

PhD thesis summary

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Acquiring the professional competencies of a musician through music and language integrated learning

Keywords: CLIL, pedagogical research, music education, secondary school of music

The doctoral dissertation explores the integration of music and language learning in the context of professional music training. The work is structured into two principal sections, commencing with a theoretical exploration grounded in an extensive literature review. Subsequently, the paper delineates the research methodology and presents the outcomes derived from empirical investigations. The central focus of the pedagogical research was to determine the effectiveness of *Content and Language Integrated Learning* (CLIL) in the context of secondary music education. To answer the research questions, a combination of pedagogical experimentation and diagnostic surveys was employed as a methodology. The research also involved the creation of teaching materials and guidelines for teachers looking to incorporate CLIL into the teaching of theoretical-musical subjects.

The first chapter presents an exploration of the concept of music as a communicative system, drawing parallels to natural language. Within this exploration, various aesthetic perspectives are presented. Subsequently, the focus shifts to an examination of psychological similarities between music and language. There is also a subsection presenting research on shared cognitive processes during their analysis. Furthermore, it discusses the transplantation of linguistic theories into the musical realm and explores unique aspects of acquiring musical and linguistic proficiencies.

The second chapter examines the CLIL paradigm and its application in the vocational education of musicians. It presents an overview of the professional preparation of musicians in Poland, providing a detailed exploration of the anticipated educational outcomes embedded in the secondary school of music curriculum. Subsequently, it presents the detailed definition of CLIL and its associated facets. It elaborates on the 4C concept – the foundational framework for content and language integrated learning. It also focuses on the motivational aspects of learning and the crucial role that CLIL plays in fostering motivation.

The third chapter reveals the methodological underpinnings of the author's research. A comprehensive presentation covers the research goals, closely examined issues, variables, and indicators. The applied methods, techniques, and research tools are precisely explained, along with a detailed timeline and spatial context of the research. The organizational details and the progression of the research process are thoroughly described. Another subsection articulates the author's unique principles governing the creation of CLIL lessons within theoretical-musical subjects. These guidelines emerge as a product of an analytical synthesis of available literature, personal experiences and observations gathered during the experimental lessons.

The fourth chapter contains empirical findings and their comprehensive analysis, dedicated to evaluating the efficacy of the exercises formulated by the author. The research specifically centers on assessing how the integration of musical and linguistic content impacts the professional education of musicians. The presentation of findings integrates both quantitative and qualitative analyses of the amassed data, leading to conclusive insights derived from the examined research questions.

In the conclusion section, the key findings from the conducted research are presented. Additionally, areas for further exploration are outlined, including opportunities to expand the research scope and consider potential methodological improvements for a more nuanced understanding of the examined phenomena.