

The CLIL Approach - an Inseparable Part of Music Education in the 21st Century

Abstract

The infiltration of non-native languages and cultures into the school environment has been a growing trend in recent years. This trend is likely to have an impact on the teaching methods used. In the context of any subject, it is possible to apply, for example, a dual-oriented educational approach in which the content of the subject is taught through the foreign language and together with the foreign language. This method, called Content and Language Integrated Learning (CLIL), is represented by any activity in which a second language occurs. Unlike bilingual education, a high input level of the language of both students and teachers is not necessary for the implementation of the method. In CLIL, the foreign language is not used for language learning alone, but dual objectives - both content and language - are set. This represents a new paradigm in education.

Nowadays, foreign songs are a common part of everyday life for many pupils and teachers, so it is not surprising that in music education classes we increasingly encounter songs in English for listening or performance activities. This is probably the most common and natural integration of a foreign language into Music. In addition, a number of didactic materials are being developed in the field of music pedagogy in which a foreign language is used, e.g. in the form of videos, activities (performing, creative, educational, ...), worksheets for pupils, etc. Using a foreign language in another subject equips students with competences for greater professional and personal success, contributes to the development of communication skills (especially compensatory strategies) and the expansion of cultural boundaries.

The use of CLIL, however, does not mean that multicultural aspects will be prioritised over national traditions in teaching. In the context of Czech music education, pupils will continue to learn about Czech folklore, the works of Czech composers and, through integrative practices and overlaps into another language and culture, they will be educated in a broader context.

The conference paper will introduce the CLIL method, its forms and the findings of research conducted in the Czech Republic and abroad. The speaker will point out the benefits and shortcomings of the method and will offer concrete

educational suggestions and activities that enable the inclusion of CLIL in Music. Tips and recommendations on how to get started with CLIL will also be included. These presented suggestions can be easily applied to the conditions of other ethnic groups.

Keywords: CLIL Method, Language and Music, Fun Activities