

# 琉球大学学術リポジトリ

## アメリカ合衆国における多文化音楽教育の体験学習

メタデータ	言語: 出版者: 琉球大学教育学部附属教育実践研究指導センター 公開日: 2008-11-21 キーワード (Ja): キーワード (En): 作成者: Ikehara, Atsuko, Shayesteh, Yoko, 池原, 敦子, シャイヤステ, 榮子 メールアドレス: 所属:
URL	<a href="http://hdl.handle.net/20.500.12000/8208">http://hdl.handle.net/20.500.12000/8208</a>

## The Effect of a Classroom Instruction Method on the Attitude of Students towards Multicultural Music

(アメリカ合衆国における多文化音楽教育の体験学習)

Atsuko IKEHARA, Yoko SHAYESTEH

池原 敦子 シャイヤステ榮子\*

現在、アメリカ合衆国では、社会の移民の人口増加に伴い、学校教育における多文化教育の必要性が問われている。音楽教育においても、音楽を通しての異文化理解と国際理解の実践が提案されている。児童の異文化音楽に対する興味や関心は、多文化音楽教育を実践するにあたって重要な影響をあたえる。同様に、異文化音楽の指導方法を研究するのも必要である。当報告は、アメリカ合衆国の小学校第2学年の児童40名を2つのグループに分け、沖縄伝統音楽を教材とした多文化音楽授業を行い、そのなかで2種類の指導方法、1. 受け身的鑑賞指導のみ 2. 鑑賞に加えて、エイサー太鼓のダンス指導を取り入れた体験学習、を比べ、児童の異文化音楽における興味と指導方法に対する態度をアンケートによって採取したものである。結果は、2つの指導効果に有意差は見られなかったものの、両グループ共に異文化音楽に対する興味や関心を示した。受け身的鑑賞指導と体験学習については、継続的な指導のもとに、体験学習の指導効果が期待できると考えられる。

Education is a process which fosters children's possibilities to successfully exist in a society by building up their character and encouraging them to be more culturally accepting of others in both formal and informal situations. At present, one concern of music education is the expansion of students' awareness and enjoyment of multicultural music styles. One of the primary reasons for this observation is that the United States has a notably diverse population. There are more than one hundred nations represented in the United States and the number of ethnic groups still continues to grow. In the past, students tended to believe that there was only one major musical system in the world because of the emphasis of Euro-centric music selection in the classroom. For this reason, many music teachers are now aware of the importance of a multicultural mandate in music education (Anderson & Campbell, 1996).

Music education has proceeded towards multiculturalism since the Music Supervisors National Conference began to emphasize an awareness towards minority groups in the 1920s (Heller, 1983). Volk (1993) noted the continued contributions of the Music Educators National Conference in multicultural music education in the *Music Educators Journal*. Her investigation showed that since the *MEJ* started to report multicultural perspectives in

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\*琉球大学教育学部 音楽科

music education through its articles, special issues, books, and special reports from MENC conferences and symposia, multicultural interests grew continually and culminated into a need for implementation of multicultural music studies in classrooms. There were a great number of articles written about multicultural awareness in *MEJ* for over twenty years. The majority of these articles are about philosophical or historical investigation, and some issues of multicultural music in classrooms. For example, music teachers should understand the theory of the multicultural dilemma (Gonzo, 1993), should use music of other cultures to turn the social studies class into a better learning process (Miller & Brand, 1983), and so forth. There are only a few reports about the effect of multicultural music education in classrooms.

Volk (1991) also investigated attitudes of instrumental music teachers toward multicultural music education. The result was that most teachers were very positive toward multiculturalism. However, one of the problems that was identified was the need for teacher training. Lack of teacher education caused major problems in music choice, in music exclusion, as well as in teaching music from other cultures without any experience of them.

Some studies conducted have investigated students' preference toward music from other cultures. The investigations showed no significant difference regarding preference among college students, and elementary students (Darrow, Haack, & Kuribayashi, 1987; Fung, 1993; Shehan, 1985); however, there was a difference when the students compared their preference between taught and untaught music from other cultures, even though they listened to the same kind of music (Shehan, 1985). College students who are nonmusic majors also have positive attitude toward multicultural music education (Fung, 1993).

From these studies, it can be inferred that the teaching skill of music teachers is a critical key for multicultural music education because teachers, students, and the social environment predict the acceptance of multiculturalism in music classrooms.

Very few studies have investigated the relationship between effect of teacher skills and student attitude towards music. In one study, Shehan (1984) examined the effect of instruction method on preference, achievement, and attentiveness. She concluded that the heuristic method of instruction was effective for increasing music preference and achievement when compared with the didactic method. Students showed their preference depending on the musical instructions.

The purpose of this investigation was to replicate her study, evaluate the effectiveness of two different levels of instructions of music unfamiliar to the students, and to document students' attitudes towards music from different cultures.

## **Method**

### *Participants*

Two different classes of second grade students participated in this study. Each class was chosen and consisted of 20 students.

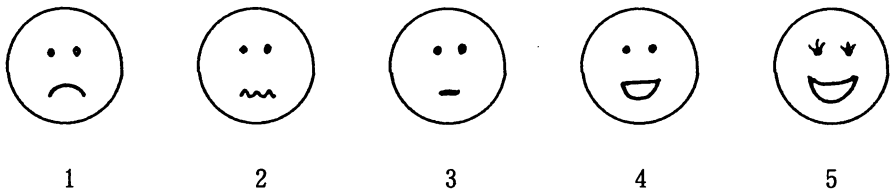
*Design*

A pre-test/ post-test independent group design was used in this study. Both classes were assigned the condition which consisted of pre-test, treatment, and post-test.

*Dependent Variable*

The dependent variable of this study was the students' attitudinal statements toward multicultural music in music classes. The attitude was examined by a questionnaire used as a pre-test and a post-test. The questions were five statements concerned with three items: (a) attitude towards multicultural music, (b) attitude towards the instruction method, (c) attitude towards general music class. All attitudinal statements in the questionnaire were positive statements. A 5-point Likert-type scale followed each statement ranging from "strongly agree" to "strongly disagree". Five different face symbols presented in Table 1 were used instead of numbers. The responses consisted of: (1) It is interesting to learn music from different cultures, (2) I like learning American music, (3) I like music class, (4) I like to move along with the music, (5) I like watching a performance and instruments when listening to music.

Table 1.



*Independent Variable*

The independent variable of this project was a simple drumming dance activity that was based on a performance from a video. The music of dance was different than the video piece and the participants used a tambourine instead of drum. The researcher instructed the students.

*Procedure*

The students participated in this project during their regular music class. Initially, they were asked to answer a questionnaire as a pre-test. The experimenter showed a video of an Okinawan music performance and also introduced geographical information about Okinawa. The music performed included a classical Okinawan piece and one drum performance. The control group received a videotape and informative instruction from the researcher. The researcher, in addition to giving the same instructions, taught the experimental group a simple Okinawan drumming dance with rhythm sticks based on the dance the students saw on the video.

After these activities, each students indicated his/ her attitude for music from different cultures, for general music class, and for music learning activities by filling out

the same questionnaire used for the pretest.

### Results

A t-test for independent samples was chosen to test for statistical significance between the two groups. Table 2 and 3 show the result of the t-test for both pretest and posttest. There was no significant difference between the two groups for most of the statements except statement number 2. For the statement about American music, there was a significant difference between the control group and the experimental group. In both pretest and posttest, students indicated a positive attitude for music from other cultures, and a relatively positive attitude for the general music class, moving, and watching an activity for music class.

Table 2 .

Pretest: t Test

Statement	Control		Experimental		$t^*$	df
	M	SD	M	SD		
(1) Foreign	4.45	1.05	4.05	0.999	1.234	19
(2) American	4.3	0.57	2.7	1.12	5.653**	19
(3) Music Class	3.6	1.138	3.55	0.76	0.163	19
(4) Moving	4.3	1.031	4.05	1.364	0.654	19
(5) Watching	3.55	1.605	3.4	1.429	0.313	19

\*Note  $p < .05$ . Critical Value=2.093

\*\*Significant difference

Table 3 .

Posttest: t Test

Statement	Control		Experimental		$t^*$	df
	M	SD	M	SD		
(1) Foreign	4.3	1.08	3.7	1.559	1.415	19
(2) American	4.25	0.97	3.2	1.321	2.869**	19
(3) Music Class	3.85	0.99	3.2	1.15	1.91	19
(4) Moving	4.05	1.031	3.6	1.443	1.134	19
(5) Watching	3.65	1.309	4.15	0.964	-1.377	19

\*Note  $p < .05$ . Critical Value=2.093

\*\*Significant difference

### Discussion

The purpose of this study was to examine the effect of an instruction method for students' attitude toward multicultural music. There was no significant difference between these two groups in both pretest and posttest. This result indicates that instruction using drumming activity did not affect students' attitude toward multicultural music. In another

words, students have positive interests toward multicultural music without any relation to instructions.

Some other factors were found from this experiment. The students who showed low attitude for multicultural music were also negative for other statements. It can be inferred that those students are relatively less interested in music and music class itself. The other factor is that although many students showed positive attitudes toward music from other countries and American music, they indicated less attentiveness for general music class compared with music itself.

As a whole, several problems and doubts remain over this study pertaining to method. The first problem was whether the researcher had chosen the participants properly because of the level of grade tested in the elementary school. The reason this factor is important is because although the students understood well enough about face marks to indicate their attitudes, many students seemed to have some difficulties understanding most of the questions. For example, there may be underlining facts that explain why students were less interested in American music in the experimental group than in the control group. It can be inferred that students were merely less interested in American music; however, it can also be deduced that they did not really know what kind of music is the representative of American music. The reason for this doubt is that there was a different attitude expressed in both groups for statement 2 between pretest and posttest although American music was not used in this experiment. Therefore, the researcher should have determined the students' developmental ability and posed statements that were appropriate to the cognitive ability of a second grader at an elementary school. In addition, each statement used in the questionnaire involved relatively broad concepts. An example of this is in statement 4 (I like to move along with the music) and 5 (I like watching performance and instruments when listening to music) where the statement was not specific to an isolated time or place. In addition, the type of music was not clear. Their response could be either when learning music from other cultures or when learning general music. This result can be inferred possibly in both situations. Thus, it is hard to say that the result of the students' attitude indicated in the questionnaire was necessarily connected with the instruction method for music from different countries. The statements should have been more focused on instructional factors.

There was another problem in the process of this experiment. Since the researcher could use only one class period for this experiment for both the control group and the experimental group, there was a time limit for the drumming dance activity, and the experimental group did not receive enough instruction about drumming dance. For this reason, the both control and experimental group received equal instruction emphasis on video and informational instructions. The researcher should have made more distinctive instructional differences between the control and experimental group. Furthermore, long-term instruction needed for this study because it is different to determine the students' attitudinal difference within only a single whole period.

This study at least showed the positive attitude of students toward multicultural

music education but did not reveal any key concept about the instructional method. The researcher need a realistic understanding of instructional time and task completion in a class time. Further study of instruction about multicultural music in classroom is needed. In order to achieve this study, more analysis of various instructions should be determined, and the instruction should be specific enough so that the result can be connected with its instruction.

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