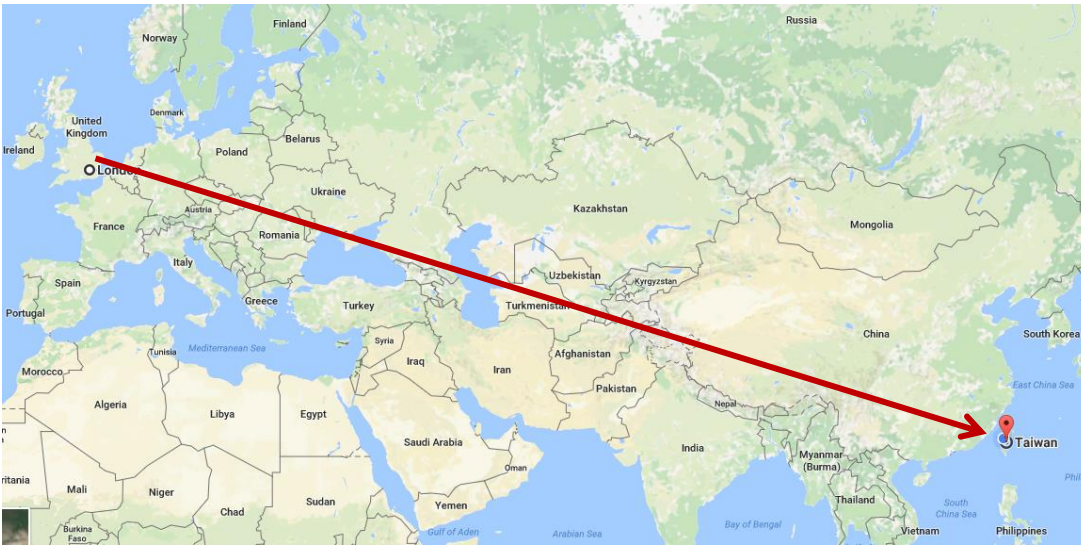


Good afternoon, ladies and gentlemen. Thank you all for being here. I am YAYICHOU and I am from Taiwan. Here is Taiwan.



I am a music teacher of Ludong elementary school in Lukang. An old city of Lukang is full of quite unique cultures on west coast in Taiwan.



It is most important location for the development of Nanguan music in Taiwan. The city boasts over two hundred temples dedicated to a wide variety of folk deities. **Let's show you a video.**

Today, I'd like to share with you about “Assessing Fifth Grade Students’ Music Preferences and Attitude to Nanguan music in Taiwan.”

Outlining

My presentation is divided into **four** main sections. Firstly, I'll give you an overview of **introduction**. Secondly, I'll take a look at **method**. Third, we will look at **results**. Finally, I will conclude with a discussion of _____

Introduction 、 Background

Multicultural music education is the current global trend, diversity, also contains their own in the local culture of this element. 多元文化音樂教育是目前全球趨勢，多元，當然也包含自己在地文化這一元。 Teachers should teach students the attitude of cognition, appreciation and acceptance of different ethnic cultures. Music education experts point out that contemporary music curriculum should be well connected to students' cultural background (Fitzpatrick, 2012). However, my students do not realize their local culture Nanguan music. Therefore, I should let my students know their local culture "Nanguan music". I should do my best for Lukang local culture.

Nanguan is one of teaching materials in general music classes, but most music teachers do not know how to teach and even how to assess. Textbook publishers ignore it, too. Diagnostic assessment can use it to know student's prior knowledge and to arrange the appropriate course of study. 診斷性評量可以了解學生的先備經驗，安排適當的學習歷程。 To understand students' music preferences can encourage their will in music learning. Besides, teachers are more in control of the curriculum and make teaching more efficient. So I tried to test out the student's favorite Nanguan music type and test the student's attitude towards Nanguan music to provide a reference for the future music curriculum. 因此我試著測試出學生最喜愛的南管音樂類型，並檢測學生對南管音樂的態度，以提供未來南管音樂課程之參考。

What is Nanguan music? What style of music is it?

Nanguan is a specific type of cultural music. It originated in the southern China and was brought to Taiwan with immigrants. In the second half of the 1990s, it was highly popular and reached the peak, particularly in Lukang. However, Nanguan has become a musical tradition in Taiwan now and lowly diminished since then.

The musical style of Nanguan is slow, melodic, and gentle, the singing style is delicate. It is similar to a small chamber music. The origins of instruments can be traced back more than a thousand year

ago.

Nanguan repertory falls into three types, calls zhi, pu and qu. When referring to the Zhi type of Nanguan music, it may be added to percussion instruments(影片). Qu is a vocal repertory(影片), while Pu is an instrumental style that uses a wider range than Zhi and that emphasizes technical display(影片). Nanguan music is also a heterophony. It was a select in World Intangible Cultural Heritage by UNESCO in 2009 (Wang Ying-fen, 2003; Lin Po-Chi, 2008).

Method

The way of assessing the preferences and attitude in this study is using questionnaire. In terms of Nanguan music preferences, the theoretical foundation is based on the theory of LeBlanc's Model of the Sources of Variation in Music Preference (LeBlanc, 1987). In terms of Nanguan music attitude, researcher accord (Weber, 1991 ; Hawkins,. Best, and Coney, 1992) to explore three components that construct an attitude: cognitive, emotional and action tendency.

Research questions of this study are as follows :

1. What are the fifth graders' preferences toward three principal types of Nanguan music?
2. What are the relationships among the fifth graders' music preferences and their (a) gender, (b) family's languages, (c) music background, (d) ethnic group, (e) parents' occupations and (f) family's listening habits?
3. What is the fifth graders' attitude toward Nanguan music?

Field and Subjects

This is a case study. The study was held in Ludong elementary school in Lukang. The researcher is also the music teacher in the school. Subjects of the study are 265 fifth grade students (includes 133 boys and 132 girls). The age of the subjects was ranged from 11 to 12 years.

Instruments

This study contains two instruments, which are 5-point Likert Scale (1/strongly dislike, 5/strongly

like) (1/very disagree, 5/ very agree) questionnaire, included Nanguan Music Listening Test and Nanguan Music Attitude Scale designed by the researcher, interview was utilized to collect data. The researcher choose twelve most popular and classic songs from “Zhi · Qu · Pu”, those three types which have editing techniques, full of variety change or the fragment of representative. From cognitive, emotional and action tendency those three sides to prepared by nine attitude questions.

Data Analysis

Researcher utilized questionnaire and interview collecting data and turned into written information. Questionnaire data will be analyzed by Descriptive statistics, independent-sample T-test and one-way ANOVA. Then, researcher developed coding system of the interview, and translated interviews’ content into transcripts.

Results

We can break this area down into following fields:

A. Nanguan music preference

1. Fifth graders’ preferences toward three principal types of Nanguan music go from Pu(M=3.98), Zhi(M=3.51) to Qu(M=2.26).

2. Gender

Table 2 shows the mean score and standard deviation for each type by gender.

Overall, both boys and girls gave higher scores for Pu and Zhi type than Qu type. Independent sample T-test revealed significant differences in the preference for Zhi type and Pu type preference by gender. The mean scores for girls for Pu type were higher than boys; mean scores for boys for Zhi type were higher than girls.

type	Boys, <i>n</i> =133		Girls, <i>n</i> =132		<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD		
Zhi	3.61	0.81	3.41	0.64	2.22	.028
Qu	2.35	0.98	2.18	0.77	1.55	ns
Pu	3.87	0.71	4.10	0.59	2.85	.005
Total	3.28	0.65	3.23	0.54	0.61	ns

ns, not significant.

3. Music Background

Table 3 shows the mean score and standard deviation for each type by music learning experience.

type	have, <i>n</i> =160		no, <i>n</i> =105		<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD		
Zhi	3.58	0.72	3.42	0.75	1.76	ns
Qu	2.33	0.91	2.16	0.84	1.60	ns
Pu	4.04	0.61	3.91	0.74	1.74	ns
Total	3.32	0.59	3.16	0.61	2.15	.033

ns, not significant.

Overall, students with music learning experience showed more preferences than students who do not have music learning experience.

Table 4 shows the mean score and standard deviation for each type by family's listening habits.

type	have, <i>n</i> =201		no, <i>n</i> =64		<i>t</i>	<i>p</i>
	Mean	SD	Mean	SD		
Zhi	3.57	0.71	3.34	0.78	2.15	.033
Qu	2.29	0.85	2.18	0.99	.84	ns
Pu	4.04	0.65	3.80	0.69	2.62	.009
Total	3.30	0.59	3.11	0.61	2.25	.025

ns, not significant.

From table 4, the families of students usually have the habit of listening to Buddhist music, Taoism music and traditional Chinese music which associated with Nanguan music; they have higher preference in Nanguan music.

B. Nanguan music attitude

1. The mean scores of fifth graders' attitude toward Nanguan music are 3.41. This indicated fifth

graders had a few positive attitude toward Nanguan music.

Table 5

	M	SD
cognitive	3.49	1.06
emotional	3.42	1.04
action tendency	3.31	1.08
Total	3.41	.85

N=265

The Conclusions of this research are as follow:

1. Fifth graders' preferences toward three principal types of Nanguan music go from Pu, Zhi to Qu.
2. Boys have higher preference in Zhi type of Nanguan music than girls ; Girls have significant higher preference in Pu type of Nanguan music than boys.
3. Students with music learning experience had higher music preference and more positive attitude in Nanguan music.
4. Students from families which usually have the habit of listening to music which associated with Nanguan music had higher preference and more positive attitude in Nanguan music.

No matter what language students used in family, different parents' occupations' students; and different ethnic group's students all three are showed most similar Nanguan music preferences and attitude.

Implications

- I. Music teachers pay more attention to affective domain assessment.

The researchers examined students' attitude towards Nanguan music from assessments.

To find that although students have higher awareness, but they behavior is with the lowest intention

In Taiwan, the focus of the assessment often is on the cognition and skills; the assessment of affection is often overlooked. The researcher recommends music teachers pay more

attention to affective domain assessment.

II. Using Pu types of Nanguan music as introduction

In the study, students prefer Pu types of Nanguan music the most. I suggest that teachers interested in teaching Nanguan music can use Pu types as introduction. The researcher believes that using Nanguan music with the highest acceptance as introduction and match appropriate teaching strategies; we may create a nice Nanguan music learning experience.

III. Cultivating students' acceptance attitude of multiple music culture

In this study, Nanguan music is least favored choice of students, because students are less likely to accept its vocal accent. The more classical and special the vocal accent is, the less it is favored by students. This shows that students lack listening attitude and cognition for multiple culture music. As music educators, we should broaden students' music horizons more. The more classical, more traditional, and the less favored acceptance, we should teach more, making students understand the inner unique charm of Nanguan music. Besides, we have to cultivate students' respect and acceptance to multiple music culture. Music is related to living in any way, teachers should strengthen the connection between students' living circumstances and Nanguan music, enhancing the approval of students to Nanguan music.

IV. Providing students with multiple learning circumstance

This study indicates that even most of students' learning experiences are western music; they can still have higher preferences and attitude toward Nanguan music. Hence, I suggest that teachers can encourage students to engage in more music-related activities and don't be limited to traditional music clubs or any music clubs, music displays, music-related curriculum, competitions and so on. Then we can enhance students' preferences and attitude toward Nanguan music, and develop higher music literacy and more beautiful sense to living.

This is the end of my presentation, thank you very much for your listening!