

Language & Music Portfolios: Chances & Challenges of Cross-Subject Research (and Teaching)



European Music Portfolio
1st Meeting – Kick-off Event

Ochsenhausen
13. November 2009



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Outline

- The European Language Portfolio
- Core Issues in Language Teaching Research
- Core Issues in Music Teaching Research
- Combining the Strengths of two disciplines
- Suggesting a European Music Portfolio



Language Portfolio

- EU Policy: Mother tongue plus 2 Languages
- Established Instrument
- Aims at:
 - Multilingual Language Users
 - Dialog between Cultures
 - Enhancement of Cultural Plurality
 - Self-Assessment & Life Long Learning
- Three Parts: Passport – Biography – Dossier

Some Core Issues in Language Teaching Research



- Learner-centredness
- Intercultural Learning
- Task-based Language Learning/Teaching
- Diagnosis/(Self-)Assessment of Progress
- Heterogeneous Language Classrooms
- Multilingualism
- Implicit vs. Explicit Learning
- Development of Inter-language (Psycholinguistics)



Some Core Issues in Music Teaching Research

- Learner-centredness
- Intercultural Learning
- Creating aesthetical Situations
- Awareness of one's own *Mus. Biography*
- *Bottom-up* Didactics
- Popular and Classical Music
- Implicit vs. Explicit Learning (in Music)
- Closed Systems in Music Didactics



Task-based Approaches to Learning

Modern Languages

- Task vs. exercise
- Communicative tasks
- Open in outcome → Information gap, Opinion gap, etc.
- Task-as-workplan
- Task-in-process
- TBLL in heterogeneous groups
- Tasks for diagnostic purposes
- Tasks for treatment

Music

- Creating aesthetical Situations
- Alternative to a linear Way of Learning
- Room for various Types of Creativity
- Supporting different Proficiency Levels
- Discussing the artificial Character of such Situations



Implicit vs. Explicit Learning

Modern Languages

- Paradis (1994)
- Declarative vs. procedural knowledge
- Knowing what... vs. Knowing how...
- Working memory → Processing cost
- Morpho-Syntax: developmental features (incremental)
- Lexicon: (variational features)

Music

- E.E. Gordon, W. Gruhn, W. Jank
- Sound before Sight
- Music Learning begins with implicit processes
- „Spiral“ of *Bottom-up Didactics* (Jank): 1. Action – 2. Skill – 3. Knowledge – 4. Term – 1. Action – 2. ...



Intercultural Learning

Modern Languages

- *Us vs. Them*
- Classroom reality: Pool of various cultures
- Appreciating other cultures (by knowing more about them)
- Critical review of one's own culture through the knowledge of other cultures
- Byran: Intercultural Communicative Competence
- Integrating various cultures within the language classroom

Music

- Still prevalent: *Eurocentrism*
- Philosophical Models for the Meeting of Cultures (19-20th Century)
- 21th c.: Maintaining Variety in Music (instead of a global *world music*)
- Maintaining Wondering about new (mus.) Experiences
- What do we know about the musical Background of migrated Children?



The Role of Psychology

Modern Languages

- Psycholinguistics
- Internal factors
 - SLA
 - development & variation
 - Interlanguage (Processing)
- External factors
 - Motivation
 - Teaching Methodology
 - Aptitude
 - Preferences
- Needs Analysis
- Basis for Multilingualism

Music

- Musical ability, Development of capabilities, Problems
- Practicing, Processes of Learning Music
- Music Preferences
- Psychological experiments and Life in the Classroom
- Disputes about closed Methods (f. e. Gordon) of Learning Music



Combining the Strengths of our two disciplines

- Language & Music as Realizations of Communication
- Activity-based Learning
- Intercultural Learning and Intercultural Awareness
- Language, Music & the Brain
- Writing Systems in Language and in Music



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