

ABSTRACT

Music is integral to our lives, whether by listening to it, singing, or playing an instrument. In addition to this, music has effect on brain development and language learning.

The aim of this thesis is close evaluation of relation between the development of musical and foreign language skills in case of primary age students. Through conducting an examination of the ability to gain foreign language skills using different ways of teaching musical education. 5th grade students who participated were divided into 3 groups. They differed in intensity and approach to music education. The first group had one singing lesson per week. The other two groups had as part of their lessons singing and also playing instruments such as flute and Orff instruments, and had movement education as part of their lessons. These two groups differed in intensity – 1 and 3 lessons per week. To note most of the students that had higher intensity of music education focused to music also in their after school activities. The three groups had the same amount of English lessons in all grades. Students were tested via Cambridge test „Movers“ in listening, reading and writing. Analysis of data emerged generally better results in English test in case of students experiencing extended musical education.

KEYWORDS

teaching music, foreign language, young school age, playing a musical instrument, foreign language skills