POS-229

Exploring the Relationship between Music and Language: The Concept of Image by Gaston Bachelard and Ethnomethodology

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Abstract

The term "image" is highly ambiguous and can be interpreted by various meanings in our common conversation. In music education, the term image has been also used in a variety of scenes. There are many practical studies, which aim to take advantage of image in Japan. However, the question of what is image has no definite answer and few qualitative studies about image has been undertaken (Tange and Doi, 1981). Referring to the concept of image proposed by the French philosopher Gaston Bachelard, this research firstly revealed the nature of musical image in order to identify the problem of transforming image intendedly. And then I interviewed (semi-structured interview on one-to-one) a senior student at Hirosaki University in ethnomethodological approach. The interviewee freely talked about his musical image. Our conversation was recorded and analyzed. On this reserach, it was revealed that image was ambiguous and the degree how the interviewee could comfortably talk about image depended on the context including the relationship between interviewer and interviewee as well as interviewee's musical preferences and so on. As a result, the following point of view came into being: Image is essentially changeable, amorphous and ambiguous, and has no particular meanings, therefore, it is danger to translate image of music into composers' thoughts and messages, for example. Since we cannot describe the image of music precisely and strictly by words, music teachers should be more sensitive in terms of the use of the term image. In order to associate with music more musically, we music teachers should pay more attention to the relationship between music and language. My research attempted to enter that discourse. Prospects for my future research will be to attempt developing the methods, which can possibly handle the relationship between music and image (or presumably language), based on ethnomethodological approach.