

POSUDEK DIPLOMOVÉ PRÁCE

Jméno a příjmení studenta: Bc. Vojtěch Vošahlík
Název diplomové práce: Using Song Lyrics in Teaching of English

Vedoucí diplomové práce: doc. PhDr. Lucie Betáková, MA, Ph.D.
Oponent diplomové práce: Mgr. Renata Janktová, MA

I. Cíl práce a jeho naplnění:

- ~~1. Cíl práce byl stanoven a naplněn v souladu s tématem~~
- ~~2. Cíl práce byl naplněn s drobnými nedostatky~~
- ~~3. Cíl práce byl adekvátní, ale jen částečně naplněn~~
- ~~4. Stanovený cíl nebyl naplněn~~

II. Struktura práce:

1. Logická, jasná a přehledná
2. Přiměřená
3. Uspokojivá
4. Nevhodná

III. Práce s literaturou:

- ~~1. Výborná: zvoleny a použity vhodné prameny v patřičném rozsahu, přesná práce s citacemi, kritická analýza zdrojů~~
2. Velmi dobrá práce s adekvátními prameny v patřičném rozsahu
3. Průměrná práce s literaturou
- ~~4. Slabá, chybná nebo nedostačující~~

IV. Prezentace a interpretace dat:

- ~~1. Systematická, logická prezentace, originální a důsledná interpretace~~
2. Velmi dobrá prezentace dat, úspěšný pokus o jejich interpretaci
- ~~3. Uspokojivá prezentace i interpretace dat~~
- ~~4. Neodpovídající prezentace, nedostatečná analýza výsledků~~

V. Formální stránka:

1. Odpovídá všem stanoveným požadavkům
2. Obsahuje drobné formální chyby
3. Nesplňuje některé zásadní požadavky
4. Nesplňuje většinu stanovených požadavků

VI. Jazyková úroveň práce:

1. Výborná
2. Velmi dobrá

3. Dobrá
4. Podprůměrná

- VII. Náročnost zpracování tématu:
1. Velmi vysoká
 2. Vysoká
 3. Střední
 4. Nízká

- VIII. Přínosy práce:
1. Originální zpracování a názory, předkládá nová zjištění
 2. Práce je v daném oboru přínosná, ale neobsahuje originální a nová zjištění
 3. Průměrné, omezené využití výsledků práce
 4. Nedostatečné, práce nemá jasný přínos pro obor

Vyjádření oponentky diplomové práce:

The diploma thesis is focused on the use of songs in the teaching of English. The theoretical part outlines the roles that songs can play in language learning in relation to key language competences but also as a motivational factor and source of cultural awareness. The explanation of the term "lyric" is supported by an overview of the historical shifts in the understanding and use of lyrics as sung texts. The historical outline, based mainly on Brewster (2009), provides some useful insights, including those by researchers cited by Brewster, nevertheless, it also feels slightly selective. The close relation to and commingling with poetry could be made clearer. Particularly, the author fails to mention the shift of focus from the public address and performance to the expression of personal feeling associated with the Romantic movement in poetry. The close relation of song lyrics to poetry becomes more obvious with the summary of the elemental features of lyrics, including repetition and figurative language. The closing section of the theoretical part purports to discuss the use of songs as a tool in the development of the core language skills. Nevertheless, most space is given to the general characteristics of the individual skills, derived from secondary literature, and only limited attention is paid to the actual impact of song-centred activities on the development of these skills. The option of singing the songs taught is never mentioned in the thesis.

The practical part consists of five lesson plans, which are well structured and easy to follow. One minor omission occurs in Lesson 4 where the instructions fail to mention that there are two worksheets (with exercises numbered identically 1-3) and that at the beginning of the while-listening activity students are meant to switch to the next worksheet. Luka in Susan Vega's song was inspired by a boy but is referred to as "she" in the worksheet. This is not impossible, but it would require clarification regarding interpretational approach. The identification of potential problems and suggested solutions are useful parts of the plans. The plans offer a substantial range of activities focused on both linguistic and extralinguistic aspects, e.g. pronunciation (homophones), grammar (tenses, parts of speech), textual understanding (coherence), social problems (bullying, child abuse), historical and cultural understanding, and literary language and intertextuality. The exercise of choosing parts of speech depending on sentence structure is particularly good. The worksheets provided in Appendices are well presented. Adding full texts of songs for Lessons 2-5 would be useful in order to provide teachers with complete lesson material.

Even though the candidate was unable to test the lessons plans in the classroom, which would most likely lead to some interesting findings and improvements, the lesson plans demonstrate sufficiently the significant potential of using songs in ELT classes.

The language and presentation would profit from more attention. The language used is generally too informal and contains numerous grammatical mistakes (e.g. articles, prepositions, punctuation). Especially the model teacher instructions ought to be grammatically correct (see overuse of "will", verb tenses).

There are numerous flaws in referencing. For example, Ross's book chapter is cited incorrectly with wrong date in Sources). Some references to secondary sources seem to be taken over from other secondary sources without appropriate indication (e.g. Ross, Dronke, Johnson seem to be used only as cited in Brewster [2009] despite being listed as individual sources). Page references are missing in places where particular thoughts or claims are cited (e.g. Brewster p. 16). The capitalization of titles in Sources is inconsistent. Acknowledgment of source/inspiration is missing in the case of Lesson 4: while-listening activity 1 (cf. www.tuneintoenglish.com).

Finally, the chosen way of paraphrasing by maintaining sentence structures and replacing words with synonyms proves problematic as it sometimes leads to misinterpretations (see p. 19: choice of the word "shallow" in replacement for "sterile"[Brewster, p. 147]).

Práce splňuje/nespĺňuje* základní požadavky kladené na tento typ prací, a proto ji doporučuji/nedoporučuji* k ústní obhajobě.

Navrhovaná známka: ~~v ýborně~~ – velmi dobře – ~~dobře~~ - ~~nedostatečně~~*

Otázky k obhajobě:

1. In your thesis, the singing of songs in classroom is never mentioned. Please suggest some ways in which singing could be used or explain why you may prefer not including it in ELT lessons.
2. In order to check lyrics comprehension, you recommend line-by-line translation into Czech by students taking turns. Can you think of any other ways of checking text comprehension?
3. The title of Tom Waits' song *Shiver Me Timbers* has a specific meaning linked to a specific context. Can you comment on this and suggest how it might be used in the introduction to the listening activity?

Podpis oponenta diplomové práce:

Datum: 14.8.2020

*nehodící se škrtněte