

Public Abstract

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Title:RESPONSES OF ELEMENTARY STUDENTS AND THEIR TEACHERS TO A WORLD MUSIC PREFERENCE SURVEY

The purpose of this study was to investigate student listening preferences towards examples of unfamiliar multicultural music. A total of 443 third-, fourth-, and fifth-grade children from three elementary schools in Southwest Missouri responded to the 10-example listening survey. For each example, students rated, on separate 5-point scales, the degree to which they liked each song, would like to hear it again, or would like to purchase the music. The students' music teachers participated in interviews designed to provide a context for the student responses for each question. Results of two-way ANOVAs used to compare total scores indicated significant effects of school and grade, as well as significant school by grade interactions, for each of the three questions. While students in all three schools demonstrated moderately high interest in multicultural music, third- and fifth-grade students tended to respond the most positively. Students in one of the schools responded differently from the other two, and it was speculated that differences among schools might have reflected varying socio-economic levels of the school populations, and/or differences among the music specialists' classroom approaches and attitudes. The music specialists expressed various perspectives and concerns towards including world music in the curriculum, and were surprised by their students' level of interest and level of tolerance towards the world music examples presented.