



"TELL THROUGH MUSIC"
METHOD
AS A TOOL FOR THE DEVELOPMENT
OF CORE COMPETENCES
OF ADULT LEARNERS

HANDBOOK

2017

ISBN 978-9955-639-40-4

The bibliographic information about the publication is available in the National Bibliographic Data Bank (NBDB) of the Martynas Mažvydas National Library of Lithuania.



Co-funded by the
Erasmus+ Programme
of the European Union

This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which made of the information contained therein.

This material has been published in the context of the project ERASMUS+KA2.

Key action: Cooperation for innovation and the exchange of good practices

Action field: Strategic Partnerships for adult education

Project acronym: TELL TM

Project title: Technological, emotional and linguistic literacy through music

Project number: 2015-1-LT01-KA204-013448

Project website: <http://www.projects.alytausmuzika.lt/>

It is recommended to use all intellectual products created jointly in the frame of the project (handbook, teacher qualification programme, DVD).

Ed. by Aldona Vilkeliene

Artistic exercises:

Aldona Vilkeliene (1-3; 7-9; 13-15),

Eduardas Ingelevičius (examples A, B, C),

Michalis Papatherapontos (4-6; 10-12; 16-18),

Ioannis Makris (19-27),

Tomáš Sokolovský (28-36).

Project coordinator:



ALYTAUS MUZIKOS MOKYKLA

Alytus music school

Sporto 12, Alytus, LT 62151

Lithuania

Prof. dr. Aldona Vilkelienė, headmaster

List of TELL TM partners:



ΟΡΓΑΝΙΣΜΟΣ ΠΡΟΩΘΗΣΗΣ ΕΥΡΩΠΑΙΚΩΝ ΘΕΜΑΤΩΝ

Organization for the promotion of European issues

Sehit Moustafa 14, 8016 Paphos/Cyprus

Website: www.european-issues.net

[https://www.facebook.com/Organization-for-](https://www.facebook.com/Organization-for-Promotion-of-European-Issues-152268215109350/)

[Promotion-of-European-Issues-152268215109350/](https://www.facebook.com/Organization-for-Promotion-of-European-Issues-152268215109350/)

Michalis I. Papatherapontos (President)



CENTRUM VIZUALIZACE A INTERAKTIVITY VZDĚLÁVÁNÍ, S.R.O. (CVIV)

Centre for Visualisation and Interactivity in Education,
Ltd. (CEVI)

Bohumínská 788/61, 710 00 Ostrava – Slezská Ostrava,
Česká republika

Web site <http://www.free-art.cz>

<http://www.cviv.cz/tell>

Tomáš Sokolovský, head of organization



SILLOGOS GONEON KE KIDEMONON ATOMON ME ANAPIRIA TO ERGASTIRI

Trivonianou str. and 46 Agiou Orous str.

PC GR 13341

Agio Liosa

Greece

Website: www.ergastiri.org

President Maria Tourkochority



TREČIOJO AMŽIAUS UNIVERSITETAS

Third age university

Lelijų 44, Alytus,

Lithuania

Website: www.alytaustau.info

Janina Ingelevičienė, director

INDEX

1. INTRODUCTION AND TOPICALITY	6
2. THEORETICAL BACKGROUND: “TELL TM” APPROACH STRUCTURE AND DIMENSIONS	7
3. PRACTICAL IMPLEMENTATION OF THE “TELL TM” APPROACH IN THE CONTEXT OF STRATEGIC PARTNERSHIP	9
3.1. LIFE LONG LEARNING FOR SENIORS THROUGH ARTS	10
3.1.1. Lithuania. Artistic exercises at Alytus music school	11
3.1.2. English language and music: three examples of teaching practice with the seniors (Alytus Third age university)	20
3.1.3. Cyprus. Local community in Paphos learn music together	23
3.2. MUSIC FOR INTELLECTUALLY IMPAIRED LEARNERS	31
3.2.1. Greece. Visual communication via music at To Ergastiri (Athens region)	32
3.3. ARTISTIC ACTIVITY OF HEARING IMPAIRED ADULT LEARNERS	40
3.3.1. Czech Republic. Dance and theatre for hearing impaired	41
4. RESEARCH RESULTS	47
4.1. Reflections	52
5. CONCLUSIONS	55
6. RECOMMENDATIONS	58
7. LITERATURE	59

1. INTRODUCTION AND TOPICALITY

Strengthening core competencies, such as language, digital literacy, ability to learn in adult education, is an important factor that helps to adapt to changing environmental conditions, improve the quality of life. In the Strategic framework for European cooperation in education and training “Europe 2020” the member states are invited to successfully integrate all learners into the educational system, including those with special needs. The strategic objectives raised in this document speak not only of education for all, but accentuate innovations and creativity at all levels of education. Theoretical background for innovative interdisciplinary method “TELL TM” created by Lithuanian researcher Aldona Vilkelienė was tested and developed internationally during project ERASMUS+KA2 “TELL through music” (later – “TELL TM”) together with the Greek, Cyprian and Czech Republic partners, adult educators, who have highlighted the general range of problems of their target groups. Those problems consist of seniors coming across with difficulties in learning because of weakened sight and the disabled with vision deficiency, adult learners with intellectual and hearing impairments. Deaf people are also considered as a target group. The authors of the project discussed the ways of how to inspire and attractively motivate those adults to lifelong learning and help them to improve their core competencies. This implied the objectives of the methodology and research:

- to explore the motivation of adult learners to develop core competencies (IT and English language) using music and artistic expression (movement, colors) as emotional regulation and educational tool;
- to test training and education services provided by the adult education institutions using interdisciplinary method “TELL TM”.

Research method: questionnaire and comparative descriptive analysis, content analysis. The results gained by adult educators from four European Union countries were analyzed by researchers dr. Ioannis Makris (Greece) and prof. dr. Aldona Vilkelienė (Lithuania).

2. THEORETICAL BACKGROUND: “TELL TM” APPROACH STRUCTURE AND DIMENSIONS

According to H. Gardner (2011), the person has the wide variety of skills that can interact with each other. The adult education of postmodern age increasingly gains interdisciplinary nature, focusing on visualization, development of information technologies, when globalization processes, promoting mobility and employment in other countries, enable adults to learn new languages. Epistemological basis of the method “TELL TM” is multidimensional nature of human intelligence. Multidimensionality can be evident during artistic activities with the different target groups (intellectually impaired, hearing impaired and deaf, visually impaired, seniors).

IT, emotions, language through music (arts). According K. Michaelidis (2016), music and musical means of expression is a way to enhance senior’s learning procedures and the reasons for music success lie within the brain. Sound waves come into our ears and from there they transform into nerve impulses. These impulses are then sent out to areas in the left and right temporal lobes for processing. The functions that are used to process music and singing are stored in the brains other functions that include emotion, memory and language (Ortiz, 2008, p. 206). The attractiveness of learning is enhanced by the means of emotional nature – music, achieved through such computer programs as Karaoke Player; listening to the musical masterpieces by application of the music encyclopedia computer programs; educational games, exercises, computer drawings inspired by the music.

Language. Increasingly, on international and national level the positive effect of arts in teaching of various disciplines, including foreign languages, is accentuated. Adult educators are looking for ways to improve the quality of education not only by aesthetic, but also by taking advantage of some of the specific characteristics of art expression. There is a particular connection between language and music. Some parallels can be found on the semantic, especially phonetic level. The prosodic essence of language is directly related to prosodic essence of music, songs. The phonetic aspects of

coherent language reveal themselves in changing of volume, tone, height, dynamics, timbre, intonation peaks and low tides of their elements, and all these things are the most typical for music (Ilčiukienė, 2011).

Rhythm. Rhythm is guided by communication between people (every language has its own unique rhythm that forms the basis of the intonation of voice and the emphasis placed on different syllables in various languages – even sign language has its own rhythm. Since time immemorial, rhythm has been the basic means for expressing emotions. Already in ancient times drums and other percussion instruments for beating out certain rhythms were an integral part of various rituals to bring out strong emotions in people – this is true even today.

Color. Color has impact on people, though it may vary from culture to culture. While perceptions of color are somewhat subjective there are some color effects that have universal meaning.

Colors in the red area of the color spectrum are known as warm colors and include red, orange and yellow. These warm colors evoke emotions ranging from feelings of warmth and comfort to feelings of anger and hostility. Colors in the blue side of the spectrum are known as cool colors and include blue, purple and green. These colors are often described as calm, but also call to mind feelings of sadness and indifference. There is research that establishes that color may affect mood and behavior (Elliot, Moller, Friedman and others, 2007).

Educational and communicative dimensions. The interdisciplinary “TELL TM” approach highlights three-level communication. The first level is self-knowledge. The main motive of life is to maintain, actualize and stimulate the organism’s skills. It can be developed by musical, IT, language learning means. Personal identity and self awareness through art therapy methods, means of synergistic nature help the individual to understand the environment, to recognize his feelings, complex experiences and to stimulate relationships with others, to balance connections with the nature (Vilkeliene, 2016). Creation in the group through interdisciplinary approach “TELL TM” allows each team member to feel unique - one member of the group prefers music, another – the expression of emotions by other means (language, visual elements, poetry).

3. PRACTICAL IMPLEMENTATION OF THE “TELL TM” APPROACH IN THE CONTEXT OF STRATEGIC PARTNERSHIP

According all international team, partners opinion toward theoretical background of TELL TM approach, three level communication (Me and I – personal, Me and You – interpersonal, Me and Us – group) and several stages/ steps educational actions can be used with the target groups. These educational actions are:

- different musical parameters, for example, melody, rhythm, musical instruments;
- arts – drama, painting, poetry, play, singing, dance, theatre;
- different language – English language, deaf communication gestures, native language;
- computers, tablets, mobile phones and other electronic devices and IT programmes.

All 36 artistic exercises (AE) divided by three-level communication are placed on the DVD (at the end of the handbook):

Levels, artistic exercise number (numbers are in parallel with DVD)	Tasks
Me and I (1, 2, 3, 4, 5, 6, 19, 20, 21, 28, 29, 30)	Self-control, self-awareness, self-acceptance, self-expression.
Me and You (7, 8, 9, 10, 11, 12, 22, 23, 24, 31, 32, 33)	Social relations, emotional transactions.
Me and Us (13, 14, 15, 16, 17, 18, 25, 26, 27, 34, 35, 36)	Role in a group, society, differences and similarities in a group.

Figure 1. Artistic exercises divided by their level of communication (see DVD)

Project partners worked with the different target groups: Lithuania and Cyprus – seniors and visually impaired learners; Czech Republic – hearing impaired learners; Greece – intellectually impaired adults.

3. 1. LIFE LONG LEARNING FOR SENIORS THROUGH ARTS

Life long learning strategy encourages people to look for a new knowledge and skills all their life long. Common barriers seniors have in learning include health problems (especially hearing and vision), memory difficulties, and adjustment problems with a new culture and changes in family dynamics. Many elders are insecure about their ability to learn a new language and tend to focus on their struggles rather than their successes. Life long learning allow students to talk about their success and difficulties, create a community of learners where students feel free to share information, provide feedback, and make suggestions.





3.1.1. Lithuania.

Artistic exercises at Alytus music school



Artistic exercises (1-3, 7-9, 13-15) were created, developed and optimized by Alytus music school project coordinator Aldona Vilkelienė, music teachers Daiva Grabauskienė, Sonata Bazevičienė, Aneta Miliauskaitė and Audronė Venckūnienė in cooperation with the Third age university seniors and English language teacher Eduardas Ingelevičius (A, B, C examples).





The themes of artistic activity reflect the diversity of personal and social relationship: knowledge of the nation's history (ethnic culture and traditions), human-nature relationship (natural rhythms, seasons, calendar holidays), human age, intergenerational communication problems (the elderly and youth cooperation, solution of their problems) and today's topical issues (political events, religious problems).



Nine artistic exercises based on music has an aim – to develop core competences (IT, emotional and linguistic literacy) of adults, seniors or people with disabilities. These exercises can be divided into 3 levels: intrapersonal, interpersonal, and group level. According to their content, all 9 exercises can be divided into 3 thematic groups: 1 – music listening; 2 – musical instruments; 3 – rhythm of life.

Level I. – Me and I

AE 1 The artistic expression of personality while listening to the music

The participants introduce themselves, tell their names and their present mood showing it by their facial expression and voice tones. After that they listen to a piece of music (F. Chopin Waltz) and write 5 nouns on a sheet of paper which illustrate their feelings, and continue the phrase I am... The piece of music is repeated. Each participant creates a short miniature and presents their creation. The slides show pictures, faces with emotions. The participants tell in English their feelings, choose corresponding pictures and pin them on the board.

Expected result: revealed emotions and their expression, self-cognition and presentation to others, art of listening to another person, training English language skills, creativity.

Materials: multimedia, white sheets of paper, pens, music recordings, cards with facial expressions.

AE 2 I am a musical instrument

The participants stand in a circle, each in turn tell their names and show a movement, i.e. create an image to a name – audio and plastic form. The slides show instrument names in Lithuanian and English. The participants listen to timbres of different instruments. The

teacher demonstrates how to pronounce the name of the instrument in English, the participants repeat the word and make a hand gesture thus creating an image of pronunciation and its plastic form. The participants listen to different timbres again and choose the instrument the sound and form of which they liked best. The participants try to personate into the chosen instrument and create a story. E.g. I am a drum... When I am sad... When I am angry... When I am happy... All stories are told and listened to.

Expected result: self-cognition (behavior, thinking), understanding, self-presentation to others, art of listening to others, observation of different experience, practicing English language.

Materials: different musical instruments, multimedia.

AE 3 Rhythms of my life

The participants are introduced to different values of rhythmic notes which are presented on slides (half notes, quarter notes, eighth notes). Half notes represent a slow speed of life, the quarter ones represent medium pace, while the eighth notes mean hasty, fast speed. The quarter pause is explained as a sign of a break or silence. The meaning of a tempo is presented in English as well. The participants tell the word that corresponds to the tempo, e.g. Greitai (fast) and tell it in English while clapping corresponding notes. The teacher distributes cards with different rhythmic note values. The participants choose notes that correspond to their life speed and make a adequate sequence of the rhythmic cards. Each participant evaluates their life speed and tells his life (or one day) story to other participants, which illustrates the values of the note card sequence.

Expected result: Self-cognition, clearing out what is important in personal life, communication with others, art of listening to another person, different experience, comparison.

Materials: percussion, multimedia, cards with notes.

AE 7 Song as a communication tool

Singing a folk song *O kai aš* (When I was...) two circles move in opposite directions. When they stop, people who appear opposite to each other become a pair. Each member of a pair chooses their favorite song and sings one couplet to their colleague.

The listener chooses colors that match the partner's song and singing expression. They try to recognize partner's personal features and to name it. The participants answer the questions:

Did the partner recognize my features?

Did this activity help us to know each other better?

Expected result: free and emotional expression, creativity, attentive listening, interest in another person and knowing him/her

Materials: colorful sheets of paper.

AE 8 Musical instruments conversation

The teacher tells the participants to form a circle and sing a Lithuanian folk song *Pjoviau šieną* (Mowing hey). Four people who are standing opposite each other have different musical instruments. While singing they pass the instruments to each other. When the singing stops, a pair is formed from the people who are standing opposite each other and are holding an instrument. These instruments are given to other people, while a formed pair steps aside. Thus all pairs are formed.

The teacher asks to choose an instrument and try to play it, produce sounds and choose what they like best of all. Then the teacher asks the participants to talk to each other using the instruments, argue, attune and tell about themselves. The pairs

communicate. The teacher tells the participants to demonstrate how they talk to each other with the help of instruments and sounds of music. The participants “talk” and demonstrate.

Expected result: self-cognition (behavior, thinking), understanding, self-presentation to others, art of listening to others, observation of different experience.

Materials: musical instruments.

AE 9 Communication with the help of rhythm

Instruments are displayed on the table (two of each kind displayed freely), each participant chooses an instrument. Those who choose the same instruments make up a pair. Participants sit down in pairs. Each pair has an iPad and rhythmic cards. First member of a pair using the iPad plays a short rhythmic combination that reflects his/her character or lifestyle. His partner listens attentively and on the spot expresses the rhythm using rhythmic cards (quick music is represented by eighth notes, while the slow one by the half-notes, and the stops – by pauses) and tries to guess the character features of the player and creates a short story about him/her. The pairs exchange their roles.

The participants take the chosen instruments and try to describe their partner by the sounds of their musical instrument, different rhythm and sound strength. The participants make reflections, tell which description was richer, more accurate and interesting – by the musical rhythm and language, or the sounds of a musical instrument.

Expected result: Rhythmic feeling, rhythmic and artistic expression, communication, art to listen to another person, getting to know another person.

Materials: Musical instruments, rhythmic cards, multimedia, iPads.

AE 13 Musical perception and its coloristical expression in a group

Video material is shown – colorful pictures of emotional expressions titled in Lithuanian and English. All participants read them in chorus. The teacher explains: while listening to the music they have to show the experienced emotions with the help of colors: to glue torn colorful pieces of paper on a white sheet of paper. The teacher introduces a piece of music – symphony poem *The Forest* by M. K. Čiurlionis. All participants create a work related to their emotions and presents their creation. The works that express the same emotions are joined in groups. A common picture of colors and emotions is compiled by all the participants. Then all participants create a title to the picture.

Expected results: Revealing feelings and ideas, consideration, new experience, communication, ability to empathise freely and emotionally surrounded by other people, training English language skills.

Materials: Multimedia, music recordings, white sheets of paper, dry glue, colorful magazines and pens.

AE 14 Musical way home

Pastel and bright colors cards are distributed on a table. The teacher tells to choose a musical instrument and to remember its name. Each participant has to choose a colorful card too. The teacher asks to look at the chosen color, remember the chosen musical instrument, think if the color has anything in common with it, and

then find other people in the group who have chosen the same color. The participants find the same colors, sit down together in groups and talk to each other: why they have chosen this color. The teacher asks to remember what instruments they have chosen. Are they similar? What are the differences? The participants discuss their answers in pairs. The teacher asks the pairs to tell to the whole group what similarities they found, what they learnt about the members of the group. The participants tell their impressions according to the chosen colors. After that they sing a song about houses and yards and improvise. The slides show houses and yards. The teacher asks to remember wooden houses, blocks of flats and to tell the group about their home yards and houses. The stories in a group reveal important personal problems and individual features.

Expected results: Self-cognition (behavior, thinking), understanding, self-presentation to others, art of listening to others, understanding positive mutual dependency, understanding personal responsibility, observation of different experience.

Materials: Multimedia, cards with colors, laptops, mobile phones, program of colorful keyboard.

AE 15 Man and Nature's rhythms

The teacher demonstrates video material with pictures of spring, summer, autumn and winter with Lithuanian and English titles. The words are pronounced in English. The participants are taught how to perform rhythmic tunes that correspond the season name. Each participant chooses the season which he/she likes the best. The participants are divided into groups according to their choice. The groups perform the freely chosen creative assignments related to the chosen season (singing, drawing, poetry, acting). Then each group presents their creation. The groups perform rhythmic motifs of a

chosen season. All groups are joined into a common and harmonious rhythmic and emotional unity.

Expected results: Matching in a group, feeling interior emotional connection between man and nature, revealing life experience and moods, striving to reach harmony.

Materials: Multimedia, rhythmic instruments, white sheets of paper, colorful crayons.



3.1.2. English language and music: three examples of teaching practice with the seniors (Alytus Third age university)

3 examples (A, B, C) are created by Third age university (TAU). They are focused on English language learning through music. English language teacher uses video examples form the internet when teaching countries, numbers and alphabet.



A Countries

https://www.youtube.com/watch?v=zOti8U_-BNM

Every country has specific music and listening to it helps us to remember names of countries.

Participants listen to a song which presents European countries. Participants can hear pronunciation, see flags and places on the map

of the countries. Participants listen to 8 songs or melodies which represent some European countries. The flag is added to the song, so it helps to guess which country the melody represents. Participants choose the countries to go with the flags. Participants must identify 8 countries, they listen to music while the flags of the countries are shown. Participants mark the correct answer for themselves connected with this exercise.

Expected results: listening, self-cognition (behavior, thinking), understanding, repeating, observation of different experience, practicing English language skills.

Materials: multimedia.

B Numbers

<https://www.youtube.com/watch?v=SzfFzJGwwZQ&t=4s>

Listening to music is one of the easiest ways to learn numbers. In a way numbers are the language of nature, and each number holds a specific meaning and significance. In this exercise you can find out the meaning of numbers. Participants listen to a song that presents numbers from one to ten. They choose one of the numbers they heard in the song and create any gesture for this number (for example you can stand up, clap your hands, shake your hands and etc.) All participants clap to the rhythm of the song they have heard before and sing numbers. When they hear the number they choose they must do the move they created.

Participants answer questions why did they choose this number? Does it mean anything to them? Answers: I was born on 3rd..., I have 2 children..... and so on. Participants look at the board and read the numbers' explanation in numerology.

Expected results: self-cognition (behavior, thinking), understanding, self-presentation to others, art of listening to others, observation of different experience, practicing English language.

Materials: multimedia.

<https://www.youtube.com/watch?v=saF3-foXWAY>

People who start learning English must start from language basics. The Alphabet is one of most important fundamental steps in the process of learning foreign language. It helps to understand English basics, pronunciation. Other goals are to make the atmosphere more comfortable in the classroom and to help get acquainted with each other.

Participants listen to the song that presents the English ABC. Participants can hear spelling and see objects visually.

Every participant spells his name and the participant next to him says his name. For example I spell my name, the next participant repeats previous name then tells his/her own name.

Participant says any noun that begins with the letter that his/her name starts with. Participants can see pictures on the board. For example, participant name is Eduardas – elephant. Participants listen to the ABC again and sing together it.

Expected results: listening, repeating, understanding, self-presentation to others, art of listening to others, observation of different experience, practicing English language skills.

Materials: multimedia.



3.1.3. Cyprus. Local community in Paphos learn music together



Organization for the promotion of European issues (OPEI) is an NGO in the Region of Paphos, which pays particular attention on the issues of education, culture and youth. It assists local communities to overcome social and economic disparities of disadvantaged social groups, in the Region of Paphos.

Targed group – seniors. Part of the Cypriot project was to have participants draw with colors what they felt while listening to a musical piece. That was a clear example of how behaviour and color mix as it was extrapolated from a musical piece. Artistic exercises demonstrate the inspiring life and work of Stelios Pisis, disabled composer who used IT when creating his music. Composer, who has suffered from muscular dystrophy since the age of five, is now completely bed ridden. But, by using technology, he has been able

to continue composing and orchestrating music, achieving numerous awards in the process. “Music has opened a horizons for me, its given me unique experiences” says Stelios Pisis.

(<https://www.youtube.com/watch?v=brXprlhTcMg&feature=related>)

Another important theme for Cyprus seniors – religious music. Listening to Byzantine music gives a chance to understand importance of Isocrates music, which is mostly a religious music, or music of speech.

Artistic exercises play an important role in order to liberate participants from daily stress by expressing themselves through artistic activities. Music activities give them a “way out” from their daily routine and they have the opportunity to participate in pleasant activities which give them the opportunity to express themselves.



AE 4 Transcendental emotions

Participants are introduced to the life of the composer and they listen to his music. In this way they are related to the composer and they can “feel” his music, understand his background and emotions becoming attached to the music. Then, they freely create a drawing from what they feel, from pictures and ideas that come to their mind. Then, at the end they describe what they have drawn and they explain why. The group discusses about this experience and their feelings.

Expected results: Getting to know their inner world, learning about the life of Stelios Pisis as a composer and an individual, learn about technologies that can support music creation such as in the case of S. Pisis, learn to express their emotions and their inner world. Participants tell similar stories and examples about creative and talented disabled people.

Materials: Laptop projector, paper, colour pencils, media.

AE 5 Expression of Hope

Participants listen to a work of S. Pisis and they are instructed to use colors that are on the table. They cut pieces of paper from different colored papers and make a drawing based on the pieces that they cut. Participants in this way create a drawing from colors. They reflect on their emotions for the work they have done.

The results/drawings were presented to everyone in the room. The participants give feedback on their creations and emotions and explain why they have chosen the particular colors and shapes.

Expected results: Improve self awareness, understand music and expression, learning about the effect of music in everyday life, learn about colors in our life.

Materials: Laptop projector, paper, color pencils, media.

AE 6 Understanding and feeling Byzantine music

Participants listen about the history of Byzantine music and the role of Isocrates rhythm. The director of the Music choir explains about the origins of this music and its cultural importance. Its rhythm is related to the ancient Greek music and it has transfigured through the ages. Participants hear a few demonstrations from the choir on different religious hymns. Participants give their feedback on the experience. The individuals give their perspective on this kind of music since the group belongs to the church club of the local community and religion plays an important part in their lives.

Expected results: Improve self awareness, understand Byzantine music and expression, learning about the effect of music in everyday life, learn about the roots of traditional music.

Materials: Choir, music books.



AE 10 Reciprocity

In this new round of exercises, participants were instructed to sit in pairs and exchange ideas and suggestions on what to draw while listening to music from S. Pisis. The underlying idea was to encourage them to cooperate.

The participants did exchange some ideas and there was a certain level of cooperation while they were sitting opposite each other. After they have finished their task, they had to describe what they have done.

Participants reflected on their work. The group discussed what they have done.

Expected results: *Getting to know better their pair, feel more free to express their emotions to others, improve communication skills and interpersonal skills, learn to express themselves through music.*

Materials: *Laptop projector, paper, color pencils, media.*

AE 11 Emotions and English language

This exercise has followed the pattern of the previous exercise since participants remained sitting in pairs and they exchanged their drawings. After listening to music, they stick English words, where they identify certain emotions. Through this exercise they have learned how to use English words and to see the universality of music and emotions.

After they finish their task, they give their work to their pair, who describes the drawings of their partner. Participants describe what they see and feel in the work of their partner. Through this exercise they reflect on their partner's work. The group reflects on this experience by describing the work of their partner and his emotional status.

Expected results: Getting to know better their pair, identify the emotions of others, learn how to use English words, understanding the universality of the emotions, improve communication skills and interpersonal skills.

Materials: English words, glue, pape.

AE 12 Technology and Tradition

Participants sit in pairs and sing a religious song through the support of the music teacher. The group has chosen a religious hymn that is appealing to them and they follow the rhythm through the Ipad of the teacher. In this way, they have the opportunity to know the impact of technologies in music and the support it can give to any music activity.

Participants discuss about this experience and they have the opportunity to explore the origins of this song/hymn through storytelling. The group reflects on this experience and a representative of the group gives the religious and historical background of this song/hymn.

Expected results: Understand the background of the song, learn how to use technology in traditional songs, understanding the universality of the emotions, improve communication skills and interpersonal skills, improve expression skills through story telling.

Materials: Ipad.

Level III. – Me and Us

AE 16 Group expression through English words

Participants had the opportunity to sing as a group a song of S. Pisis. They watch a video on the projector with the words of the song. After singing, they stick English words in order to identify the feelings

of the composer. The group now is familiar with the music of S. Pisis and they are able to assess his feelings and personality through English words. The task of the group is to express the feelings of the composer who now, through his music, represents the group and our work as a whole. The group identify and reflects on the emotions of the composer.

Expected results: Learning about the role that music plays in our life, learn to work as a team, learn and use English words, learn to understand others, improve our expressiveness.

Materials: Glue, English words, projector, laptop, media.



AE 17 Group singing and music

Participants sing another song of S. Pisis and again they watch a video on the projector with the words of the song. They have to stick English words in order to identify the feelings of our group deriving from the music of Mr. Pisis. The main difference in this task is that they have to be able to identify the emotions of the group as a whole from

listening to this music and from the overall experience in general. They also have to explain the emotions that they had from this experience and particularly from listening to this music. The group discuss about the inspirations derived from the composer and the feelings that were generated to the group from his music.

Expected results: Learning about the impact of music plays in our life, learn and use English words, learn to understand others and teamworking, understand the role of the technologies in our life.

Materials: Glue, English words, projector, laptop, media.

AE 18 Exhibition of group work. Rhythm (rhythm 7/8 of a traditional song)

Participants demonstrate their works from other artistic exercises and create an exhibition. There were rehearsals for the second part of the exercise that took place in the project meeting in Paphos. Project participants from Lithuania, Czech Republic, Greece attended rehearsal and an exhibition in St. Paul community centre.

In the exhibition seniors have demonstrated their works and the English words used. Participants prepare for a group singing event during the meeting in Cyprus by keeping the rhythm 7/8 with wooden sticks. The 7/8 is a common rhythm in Greek music songs. At the end there were reflexions of the participant's experience throughout all exercises. The group demonstrated their works and they consider the composer as an inspiration where music and creativity can surpass any limitations.

Expected results: Learn about the importance of music, understanding the importance of rhythm, learn and use English words, learn to understand others, understand the role of rhythm in Greek music.

Materials: Glue, English words, projector, wooden sticks, laptop, media drawings.

3.2. MUSIC FOR INTELLECTUALLY IMPAIRED LEARNERS

Musical activity can significantly improve the social, cognitive, motor and emotional skills of adult learners with intellectual impairments. Usually learners with this disability have difficulty communicating, managing daily living skills, and also have difficulty with abstract concepts such as numbers or time.

A musical composition comprises a number of parameters. The main ones are melody, timbre (tone color), tonality, chord, basso, and rhythm. The goal of the method we will be presenting during the Tell through Music project is to indicate a series of artistic exercises which may help in improving the teaching of music with the emphasis on intellectually impaired individuals. Educational approach is anchored on five stages – from one sound to more complex melodies or comparisons between sound.





3.2.1. Greece. Visual communication via music at To Ergastiri (Athens region)



Artistic exercises involve melody and rhythm teaching using IT and visualization of objects. In these exercises teacher can use cups and straws. Also, geometric shapes for visualization are used. AE 19 (see DVD) learners play melody. Learning to perform a musical composition relies on memorizing that series of notes and “mechanically” repeating them on a given musical instrument. By practicing steadfastly and repeating a musical composition, a musician acquires a practical mechanical-kinetic knowledge of the composition (memory skill) without retaining true (nominal) knowledge of those notes.



In 21, 24 exercises teaching and simultaneous acquaintance of musical instruments, the categorization of musical instruments to strings, plucked, wind and percussion and simultaneous acquaintance with them through IT are used. Artistic exercise 27 demonstrates group activity: a group of students expresses themselves through listening and painting a particular musical instrument, specifically bouzouki.

It is very important for intellectually impaired adult learners – all artistic activities start with greetings and psychological preparation.



AE 19 Melody

Teacher asks depending on the music education level sought by the participant:

- to find specific notes in Midi Keyboard;
- to play certain musical phrases, musical intervals, chords;
- to sing while self evaluation and interaction with the PC.

The time and the choice of any action has to do with the level and the interest developed during teaching.

Expected results: learning the Keyboard, teaching songs, teaching of hand positions on the keyboard, learning musical intervals, learning chord, teaching solfeggio, learning the keyboard and learning melodies.

Materials: computer, Midi Keyboard, Cubase.

AE 20 Rhythmic Pattern I

Greetings and psychological preparation. The teacher asks the participant to:

- count glasses;
- clap his/her hands over the glasses that there is an object;
- play the rhythm on a percussion instrument;
- utilize both hands;
- accompany a certain song on percussion.

The time and the choice of any action has to do with the degree of development of motor and cognitive skills of each student.

Expected result: Teaching simple and composite measures,

teaching fourth time values (straw), eighth (two straws in a glass), half (style), whole (marker), teaching specific rhythms, accompaniment of a song and develop artistic skills.

Materials: cups, straws, percussion instruments.

AE 21 English alphabet and musical instruments

Greetings and psychological preparation. The teacher needs to check existing knowledge in English.

Teacher presents the English alphabet (or small part of it). Together with the student they try to find for each letter a musical instrument that starts form the same letter, for example, letter “P”, musical instrument “Piano”.

Student and teacher searche online the instruments which the learner knows.

The time and the choice of any action has to do with the level and the interest developed when teaching.

Expected results: Teaching the English alphabet and simultaneous acquaintance with musical instruments, familiarization with the instruments, familiarization with national music, relaxation.

Materials: computer, paper, pencil.

Level II. – Me and You

AE 22 Rhythm

Greetings and psychological preparation. Participants are asked:

- To use a percussion instrument via verbal forms (voice system).

- To play along by following the voice system and a series of visual instruction through geometric shapes.

- To follow the loop on the computer.

Expected results: identify geometric shapes, recognition for voice commands, numbering learning rate, learning rhythm and meter.

Materials: percussion instruments, geometric shapes, table pen, electronic calculator, Ableton Live.

AE 23 Rhythmic Pattern II

Greetings and psychological preparation. The teacher asks the participant to:

- count glasses;
- clap his/her hands over the glasses that there is an object;
- play the rhythm on a percussion instrument;
- utilize both hands;
- to play music in pairs;
- accompany a certain song on percussion.

The time and the choice of any action has to do with the degree of development of motor and cognitive skills of each student.

Expected results: Teaching simple and composite measures, learning fourth time values (straw), eighth (two straws in a glass), half (style), whole (marker), learning specific rates, accompaniment of a song and develop artistic skills.

Materials: cups, straws, percussion instruments.

AE 24 Classification

Greetings and psychological preparation. Depending on the level of aptitude on reading, writing and using a computer the trainer asks a participant to find specific information for a particular instrument online or on Youtube while the other participant is asked to describe the instrument and to rank them according to stringed, plucked, wind, percussion.

The time and the choice of any action has to do with the level and the interest developed when teaching.

Expected results: computer use, use of English language, national language, learning of the instruments classification, relaxation.

Materials: computer, paper, pencils.

Level III. – Me and Us

AE 25 Ensemble

Depending on the music education level sought from a participant, a trainee is asked to play a musical rhythm and the other participant - to play certain chords. Participants create an ensemble with rhythm playing, chord and melody.

The time and the choice of any action has to do with the musical and technical level of the participants as well as the interest grows in teaching.

Expected results: synchronization, artistic expression, communication, socialization, practice creating a musical ensemble.

Materials: percussions, keyboards, guitar or other musical instruments.

AE 26 Percussion ensemble

Greetings and psychological preparation. The teacher asks the participant to:

- *count glasses;*
- *clap his/her hands over the glasses that there is an object;*
- *play the rhythm on a percussion instrument;*
- *utilize both hands;*
- *to play music in pairs;*
- *accompany a certain song on percussion.*

The time and the choice of any action has to do with the degree of development of motor and cognitive skills of each student.

Expected results: Synchronization, teaching specific rates, accompaniment of a song and develop artistic skills, artistic expression, communication, socialization, practice.

Materials: cups, straws, percussion instruments.



AE 27 We listen, design and feel the sound

Greetings and psychological preparation. Participants are asked to make a contest of the most colorful painted instrument and to evaluate each picture, to tell what feelings or images this instrument created.

Expected results: observation of musical instrument, development of attention, developing fine motor skills, emotional expression development expression by listening and painting a musical instrument.

Materials: CD player, markers, drawings with musical instruments.



3.3. ARTISTIC ACTIVITY OF HEARING IMPAIRED ADULT LEARNERS BASED ON RHYTHM

The objective of the artistic exercise (AE) series called Rhythm is to give participants exercises in how to perceive rhythm, work with it and use it in a working, social, sporting or cultural background. They help to develop a visual, motion-induced memory and rhythmic memory, to experience and convey emotions, to develop communication and collaboration in a team.





3.3.1. Czech Republic. Dance and theatre for hearing impaired

Most hearing impaired people feel music and dance as part of their lives. It is therefore necessary to support this artistic and aesthetic experience for deaf people of all ages and teach the non-hearing how to get the most intensity out of rhythm in music, how to work with it, and how to use it to express their feelings and emotions.

28th exercise (see DVD) briefly introduces users-teachers to the educational focus of the entire Rhythm series. It explains why rhythm and music are involved in educating the non-hearing.

Another AE series of Rhythm developing the perception of rhythm as the core skill for actively working with music and dance at various levels from the simplest – self-awareness and one's own rhythm to working together in pairs and in groups.

35-36 examples include theatrical performances, where deaf actors play their roles without words; they dance and react to the music. There are personal interviews with the actors showing how theater has helped them in their everyday lives and to helped to integrate into mainstream society.



AE 28 Introduction+Epilogue

Basic introduction for teachers and students to the topic of teaching rhythm for the deaf, its importance and benefits, basic guidelines for using AE from the Rhythm series. A brief spoken introduction, short demonstrations of individual AE from the series, recommendations on how to proceed with instruction.

Epilogue: Final evaluation, recommendations for alternative use of gymnastic tools (cones, ribbons, hoops, etc.), basic guidelines. Evaluation of the benefits of AE for participants (evaluation done by the teacher), noting common mistakes.

Expected results: Drawing attention to the issue of rhythm in the lives of people with hearing impairments, orientation within the entire teaching material.

Materials: Percussion instruments (drum, sticks, tambourine), paper, writing tools (pencils, chalk, etc.), bars, gymnastic tools (ball, ribbon, scarf, hoop).

AE 29 Meter

Teacher demonstrates of perceiving one's own pulse as a basic rhythm, walking to the beat of one's pulse. Learners modificate basic perception of tempo in cooperation with other participants of the exercise. They evaluate activity, analyze mistakes.

Expected results: Self-awareness, perceiving one's body rhythm (pulse) and correlating it with the rhythm of other people, awareness of the rhythm of one's own body and modifying it, demonstration by movement.

Materials: wooden sticks.

AE 30 Bars

The teacher explains what is tact, the difference between meter and tact, demonstrates tact example in walking, shifts emphasis in tact, notes common mistakes. Teacher makes a graphical representation of tact – drawings on a big carton, demonstrates various bars by moving entire body in place; demonstrates various notes (half note, quarter note, eighth note) by walking, or running, by moving body in a place.

Expected results: Self-awareness, working with irregular rhythmic divisions, perceiving bars and the length of various notes, orientation in rhythmic movement of various lengths, understanding rhythm and dividing it into bars, the awareness of rhythm, its feeling and its modification, demonstration by movement.

Materials: Carton measuring approximately 1 m x 1 m, felt-tip pen or chalk.

Level II. – Me and You

AE 31 Rondo

Teacher explains a term Rondo, what does rhythm consist of, gives a description of the exercise. All participants repeat the tact assigned by the teacher – main theme. Each learner creates a rhythmic motif by clapping and moving body. All participants clap the main theme.

Expected results: Self-awareness, awareness of other participants of the exercise, mutual imitation, developing the ability to maintain the rhythm, orientation in rhythmic motion and perceiving the motion of others, creating rhythm, cooperating with other participants.

Materials: no aids.

AE 32 Creation of rhythm

Teacher describes the exercise Creation of Rhythm, explains its focus, the game in an Indian village. Participants “villagers” individually create and repeat one to four-bar sequences. First, using percussion instruments, then with clapping and body movement. Common mistakes are analyzed and benefits for the participants are evaluated by teacher.

Expected results: Self-awareness, awareness of other participants of the exercise, mutual imitation, developing the ability to maintain the rhythm, orientation in rhythmic motion and perceiving the motion of others. Exercise supports rhythmic and movement memory.

Materials: Percussion instruments – sticks, drum, tambourine.

AE 33 Chains

Teacher explains the principle of moving chains. First, participants create legate (continuous) movements in an assigned 4/4 rhythm with mutual touching; second, they repeat legate (continuous) movements in an assigned 4/4 rhythm without mutual touching; third, participants continue legate (continuous) movements in an assigned 4/4 rhythm without mutual touching and accompanied by a certain topic expressed by a movement which the students alone choose (starch, surprise, etc.) After participants repeat rhythmic movements in an assigned 2/4 rhythm without mutual touching.

Expected results: Self-awareness, awareness of other participants in the exercise, cultivation of movement, mime exercises, mutual response to the movements of the others, developing the ability to maintain rhythm, orientation in rhythmic movement and perceiving the movement of others. Exercise supports both metric and rhythmic feeling, rhythmic and movement memory and movement culture, mutual feeling in a group between individual students.

Materials: no aids.

Level III. – Me and Us

AE 34 Canon

The teacher gives an introductory explanation while participants demonstrate moving canon. Then participants demonstrate the moving canon in 2/4 rhythm with a delay of 1 bar with simple movements. The next part starts from demonstration of the moving canon in 2/4 rhythm with a delay of 1 bar with more plastic movements.

The teacher gives recommendations of other variants of the moving canon (e.g. 3/4 rhythm, delay of 2 bars, etc.)

Expected results: Self-awareness, awareness of other participants in the exercise, cultivation of movement, mime exercises, mutual response to the movements of the others, developing the ability to maintain rhythm, orientation in rhythmic movement and perceiving the movement of others. Exercise supports both metric and rhythmic feeling, rhythmic and movement memory and movement culture, feeling in the group between the students themselves, the ability of mimicking the movements of other students with a time delay while maintaining the assigned rhythm.

Materials: no aids.

AE 35 Theatrical performance of deaf students

This exercise consists of continuous combination of excerpts from theater performances and interviews with deaf actors, who play a major role in each scene of the performance.

Interview topics: personal introduction, why they are studying in an arts school and playing in theater, the practical impact of theater activities on their working and private lives.

It is like personal evaluation of individual respondents, what is the benefit for them in learning the perception of rhythm, music, the art of dance, art of role playing.

Expected results: Self-awareness, evaluation of the benefits of rhythmic education and role playing, motivation for other deaf students to take up rhythm, dance, music, and theater. Motivation for teachers, students rehearse their own theater performance, practical impact of teaching rhythm and sensing music for the deaf.

Materials: Theatrical scenery chosen according to performance.

AE 36 Deaf Theatre Company – Cooperation between deaf and hearing actors

Artistic exercise is a combination of excerpts from the theater performance *The Biggest Treasure* in the interpretation of a deaf actress and hearing actor and musician (both members of the professional ensemble *I Can't Hear Theatre*) with interviews with the hearing actor about what it is like to work with deaf actors and what it brings to both parties.

During reflection we can see personal evaluation of the hearing actor on what benefit he and his deaf partner get from learning to perceive rhythm, music, the art of dance, art of role playing, and the art of playing theater.

Expected results: Self-awareness, evaluation of the benefits of rhythmic education and role playing, motivation for other deaf students to take up rhythm, dance, music, and theater. Motivation for teachers, students rehearse their own theater performance, practical impact of teaching rhythm and sensing music for the deaf.

Materials: Theatrical scenery chosen according to performance.

4. RESEARCH RESULTS

The pilot research aim was to reveal how core competences such as IT and foreign language of adult disabled are developed. The questionnaire and comparative descriptive analysis was carried out in order to learn more about skills and core competences of the disabled adults or seniors with the visual and other difficulties.


Our sample is composed:

- a) **Lithuania** 27 participants. 3 man and 24 women. The 4 was from 2-40 , 21 from 40-60 and 2 from 60 and more. One was student, 15 musicians 2 adult learners and 11 other professions.
- b) **Cyprus** 10 participants 6 men and 4 women. The 3 was from 21-40, 6 from 40-60 and one 60 and more
- c) **Czech Republic** 11 participants. 1 man and 10 women. The 9 was from 21-40, 1 from 40-60 and 1 from 60 and more. 7 was students and 4 trainers
- d) **Greece** 13 participants 12 woman and 1 man. 4 was musicians, 2 psychologists, 2 occupational therapists so and 4 students and one adult learner. The 10 was from 21-40 and 3 from 40-46.

First, international team of researchers asked their target groups to mention situations where they use their IT knowledge and skills.

Table 1.

*Comparative table (by decreasing order by country)
of the IT use activity preferences of all partners (countries)*



Lithuania	Cyprus	Czech Republic	Greece
Read news on the internet	Read news on the internet	Read news on the internet	Read news on the internet
Do payments bank	Use skype	Do payments bank	Use skype
Use skype	–	Use skype	Use power point
Other	–	Use power point	Other
Use power point	–	Other	Do payments bank
Play internet games	–	Play internet games	Play internet games

From the table above we can see that adult with disabilities in all countries use the technology for reading news on the internet and less to play internet games. Also Lithuanian seniors and deaf adult from Czech Republic use more the technology to do bank payments that Cyprus seniors and adult disabled in Greece that use more Skype.

Foreign language skills as a core competence were researched as well.

Table 2.

Comparative table (by decreasing order by country) of the English foreign language use frequency of all partners (countries)

	Lithuania	Cyprus	Czech Republic	Greece	Total population (all countries)
Every day	–	30 %	–	23,08 %	9,84 %
Every month	–	50 %	45,46 %	15,39 %	19,67 %
1-2 times per year	44,44 %	20 %	18,18 %	23,08 %	31,15 %
Never	55,56 %	–	–	38,46 %	32,79 %
Other	–	–	36,36 %	–	6,56 %

The results prove, that adult disabled in Lithuania and seniors don't have many opportunities to communicate in English very often. Most of them (55,56 %) don't speak English at all. Czech Republic adult respondents are deaf, so for them sign language and native Czech language is more important for the everyday life skills. Greek adults with intellectual disabilities every day speak English very rarely (23,08%) while seniors in Cyprus use English language every day and every month.

Hypothetic idea while testing the method TELL TM” was to use music and arts as a tool increasing communicative skills. Using IT and foreign language skills and developing artistic creativity at the same time play a therapeutic and cognitive role. Learning more about arts, adult people with disabilities feel more comfortable and relaxed. Therefore question “What does music (arts) mean for you?” revealed different positions: for Lithuanian seniors music means relaxation, but for Greek, Czech Republic and Cyprus adults activities with music and arts is a way to understand more about arts.

So it was important to find out what artistic activity is the most desirable for adults and to compare it between four countries.

Table 3.

Comparative table (by decreasing order by country)
of the artistic activity preferences of all partners (countries)



Lithuania	Cyprus	Czech Republic	Greece
To sing songs	To play musical instruments	To dance	To learn more about folk music and national culture
To play in the theater	To learn more about folk music and national culture	To play in the theater	To dance
To dance	To learn more about European music and culture	To play musical instruments	To play musical instruments
To know more about classical composers	To dance	To learn more about European music and culture	To sing songs
To learn more about European music and culture	To sing songs	To sing songs	To understand classical music
To understand classical music	–	To know more about classical composers	To learn more about European music and culture
To learn more about folk music and national culture	–	To learn more about folk music and national culture	To play in the theater
Other	–	To understand classical music	To know more about classical composers
To play musical instruments	–	Other	Other

As we can see from the table 3 priority is very different – from singing (Lithuania) to playing music instruments (Cyprus), dancing (Czech Republic) and learning more about folk music and national culture (Greece). But all respondents from all countries were unanimously when they answered the question “What activity do you do in order to improve your mood?”. Their answer was “I listen to the music”.

The questionnaire results confirmed that method TELL TM can be developed using music or other arts as a tool not only to develop IT, foreign language skills, but as a therapeutic and relaxing activity for adult with disabilities or seniors.

4.1. REFLECTIONS

Artistic exercises were created, shared and tested with the adult learners in partners countries. Music teachers and adult educators evaluated 2 artistic exercises from each country. The exercises were tested during local seminars, discussed and assessed, and opportunities of application and optimization for other groups of learners were estimated. The participants performed artistic exercises, wrote their reflections, which were analysed and generalized by the project researchers.

Main themes during content analysis were emphasized as the result of the reflections.

Table 4.

***Adult educators attitude toward method TELL TM
and its components***

Theme	Subtheme	Illustrating statements
1. Psychology of music and emotions	1.1. Music represents state of emotions	“...we have used the activity where participating teachers have expressed themselves how they feel today and they have chosen some emoticons which are representative of their state of emotions“. (M. P.)
	1.2. Artistic activity improves self-evaluation	“Our teachers were interested in the fact that individuals with hearing problems had managed to act in a professional way and the artistic activity was an interesting video to them in order to get more information on the background of rhythm and performance for people with particular difficulties, such as the target group of hearing impaired“. (M. P.)

Theme	Subtheme	Illustrating statements
2. Social and communicative role of music	2.1. Music and language difficulties for the deaf	“... wherever it is about the perception of music or written or verbally spoken communication (e.g. expressing emotions verbally), deaf people have problems not only with spoken, but also written expression“. (T. S.)
	2.2. Practical function of rhythm	“All teachers repeated the names of the 4 seasons with a particular rhythm based on the feeling we get from each season. This was done sometimes in Greek and sometimes in English language“. (M. P.)
	2.3. Socio-cultural aspect of interdisciplinary learning	“I noticed that people like to listen story about songs. Traditional songs have an important history and symbols. But its much more better to give song texts when you want to teach a new song and speak about this song especially if this song is in English language“. (A. V.)
3. IT and visualization	3.1. Seniors and visualization	“Seniors are not used to visualization and IT. Give more time for Powerpoint presentations. Most of seniors have visual problems. Big and colourful letters, signs on the screen are helpful. They dont like complex tasks. It is better to divide tasks into small groups“. (A. V.)

Theme	Subtheme	Illustrating statements
	3.2. Visualization with intellectually disabled learners	“Visualization of rhythm – the perception of rhythm is important not only for deaf people, but for everyone, especially, for the intellectually impaired. You can visualize music and show it in the historical context, you can use rhythm and visualization to express the atmosphere of the seasons and the personal relationship of the participant to various natural phenomena and life situations – use percussions or just “banging” the palms on the table or clapping and adding nonverbal communication (facial expressions, body movement, etc.)“. (I. M.)
	3.3. Visualization through IT or movement	“Usability for the hearing-impaired target group is primarily as an inspiration under the condition that the specific artistic activity includes music visualized by movement or by translating it into sign language“. (T. S.)

Combining the improvement of core skills during artistic activity raises many challenges. Comparative research highlighted the importance of main skills developed using different arts. These skills are based on psychological, social and cultural background of adult education.

5. CONCLUSIONS

The interdisciplinary “TELL TM” approach highlights three-level communication by musical, IT, language learning means. The first level is self-knowledge. The main motive of life is to maintain, actualize and stimulate the persons skills. The most important features of personality becoming, starting with corporeal feeling, self-awareness, ego-building, takes place in the early life and at young age. By analysing his inner world, obtaining information from the surroundings, the individual changes: his self-image changes, the own identity is discovered and developed.

The language of artistic symbols creates the aesthetic game field, where the ideas are born, the artistic emotions are experienced and the interpersonal relationships are created. Personal identity and self awareness through arts therapy methods, means of synergistic nature help the individual to understand the environment, to recognize his feelings, complex experiences and to simulate relationships with others, to balance connections with the nature.

Creation in the group through interdisciplinary approach allows each team member to feel unique – one member of the group prefers music, another – the expression of emotions by other means (language, visual elements, poetry). Thanks to the artistic tools, creative work in the group becomes the symbolic expression of common ideas, which unites people and creates a positive emotional spectrum. Thus, interdisciplinary nature of “TELL through music” approach requires explanation of the default four components and their role in the adult education.

• The common generalized features of the artistic exercises are as follows:

- Artistry (music, fine art, theatre, dance, poetry);
- Creativity (spontaneity, imagination);
- Appeal (assignments for relaxation, attractive learning tools)
- Cognition (music instruments, English, native language, information technologies).

Notwithstanding the limitations of the present study, results provide some insight into how different adults in different countries assess core competences, such as IT, foreign language and emotional literacy. Although some differences were found, the two groups, seem to share a common attitude toward IT – Greece and Cyprus use more time for Skype while Lithuanian and Czech Republic adults use internet for practical issues – bank payments.

The research revealed different preferences according artistic activity and partner's institution activity and expertise. For Lithuanian seniors and disabled the most preferable activity was singing, the second – play in the theatre. Most Lithuanian exercises were created and based on singing, moving, telling stories. Seniors from Cyprus like to play musical instruments and learn more about national culture, therefore their artistic exercises were based on learning about national composer, national history. Learners from Czech Republic are deaf people, who have studied dance and theatre. Movement and rhythm, visualization is very important for this target group. Learners from Greece wanted to know more about their national culture, including dancing. They created artistic exercises with a lot of visualization, practical activities learning out about Greek musical instruments, rhythms helping to communicate attractively.

Results from this study confirm the prevalence of arts and music, as it was observed and reported by adult learners and adult educators. It was emphasized, that music represents personal emotions and proves self-evaluation, but in case of the deaf, it has to be based on rhythm. Sociocultural aspects of arts reveals differences and similarities between nations and countries. Visualization of arts using technologies opens new understanding for seniors or the disabled – it gives more attractive examples and opportunities for explaining historical context, personal or interpersonal feelings. Therefore it can be confirmed that method TELL TM including IT, arts, language studies and emotional literacy can be used in adult learning for development core competencies in

very attractive way. Finally, in the case of authorship, the findings reported here highlight the therapeutic role of arts that can be applied in adult learning as a tool for relaxation.

Ultimately, results from this study help to expose educational issues and national differences within comparative research that may warrant further investigation.

6. RECOMMENDATIONS FOR ADULT EDUCATORS

- Seniors are not used to visualization and IT. Give more time for Powerpoint presentations. Most of seniors have visual problems. Big and colourful letters, signs on the screen are helpful.
- Don't give complex tasks. Divide tasks into small groups.
- Give song texts when you want to teach a new song. Speak about this song. Traditional songs have an important history and symbols.
- Use all kinds of rhythm, not only simple one $2/4$, $3/4$ but also $5/4$, $7/8$. Different rhythm demonstrate the spirit of music that crosses the cultural and interpersonal barriers.
- Use visualization of rhythm – the perception of rhythm is important not only for deaf people, but for everyone, especially, for the intellectually impaired.
- For the deaf learners you can use rhythm to express the atmosphere of the seasons and the personal relationship of the participant to various natural phenomena and life situations – use percussions or just “banging” the palms on the table or clapping and adding nonverbal communication (facial expressions, body movement, etc.).
- For the hearing impaired target group are useful artistic exercises including music visualized by movement or by translating it into sign language.
- Establish eye contact: at the beginning of the conversation, make eye contact immediately and if your partner is not looking at you in the conversation, then lightly touch him or her on the shoulder, arm or forearm, and wait until the situation is completely in focus before beginning to speak. Always maintain eye contact during the conversation – looking away from the conversation without providing prior notice is impolite.
- Use wide variety of teaching tools: paper, colorful pencils, rings, balls, musical instruments, decorations, computer or mobile telephone.

7. LITERATURE

1. Andrew J. Elliot, Markus A. Maier, Arlen C. Moller, Ron Friedman, Jorg Meinhardt (2007). Color and Psychological Functioning: The Effect of Red on Performance Attainment // Journal of Experimental Psychology: 2007, Vol. 136, No. 1, 154–168.
2. Gardner, Howard (2011). The Theory of Multiple Intelligences: As Psychology, As Education, As Social Science
<https://howardgardner01.files.wordpress.com/2012/06/473-madrid-oct-22-2011.pdf>
3. Ilčiukienė, Giedrė (2011). Muzikos poveikis mokant anglų kalbos pradiniam etape. Vilnius: Vilniaus pedagoginio universiteto leidykla.
4. Makris, Ioannis (2016). Tell through music. Provisional manuscript.
http://www.projects.alytausmuzika.lt/doc/Provisional_manuscript.pdf
5. Ortis, Joseph. (2008). The Effects of Music, Rhymes and Singing in the Classroom Environment. Conference Proceedings. p. 202-209.
6. Papatherapontos, Michalis, Michaelidis, Konstantinou (2016). Philosophy and Methodology of TELL method.
<http://projects.alytausmuzika.lt/doc/Psychological.pdf>
7. Sigurðardóttir, Drífa (2012). Language learning through music.
http://skemman.is/stream/get/1946/12591/25761/1/B.Ed._Thesis._Language_learning_through_music._Dr%C3%ADfa_Sigur%C3%ADard%C3%ADttir.pdf
8. Sokolovský, Tomáš (2016) Methodological practical guidelines for hearing impaired learners.
<http://www.projects.alytausmuzika.lt/index.php/outcome/czech-republic>
9. Vilkelienė, Aldona (2016). Special and inclusive arts education. Vilnius.
10. <http://tellthroughmusic.blogspot.lt/p/contact-us.html>

"TELL THROUGH MUSIC" METHOD
AS A TOOL FOR THE DEVELOPMENT OF CORE
COMPETENCES OF ADULT LEARNERS

HANDBOOK