. But the children like it if the teacher can sing some English song without using a tape recorder. These pupils appreciate the teacher's effort and they will sing the song with pleasure.

Pupils are very often tired and every teacher should have some stock of interesting and simple songs which cannot be found in textbooks. In this situation, when children are tired, songs are one of the useful and nice means for relaxation.

We must highlight that the work with music and songs during lessons is not an end in itself; it does not succeed without the teacher's participation. It is very important to be careful with using songs. Each teacher must think over which song is suitable for beginners with simple vocabulary. The teacher must also classify songs and think about their content. Songs can be used not only for teaching and reviewing vocabulary and grammar structures but also for training listening as one of the most difficult skills for beginners.

Listening is very important for understanding the foreign language and for communication. There are several activities used for training this difficult skill in this paper. At the same time, the teacher can develop pupils' esthetic feeling during listening to a captivating and beautiful melody, which is equally very important.

Today there are textbooks available that contain some English songs. But the big problem is the quality of these books. Many of them are without a musical entry / notation /. Only some of them have a special cassette attached to the textbook.

I want to mention titles the of some good books accompanied with

cassettes. For example:

Caroline Laidlaw, C.J. Moore. Jacaranda Song / 1990 /
Joanie Urrestarazu. Singalong with Snap! / 1990 /
Luděk Grygera. Zazpívejme si anglicky I / 1991 /
Luděk Grygera. Zazpívejme si anglicky II / 1992 /
Luděk Grygera. Zazpívejme si anglicky III / 1992 /.

I teach Music and English at a primary school. I like music very much. At the same time I like teaching. My work is not only a job for me, it is my hobby. I would not like to separate Music from English. English is a modern language and it is a very melodious language as well. I would like to exploit this fact as much as possible during my lessons. My pupils like English songs and during the work with the song they do not notice that they review and drill vocabulary or some grammar structure many times.

The first pupils' group is twelve years old, the second one is thirteen years old. I use Project English in my lessons. This textbook, however, does not contain any songs. Project English is divided into several projects. Each of these parts can be supplemented by a suitable song which contains current vocabulary and grammar structures. For example, in project 1 called "The Telephone" we want to practise numbers. We can use two interesting songs: "Ten Little Indians" and "Ten Green Bottles". Pupils can drill numbers in turned over order in this second song. We can use pictures for these two songs as well.

This paper will show several ways to teach and review vocabulary and some grammar structures by using simple children's songs. My work with songs is based on listening to the song many times. I want to use several songs with exercises which help children to find out the main idea of the song. Thanks to these exercises children can reveal all the words of the song.

It is a very beautiful feeling if I can see my pupils satisfied and if I can praise them, because, they are able to learn the foreign language and they like it.

Teaching Vocabulary with Song Lyrics

Vocabulary is one of the most important parts of teaching language. Learners often drill isolated words using translation, which is very difficult for them. I want to show how to make learning vocabulary easier and more pleasant. My method is based on the work with exercises that are mentioned under each song. Children can acquire vocabulary in an entertaining way.

We can use a lot of simple songs. There are some good books which offer an ample supply of children's songs. These songs are aimed at training vocabulary -- especially good are the formerly mentioned books: Singalong with Snap / 1990 / and Jacaranda Song / 1990 /.

While teaching vocabulary, we should not forget the history and culture of English-speaking countries. Children like to speak about the unknown countries. Thanks to some American and English songs, children can extend new vocabulary and at the same time get to know the history, culture and customs of these areas. We can choose, for example, some country songs and Negro spirituals. I like spirituals very much. I work with these songs during music lessons and English lessons as well. We can find some beautiful Negro spirituals in a book: Jan Machač. Let's Have an English Song. This book is not accompanied with cassettes but it has got notation. The other spiritual songs can be found in three books accompanied with cassettes:

Luděk Grygera. Zazpívejme si anglicky I / 1991 /

Luděk Grygera. Zazpívejme si anglicky II / 1992 /

Luděk Grygera. Zazpívejme si anglicky III / 1992 /.

In my opinion, spirituals can emotionally influence pupils' thoughts. We can read about Negro spirituals in a book American Folk Song Heritage:

Music created by the American Negro.

The Negroes had brought with them, as long as 200 years ago, from West Africa

The range of expression in the Negro spiritual is wide: it can sing in brisk and positive terms, it can even be humorous, and sometimes it can be extremely sad / United States Information Agency, 1991: 29 /.

Teaching Grammar structure with Song Lyrics

Songs are useful for teaching some difficult grammar structures. Children are often afraid of grammar elements, especially when the teacher highlights beforehand that particularly this grammar problem is extremely difficult. Traditionally, the grammar structure is very often practised with a lot of boring translations. Our effort is to have children practise a new grammar structure as much as possible.

We can find many suitable children's songs where one grammar element is repeated many times. Our aim is to repeat one grammar structure without boring students. That is why I have selected some ways to work with the song which I also use in music lessons. We can use a tape-recorder for the first listening, then the song can be sung with a guitar or a piano accompaniment. We can also sing some songs not only in unison but as a round. For example, we can mention an easy song "Are you Sleeping?". Children can drill an important grammar structure -- present continuous. They can sing it in unison, but when pupils know this song very well, it is a pleasure to change the form of singing. The younger children like to sing rounds not only during music but also during English lessons. This special work with the song makes pupils more attentive during this activity because it is challenging for them.

Julian Dakin writes about an application of songs for teaching in his book, Songs and Rhymes for the Teaching of English / 1968 / :

Songs and rhymes can also be used as practice material.

All the system of a language, the sounds, structures and vocabulary, can be practised in three ways:

1. Drills.
2. Rhymes and song.
3. Dialogues and conversational exchanges.

For most learners, singing or reciting a rhyme is also much easier than talking. This makes songs and rhymes particularly useful for practising the sound systems of the language, but it also helps the learning of vocabulary, structures and conversational exchanges / Dakin, 1968: 4 /.

Lesson One

Title: THE NICEST SONG

Age level: 12 - 13 years

Time: 45 minute lesson

Materials: tape recorder, cassette

Aim: The purpose of this lesson is to learn a new grammar structures:

A. I am going to ...

B. Superlative forms of adjectives

Pupils concentrate on two parts of speech: verbs and adjectives. At first, we want children to understand the main idea of the song. The song is presented in 9 steps.

1. Teacher can ask pupils to listen to the song and try to understand the main idea. Pupils give their responses.
2. Pupils have to find all verbs in this song. They write them into their exercise book. For example: climb, swim, tell, sing and so on. Pupils can work in pairs.
3. Some verbs are connected with nouns. Teacher can ask pupils to write these pairs when listening to this song. Pupils write into their exercise book:
climb -- sea
tell -- story
sing -- song
d. soaring
e. the widest
f. to reach a star
4. Teacher wants to work with a new grammar structures: I am going to He can ask pupils: "Is this song directed at past, future or present?" Pupils do not know this new

grammar problem, but they can guess that all the activities in the song are directed at the future. Their task is to find out how we can express the effort or intention in English. Then they try to write all sentences expressing the intention. For example: I am going to climb ...

I am going to fly ...

I am going to try ...

5. Pupils can have a chat about mountains, sea and stars for 2 or 3 minutes.

6. Children will work with adjectives and their superlative forms. Pupils' task is to fill in the missing part of the sentence. Each pupil has his own sheet of paper with this exercise:

I am going to climb / the highest / mountain.

I am going to swim / the widest / sea.

I am going to tell / the funniest / story.

I am going to sing / the nicest / song.

7. Teacher can ask pupils to match the phrases in the first and in the second columns. This exercise is printed on a special sheet of paper. Pupils can work in pairs.

- | | |
|------------------------|-------------------------|
| 1. I am going to tell | a. the highest mountain |
| 2. I am going to fly | b. the funniest story |
| 3. I am going to climb | c. the nicest song |
| 4. I am going to swim | d. soaring so high |
| 5. I am going to try | e. the widest sea |
| 6. I am going to sing | f. to reach a star |

8. There is a blank space in the last line of each verse which they have to fill in. After listening to the song, pupils write

write this last line in their exercise book: "and hold it in my hands ". example: high, sharp, cold, wind, snow, ...

9. After this work pupils are able to write all the words. Each pupil can write one sentence on the blackboard while the other check and comment.

Comment

We can find this song in a book: Joanie Urrestarazu. Singalong with Snap. This book is accompanied with a cassette. The complete text of this song is in the Appendix, page 35.

Pupils like this song very much. The melody is very nice and children can learn the important grammar structures, too.

Exercise 1 was very difficult for my pupils because they could hear this song only once and they were not able to find the main idea. I decided to move this exercise to the end of the work with the song.

Exercise 2 and 3 were not so difficult for my pupils because they learned new vocabulary in the previous lesson.

I had to spend ten minutes with Exercise number 4. It was difficult for pupils to find the expression for the effort or intention in English.

During the exercise number 5 pupils had a possibility to use new vocabulary and to communicate. Some pupils could speak without

problems, others could say only isolated words connected with mountains. For example: high, sharp, cold, wind, snow, dangerous.

Exercises 6 and 7 were not difficult for pupils thanks to a special sheet of paper which each pupil could work with. Exercise 9 was very easy and pupils did it quickly.

During the work with this song children had a possibility to listen to the song many times and so they could sing the melody without problems and our lesson ended in a good atmosphere.

Lesson Two

Title: WHAT HAVE I GOT IN MY TOYSHOP TODAY ?

Age level: 11 - 12 years

Time: 20 minute

Materials: text-book Come and Play / unit 27 / , pictures,
tape-recorder, cassette

Aim: The purpose of this lesson is to learn a verb - to have, possessive pronouns and to give the pupils a chance to use their own pictures for reviewing vocabulary connected with chosen topic.

Pupils like drawing. They can prepare their own pictures at home. It can be for topics: "Our house", "Our flat", "My toys", "Animals". Each pupil can draw one picture for the chosen topic. Pupils will use these pictures during the work with the song.

Exercises for the song:

1. Pupils listen to the song and try to sing this song because it is very easy:

What have I got in my toyshop today,
toyshop today, toyshop today ?

What have I got in my toyshop today,
toyshop today, you tell me.

2. There is one very important question used in this song:

" What have I got ? ". This question is a difficult grammar problem that can be practised in many various ways. Teacher can ask pupils to use all persons / singular and plural / and

at the same time to use the possessive pronouns. For example:

What have I got in my ...

What has she got in her ...

What has he got in his ...

What have they got in their ...

3. Pupils can play this grammatical game with a ball. They can stand in a circle. One pupil sings. For example: What has she got in her zoo park today ... , other pupils continue. Then the first pupil throws the ball to the other pupil and he answers: She has got an elephant. This pupil can raise his own picture and show it.

4. Pupils can train not only vocabulary and grammar but also their memory. They sing a song about their flat and they answer adding one more item to the previous ones:

A. She has got a chair. After repeating the song:

B. She has got a chair, and a table.

C. She has got a chair, a table and a carpet.

Comment

We can find this song in a book: Věra Urbanová, Vlasta Rejtharová. Come and Play. This book is accompanied with a cassette. The complete text of this song is in the Appendix, page 36.

It is a very easy children's song for better acquisition of lexicology and grammar. This song is designed for beginners. The grammar problem is a verb - to have which is one of the first

difficult parts of grammar the beginners must master. This song is so easy that we can work with it in many ways. My pupils like especially Exercise number 3.

Everybody took part in this work. Pupils could also use their own pictures which they had drawn at home. Thanks to using the pictures, the game was more interesting and easier for them.

Lesson Three *nah uhoooh all animals that belong to Noah's Ark*

Title: THE ANIMALS WENT IN TWO BY TWO

Age level: 12 - 13 years

Time: 45 minute *names in their exercise book.*

Materials: text-book Come and Play / unit 18 / , cassette,
all kinds of tape-recorder *is write down all animals from the*

Aim: The purpose of this lesson is to disseminate vocabulary
about animals and the grammar elements:

A. past tense *play a game. For example:*

B. be afraid of ... ?

C. articles *id. of snakes and rats. Are*

Exercises for the song: *id. snakes, rats and ...*

At first, it is important to have a chat with pupils about Noah
and his ark. For example: "Who was Noah?", "Why was his ark full
of animals?" A Czech version of the name should be mentioned,
too.

1. Teacher can review vocabulary about animals. Pupils can write
all kinds of animals which they can write on the blackboard
as brainstorming. *May the work with the text be*

2. Teacher can use this brainstorming for the next work:

A. Pupils can choose all animals with -- four legs

according to pronunciation. Ex:-- two legs
and write their names in their exercise book.

- B. Pupils can choose all animals that belong to -- mammals
-- reptiles
-- birds
-- insects

and write their names in their exercise book.

3. Teacher can ask pupils to listen to the song and try to find all kinds of animals. Pupils write down all animals from the song: elephant, kangaroo, wasp, ant, bumblebee, hippopotamus.

4. Teacher wants to work with a grammar element: "Are you afraid of ... ?" Pupils can play a game. For example:

- A. Are you afraid of snakes ?
B. Yes, I am afraid of snakes and rats. Are you afraid of snakes and rats ?
C. Yes, I am afraid of snakes, rats and spiders. Are you afraid of snakes, rats and spiders ?
D. Yes, I am afraid of snakes, rats, spiders and sharks.

Each pupil must remember the previous phrase and add one kind of animals. Then this pupil must make the question for his schoolmate.

5. There are many nouns with articles in this song. Pupils can practise them during the work with the text of the song. Teacher can tell pupils: "Look at the text and try to find all nouns with a definite article. Write down two columns according to pronunciation. Explain the different pronunciation of "the". For example:

the animals	the kangaroo
the elephant	the bumblebee

6. We can work with the past tense in this song. There is one sentence in each verse which is repeated: "And they all went into the ark ... ". The children can use the word went in the simple sentences which we can prepare. For example:

	I	to the cinema
	my parents	to the disco
Yesterday	my sister went	to the theatre
	my friend	home
	we	to school

Comment

We can find this song in the textbook Come and Play. This book is accompanied with cassette. The complete text of this song is in the Appendix, page 37.

My children in both groups liked to work with these exercises. The first three exercises were easy for them because they could use the text of this song. My younger pupils liked the Exercise 6. They tried to remember all kinds of animals and to add a new one. If a pupil forgot some kinds of animals, he/she lost one point. Other pupils carefully checked their schoolmates. Children repeated the difficult phrase -- be afraid of ... many times and they can use it very well now.

The last exercise was not a problem for my pupils. They know the past tense. We only repeated it.

For the next lesson my pupils prepared animal pictures and I could see that it was very amusing for children when they could use their own pictures during singing.

Age level: 12 - 13 years

Time: 45 minute lesson

Materials: tape-recorder, cassette

Aim: The purpose of this lesson is to review the grammar

structure -- there is, there are and the positive and

negative forms; pupils review articles and the

practice prepositions. Pupils have a chance to

practice the grammar elements by using their

own pictures.

For the song:

In the previous lesson pupils worked with vocabulary

Teacher can start the lesson with some questions

1. What can you say about Tarsas?

2. What do you know about his childhood?

3. Have you seen any film about Tarsas?

4. Why is Tarsas so popular?

5. Do you know who is the author of the book?

Tarsas?

Teacher asks pupils in oral form, pupils answer in written

form.

Pupils can practice an important grammar structure

There are. Teacher can start by asking children

What are there in the room?

What are there in the school?

What are there in the world?

What are there in the future?

Lesson Four

Title: TARZAN'S FRIENDS

Age level: 12 - 13 years

Time: 45 minute lesson

Materials: tape-recorder, cassette

Aim: The purpose of this lesson is to review a grammar structure -- there is, there are and its question and negative forms; pupils review articles and they also practise prepositions. Pupils have a chance to practise the grammar elements by using dialogues.

Exercises for the song:

1. In the previous lesson pupils worked with vocabulary for this song. Teacher can start the lesson with some questions about

Tarzan: A. What can you say about Tarzan ?

B. What do you know about his childhood ?

C. Have you seen any film about Tarzan ?

D. Why is Tarzan so popular ?

E. Do you know who is the author of the book about Tarzan ?

Teacher asks pupils in oral form, pupils answer in oral form, too.

2. Pupils can practise an important grammar structure -- there is, there are. Teacher can start by asking children:

- A. Listen to the song and count how many times this structure is mentioned in this song ? / Pupils will answer that the structure is mentioned 7 times /.
3. During the next four exercises pupils will complete the text of the song. They will write all parts of this song into their exercise book. Each sentence starts with "There is".
4. Pupils concentrate on the next parts of the song. Teacher can ask pupils to listen to the song again and try to complete animals' names for each sentence with an indefinite article:
1. There is a tiger
 2. There is a lion
 3. There is a monkey
 4. There is a parrot
 5. There is an elephant
 6. There is a monkey
 7. There is a hippo

After this work teacher should explain a different form of indefinite article.

5. There is a good possibility to use and practise questions and a negative form. For example, they can prepare some questions in pairs:

Is there an elephant in this song ? Yes, there is.

Is there a cat in this song ? No, there is not.

Are there any other people in this song ? No, there are not.

6. The next exercise is very important for reviewing the prepositions. There are mentioned several places which pupils can find in this song. Teacher can ask pupils to listen to the song again and note all places where these animals are

placed. Pupils turn back to Exercise 4 and try to complete all these places with their prepositions:

1. on his table
2. in his bed
3. behind his door
4. on his head
5. in his cupboard
6. on his tree
7. on his chair

7. Teacher wants children to find the last line of the song. Pupils write it after the last listening of the song. The last line is : "And some bananas for me".
Now the song is complete and pupils can read it.

Comment

We can find this song in a book: Joanie Urrestarazu. Singalong with Snap. This book is accompanied with cassette. The complete text of this song is in the Appendix, page 38.

This song is very popular. Children like it because of a nice melody and they like to speak about a famous hero Tarzan.

For younger children it was difficult to talk about Tarzan and his life in the foreign language. So I preferred drawing pictures. Pupils prepared beautiful pictures full of animals, trees and the handsome men like Tarzan as their homework. Next lesson pupils could describe the pictures without problems and the lesson was more interesting.

Lesson Five

Title: RED, RED, RED

Age level: 12 -13 years

Time: 45 minute lesson

Materials: a dictionary, a tape-recorder, a cassette

Aim: The purpose of this lesson is to practise vocabulary about colours and occupations and give students a chance to practise working with the dictionary.

Exercises for the song:

1. There are some colours used in this song. Pupils can discuss their favourite colours for several minutes and after a first listening to this song, the pupils' task is to find all colours mentioned. This exercise is for reviewing vocabulary about colours. For younger pupils we can use a simple table which can help children learn different colours by the filling-in method. For example:

1. - - d
2. - l - -
3. y - - - - w
4. - - e e -
5. b - - - -
6. - h - - -
7. - r - g - -

More experienced pupils do not need this table.

2. Pupils find words which are connected with each colour. We can prepare some version for pupils. For example:

red	a waiter	blue	a blacksmith
	a carpenter		a sailor
	a fireman		a bricklayer

Pupils listen to the song again and try to choose the correct word and encircle it. This exercise is good for practising vocabulary about occupations.

3. Pupils can play a vocabulary game. They are divided into groups. Each group works with a dictionary and their task is to find as many occupations as possible. They write them into their exercise book. Pupils can also play a mime game. Children choose one occupation from their list. One pupil has to describe it by using mime gestures without speaking.
4. Pupils are able to find a lot of words for occupations. But do they know any other synonyms for the word -- occupation? Teacher can ask pupils to work with the dictionary. The pupils' task is to find words such as a profession, a job, a business.
5. The class can be divided into seven groups. Each group receives several cards previously prepared by the teacher. There are parts of sentences from the song on these cards. One group has to put together all words from one verse. One pupil from each group writes the verse on the blackboard and other pupils write it into their exercise book. Then the song lyrics are complete and children can sing the song.

Comment

We can find this song on the cassette: Yellow Submarine and Other Great Colour Songs, 1990. Arranged and Produced by Ken Bolan and

published by CYP Music L td. except Northern Songs L td. The complete text this song is in the Appendix, pages 39 and 40.

This song is one of the most beautiful children's song I use. Pupils like it especially for its melody.

The lesson is based on the work with the dictionary. At first pupils could work only with a basic vocabulary for colours and occupations. During the lesson they found and practised the new vocabulary.

Exercise 1 was not so difficult for my pupils because they had to concentrate only on one word in each verse. Only the last word "bright" was a problem for them. They could not guess it and I had to help them. During Exercise 2 pupils worked with vocabulary about occupations. Pupils listened to the first verse of the song where the red colour is connected with a "fireman". Children could see this word in the table which was written on the blackboard. It was not difficult for them to choose the correct word because they could listen to the song and read it on the blackboard. Exercise 3 was very interesting not only for me but also for my pupils. Their mime game was beautiful. Children were able to describe various kinds of occupations. It was very funny and we had a nice atmosphere in our class.

If the teacher think that these exercises take a lot of time, children can prepare the mime game as a homework and show it during the next lesson.

CONCLUSION

Learning the foreign language by using songs is one of the creative and modern methods. I have show the teacher can help children overcome the first fear of the foreign language. I tried to find interesting ways to motivate children and give them a lot of pleasure. I have found that using songs is a very good means for relaxation; not only for children, but also for the teacher.

The teacher does not have to use all the exercises mentioned in the paper. It depends on the situation in the class and on the pupils' abilities. My pupils like change and new situations. I try to vary my work using musical instruments and a tape recorder or a record player. I usually use a tape recorder and a record player for the first presentation of the song. When pupils are learning the melody of the English song, it is more practical to use the piano or the guitar because singing is easier for pupils. When I use a musical instrument, I can teach this song very slowly and I can repeat some parts if I want. If I use the guitar, I can teach the song anywhere: in the classroom or during a trip in the country.

I can use songs in any part of the lesson. I want to show how to use songs for teaching vocabulary and grammar. Children can find a lot of new vocabulary in a song, they can practise vocabulary by listening to the song many times and then use the new vocabulary in their own sentences. For example, the song "What Have I Got in My Toyshop Today?" There are many possibilities to

practise vocabulary of several topics. Children can also listen and practise new grammar structures during listening to one song. For example, in the song "The Nicest Song" the grammar structure -- I am going to ... is repeated for six times. This repetition during listening and singing is not boring for children.

Teaching the foreign language thanks to songs makes it possible to use a lot of techniques. For example: multiple choice, short answers, drawing during listening the song, true-false items, completing tables and paraphrase. All these activities are interesting for pupils, they can stimulate them in their work. These activities can also help teachers avoid monotony. I like it if my lessons are not boring and the atmosphere in the classroom is open and friendly.

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1. The Highest Song (see pp. 14, 15, 16 and 17)

2. The Highest Song

3. The Highest Song

4. The Highest Song A P P E N D I X

5. The Highest Song

6. The Highest Song

7. The Highest Song

8. The Highest Song

9. The Highest Song

10. The Highest Song

11. The Highest Song

12. The Highest Song

13. The Highest Song

14. The Highest Song

15. The Highest Song

16. The Highest Song

17. The Highest Song

18. The Highest Song

19. The Highest Song

20. The Highest Song

21. The Highest Song

App. 1 : The Nicest Song (see pp.14,15,16 and 17)

THE NICEST SONG

I'm going to climb IN MY TOYSHOP TODAY

The highest mountain

I'm going to swim my toyshop today.

The widest sea toyshop today?

I'm going to fly my toyshop today.

Soaring so high for tall as.

I'm going to try

To reach a star

And hold it in my hands.

I'm going to tell

The funniest story

I'm going to sing

The nicest song

I'm going to fly

Soaring so high

I'm going to try

To reach a star

And hold it in my hands.

App. 2 : What Have I Got in My Toyshop Today? (see pp.18,19 and 20)

WHAT HAVE I GOT IN MY TOYSHOP TODAY ?

What have I got in my toyshop today,
Toyshop today, toyshop today?
What have I got in my toyshop today,
Toyshop today? -- You tell me.

App. 3 : The Animals Went in Two by Two (see pp.21,22,23 and 24)

THE ANIMALS WENT IN TWO BY TWO

The animals went in two by two, hurrah, hurrah

The animals went in two by two, hurrah, hurrah!

The animals went in two by two, the elephant and the kangaroo,

And they all went into the ark,

Just to get out of the rain

The animals went in three by three, hurrah, hurrah!

The animals went in three by three, hurrah, hurrah!

The animals went in three by three, the wasp, the ant and the

bumblebee,

And they all went into the ark,

Just to get out of the rain.

The animals went in four, hurrah, hurrah!

The animals went in four, hurrah, hurrah!

The animals went in four, the huge hippopotamus stuck in the door,

And they all went into the ark,

Just to get out of the rain.

App. 4 : Tarzan's Friends (see pp.25,26 and 27)

TARZAN'S FRIENDS

Red, red, red is my favourite colour,

There is a tiger on his table.

There is a lion in his bed.

There is a monkey behind his door.

And there is a parrot on his head.

Blue, blue, blue is my favourite colour,

There is an elephant in his cupboard.

There is a monkey on his tree.

There is a hippo on his chair.

And some bananas for me.

Yellow, yellow, yellow is my favourite colour,

There is a lion on his table.

There is a tiger in his bed.

There is a monkey behind his door.

And there is a parrot on his head.

Black, black, black is my favourite colour,

There is a lion everywhere on me.

There is a tiger everywhere on me.

There is a monkey everywhere on me.

And there is a parrot everywhere on me.

Black, black, black is my favourite colour,

There is a lion everywhere on me.

There is a tiger everywhere on me.

There is a monkey everywhere on me.

And there is a parrot everywhere on me.

App. 5 : Red,Red,Red (see pp.28,29 and 30)

RED, RED, RED

Red,red,red is my favourite colour,

Red,red,red is everywhere on me.

I'll tell you why I love red

Because a fireman is what I'd like to be.

Blue,blue,blue is my favourite colour,

Blue,blue,blue is everywhere on me.

I'll tell you why I love blue

Because a sailor is what I'd like to be.

Yellow,yellow,yellow is my favourite colour,

Yellow,yellow,yellow is everywhere on me.

I'll tell you why I love it so

Because a sunflower is what I'd like to be.

Green,green,green is my favourite colour,

Green,green,green is everywhere on me.

I'll tell you why I love green

Because a gardener is what I'd like to be.

Black,black,black is my favourite colour,

Black,black,black is everywhere on me.

I'll tell you why I love black

Because a blackbird is what I'd like to be.

Hana Halková

White, white, white is my favourite colour,

White, white, white is everywhere on me.

I'll tell you why I love white

Because a doctor is what I'd like to be.

Bright, bright, bright are my favourite colours,

Bright, bright, bright colours are everywhere on me.

I'll tell you why I love them so

Because an artist is what I'd like to be.

Reviewed by Hana Halková

DE

Hana Hájková

Teaching English Structures Using Music and Song Lyrics

In her final project Hana Hájková stresses using music and song lyrics as an excellent source of motivation and organization of challenging lessons for her pupils.

She pinpoints the lack of songs in the main textbook she uses. She gives some space to comments about hesitation of some teachers to include music and songs in English classes.

She provides a detailed list of sources that inexperienced teachers might use to expand their expertise in this area, too.

She mentions connections between songs and all four skills, but she mainly concentrates on the connection between songs and vocabulary and grammar. Her attitude to the topic is interdisciplinary, she uses some of her strategies from English classes even in classes of music she has with the same groups of pupils. In her attitude the author has proved her understanding her pupils and expertise in both areas, English and music.

The author demonstrates her strategies in five lesson plans with well described aims and steps and phases of the lessons. She provides brief comments on the results achieved in the class, in cases of problems suggests variations for the future usage. It would have been useful to provide more detailed comments as this is an area where she might lead the reader into deeper understanding of her efforts and the results with working with children in this way.

She does not provide the reader with connections of her activities with the Project English textbooks.

The conclusion provides couple of additional pieces of advice but does not summarise very well the whole project.

In the appendix Hana Hájková has added lyrics of five songs that are discussed in the project.

In the whole project there is a number of misprints showing a somehow careless attitude of the author to editing and proof - reading, some of them lead into serious mistakes.

Generally this project is a good attempt to introduce other teachers into the possible usage of songs and music in English classes. There are some formal shortcomings, though, that reduce the quality of the project.

I recommend this project to be evaluated as a passing one.

Liberec, 4 July, 1994

PhDr. Ivana Pekařová

