

Abstract

The thesis focuses on specific qualities of songs that can represent an effective stimulus for communication among students and that can contribute to the development of students' speaking skills. The theoretical part of the paper introduces general advantages of songs in foreign language classes. The main aspects of different learning styles, communicative activities, as well as important rules that should be followed when song-based communicative activities are to be used during English language lessons are outlined in the chapter dealing with the dialog between theory and practice. The action research project of the paper includes the questionnaire and six detailed activity plans that demonstrate a variety of approaches to the use of songs. The lessons are described, analysed and reflected upon so that their effectiveness could be evaluated. The final evaluation of the action research project presents conclusions that support the validity of the thesis and suggests the conditions for further using song-based communicative activities in English classes.

Key words: song-based activities, communicative activities, information gap, interaction in groups/pairs