

POS-096

Effect of a Music Workshop on Children in Japan with Diverse Cultural/Lingual Backgrounds

Shin Ito
Hiroshima University, Japan

Chisaki Ogata
Hiroshima University, Japan

Hiroki Sakata
Kurayoshi Municipal Kume Junior High School, Japan

Ami Watanabe
Mihara Municipal Kui Junior High School, Japan

Fumito Higuchi
Hiroshima Prefectural Kamokita High School, Japan

Abstract

Pedagogical Background: Recently, there has been an increase in children with diverse cultural/lingual backgrounds in Japan. The primary emphasis is devoted to their linguistic education to adapt them to school life. However, equally important is for the students to maintain stable emotions and to strengthen their sense of self-esteem through the arts, including music.

Purpose: The purpose of this study is to analyze the effects of music activities on foreign children living in Japan.

Approach: In August 2019, researchers held a workshop consisting of rhythm/harmony/physical activity. Nine children, ages four to eight, participated. The participants were from Indonesia, Sri Lanka, Cambodia, Nepal, Pakistan, and Egypt and all attended after-school Japanese language classes. A questionnaire, based on Mood Check List – Short form.2 (MCL-S.2) developed by Hashimoto & Murakami (2011), was conducted before and after the workshop. In addition, questions regarding how much they enjoyed the workshop and how much they want to try it again were added to the questionnaire.

Result: The results showed that a positive mood state (pleasantness, relaxation) tended to decrease slightly and a negative mood state (anxiety) tended to increase, despite eight out of nine children answering “I really enjoyed myself.” On individual examination, one of the children had both an increase in positive mood state and a decrease in negative mood state. Six children registered a mood change; three either increased in positive or decreased in negative mood and three kept the highest score in positive or the lowest score in negative mood. Two children had no productive change; the first, was less motivated to join the work because the instructor told he/she not to handle the instruments roughly, and the second got cranky because of hunger. It appears that most of the children had some positive change after the workshop.

Conclusions and Implications: In conclusion, the current results suggest that a music workshop could get children to try new things, leading to a positive effect on their emotions. For further practice, the following should be considered: (a) building a cooperative relationship between children to support music activities; (b) stressing formative assessment with a focus on their musicality and motivation; (c) simpler content and shorter activity times suited for

children; and (d) developing assessment measures needed for foreign children who lack Japanese language skills.