



Practical Tools – Tips for Language-Sensitive Music Teaching

“Just do it!” Trust your good communication skills on one hand; prepare yourself deliberately on the other.

1. Acquire key subject-specific vocabulary in English (or the language of instruction) in advance.
2. Plan key moments of your explanations very carefully and formulate them in advance (write them down!).
3. Students may have varying levels of English; keep this in mind, as it can sometimes be difficult to assess early on and in the moment.
4. Gather plenty of teaching and music-making materials and ideas in advance that require little language use. Especially when it comes to speaking in music lessons, “less” is truly often “more.”
5. Draw on all available means to achieve clarity in communication, such as gestures, facial expressions, conducting cues, changes of position in the room, and using objects or pictures for illustration. Consider establishing rituals, routines and signals together with the students.
6. Be aware that there are often significant differences between national and regional contexts regarding physical proximity, touch, and non-verbal communication. Observe your mentors and the students carefully at the beginning, and don’t hesitate to ask if needed.
7. When observing lessons taught in the local language (e.g. by your mentor), use the opportunity to pay attention to communication that is not verbal – you will notice that a great deal is conveyed at this level!

This OER was developed within the project **TEAM - Teacher Education Academy for Music, Future-Making, Mobility and Networking in Europe**. www.teacher-academy-music.eu.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.