

# The Effect of Westernized Korean Folk Music Selections on Students' Music Familiarity and Preference for Its Traditional Version

## Purpose of the Study

The purpose of this study was to examine the effect of Westernized arrangements on collegiate music students' familiarity with, and preferences for, traditional Korean folk music.

## Research Questions

1. Will there be a significant difference in students' familiarity toward traditional versions of Korean folk songs among the three groups?
2. Will there be a significant difference in students' preference toward traditional versions of Korean folk songs among the three groups?
3. Will there be any significant differences in students' preference toward traditional Korean style between pre- and posttest scores within each group?
4. Will student responses reveal any relationship between their music familiarity and preferences?
5. What other reasons would determine students' preference decision?

## Method

### Pre-test

Familiarity & Preference  
(1) Traditional Korean  
(2) Western classical  
(3) Contemporary Music styles.

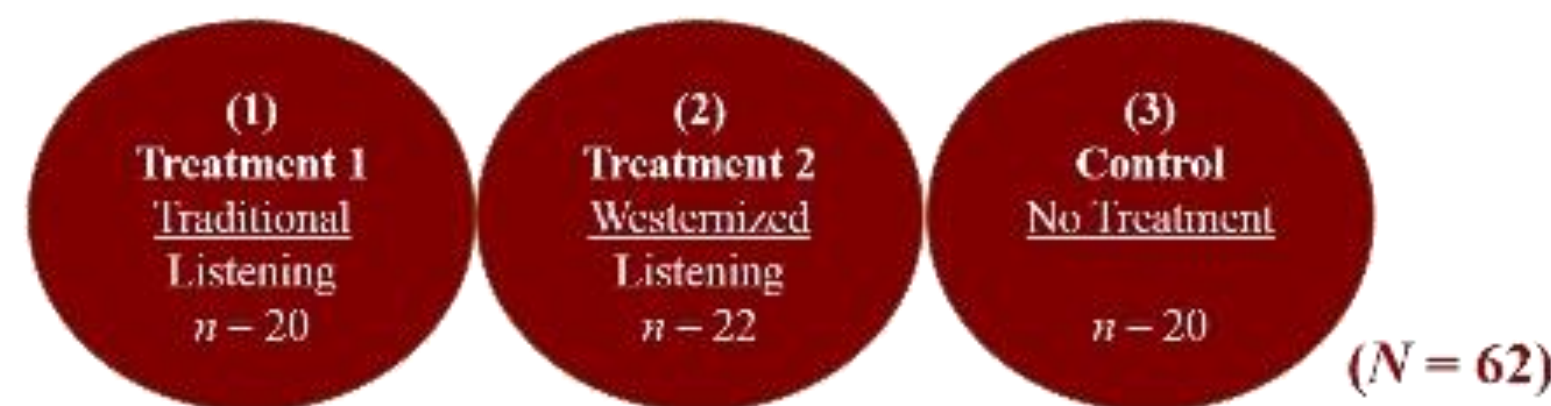
### Procedure

#### Listening Sessions (8 weeks)

15 minutes once a week  
I listened to either  
(1) traditional versions of Korean songs, or  
(2) Westernized arrangements of the same songs, and  
(3) no treatment group.

### Post-test

Familiarity & Preference  
(1) Traditional Korean  
(2) Western classical  
(3) Contemporary Music styles.



### Research-Developed Measurement Instruments: MPR (Music Preference Record)

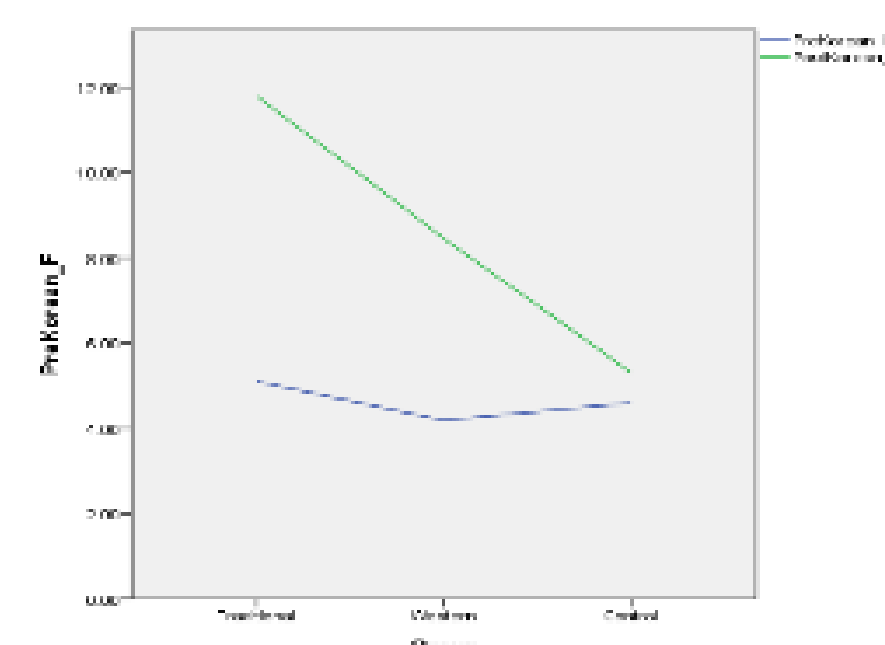
Including 12 musical excerpts from three different styles:

Traditional Korean Folk (least familiar)	Western Classic (less familiar)	Current Pop (most familiar)
1. Vocal (F)	1. Vocal (F)	1. Vocal (F)
2. Vocal (M)	2. Vocal (M)	2. Vocal (M)
3. Instrumental (M)	3. Instrumental (M)	3. Instrumental (M)
4. Instrumental (S)	4. Instrumental (S)	4. Instrumental (S)

\* F (Fast Tempo)/ M (Medium Tempo)/ S (Slow Tempo)

## Result

### 1. Familiarity

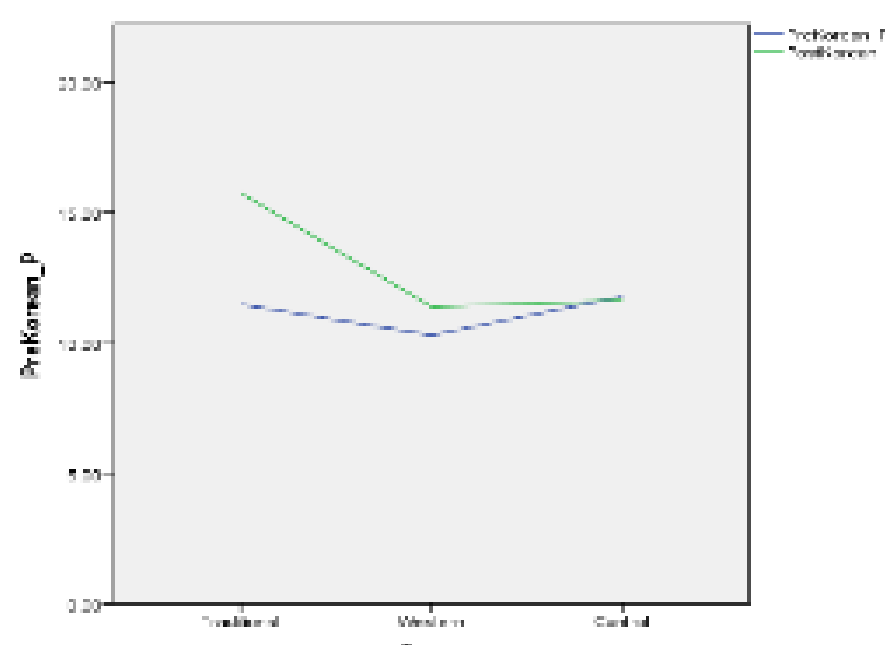


The familiarity means of the three groups were all statistically significantly different.

**MD<sub>familiarity</sub>: Traditional > Westernized > Control**

The Westernized listening experiences increased students' familiarity toward original versions due to melody similarities regardless of different musical styles.

### 2. Preference



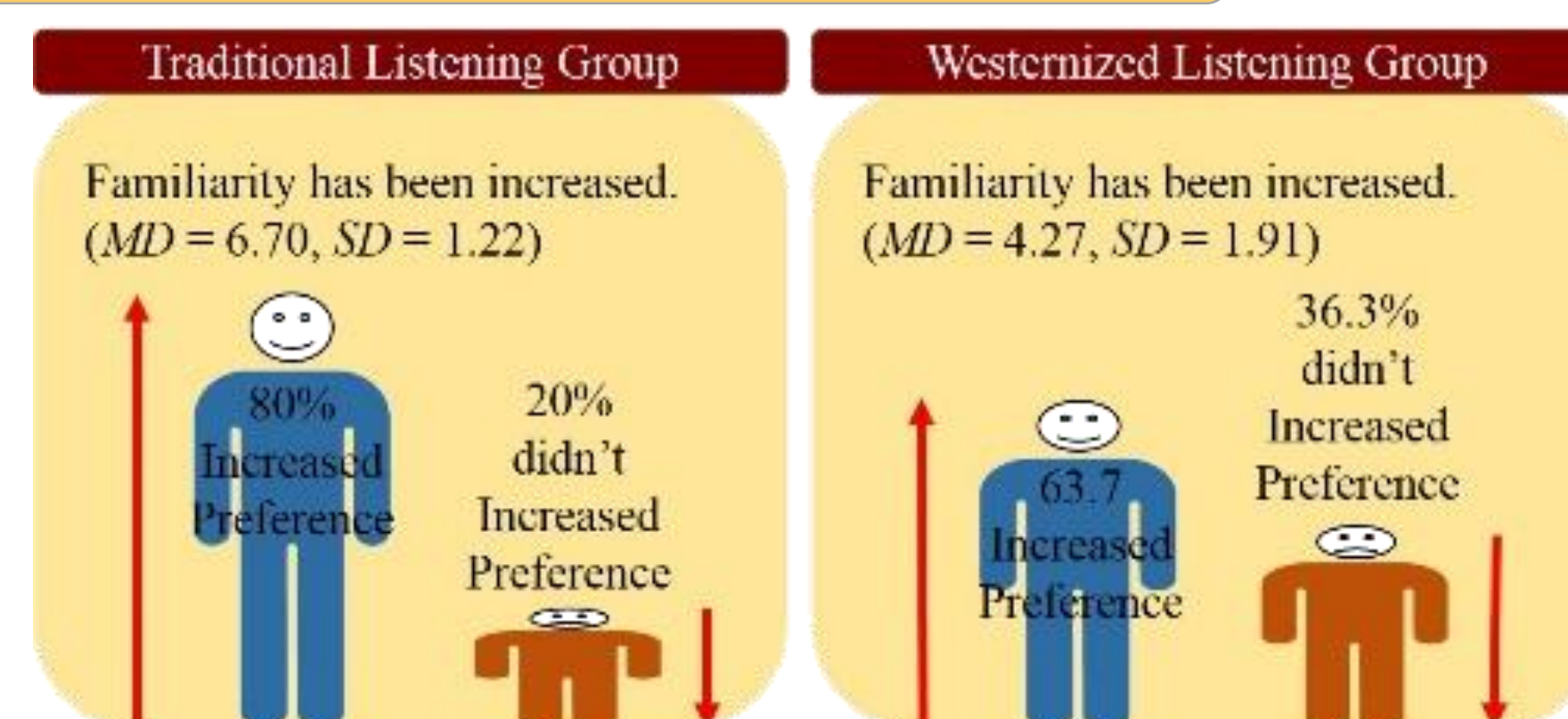
The preference means of the Westernized listening group were not significantly different from the control group.

**MD<sub>preference</sub>: Traditional > Westernized ≅ Control**

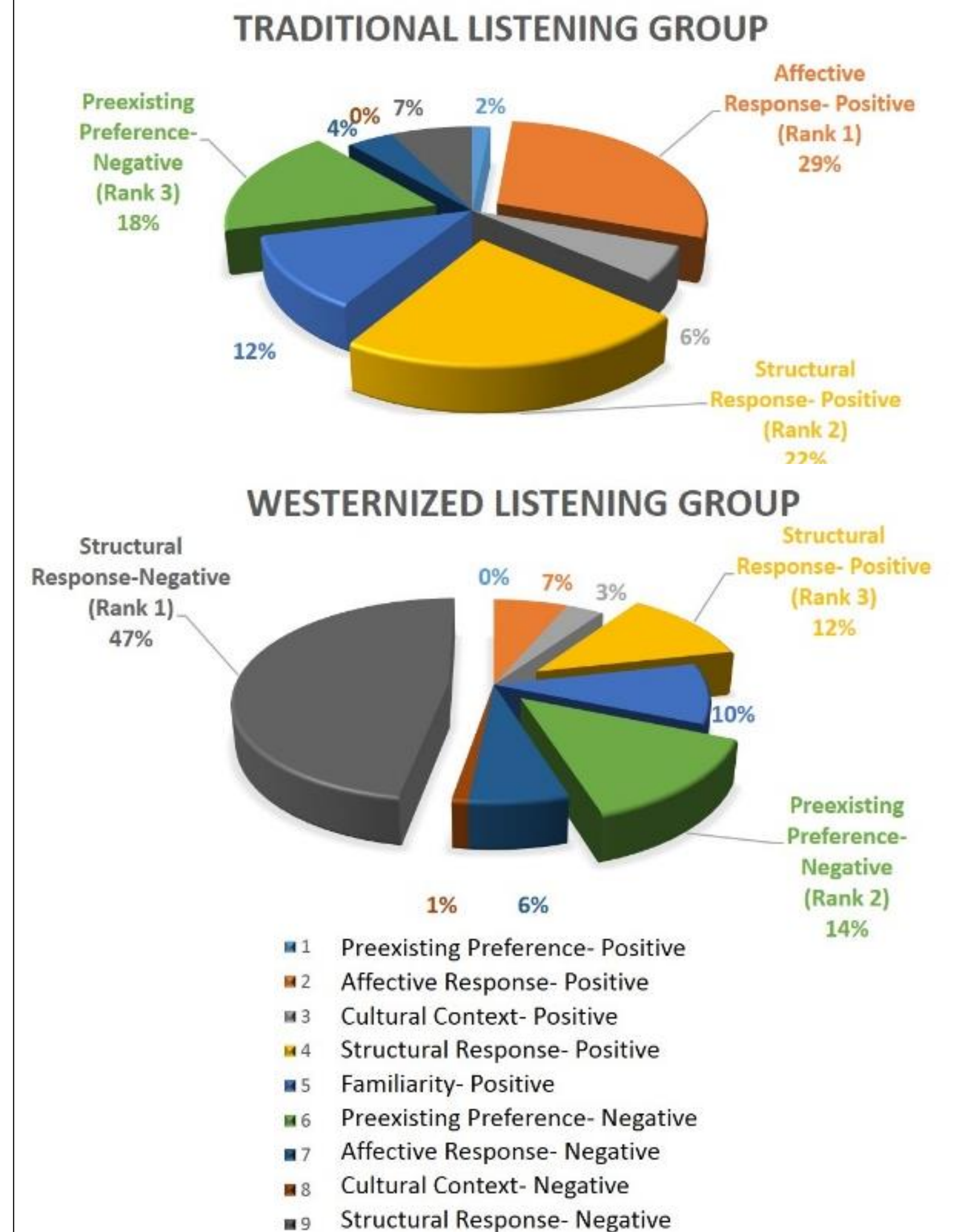
Whereas the traditional listening experience significantly increased students' preference toward traditional musical versions, the Westernized listening experience could not increase it.

### 3. Relationship between Familiarity and Preference

**A moderate positive relationship (.439)**



## 4. Open-ended Response Analysis



## Discussion

Music educators should be aware of some positive and negative functions when they are considering Westernized arrangements of world music pieces for pedagogical use. A considerate and critical use of both traditional and arranged versions of world music pieces will enable teachers to address not only students' music familiarity but also preference. Through this, students can meet their cognitive and affective learning outcomes, and will enjoy a more enriched music classroom experience.