

การรับรู้และเทคนิคการสอนดนตรีของครูจากทัศนคติของนักเรียนในชั้นเรียน
ปฏิบัติเครื่องดนตรี : กรณีศึกษาสถาบันบางกอกมิวสิค แอนด์ แดนซ์ อคาเดมี่

TEACHERS' PERCEPTIONS AND TEACHING TECHNIQUES USING STUDENTS'
MUSIC PREFERENCES FOR INSTRUMENTAL CLASSES: A CASE STUDY OF
BANGKOK MUSIC AND DANCE ACADEMY

จูยอง คิม*, ปริยานันท์ พรหมสุขกุล, ไคล์ เรมอนด์ เพียร์

Jooyoung Kim*, Preeyanun Promsukkul, Kyle R. Fyr

วิทยาลัยดุริยางคศิลป์ มหาวิทยาลัยมหิดล

College of Music, Mahidol University.

*Corresponding author, e-mail: 45tmdgkr@gmail.com

Received: 10 August 2021; Revised: 20 April 2022; Accepted: 25 April 2022

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการรับรู้ของครูต่อทัศนคติของนักเรียนตามปัจจัยเฉพาะ 7 ด้าน ได้แก่ ลักษณะเฉพาะทางดนตรี ความคุ้นเคย อายุ เพศ อารมณ์ อิทธิพลทางสังคม และสัญชาติ 2) รวบรวมและสรุปเทคนิคการสอนของครูจากการรับรู้ทัศนคติของนักเรียน ในชั้นเรียนปฏิบัติเครื่องดนตรีตามปัจจัยเฉพาะ 7 ด้าน การศึกษานี้เป็นงานวิจัยเชิงคุณภาพ ใช้วิธีการสัมภาษณ์แบบกึ่งโครงสร้างกับครูผู้สอนปฏิบัติเครื่องดนตรี จำนวน 12 คน ทำการคัดเลือกแบบเฉพาะเจาะจง (Purposive Sampling) จากสถาบันบางกอกมิวสิค แอนด์ แดนซ์ อคาเดมี่ ผลการวิจัยพบว่า การรับรู้และเทคนิคการสอนดนตรีของครูจากทัศนคติของนักเรียนในชั้นเรียนปฏิบัติเครื่องดนตรี สามารถสรุปตามปัจจัยเฉพาะ 7 ด้าน ดังนี้ 1) ลักษณะเฉพาะทางดนตรี : ความซับซ้อนของบทเพลง ความเร็ว และสไตล์ดนตรีที่ชอบ ล้วนส่งผลต่อทัศนคติของนักเรียน ดังนั้นครูควรให้ข้อมูลและสอนนักเรียนให้เข้าใจในสไตล์ดนตรีแต่ละประเภทอย่างเพียงพอ เพื่อให้ นักเรียนสามารถเข้าใจในสไตล์และบทเพลงที่ตนเองชื่นชอบได้มากขึ้น 2) ความคุ้นเคย : ความคุ้นเคยและความถี่ในการฟังเพลงส่งผลต่อการเปลี่ยนแปลงทัศนคติของนักเรียน ดังนั้นการทำซ้ำ ๆ ถือเป็นหนึ่งเทคนิคการสอนที่สำคัญ 3) อายุ : ความแตกต่างของช่วงอายุ ส่งผลอย่างชัดเจนต่อทัศนคติและวิธีการสอนของครู 4) เพศ : ไม่พบความแตกต่างด้านทัศนคติของนักเรียนและเทคนิคการสอนของครูระหว่างนักเรียนเพศชายและนักเรียนเพศหญิง 5) อารมณ์ : ครูส่วนมากเชื่อมั่นว่าอารมณ์ของนักเรียนไม่ส่งผลต่อทัศนคติ แต่ส่งผลต่อการเรียนดนตรีในชั้นเรียน ดังนั้นความสัมพันธ์ระหว่างครูกับนักเรียนจึงมีความสำคัญ และครูต้องเป็นผู้มีวาทศิลป์ 6) อิทธิพลทางสังคม : ปัจจัยนี้เป็นหนึ่งในปัจจัยที่ส่งผลอย่างมากต่อทัศนคติของนักเรียน ดังนั้นครูควรเพิ่มบทเพลงที่นักเรียนชื่นชอบไว้ในบทเรียนด้วย 7) สัญชาติ : ทัศนคติของนักเรียนในแต่ละประเทศมีความแตกต่างกัน ดังนั้นวิธีการสอนและการใช้สื่อการสอนจึงมีความแตกต่างกัน การทำความเข้าใจในวัฒนธรรมของแต่ละประเทศจะเป็นประโยชน์ในการสอนนักเรียน สุดท้ายนี้ครูสามารถใช้ทัศนคติของนักเรียนเป็นเครื่องมือในการสอน เช่น การใช้บท

เพลงที่นักเรียนชื่นชอบมาทำซ้ำ เลียนแบบ หรือสร้างการเรียนรู้รสนิยมทางดนตรีที่แตกต่างกัน และการใช้สื่อสารสนเทศสร้างการมีส่วนร่วมในการเรียนรู้ดนตรี ครูควรรับรู้ถึงรสนิยมทางดนตรีของนักเรียน สามารถคัดเลือกบทเพลงที่นักเรียนชื่นชอบ และวางแผนการสอนได้อย่างเหมาะสม

คำสำคัญ: รสนิยมทางดนตรี; การรับรู้ของครู; เทคนิคการสอนดนตรี

Abstract

The research aimed to 1) study teachers' perceptions on student's music by specific factors such as music characteristics, familiarity, age, gender, mood, social influences, and nationality. 2) collect teacher's teaching techniques on students' music preferences and summarize their teaching methods through specific factors. This qualitative research gathered data through semi-structured interviews with 12 instrumental teachers at Bangkok Music and Dance Academy (BMDA). The key-informants were selected by using purposive sampling. The findings revealed the teachers' perceptions and teaching techniques on students' music preferences followed the 7 factors of music preferences that were 1) Musical Characteristics: musical characteristics of students' music preferences can be summarized from complexity, tempo, and favorite style. Teacher would give enough information about music styles for students to have better understanding in the styles and song they prefer. 2) Familiarity: Listening to the song frequently or repeatedly can gradually change student's musical preferences. So, modal performance (imitation) would be one of the clear teaching techniques. 3) Age: The different ages of the group have clearly different taste of music and different way to teach by teachers own selves. 4) Gender: There are no different music preferences and teaching techniques between male and female students. 5) Mood: Most Teachers strongly believed that, student's moods do not affect their students' music preferences. However, students' mood is able to affect their lessons. Therefore, sometimes, the relationship between teacher and students is important and the teacher needs to be a persuader or a negotiator. 6) Social influences: It is one of the strong factors that can affect the taste of students' music preference. Also, teachers should include student's favorite trendy repertoires in their lesson. 7) Nationality: The factor of nationality can be affected by students' musical preferences because the way of teaching and materials are different from each country. Understanding different cultures from different countries would be helpful to teach students from different countries. Finally, teachers can use students' music preferences as a teaching tool such as using students' favorite pieces as a repertoire for repetition, imitation, learning different tastes of music, and using social media in order to engage in music learning. The teachers should know student's music preferences, their appropriately selected repertoires, and then prepare appropriate lesson plan.

Keywords: Music Preferences; Teacher's Perception; Teaching Techniques

Introduction

Music is irrefutable that is played almost everywhere from supermarkets to ceremony events in daily life. Greasley, A., Lamont., Rentfrow, P., Goldberg, L., and Levitin, D. J. [1, 2]. Also, numerous researches have shown that music is one of the important and essential in the lives of human life span on particularly how they could satisfy social, emotional, and developmental needs. Greasley, A., Lamont., Rentfrow, P., Goldberg,

L., Levitin, D. J., Schwartz, K. D., Fouts G. T., and Phelps, R. [1, 3, 4]. Furthermore, students' comprehension and performance in non-musical subjects were significantly enhanced by music lessons. Kalivretenos, A. [5] For example, learning music helps children learn other things and improves skills that they can use in other ways. Brown, L. L. [6] Therefore, Music is a part of the art and it is vital to be a part of a student's education. Alkoot, H. A. [7].

Interestingly, how do we like different types of music? This question is one of the main questions in all the fields of Music. According to Greasley, A and Lamont, A [1], the definition of musical preference, as referring to the music, whether style or piece, that people like and choose to listen to at any given moment or over time. Moreover, music preference is one of the most important parts of music education because music education involves interaction with student's music preferences in daily life. Alkoot, H. A. and Droe, K. [7, 8]. Also, one of the purposes of music education is to make students learn by themselves. Furthermore, knowledge of music preference and the factors that influence it seems indispensable to music educators in discovering appropriate rewards for their students: music that brings enjoyment to the student. Droe, K. [8].

Music preferences have benefits in music education because preferences are involved in motivation in learning music. Firstly, the student's music preferences can foster and create an image of their ways. Droe, K. [8]. It means that the student's perception and preferences of music are what matter. Secondly, the student's music preferences can motivate the student to engage with music Vries, P [9]. Thirdly, identifying students' musical tastes and knowledge will assist in determining which instructional programs, techniques, and resources to be used. Gürgen, E. T. [10]. It means that children enjoy participating in music that they appreciate.

The aforementioned study backs up the importance of musical preferences in one's musical education. However, only a few research was found that were specifically based on the field regarding music education. Dobrota, S., and Ercegovac, I. [11] Moreover, instrumental teachers seem to be difficult and require patience for the success of the problem that happens when students are not interested in their classes. Also, they face many challenges on the task of teaching music to students that involve not only performance but also student's music preferences such as expanding the students' knowledge and the reason for choosing music.

As a review of the related literature for this study, music preference has been studied on many levels with the factors that influence the types of music we like more are various including genres, exposure, musical characteristics, and tune. Meyers, C. [12] Also, related research can be divided into 4 Groups. 1] Music preferences regard to music education- Droe, K. and Mondia, N. [8][13] 2) Music preferences that is related to human development- Greasley, A., and Lamont, A [1] 3) The relationship of factors with music preferences- Rentfrow, P. J., Goldberg, L. R., and Levitin, D. J. [2] 4) Motivation and engagement- Cheng, Z., and Southcott, J. E. [14]

From the above-related research, most of the research is related to the factors and their relationship of music preferences. The researcher found that many research does not investigate the music preferences of students regarding music education to motivate student's interest in the instrumental class. Bangkok Music and Dance Academy is the one of non-formal music school that provides a well-rounded musical education in practical and theory music to international level since 1982. The courses are divided into individual and group classes. The individual classes consist of 11 instrumental classes such as piano, violin, cello, flute, clarinet, saxophone, trumpet, guitar or Ukulele, and Drum. The group classes consist of 6 classes such as Music theory,

composition, ensemble, choir, street dance, and ballet. Therefore, the researcher had studied the teacher's perception and teaching techniques of students' music preferences in music instrumental classes at Bangkok Music and Dance Academy in Thailand.

Objectives

1. To study teachers' perceptions on student's music preferences by specific factors such as music characteristics, familiarity, age, gender, mood, social influences, and nationality.
2. To collect teacher's teaching techniques on students' music preferences and summarize their teaching methods through specific factors.

Methods

This research is qualitative research, which the details can be divided into the following topics:

1. Key Informants

The key informants were 12 Music instrumental teachers from Bangkok Music and Dance Academy and selected by using purposive sampling. Music instrumental teachers consist of 5 groups instruments such as Keyboard instrument (piano), string instruments (Violin, Cello, guitar or ukulele), brass instrument (trumpet), woodwind instrument (flute, clarinet, saxophone), and percussion instrument (drum). The age of students of 12 music teachers is between 4 years old to 65 years old. They are divided into 3 group by age such as kids, teenager, and adult. Their musical abilities are from beginners and leading on to the advance level.

The criteria of choosing music instrumental teachers as follows:

- 1) Sending students to an examination such as ABRSM, TRINITY Examination or live performances in front of audience such as a recital, musical ensemble, an orchestra, choir, or band.
- 2) Having music teaching experiences for more than 4 years.
- 3) Holding a diploma in music degree with a bachelor or above from music university in Thailand or abroad.
- 4) Having students at Bangkok Music and Dance Academy at this present.

2. Research Tools

The research tool is semi-structured interviews with 12 music instrumental teachers. It consists of 4 parts as follows;

- 1) Background information.
- 2) The perception of teachers on student's music preferences.
- 3) Teachers' techniques on music preferences.
- 4) Motivation in teaching and learning.

Results

The results are divided into 2 parts according to the research objectives; 1) teachers' perception on students' music preferences and 2) teacher's teaching techniques on students' music preferences. It is presented follow 7 factors of music preferences, including music characteristics, familiarity, age, gender, mood, social influences, and nationality.

Part 1: Teachers' perception of students' music preferences.

1) Musical Characteristic: Their favorite musical characteristic is individual things, and it is hard to determine students' musical favorite characteristics.

2) Familiarity: Listening to the song frequently, such as repetition about familiarity can gradually change student's musical preferences because it means that they are familiar with the song and turn to want to play what they listen to.

3) Age: Each age of groups has their common favorite songs and the different age groups have a different musical preferences or types of musical styles. Also, teenagers are likely to express their learning preferences than other age of groups. However, for the kids, they do not have much of their expression on music-learning in the common. Interestingly, when a student is grown up, they turn to change their musical style.

4) Gender: There are several perceptions of music preference about the genders. Mostly, female students have more opportunities to select various music than males.

5) Mood: Mood might not affect a student's musical learning preference. It could affect the learning process of each lesson but it could be also individual preferences.

6) Social influences: Social influences is the most important factor that can influence student's musical preferences because of what they like and express an interest in music learning can be affected by various things such as social media, schooling, the raise of parents, friend to friend, etc.

7) Nationality: The result indicated that it is an individual thing that is related to social culture, schooling, and the culture raise of parent it is not because of nationality.

Part 2: Teaching techniques based on students' music preferences.

The result of this research can be divided in to two groups that are 1) useful teaching techniques and 2) teaching techniques based on students' music preferences.

1) Useful teaching techniques:

1.1) Music characteristics: Regarding teaching different styles of music, all the teachers have their own ways.

1.2) Familiarity: Repetition is one of the most important things to let students understand music. Imitating such as model performance is important to learn music easily. Also, if listening to music repeatedly can make students motivated in music learning itself.

1.3) Age: The ways of teaching music have a different way with each different age of the group. For example, teachers should not put various contents in one lesson when they teach kids. To teach adults, teachers need to investigate what they like to play and make it simple and slow to let the student learn easier.

1.4) Gender: There is not much different teaching approach between different genders, but the way of treating them emotionally is different.

1.5) Social influences: Using their favorite music pieces during the lesson can foster their interest in learning music, but it should not be more than 50% of the lesson because students need to improve their techniques through selected pieces.

1.6) Nationality: Diverse countries have different musical styles, and teachers must be aware of these differences in order to teach pupils from other countries.

2) Teaching techniques using students' music preferences:

2.1) Students' favorite pieces: Most teachers teach students' favorite pieces which can motivate students to engage in learning musical instruments. Also, teachers picked important techniques by using students' favorite music pieces or rearrange techniques or articulation to make it easier in the student's favorite music pieces. Moreover, it can make student increase their practice time. However, the percentage of students' favorite pieces could not be more than 50% in a class because students need to learn various things during the class.

2.2) Repetition and imitation (modal performance): Repetition and imitation are important for improving technical abilities and musical language to teach people how to play instruments. To begin with, as students play the same thing over and over, their musical preferences begin to change. In addition, since students' music preferences are influenced by imitation, the teacher's playing style can influence students' music preferences. As a result, teachers must explain the proper modal performance (imitation) to students so that they can easily imitate their playing.

2.3) With practice, being acquainted with each song: Familiarity has a positive effect on a student's music taste. Particularly, for children in elementary school. It refers to the moment that students are becoming used to being around the music. They have said that they want to play more. They are often able to learn instruments on their own until they are familiar with the song by listening, watching, and other ways.

2.4) Different songs for different age groups: Since different age groups have different musical styles, the teacher must find the most popular song for each age group. For example, the teachers must choose their songs as a repertoire to allow students to participate in music as long as K-pop is booming, with BTS leading the way among teens, the teachers can choose K-pop or the songs leading the way among teens. Often, when teaching younger kids, a teacher can use nursery songs that they are already familiar with in order to encourage them to play with the instruments. Furthermore, if a teacher picks songs from the 1980s or 1990s that are common to adult students, it will serve to boost their motivation to learn music too.

2.5) Social media influences: Teens share video clips of their own singing, playing instruments, dance Korean music on social media, and K-pop cover songs are said to be popular among younger generations. As a result, teachers will let students share their video clips on social media to inspire and enhance student practice via social media.

In the conclusion, from the research results displays that teachers' perception of students' music preferences and teaching techniques using student's music preferences are divided into 7 factors such as music characteristics, familiarity, age, gender, mood social influences, nationality that help students learn music. The ways of teaching music have different ways with each different age of the group. Repetition and imitation are important for improving technical abilities and musical language.

Conclusions and Discussion

1) Music preferences and tastes can change with age because different age groups have different tastes in music. Also, the relationship between age and musical preferences is one of consideration. Thus, it is consistent with the result of the research of Bonneville-Roussy, A. and Eerola, T. [15] who investigated age trends in musical preferences in adulthood.

2) The different age groups have a different way to teach. Initially, teaching to teenagers and kids, teachers need to figure out the appropriate time of students' concentration. Secondly, when a teacher needs to teach adults, teachers should consider the purpose of their studying because adults come to learn for themselves. It means that progress itself could give as rewards to themselves and it can motivate themselves. It is related to the article of Pearce, B. [16] about the difference between kids and adults. Additionally, a teacher should understand the psychological development of different age groups so that consider the different teaching way between children to adults. Also, it is related to the article on age & instrument guidelines [17].

3) Social influences are one of the strongest factors of students' music preferences. Also, some teachers mentioned that Mass media is not as powerful as peers to affect their musical preferences because friendships, peer groups, and peer culture are all influenced by music. According to the study Franken, A., Keijsers, L., Dijkstra, J. K., Ter Bogt, T. [18] that the effect of friendship with music preferences.

4) Imitation and repetition are important factors that can improve student's performance styles for instrumental classes. It was because imitation and repetition are fantastic tools that can discriminate student's performance skills. Also, it is called model performance which can be very efficient about their timbre and the discrimination of performance. It is related to the study of Droe, K. [8] that it had been found that modeling is very efficient at teaching musical performance.

5) It is likely to be no surprise that proves the result of familiarity's previous research. For example, listening to a song frequently and repetition can generally change their music preferences because familiarity is the significant factor that influences in liking of music. Thus, this is related to the previous study of Madison, G., & Schiölde, G. [19] that no matter the complexity of the music, familiarity is the most important variable for the explanation of different liking.

6) Young kids do not have their proper musical preferences: It means that younger children are more open-eared because of the human development in childhood, they are easily influenced by several aspects. Interestingly, according to the study of Warrener, E., Krause, A. E., and North, A. C. [20], parents' music style can be a predictor of kid's music preferences.

7) The appropriate repertoires can help to maintain students' motivation. It was because choosing an appropriate repertoire may be important for keeping students motivated. So, to select repertoires, teachers need to consider three things which included students' interest, ability, and learning development to give a great motivation to practice. Therefore, according to the study of Coutts, L. [21], choosing to select their repertoires by themselves is a good example to teach for adults.

From this research displays that teachers' perception of music preferences and teaching techniques using students' music preferences should be emphasized on using students' music preferences to motivate students' positive learning process to engage in music learning. Also, the teachers can apply some of the information from this research to their lesson. However, music preferences are ambiguous and individual perception. So, teachers should create interesting concepts and approaches for their students using students' music preferences to motivate students themselves. Moreover, further research would be beneficial at the specific levels either elementary or secondary level concerning the motivation of student's music learning using preferences and it might provide educators to understand the specifically motivational aspects.

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