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ΤΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ ΘΕΣΣΑΛΟΝΙΚΗΣ



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PATIO MARIA, ALEXOUDA GEORGIA

RESEARCH PROJECT ON THE MUSIC OF THESSALONIKI THROUGH THE 20TH CENTURY, WITH CLIL

ABSTRACT

It is a cross-curricular project, involving Music, History of Local Music and Informatics / ICT, with the use of Content and Language Integrated Learning (CLIL) methodology. The objectives of the project are to explore music in a cultural background, develop musical skills, develop ICT skills, integrate music in language learning, develop critical and creative thinking and exercise students' communication and collaboration skills. Students implemented research on various musical styles which prevailed in Thessaloniki during the 20th century – composers, lyricists, performers, musical instruments.

Key words: *CLIL, History of local Music, ICT, Research Project.*

INTRODUCTION

CLIL (Content and Language Integrated Learning) has attracted great interest in recent years, especially in Europe but increasingly more widely in the world. In a CLIL course, learners gain knowledge and understanding of the curricular subject while simultaneously learning and using the target language.

Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language.¹ It is important to notice that 'content' is the first word in CLIL. This is because curricular content leads language learning. Learning about history of local music in a non-native language is challenging for teachers and learners. It involves developing knowledge and understanding of: events, people, structures and changes in the past; how the past influences the present; chronology; interpreting and evaluating sources; explaining cause and consequence; comparing and contrasting interpretations of the past; making links across historical periods; reaching conclusions.

It is well known how challenging it is to try to get students to speak in a foreign language in any formal education context.² This is due to several factors such as the

1. B. Coyle, D. Hood, P. and Marsh, D., *CLIL. Content and Language Integrated Learning*, Cambridge University Press, 2010.

2. B. Brown, G., Yule, G., *Discourse Analysis*, Cambridge University Press, 1983.

organization of the students in the classroom (in rows rather than in groups or pairs), the frequent refusal of the teacher to allow interaction unless not the kind of "question - answer"³ or the absence of the type of activities that can effectively stimulate and oral communication and interaction. This is particularly relevant in CLIL classrooms where, as Dalton-Puffer⁴ suggests, speaking tends to be the least used skill, despite its importance in the communicative dimension. As he states in a latter article: "It is neither the subject nor the content designed for interaction, but the means through which transports content" and in this case the medium is English.

This project was implemented in class b2b of junior high school of the Experimental School of Aristotle University of Thessaloniki, during the school year 2014-2015. It is neither a language focused project, nor a content-focused project, which is transmitted in a foreign language. It focuses on content and language equally. The project is cross-curricular and it involves History of Local Music, with ICT, through English Language.

METHODOLOGY

The research methodology is constructivist, a teaching method based on the works of Jean Piaget and Lev Vygotsky by which the instructor helps the student construct meaning rather than simply lecturing. We believe that learning is a dialectical process⁵ in which peer learners co-construct knowledge with instructors as facilitators or guides⁶ and co-constructed knowledge can emerge from within the community of learners.⁷ In this context, learners become active participants in the learning process⁸ who gain confidence in negotiating academic topics through their activity⁹ within a social process. Learning is facilitated by constructors who function as knowledgeable others, rather than as ultimate authority figures in the learning process. Such instructors understand the individual position and knowledge level of their students,¹⁰ as a result of continuous dialog with students.

3. B. Menegale M., Class activities aimed at enhancing oral production in CLIL-based lessons, in Rajš G., (Ed.), *Language Education Today: Between Theory and Practice*, Cambridge, Cambridge Scholars Publishing, 2009.

4. Bk. Dalton-Puffer, C., *Discourse in Content and language Integrated Learning (CLIL) classroom*, Amsterdam, J. Rejmanis, 2007.

5. Bk. Vygotsky, L., Interaction between Learning and Development, in: *Mind in Society* (Trans. M. Cole, pages 79-91), Harvard University Press, Cambridge, MA, 1978.

6. Bk. Bauensfeld, H., The Structuring of the Structures: Development and Function of Mathematizing as a Social Practice, in: L.P.Steffe and J. Cole (Eds.), *Constructivism in Education* (pages 127-158), Lawrence Erlbaum Associates Publishers, Hillsdale, NJ, 1995.

7. Bk. Love, J., and Wenger, E., *Communities of Practice: Learning, Meaning and Identity*, Cambridge University Press, Cambridge, U.K., 1998.

8. Bk. Glasersfeld, E. von., Abstracted, representation, and reflection, in: L.P.Steffe (Ed.) *Epistemological foundations of mathematical experience* (pages 45-67), Springer, New York, NY., 1993.

9. Bk. Prawat, R.S., and Floden, R.W., *Philosophical perspectives on constructivist views of learning* *Educational Psychology* 29 (pages 37-45), 1994.

10. Bk. Gamoran, A., Secada, W.G., & Mallett, C.B., *The organizational context of teaching and learning: Changing theoretical perspectives*, *Handbook of sociology of education*, Springer, New York, NY, 2006.

Whereas methodology relies heavily on specific conditions for successful implementation,¹¹ CLIL is guided by six relational (and therefore more contextually sensitive and flexible) pedagogical principles for integrating language and content that work across different contexts and settings:

1. Subject matter is about much more than acquiring knowledge and skills. It is about the learner constructing his/her own knowledge and developing skills which are relevant and appropriate.

2. Acquiring subject knowledge, skills and understanding involves learning and thinking (cognition). To enable the learner to construct an understanding of the subject matter, the linguistic demands of its content as the conduit for learning must be analysed and made accessible.

3. Thinking processes (cognition) require analysis in terms of their linguistic demands to facilitate development.

4. Language needs to be learned in context, which requires reconstructing the subject themes and their related cognitive processes through a foreign or second language.

5. Interaction in the learning context is fundamental to learning. 'If teachers can provide more opportunities for exploratory talk and writing, students would have the chance to think through materials and make it their own'.¹²

6. The interrelationship between culture and languages is complex. The framework puts culture at the core and intercultural understanding pushes the boundaries towards alternative agendas such as transformative pedagogies, global citizenship, student voice and 'identity investment'.¹³

The results are educational experiences that promote greater opportunities for authentic and purposeful meaning-making through language, by facilitating the development of new communicative skills while learning new content, understanding, and knowledge. In effect, CLIL provides the basic conditions under which humans successfully acquire any new language: by understanding and then creating meaning.¹⁴ As a pedagogy, CLIL provides a comprehensive framework that recognizes the complex but necessary interrelationship between language and content for genuine language development. It does this together with a theoretically rich and robust set of principles to help guide teachers on how this can actually be achieved in practice, across a range of educational settings.

11. Bk. Baker, C., *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, England: Multilingual Matters, 2006.

12. Bk. Mohan, B. A., *Language and content*. Reading, MA: Addison-Wesley, 1986.

13. Bk. Coyle, D., *Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies*. *International Journal of Bilingual Education and Bilingualism* (pages 543-562), 2007.

14. Bk. Lightbown, P., & Spada, N. M., *How languages are learned* (3rd ed.). Oxford, England: Oxford University Press, 2006.

THE RESEARCH PROCESS

During this research project we explored the dimensions and approach of CLIL teaching and focused on a variety of tools which can be used by teachers to facilitate and support music and ICT teaching through CLIL.

Studying a subject in English, as foreign language, provides young learners with:

- exposure to spoken English
- a clear purpose for listening to English and trying to understand
- a context for using English
- a reason for reading and writing in a foreign language.

The target group was 13 high school pupils from class B2b of junior high school, who worked in the Music Classroom and the Computer Lab, used Internet and presented their work using presentation software.

The objectives of the project were:

- To explore local music in a cultural background
- To integrate music in language learning
- To develop ICT skills
- To build social skills
- To develop creativity
- To exercise students' communication and collaboration skills
- To build self-confidence
- To improve self-expression
- To develop study and critical thinking skills

At the beginning, the Music teacher presented briefly the different musical genres that were developed in Thessaloniki, after the city's liberation in 1912.

English language was used:

- to introduce the topic
- to set up music activities
- to attain the music aims

Following, the students formed 3 groups of 3 or 4 (actual group-size depended on class size) and worked together, in order to create a short presentation.

The topic for the 1st group was: "Thessaloniki's Classical Music"

The topic for the 2nd group was: "Thessaloniki's "Rebetiko Song" and Folk music"

The topic for the 3rd group was: "Thessaloniki's "Éntekimo Song" and Rock music"

Subsequently, each group, in both Music Classroom and Computer Lab, started its research activities.

The ICT teacher provided the means to access a wide variety of information sources and created a medium where musical experiences could be presented via multimedia technology. This environment allowed for flexibility and excitement, by using

hyperlinks, videos, sounds, texts and images. The nature of ICT, particularly the internet and ICT tools, enabled the pupils to interact with peers, to access and research information, to share ideas and to promote team work, thinking skills, and self-evaluation.

Following are some examples of the vocabulary that we have used throughout the project:


Music Genres (classical music, rebetiko-folk song, éntekhno-rock song), Composer, Lyricist, Performer, Rhythm, Melody, Musical instruments, Ensembles, Recording, Browser, search engine, information evaluation, presentation software.

Then the students created their own presentations, shared their work with peers and explained the specific genres of music.



Classical

Classical music is all music composed or written in the tradition of European Western music. It had throughout entire history (which were under the most strict and influence) that all the simple solutions of this system and a great deal of the most beautiful and the richest Greek.



Rebetiko

Rebetiko, as a term used today to designate informally disparate kinds of later Greek folk music, which never came to be grouped together or given the particular rebetiko name, which started in the 1800s and developed further from the early 20th century.



Folk

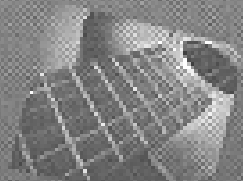
Lalad lala (song of the people or urban folk music), is a Greek music genre.

Lalad followed after the commercialization of rebetiko music.



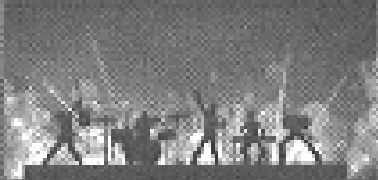
Éntekhno

Éntekhno (literal meaning : all song) is orchestral music with elements from Greek folk rhythm and melody. Its lyrics themes are often based on the work of famous Greek poets.



Rock

Rock spread around the world in the 1950s and 60s, entering Thessaloniki in the middle of the 60s.



QUESTIONNAIRE

The questionnaire is a tool, which is useful for gathering targeted information in a relatively short time. The feedback is also very important and pupils should be led to self-evaluation and peer or group feedback.¹⁵

The questionnaire was distributed at the end of the CLIL lesson and the pupils had five minutes to complete it. The type of questionnaire we used was a closed questionnaire. Regarding this type of questionnaire, the results that we were seeking were brief and specific.

The project offered them the opportunity:

- to enrich their vocabulary, and
- to have a better understanding of specific Music and ICT issues

The students pointed out that they found the lesson comprehensible in English (13/13), they managed to enrich their Music and ICT vocabulary in English (10/13) and the course activities were performed easily and without particular difficulties (13/13). Furthermore, the pupils pointed out that studying Music and ICT topics in English, is fun! Moreover, they wished for another course in Music and/or ICT in English, to take place in the future (10/13).

CONCLUSION

Innovation in education implies the adoption and adaptation of approaches and methodologies. CLIL as an instructional approach that fosters content knowledge through language involves careful planning. There are many considerations when implementing CLIL; for instance, language proficiency, subject knowledge, intercultural communication, teacher training and policies among others. In our project, the Music teacher and Informatics / ICT teacher worked closely with English teacher to ensure that language development is appropriately catered to, in other words, to guarantee that content and languages are truly integrated. It was an "invitation" to reflect about what is needed to implement instructional approaches so that students and teachers succeed by engaging in academic performance, critical thinking, collaboration, and multiculturalism through different interactions in the classroom.

ACKNOWLEDGMENT

We were introduced to CLIL by Mrs. Maria Politou and we wish to thank her cordially for this.

15. B. Bently, K., *The TKT Course, CLIL Module*. Cambridge: Cambridge University Press, 2001