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Inhaltsangabe Introduction I have chosen the topic of using pop songs in the EFL classroom because I strongly believe that working with pop songs is a highly motivational device When I was a student at a lower and upper secondary school listening to songs in English classes was my favourite activity I have always wanted to be able to understand the lyrics of songs I listened to Later I realized that I have learned a lot from listening to pop songs and analyzing their lyrics Therefore in my diploma project I would like to prove that using pop songs is a highly motivational device in teaching English with instructional value and that students enjoy working with pop songs The theoretical part of this diploma project is based on relevant sources of background literature In the first two chapters the use of songs is described with regard to motivation and the Multiple Intelligences Theory The third and fourth chapter deal with the reasons for using songs and their classification In the last two chapters of the theoretical part pedagogical principles of using pop songs in class as well as the pros and cons of teaching through pop songs are presented The practical part is based on the findings of three surveys I have conducted in the field of using songs in the EFL classroom In the first part of the research I present an analysis of questionnaires which I distributed among English teachers at lower and upper secondary schools and grammar schools In the second part of the research I describe students attitudes to pop song based lessons which I taught during my teaching practice at grammar schools In the third part of the research I analyze the types of songs presented in commonly used textbooks at lower and upper secondary schools In addition I present a self developed teaching material containing a list of pop songs suitable for the EFL classroom In the last part of the practical part I answer the research questions and provide some implications for my own teaching

Inhaltsverzeichnis Table of Contents ABBREVIATIONS AND DEFINITIONS ABSTRACT INTRODUCTION9 THEORETICAL PART 1 MOTIVATION10 1 1Definition of motivation10 1 2Different kinds of motivation11 1 3Motivation in second language acquisition learning vs foreign language learning12 1 4Sources of motivation in the EFL classroom14 2 MULTIPLE INTELLIGENCES16 2 1The categories of intelligence17 2 2The implications of MI theory for ELT19 2 3Musical **English File 3e Upper-intermediate Workbook Without Key** Christina Latham-Koenig, Clive Oxenden, Jane Hudson, 2014-01 *English as a Foreign Language for Deaf and Hard-of-Hearing Persons* Ewa Domagała-Zyśk, Edit H. Kontra, 2016-09-23 Deaf and hard of hearing students form a specific group of foreign language learners They need to use foreign languages just like their hearing peers if they want to enjoy the same benefits of globalization and technical advancements of today yet they cannot take part in the same foreign language education As sign

language users lip readers or persons relying on hearing aids or cochlear implants in their everyday communication they need special support in learning a foreign language This book has been written by teachers and researchers involved in teaching English as a foreign language EFL to deaf and hard of hearing students in various different European countries including the Czech Republic France Hungary Norway Poland and Serbia The chapters mirror both the authors personal journeys through this field and give insight into various aspects of empirical research into the foreign language acquisition of hearing impaired learners They discuss mainly the issue of specific methodology for teaching EFL vocabulary grammar reading writing and speaking to deaf and hard of hearing persons and the challenge of effective communication during the classes via sign language cued speech or the oral approach Special chapters are also devoted to EFL teachers experience in special schools for the deaf Educators interested in practical advice responses to challenges and worked out solutions to problems will particularly welcome this book as a useful source of ideas It will also help novice teachers embarking on their careers in English language education for deaf and hard of hearing children and adults

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Table of Contents New English File Intermediate Third Edition

1. Understanding the eBook New English File Intermediate Third Edition
 - The Rise of Digital Reading New English File Intermediate Third Edition
 - Advantages of eBooks Over Traditional Books
2. Identifying New English File Intermediate Third Edition
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an New English File Intermediate Third Edition
 - User-Friendly Interface

4. Exploring eBook Recommendations from New English File Intermediate Third Edition
 - Personalized Recommendations
 - New English File Intermediate Third Edition User Reviews and Ratings
 - New English File Intermediate Third Edition and Bestseller Lists
5. Accessing New English File Intermediate Third Edition Free and Paid eBooks
 - New English File Intermediate Third Edition Public Domain eBooks
 - New English File Intermediate Third Edition eBook Subscription Services
 - New English File Intermediate Third Edition Budget-Friendly Options
6. Navigating New English File Intermediate Third Edition eBook Formats
 - ePub, PDF, MOBI, and More
 - New English File Intermediate Third Edition Compatibility with Devices
 - New English File Intermediate Third Edition Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of New English File Intermediate Third Edition
 - Highlighting and Note-Taking New English File Intermediate Third Edition
 - Interactive Elements New English File Intermediate Third Edition
8. Staying Engaged with New English File Intermediate Third Edition
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers New English File Intermediate Third Edition
9. Balancing eBooks and Physical Books New English File Intermediate Third Edition
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection New English File Intermediate Third Edition
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine New English File Intermediate Third Edition
 - Setting Reading Goals New English File Intermediate Third Edition
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of New English File Intermediate Third Edition
 - Fact-Checking eBook Content of New English File Intermediate Third Edition
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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