MINISTRY OF EDUCATION AND TRAINING

**NATIONAL UNIVERSITY OF ARTS EDUCATION**

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**TEACHING TO SING LYRICAL SONGS BY**

**FRANZ SCHUBERT TO STUDENTS OF VOCAL MUSIC UNIVERSITIES IN VIETNAM**

**SUMMARY OF DOCTORAL THESIS**

**MUSIC EDUCATION**

**Class 1 (2015 - 2018)**

**Hanoi, 2022**

**The thesis was completed at:**

**National University of Arts Education**

**Instructor: Assoc. Prof., Dr. Trinh Hoai Thu**

**Counter argument no.1:**

**Counter argument no.2:**

**Counter argument no.3:**

The thesis was defended in front of the Thesis Evaluation Council convening the National University of Arts Education

at (time) (date) (month) (year)

The thesis can be found at:

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**PREFACE**

1. **The necessity of the subject**.

 In the flow of contemporary development, Vietnamese music is facing significant challenges in the search for its own way to survive and grow. The addition of foreign musical songs in the teaching of vocal music is highly beneficial in the practice, development, and perfection of techniques and performance.

F. Schubert laid the foundation for lyrical music of the Romantic era. His works are exquisite combinations of poetry and music with a balance between their lyrics and accompaniments. He was at the forefront in the skillful combination between accompaniments and singing with clear musical images and structures. This creativity marked an important milestone with songs elevated into pieces of art, comparable to other major genres such as symphonic music and opera.

Making the most out of the strengths of Franz Schubert's works will enable students to perfect their vocal music techniques and performance, as well as gain a deeper understanding of the literature, poetry, and writing style of this musician. To improve the teaching quality of vocal music, we have chosen ***to teach lyrical songs of Franz Schubert to students of vocal music universities in Vietnam*** as our subject.

**2. Objectives of the study**

Based on the theoretical and practical bases of teaching Franz Schubert’s lyrical songs, the author of the Thesis suggests methods to teach students of vocal music universities in Vietnam in the present day.

**3. Object and subject of the study**

***3.1. Objects of the study***

Teaching lyrical songs to students of vocal music universities.

***3.2. Subject of the study***

 Teaching lyrical songs of Franz Schubert to students of vocal music universities in Vietnam

**4. Scientific hypothesis**

In recent years, the method of teaching singing for students of vocal universities has undergone many innovations in order to improve the effectiveness of teaching activities in higher education institutions. However, the method of teaching singing of lyrical songs, especially Franz Schubert’s songs, for students of vocal music universities in education institutions in Vietnam has yet to fully make use of his songs’ features and excellence. The introduction of specific and synchronous methods in teaching lyrical songs of Franz Schubert to students at levels suitable to the capabilities of lecturers and conditions of educational institutions will improve the quality of teaching in general, and teaching singing for students of Vocal University in Vietnam in particular.

5. Missions of the study

5.1. Development of a theoretical basis for teaching lyrical songs of Franz Schubert to students of vocal music universities.

5.2. A look into features in Franz Schubert's lyrical songs

5.3. Studying the practical basis of teaching lyrical songs of Franz Schubert to students of vocal music universities.

5.4. Suggestions for methods in teaching lyrical songs of Franz Schubert to students of vocal music universities.

5.5. Organization of pedagogical tests and experiments for suggested methods in teaching lyrical songs of Franz Schubert.

6. Questions of the study

6.1. In teaching lyrical songs of Franz Schubert to students of vocal music universities in Vietnam, how to sing true to the songs’ features, nature, and content?

6.2. What are the special features of Franz Schubert’s lyrical songs in teaching students of vocal music universities how to sing?

6.3. What accomplishments and shortcomings should be mentioned in the current reality of teaching Franz Schubert's lyrical songs to students of vocal music universities in Vietnam?

6.4. What teaching methods should be applied to promote accomplishments, mitigate shortcomings, and improve the teaching and learning outcomes of Franz Schubert's lyrical songs?

7. Scope of the study

7.1. Content limits

Studying the contents in teaching lyrical songs of Franz Schubert at professional vocal music educational institutions: Vietnam National Academy of Music, Conservatory of Ho Chi Minh City, Hue Academy of Music, Thanh Hoa University of Culture, Sports and Tourism, National University of Arts Education.

The works of Franz Schubert chosen for teaching students of vocal music universities are suitable for practicing vocal music techniques and for students' voices and capabilities.

Studying and making suggestions for a system of methods in teaching lyrical songs of Franz Schubert to students of vocal music universities.

***7.2. Geographical limits of the study***

The thesis was made through surveys at several professional vocal music educational institutions: Vietnam National Academy of Music, Conservatory of Ho Chi Minh City, Hue Academy of Music, Thanh Hoa University of Culture, Sports and Tourism, National University of Arts Education, as well as experiments at the National University of Arts Education.

7.3. Limits in survey subjects

The objects of the surveys are deans and vice deans/heads and deputy heads of faculties; vocal music lecturers; vocal music students at music academies, conservatories, and educational institutions with a vocal music major in Vietnam; experts, people's artists, merited artists, singers, and vocal music alumni in Vietnam.

7.4. Time limits of the study

The study uses statistics from 2015 until today.

8. Methodologies and research methods

8.1. Methodologies

8.1.1. Approaches to activities

Approaches to orientation activities are the key, as seen in the reality of teaching lyrical songs of Franz Schubert to students of vocal music universities in Vietnam.

 *8.1.2. Approaches to teaching elements*

Approaches to systems - structures in teaching and features of Franz Schubert’s lyrical songs with a focus on elements in teaching (goals, content, methods, forms of organizations, conditions, etc.);

Approaches to systems consider teaching activities to have an interactive relationship with other contents to achieve the purpose of elevating the quality of vocal music teaching, thus meeting innovation needs in education.

*8.1.3.* The systematic

 The systematic approach shall assess the interactive relationship of teaching activities with other contents, in order to improve the quality of vocal teaching, and to meet the requirements of current educational innovation.

8.1.4. Approaches to history - logic

 Researching scientific works of domestic and foreign authors used in professional vocal music training throughout history.

8.1.5. Approaches to capabilities

Approaches to explore the vocal music capabilities of vocal music students, the reality of how Franz Schubert's lyrical songs are taught to students in vocal music universities, and propose appropriate methods for teaching Franz Schubert's lyrical songs.

***8.2. Research methods***

8.2.1. Group of theoretical research methods

Researching domestic and foreign documents related to teaching Franz Schubert's lyrical songs;

Collecting vocal music research materials, vocal music teaching textbooks, historical documents on Western music in the first half of the 19th century, and related documents;

Referring to research works on Franz Schubert's lyrical songs by domestic and foreign authors to complete the theoretical basis of the subject;

Compiling and analyzing Franz Schubert's lyrical songs to apply to teaching vocal music.

8.2.2. Group of practical research methods

\* Questionnaires

\* Experts

\* Interviews

\* Summary of educational experiences

\* Experiment

8.2.3. Mathematical statistical method

The SPSS software is used to enter and process data, make tables and graphs to analyze and draw conclusions about the study results.

10. New contributions of the thesis

10.1. Theoretical contributions: Making theoretical contributions on teaching how to sing lyrical songs of Franz Schubert.

10.2. Practical contributions:

Through surveys and practical analyses, clarifying the reality of teaching how to sing lyrical songs of Franz Schubert;

Development of a system of methods for teaching lyrical songs of Franz Schubert to students of vocal music universities;

The study results are necessary references for vocal music educational institutions.

11. Structure of the thesis

Apart from the preface, conclusions, recommendations, references, and appendices, the thesis is presented through 4 chapters:

**Chapter 1.** An overview of the study context and the theoretical basis of teaching lyrical songs of Franz Schubert to students of vocal music universities

**Chapter 2.** Features of Franz Schubert’s lyrical songs in teaching vocal music in universities

**Chapter 3.** The reality of teaching lyrical songs of Franz Schubert to students of vocal music universities in Vietnam.

**Chapter 4.** Methods in teaching lyrical songs of Franz Schubert to students of vocal music universities in Vietnam.

# Chapter 1

**AN OVERVIEW OF THE STUDY CONTEXT AND THE THEORETICAL BASIS OF TEACHING LYRICAL songs** **OF FRANZ SCHUBERT TO STUDENTS** **OF VOCAL MUSIC UNIVERSITIES**

1.1. An overview of the study contents

# *1.1.1. Studies on Franz Schubert's career and songs*

# *1.1.2. Studies on methods of teaching vocal music and songs of Franz Schubert*

# *1.1.3. Studies on methods of teaching vocal music and vocal music education*

There are two research areas: research to come up with methods for teaching vocal music in general; and research on the influence of foreign vocal music schools on the development of Vietnamese vocal music.

1.1.4. General evaluations of referenced studies and directions for further research in the thesis

*1.1.4.1. General evaluations*

***First*** *Studies referenced in the thesis are an important source of references in teaching vocal music.*

*Documents related to history*

*Documents related to the development of vocal music techniques*

***Second****. Studies referenced in the thesis show contributions related to pedagogical methods in vocal music around the world.*

***Third.*** *Referenced studies contribute to training and methods of vocal music teaching in Vietnam, including studies on the formation and development of Vietnamese vocal music.*

***Fourth****. The studies suggested methods in vocal music in Vietnam that were expressed in different stages of development in different periods.*

# *Fifth. Studies referenced in the thesis show the need for some content to be further researched to adapt to the current context.*

# *1.1.4.2. Directions for further research in the thesis*

Directions for further research will focus on the following:

- Exploring the reality of using Franz Schubert's lyrical songs in vocal music teaching.

- Exploring Franz Schubert’s lyrical songs in vocal music teaching in Vietnam.

- Researching methods in vocal music teaching in Vietnam.

- Analyzing the materials and methods Franz Schubert used in composing lyrical songs.

- Adding *Franz Schubert*'s lyrical songs to the vocal music curriculum.

 - Implement experimental pedagogical models of vocal music.

# 1.2. Basic concepts of the thesis

# *1.2.1. Vocal music*

Vocal music is an art expressed through sound that combines language and music and is performed by one or more singers depending on the genre.

# *1.2.2. Song*

A song is a "short song with a coherent arrangement" that is performed by human voices and divided into different forms such as marching songs, lyrical songs, epics, and choruses.

# *1.2.3. Lyrical song*

Lyrical songs are also songs.

# 1.3. Teaching, teaching methods and vocal music teaching methods

# *1.3.1. Teaching*

 Teaching is a form of purposeful organization and control with the direction of teachers in order to equip learners with a system of knowledge and problem-solving skills.

# *1.3.2. Teaching method*

 A teaching method is a system of collaborative ways between teachers and learners. This includes traditional methods and more recent ones.

# *1.3.3. Vocal music teaching method*

 In vocal music, both traditional and contemporary teaching methods should be used. Each method will be flexibly used in each teaching activity.

**1.4. Teaching lyrical songs of Franz Schubert to students of vocal music universities**

***1.4.1. The goal of teaching lyrical songs of Franz Schubert to students of vocal music universities***

 The goals of teaching lyrical songs of Franz Schubert depend on the objectives of the specialty and the goals of learners.

***1.4.2. Contents in teaching lyrical songs of Franz Schubert to students of vocal music universities***

 In professional vocal music educational institutions, the teaching of foreign songs is a part of their curricula, including songs of Franz Schubert.

***1.4.3. Methods and forms of teaching lyrical songs of Franz Schubert to students of vocal music universities***

# 1.4.4. Teaching progress of Franz Schubert’s lyrical songs to students of vocal music universities

# *1.4.4.1. Lecturers’ activities in teaching how to sing lyrical songs of Franz Schubert*

*- Prepare for class and prepare lesson plans*

*- Carry out their lectures*

*- Carry out tests and evaluations*

*- Attend lectures and evaluate for lessons learned*

# *1.4.4.2. Activities in learning how to sing lyrical songs of Franz Schubert for students in vocal music universities*

Students’ learning is managed through: Student learning results partly reflect the effectiveness of the teaching process; Teaching processes of teachers are managed in order to develop students' capabilities and knowledge regarding vocal music.

# *1.4.4.3. Necessary conditions to ensure teaching activities*

The facilities are equipped with sufficient teaching equipment: soundproof rooms, pianos, lights, spaces, etc.

# 1.5. Influential elements in teaching *students of vocal music universities how to sing lyrical songs of Franz Schubert*

# *1.5.1. Awareness of lecturers and students regarding lyrical songs of Franz Schubert*

It is necessary for lecturers and learners to be aware of the aesthetic, content and features of his music

***1.5.2. The capabilities of vocal music lecturers***

Lecturers must have pedagogical, technical and artistic skills of professional standards.

***1.5.3. The capabilities of vocal music university students***

Students meet the requirements of the training programs while some limitations remain.

# *1.5.4. Curricula for students of vocal music universities*

The curricula fundamentally meet the requirements of professional vocal music education. However, in the near future, it is necessary to develop more diverse and intensive training models.

**Chapter summary**

Chapter 1 looks into the theoretical basis and research overview in order to develop a theoretical basis for the thesis on teaching vocal music students how to sing lyrical songs of Franz Schubert.

**Chapter 2**

**SOME FEATURES OF FRANZ SCHUBERT'S LYRICAL SONGS IN VOCAL MUSIC TEACHING**

# 2.1. A few details on musician Franz Schubert’s background, career, and features of his lyrical songs

# *2.1.1.* Background, career, and songs of Franz Schubert

Franz Schubert (1797-1828) is an [Austrian composer](http://vi.wikipedia.org/wiki/%C3%81o) of the late Classical and early Romantic eras. He was one of many people who laid the foundation for lyrical songs.

Through his creative writing, the importance of his works was elevated to new heights, comparable to major music genres.

# *2.1.2. Musical features of Franz Schubert's lyrical songs*

Franz Schubert's songs highlight the convergence of majesty, elegance, lyricism, simplicity, and expressiveness.

# 2.2. Musical themes in Franz Schubert's lyrical songs

# 2.2.1. *Love*

In the songs of Franz Schubert, the theme of love depicts the inner world of humans. He expressed romantic feelings with passionate dreams of human love and happiness profoundly, delicately expressing lyrical colors.

# *2.2.2. Nature*

songs written about nature by Franz Schubert are also expressed very delicately and naturally. Images of nature are always depicted clearly in all of her glory.

# *2.2.3. Philosophy of life*

His songs carry profound and diverse philosophies, including autobiographical and dramatic songs about day-to-day things in life with tragic characters.

# 2.3. Forms of Franz Schubert's lyrical songs

Franz Schubert accepted classical forms and expanded upon them creatively. He flexibly used compound ternary form, compound binary form, simple ternary form, and simple binary form in his writing to make his songs fresh, lively, and captivating.

# *2.3.1. Compound ternary form*

***2.3.2. Compound binary form***

***2.3.3. Simple ternary form***

# *2.3.4. Simple binary form*

# 2.4. Piano accompaniment in Franz Schubert’s lyrical songs

# *2.4.1. Depiction of images through accompaniment*

Franz Schubert made use of the piano’s expressive power to beautify and better portray images in his songs.

# *2.4.2. Harmony - a mean to add colors to songs*

Harmony in Franz Schubert's songs not only provides functional loops and principles for the joining of sounds, but also creates colors, aesthetics and styles for his works.

# 2.5. Vocal music techniques in Franz Schubert’s songs

# *2.5.1. Legato*

*2.5.1.1. Legato*

Legato plays a major role in Franz Schubert’s songs.

# *2.5.1.2. Cantilena*

Because of their melodic delicacy, many of Franz Schubert's songs require their singers to reach a high level of expertise to be able to fluently sing cantilenas and properly express the nature of the work.

# *2.5.2. Nuance expression*

Similar to other musical works, songs of Franz Schubert share the same requirements when it comes to nuance expression.

# *2.5.3. Some other techniques*

Apart from legato and cantilena playing major roles, Franz Schubert also employed other techniques to form his rich musical nature, including marcato (non-legato), staccato and recitative.

# 2.6. The role of Franz Schubert’s songs in teaching vocal music

# *2.6.1. Musical aesthetics*

With their delicate combination of poetry and music, a balance between lyrics and accompaniment, as well as musical aesthetics, songs of Franz Schubert stand out with their own style in the Romantic era.

# *2.6.2. Development of foundation for professional singing*

Franz Schubert's lyrical songs, with their advantages of musicality and content, will be an addition to songs that help students better orient their aesthetic values and be stricter with themselves in the learning process.

# Chapter summary

Franz Schubert's writing style is a combination of the scholarly nature of classical music with the simplicity of folk music and his own emotions.

**Chapter 3**

**THE REALITY OF TEACHING LYRICAL SONGS OF FRANZ SCHUBERT TO STUDENTS OF VOCAL MUSIC UNIVERSITIES** **IN VIETNAM**

# 3.1. An overview of educational institutions, lecturers, and students in vocal music

# *3.1.1. An overview of educational institutions*

*3.1.1.1. Vietnam National Academy of Music*

Vietnam National Academy of Music, formerly known as Hanoi National Conservatory of Music, was established in 1956. In 1982, the Academy changed its name to Hanoi Conservatory. In 2008, the Government changed its name to Vietnam National Academy of Music.

*3.1.1.2. Conservatory of Ho Chi Minh City*

**Conservatory of Ho Chi Minh City, formerly known as Saigon National School of Music, was established in 1956.**

*3.1.1.2. Hue Academy of Music*

Hue Academy of Music is an educational institution tasked with the training, research, conservation, and facilitation of traditional music’s values.

*3.1.1.4. National University of Arts Education*

National University of Arts Education is located on Tran Phu Street, Ha Dong District, Hanoi where many prestigious universities, colleges, and academies of the country are found.

***3.1.2. An overview of vocal music lecturers and students in educational institutions***

# *3.1.2.1. Surveying lecturers of educational institutions*

Currently, professional music educational institutions have vocal music lecturers with solid professional qualifications.

# *3.1.2.2. Vocal music students in educational institutions at survey locations*

Vocal music students are 18 or older, have graduated from high school and must pass an entrance exam to meet the requirements of singing capabilities and musical knowledge. Therefore, vocal music students sing well and have musical talents.

## 3.2. Organization of the survey on the reality

### *3.2.1. Objectives of the survey*

The survey enables the identification of strengths, weaknesses, and limitations of the reality of teaching students of vocal music universities how to sing lyrical songs of Franz Schubert.

### *3.2.2. Content of the survey*

The survey was conducted to get a bird's eye view of the reality in teaching students of vocal music universities how to sing lyrical songs of Franz Schubert.

### *3.2.3. Objects of the study*

- The survey was conducted and inputs were collected from 207 objects, including 49 lecturers, 158 students, alumni and interviews with experts (02 merited artists, 04 Doctors, and 43 Masters of Arts).

*- Survey locations:* Vietnam National Academy of Music, Hue Academy of Music, Conservatory of Ho Chi Minh City, National University of Arts Education, and University of Culture, Sports and Tourism.

# *3.2.4. Forms and methods of the survey*

3.2.4.1. Questionnaires

3.3.4.2. Interviews

3.2.5. Implementation of the survey

3.2.5.1. Phase 1: Development of questionnaires [Appendix]

3.2.5.2. Phase 2: Conduct of the survey

3.2.5.3. Phase 3: In-depth survey

3.2.5.4. Phase 4: Data analysis and processing

3.2.6. Data processing

Survey results were processed by SPSS software by calculating Cronbach's Alpha and correlation coefficients between each item and the entire scale to determine reliability.

# 3.3. The reality of teaching how to sing Franz Schubert's lyrical songs

# *3.3.1. The reality of implementing the goals in teaching how to sing lyrical songs of Franz Schubert*

Survey results: 93% of the objects deemed teaching with lyrical songs of Franz Schubert as practical; 86% evaluated that teaching Franz Schubert lyrical songs will help learners improve their vocal techniques; 94% thought that the lyrical songs of Franz Schubert are the foundation for professional singing.

# *3.3.2. The reality of the content in teaching how to sing Franz Schubert's lyrical songs*

Survey results: All lecturers used lyrical songs of Franz Schubert in their curricula at their educational institutions.

# *3.3.3. The reality of using lyrical songs of Franz Schubert in curricula*

Results: The percentage of students who regularly learn songs by Franz Schubert is less than 20%. This result is quite similar to the rating of 32.7% of lecturers employing very few songs by Franz Schubert in their lectures.

# *3.3.4. The reality of forms and methods in teaching vocal music at the university level*

Academic year-based education includes 8 semesters, which are comprised of 18 study units and 270 periods (45 minutes each); Credit-based education includes 8 credits, which are comprised of 224 periods (50 minutes each). Private classes are organized with 1 teacher and 1 student.

# *3.3.5. Survey results on materials used in the teaching of Franz Schubert's songs*

Currently, regarding materials used in the teaching of Franz Schubert’s lyrical songs, 02 lecturers (4.1%) were evaluated as partially not meeting teaching requirements; 28 lecturers (57.1%) were evaluated as partially meeting teaching requirements; and 19 lecturers (39.8%) met teaching requirements.

# 3.4. The reality of activities in teaching how to sing Franz Schubert's lyrical songs

# *3.4.1. The reality of lecturers’ teaching activities*

Classes are often comprised of 3 steps:

Step 1: Vocal training.

Step 2: Assignment of songs, understanding of the songs, structuring of the performance, and completion of the performance.

Step 3: Tests and evaluations.

# *3.4.2. The reality of students’ learning activities*

Results regarding teaching material accessibility show that 6.3% of students have not accessed them, 28.5% have partial access to them, 48.7% have easy access to them, and 16.5% have very easy access to them.

# 3.5. The reality of influential elements in teaching students of vocal music universities how to sing lyrical songs of Franz Schubert

The results of the survey for each criterion are shown in the specific data table.

# 3.6. General assessment of strengths, limitations, and causes of such limitations in teaching students of vocal music universities how to sing Franz Schubert’s lyrical songs

# *3.6.1. Strengths*

- Franz Schubert's songs have beautiful, flexible, gentle, emotional melodies with a decently-wide vocal range, enabling learners to develop their individual capabilities and vocal techniques in a comprehensive manner.

# *3.6.2. Limitations*

# *Based on the survey data from questionnaires and interviews, the author of the thesis draws the following observations concerning the limitations:*

First, the selection of lyrical songs of Franz Schubert by teachers and students is currently not suitable for students of vocal universities (from 1st to 4th year university students);

Second, the apperance of Franz Schubert's lyrical songs in the curriculum and the teachers' selection of Franz Schubert's songs to teach students is still limited;

Third, when learning to sing Franz Schubert's lyrical songs, the students still encounter many difficulties in technique and pronunciation, because these songs require the singers to express good emotions to achieve high efficiency when performing;

Fourth, German pronunciation language is an obstacle when using Franz Schubert's lyrical song in teaching vocal music in Vietnam today. Most of the teachers and students do not know German, so they cannot actively approach these songs.

Fifth, the lyrical songs of Franz Schubert are mostly of foreign language, and the expression of emotions during performance is still limited.

Sixth, teaching materials are limited, inconsistent, and illogical. Teachers often assign lessons according to habit, and teach their familiar songs only.

Finally, songs are assigned to students according to their forte and vocal range, thus it is necessary to systematize documents according to their vocal range and level for easy access.

# *3.6.3. Learners’ suggestions*

- Franz Schubert’s songs are incorporated into vocal music training programs

- Teaching materials need to be systematized and graded for easy access by teachers and students

- The subject of pronunciation in Italian and some other languages needs more attention and should be elaborated upon in the curricula.

- Facilities and teaching aids should be improved to meet the training programs for performing arts subjects.

# *Chapter 3 summary*

It is important to study the theoretical basis and look into the reality, then, based on those, make objective and realistic judgments on the matter. The compilation of information and analysis of the database, the conclusions of experts, teachers, and even the comments of students have helped us to assess the reality in teaching and learning about Franz Schubert's songs in terms of strengths and weaknesses.

**Chapter 4**

**SOME METHODS IN TEACHING LYRICAL SONGS** **OF FRANZ SCHUBERT TO STUDENTS** **OF VOCAL MUSIC UNIVERSITIES IN VIETNAM**

# 4.1. Principles in method suggestion

4.1.1. Focus on the goals

In order to achieve these goals, methods in teaching students of vocal music universities how to sing Franz Schubert's lyrical songs must be linked to the strategic goals of educational institutions. Goals and guiding methods to improve teaching activities in the training programs.

4.1.2. Systematisms

The suggested methods must be systematic, meaning that they are closely linked, complement each other, and interact with each other.

4.1.3. Synchronization

Methods for teaching students of vocal music universities how to sing Franz Schubert's lyrical songs must be placed in a system of goals, tasks and strategic solutions for the educational development of the industry and educational institutions.

4.1.4. Inheritance and development

In reality, teaching activities have always received attention from educational institutions. The inheritance of teaching methods has been effectively applied by countries and educational institutions, thus leading to the inception of new development directions.

4.1.5. Feasibility

The methods selected must be suitable to the actual conditions of the education sector, educational institutions, and lecturers' capabilities.

# 4.2. Some methods in teaching students of vocal music universities how to sing lyrical songs of Franz Schubert in Vietnam

# *4.2.1. Method no.1: Teaching method for singing lyrical songs of Franz Schubert in combination with self-learning activities of students of vocal music universities*

 *4.2.1.1. Objectives of the method*

Teaching how to sing lyrical songs of Franz Schubert in combination with self-learning activities of students of vocal music universities will accelerate learning results.

*4.2.1.2. Content and implementation of the method*

Self-learning activities will form proactive habits in students and enable them to solve problems by themselves and make self-evaluations of their learning.

The strength of this combination of teaching and learning activities of students is that it appreciates the independence, reactiveness, and positivity of students.

*4.2.1.3. Conditions for the implementation of the method*

The reactiveness in making self-learning plans is one of many steps that enable students to reach their goals and foster students’ self-learning spirit.

***4.2.2. Method no.2: Selection method of Franz Schubert's lyrical songs for vocal music teaching is based on learners’ individual capabilities***

*4.2.2.1. Objectives of the method*

Teaching goals will be determined to form a consistent implementation throughout students’ singing practices in order to improve their singing.

*4.2.2.2. Content and implementation of the method*

Original songs with lyrics in German are selected per each learner, grade, and stage in the education of students in vocal music universities.

*4.2.2.3. Conditions for the implementation of the method*

The development of personal capabilities requires many factors that affect the positivity of students, including the inspiration for learning and guidance for the development and improvement of their singing.

# *4.2.3. Method no.3: Practicing method of vocal music techniques in teaching students of vocal music universities how to sing Franz Schubert’s lyrical songs*

*4.2.3.1. Objectives of the method*

*4.2.3.2. Content and implementation of the method*

# *\* Practice in fundamental vocal music techniques*

 ***Breathing techniques.***

 ***Mouth shape and pronunciation***

 ***Acoustic position - reverberation range in vocal music***

# *\* Practice in ways to handle the delicacy of Franz Schubert’s songs*

***Practice in legato***

***Practice in cantilena***

***Practice in marcato***

# *\* Practice in the skill of adjusting the singing volume*

# *\* Practice in the skill of emotional expression*

# *4.2.4. Method no.4: Training method in singing skill for students of vocal music universities in practicing Franz Schubert’s lyrical songs with piano accompaniment*

*4.2.4.1. Objectives of the method*

 In order for Franz Schubert’s songs to stay true to their musical meaning, content, and image, singers need to harmoniously work with the piano accompaniment.

*4.2.4.2. Content and implementation of the method*

 To achieve technical proficiency, accompanists and singers need to understand and grasp the content of the song, and practice to achieve both emotional and technical harmony.

*4.2.4.3. Conditions for the implementation of the method*

 To really blend in with the accompaniment, singers need to practice to acquire important skills that are directly related to the coordination with the accompaniment.

# *4.2.5. Method no.5: Training method in expression skills for students of vocal music universities in practicing their performance of Franz Schubert’s lyrical songs*

*4.2.5.1. Objectives of the method*

 Franz Schubert's music is strongly expressive, close, and warm, so it suits the musical tastes of Vietnamese people very well. Under this seemingly simple structure are requirements of skill and finesse. Therefore, professional singers need to practice their performance skills.

*4.2.5.2. Content and implementation of the method*

*\* Expression of emotions*

 For singers, the expression of emotions is an indirect way of showing the audience the content and nature of the work.

*\* Creativity and mental preparation before the performance*

 While performing, to impress and captivate the audience, each singer must have their own trademark. By practicing their style of performance, students will explore their own capabilities, limit their weaknesses, foster their strengths, and create a professional manner.

*4.2.5.3. Conditions for the implementation of the method*

 The practice of performing skills is a process that must be done right from the first years of the students’ learning. Then, practical elements are gradually increased in each school year at different levels and performance environments.

# *4.2.6. Method no.6: Training method for practicing vocal music techniques in singing Franz Schubert’s songs translated into Vietnamese*

*4.2.6.1. Objectives of the method*

 Franz Schubert's vocal works, especially lyrical songs, have gentle melodies and their required vocal ranges are suitable for the voice of Vietnamese people.

*4.2.6.2. Content and implementation of the method*

 In the teaching of songs by Franz Schubert, in addition to teaching songs with lyrics in German per the author's original versions, teachers can choose a few versions that have been translated into Vietnamese.

To sing Franz Schubert's songs with Vietnamese lyrics, singers need to be able to feel the music, and know how to express their inner feelings to be able to convey emotions to the audience. In singing the songs of Franz Schubert, apart from having a beautiful voice and good techniques, singers also have to practice how to handle the lyrics.

*4.2.6.3. Conditions for the implementation of the method*

 When singing Franz Schubert's songs with Vietnamese lyrics, it is necessary to sing them naturally without the excessive use of resonance. Singers must know how to finish and release words properly so that diacritics in Vietnamese are clearly heard.

4.3. The relationship between the methods

 The 6 methods proposed by the thesis are a unified combination in the spirit of innovation in singing teaching methods. The selection of lyrical songs by Franz Schubert is based on teaching activities and the characteristics of such songs in teaching students of vocal music universities how to sing.

# 4.4. Survey on the necessity and feasibility of the methods

 The results of the survey conducted with the participation of 158 learners and 49 lecturers (02 merited artists, 04 Doctors, and 43 Masters of Arts) at study locations are as follows:

 - The necessity: each proposed method is rated at 3 levels (1. Not necessary, 2. Necessary, and 3. Very necessary)

 - Feasibility: each proposed method is rated at 3 levels (1. Not feasible, 2. Feasible, and 3. Very feasible)

4.4.1. Results on the necessity

The methods are all evaluated as necessary with a high degree of approval (averaging from 2.76 to 2.83; 1 ≤ average ≤ 3).

4.4.2. Results on the feasibility

***The methods are all evaluated as feasible with a high degree of approval (averaging from 2.77 to 2.82; 1 ≤ average ≤ 3).***

# 4.5. Organization of pedagogical experiments

# *4.5.1. Piloting the teaching of Franz Schubert’s songs*

The author chose Du Bist Die Ruh *(You are Rest and Peace)* to go into detail and systematize the teaching process.

4.5.1.1. Introduction and guidance in German pronunciation

*4.5.1.2. Guidance on analyzing and understanding the songs*

4.5.1.3. Guidance on practicing the songs

\* Guidance on vocal training

\* Guidance on breathing in vocal music

\* Guidance on vocal music techniques

***4.5.2. Guidance on fluently practicing the songs***

*4.5.2.1. Guidance on the practice in utilizing breathing and legato*

*4.5.2.2. Guidance on fluently pronouncing German*

*4.5.2.3. Guidance on the expression of nuances*

**4.5.3. Guidance on expressing the songs**

*Express the works based on the style of Franz Schubert’s lyrical songs*

*Prepare mentally for the performance of the songs*

# 4.6. Pedagogical experiment with Franz Schubert’s lyrical songs taught to vocal music students of National University of Arts Education

# *4.6.1. Objectives, contents, subjects, and processes of the experiment*

*4.6.1.1. Objectives of the experiment*

The experiment was carried out to verify the thesis’ research contents. The proposed methods that are used to teach songs of Franz Schubert in the thesis will be implemented strictly and in accordance with the process. The results of the experiment will be evaluated by comparing the experimental group with the non-experimental group, proving the feasibility and logic of the thesis.

*4.6.1.2. Experimental contents*

Application of methods for teaching songs of Franz Schubert to students per research contents.

*4.6.1.3. Subjects and locations of the experiment*

- Subjects of the experiment: Students of years ¼ and years ¾ from the Major of piano and vocal music, National University of Arts Education

To implement experimental teaching, we chose 2 students of years ¼ and 2 students of years ¾ with similar voices and expertise. Each student received 8 periods of experimental teaching.

\* Locations of the experiment: Room D4 of the Major of piano and vocal music, National University of Arts Education

*4.6.1.4. The experiment’s timeline and contents*

The experiment was carried out in the classroom in 8 periods over 4 weeks for each student.

*\* Group 1 (the experimental group):* Implementing lecturer: Do Huong Giang at Room 303 of building D.

*\* Group 2 (the control group):* Implementing lecturer: Dang Thi Loan at Room 402 of building D.

# *4.6.2. Results of the experiment*

*4.6.2.1. Evaluation criteria*

The results are graded as follows:

A: Very good (9-10 marks).

B: Good (7-8 marks).

C: Average (5-6 marks).

4.6.2.2. Evaluation results

Evaluation results of the experiment: 5 out of 5 rating cards rated A for 04 experimental students. The results show that some teaching methods introduced in the thesis have brought better results.

# Chapter 4 summary

Franz Schubert's lyrical songs represent a new turning point in vocal music. For professional vocal music training, it is essential to enhance the role of Franz Schubert's songs in training.

In fact, teaching Franz Schubert songs still has some limitations. We have clarified these limitations and suggested ways to overcome them. This was proven in the experiment at National University of Arts Education.

Experimental results show that these methods are practical and effective.

# CONCLUSIONS AND RECOMMENDATIONS

**1. Conclusions**

 To vocal music, the improvement of teaching quality is not only beneficial to professionals and professional music workers, but also to society in terms of raising awareness and music aesthetics. The study provides teaching methods suitable to the lyrical style of Franz Schubert's songs in order to contribute to highly effective vocal music training.

**2. Recommendations**

2.1. Universities

 Review, update and supplement training programs, curricula, and lectures for teaching at universities to deploy and apply methods of the thesis in vocal music training at the university level.

2.2. Faculties and professional teams

 Using the thesis' research results to improve the effectiveness of teaching vocal music

2.3. Lecturers teaching vocal music

 Actively promote scientific research to grasp the role of Franz Schubert's lyrical songs per the actual needs and requirements in vocal music teaching.

***2.4. Students of vocal music universities***

 Raise the awareness of students when choosing foreign songs, in which Franz Schubert's lyrical songs are suitable to each student’s capabilities, thus promoting their capabilities and enabling them to practice vocal music techniques.

**SCIENTIFIC WORKS**

**RELATED TO THIS DOCTORAL THESIS**

1. Do Huong Giang (2018), “Methods to improve quality in teaching vocal music to students of National University of Arts Education”. *Summary record of scientific research of the National University of Arts Education*. NSBN 978- 604- 966- 573-8. Pages 135- 137

2. Do Huong Giang (2015), "Lyrical songs of Franz Schubert in teaching vocal music ". *Journal of Art Education, 2015 special edition*. ISSN 1859- 4964, pages 43- 45

3. Do Huong Giang (2022), "Elevating the importance of Franz Schubert’s songs in vocal music education", *Summary record of the scientific conference*, National University of Arts Education, pages 101- 109

4. Do Huong Giang (2022), "Improving the quality in teaching lyrical songs of Franz Schubert to vocal music students", *Journal of Education* (ISSN 2354-0753), Volume 22 (Special edition no. 8), pages 48- 54