



Learning with songs

Source, source, Quelle: Evdokia Fotara, Eftihia Desinioti
 PANORMITIO JUNIOR HIGH SCHOOL AND LYCEUM OF SYMI,
 Greece/Grèce/Griechenland

Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	X multilingualism, plurilinguisme, Mehrsprachigkeit X intercultural learning, apprentissage interculturel, interkulturelles Lernen <input type="checkbox"/> school climate, climat scolaire, Schulklima <input type="checkbox"/> professional development, développement professionnel, fachliche Entwicklung				
Target group Groupe cible Zielgruppe	<input type="checkbox"/> primary, primaire, Grundschule	X lower sec., college, Unterstufe	<input type="checkbox"/> upper sec., lycée, Oberstufe	<input type="checkbox"/> vocational, voie professionnelle, berufsbildende Schule	<input type="checkbox"/> adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	- Cross-cultural learning / apprentissage pluriculturel / kulturübergreifendes Lernen				

Concept, Concept, Konzept

- learning and teaching, apprendre et enseigner, lernen und lehren
- X cooperating, coopérer, zusammenarbeiten**
- X project management, gestion de projet, Projektmanagement**
- X survey and interview, enquête et interview, Umfrage und Interview**
- event and communication, événement et communication, Veranstaltung und Kommunikation

Format, Format, Format

- X learner's work / teacher's project, travaux d'élèves / projet pédagogique, SchülerInnenarbeit, Unterrichtsprojekt**
- audio/video recording, enregistrement audio/video, Audio-/Videoaufnahme
- report and analyse, compte-rendu et analyse, Bericht und Analyse
- scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
- test and assessment, test et évaluation, Test und Beurteilung

Relevance, Pertinence, Relevanz

Music is a kind of universal language that bridges cultures and encourages the discovery of other languages. Music allows you to share traditions but also to open students up to the contemporary culture of the languages they learn. Music should be part of all strategies for the development of language learning environments.

La musique est en quelque sorte un langage universel qui permet de faire le pont entre les cultures et encourage la découverte d'autres langues. La musique permet de partager des traditions mais également d'ouvrir les élèves à la culture contemporaine des langues qu'ils apprennent. La musique devrait faire partie de toutes les stratégies pour le développement d'environnements d'apprentissage des langues.

Musik ist eine Art universelle Sprache, die Kulturen verbindet und die Entdeckung anderer Sprachen fördert. Musik ermöglicht es, Traditionen zu teilen, aber auch den SchülerInnen die zeitgenössische Kultur der Sprachen, die sie lernen, näherzubringen. Musik sollte Teil aller Strategien zur Entwicklung von Sprachenlernumgebungen sein.

Example:**PANORMITIO JUNIOR HIGH SCHOOL AND LYCEUM OF SYMI**

Evdokia Fotara, Eftihia Desinioti

Title: Learning about your country through music**Type of school:** Secondary Education – Panormitio Junior High School and Lyceum of Symi**Level:** B2 level of English (1st Foreign Language)**Class:** 1st grade of Senior High School (16 pupils)**Co-ordinators:** Ms Evdokia Fotara, Ms Eftihia Desinioti

An initiative developed by the students, after a proposal by our headmistress and French teacher, Evdokia Fotara, to celebrate the “European Day of Languages – September 26th 2018”. The project was presented to the school.

The purpose of our project was to translate a traditional Greek folk song into the four foreign languages spoken by the students as their native languages. The song chosen was symbolic as it is danced in a circle which asserts the values of co-operation and respect for other cultures.

The aim was to practise language(s) and learn about the different geographical features, customs and the history of the cultures involved. In our class, we have French, Albanian and Russian speakers apart from the English ones. They were divided into four groups of four students and were asked to do research on each of the countries involved with the help of the native speakers. They then presented to each other their results in English which enhanced discussion and further questions.

The song was “*Milo mou kokkino*” (four verses) translated and sung in a karaoke format and recorded. The pupils worked together and created a poster.

The project showed how plurilingualism is surrounding us and how music can help bring all cultures together.

