

# Instructional Approaches to Teaching a Korean Percussion Ensemble (*Samulnori*) to Preservice Music Teachers and Preservice Classroom Teachers: An Action Research Study



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## Purpose of the Study

The purpose of this practical action research was to determine effective instructional approaches to teaching Korean percussion ensemble (*Samulnori*) to both preservice music teachers and preservice classroom teachers in elementary music methods course.

## Research Questions

1. What were the effective instructional approaches of teaching a Korean percussion ensemble to preservice teachers?
2. What were the effective instructional approaches of teaching a Korean percussion ensemble to preservice classroom teachers?

## Methods

### Participants

Seven preservice music teachers and nine preservice classroom teachers who were enrolled in two separate elementary music methods course at a large university in the Southeastern United States.

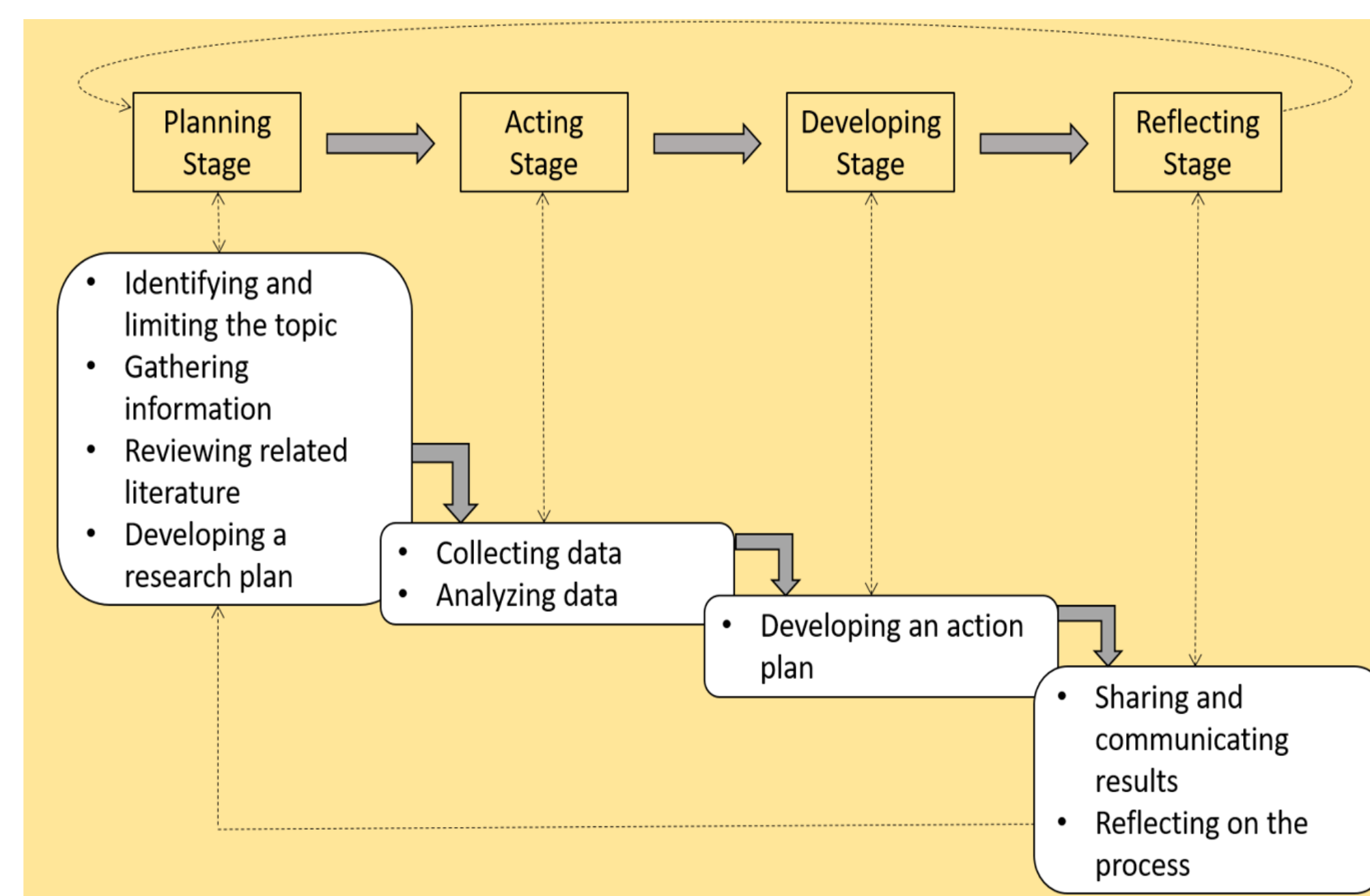
### Procedures



Learning a Korean Percussion Ensemble,  
For 8 weeks, 15 min per week

The primary teaching methods: Oral & Aural practices

## Action Research Process



The Process of Action Research, Showing Specific Research Activities in Each Stage (Mertler, 2016, 1. 171)

### Eight cycles of action research

#### Planning stage

Identified the problems that the two groups of preservice teachers differed in their skills, knowledge, and readiness to learn the foreign musical piece.

#### Acting stage

Collected and analyzed the data (reflective notes, the instructor's research notes, the field notes, and the face to face interviews).

#### Developing stage

Developed the action plan for the following cycle.

#### Reflection stage

The second acted as a consultant to help the instructor “engage in dialogue and self-reflection” (Phillip, 2008, p. 318).

## Findings

### 1. Primary of Teaching:

Preservice Music Teachers	Preservice Classroom Teachers
Polished Musical Demonstrations	Verbal Explanations

### 2. Refinement

Preservice Music Teachers	Preservice Classroom Teachers
Addressing Authenticity	Mastering Rhythms

### 3. Rhythm Syllables

Preservice Music Teachers	Preservice Classroom Teachers
Traditional Rhythm Syllables	Alternative Rhythm Syllables

### 4. Teaching Materials

Preservice Music Teachers	Preservice Classroom Teachers
Hands-on Musical Pieces	Historical and Cultural Information

## Discussions

We found differences in instructional approaches suitable to each group of preservice teachers, which resulted from differences in the two groups’ (a) cognitive capacities, (b) awareness of cultures, and (c) purpose for learning world musics.

## Recommendations for Further Study

- 1) The same piece - Other learners
- 2) A wider variety of world music pieces
- 3) In-service music teachers
- 4) Different participants – Children

