

Effects of the use of AIRS materials on the teaching practice of two Brazilian schools: an analysis from the perspective of PONTES approach

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INTRODUCTION

The Brazilian socio-cultural reality is extremely diverse. Teachers must be trained to create mediating processes between the teaching materials and the needs of the students in their different contexts.



GOAL

To analyze the authors' experiences with the teachers who applied the AIRS materials with children from two Brazilian schools, using the perspective of PONTES approach (Oliveira, 2001, 2005, 2006a, 2006b, 2008, 2010; Bastião, 2009, 2011; Broock, 2009, 2013).





ADVANCING INTERDISCIPLINARY RESEARCH IN SINGING

Positivity

Observation

Naturalness

Technique

Expressiveness

Sensitivity



PROCEDURES

Contexts: 2 Brazilian schools from different realities.

Participants: regular classroom teachers and music teachers; 2 classes of students (ages 10 and 11) divided into experimental and control group.

Data collection: teacher interviews and reports, student interviews, researchers field observations.



RESULTS

The AIRS teaching materials promoted the occurrence of articulated actions, especially those developed by the public school classroom teachers.



Positivity



She had persistence and courage to present the songs learned by her students, even though she was neither a music teacher nor a conductor.

“We are now preparing ourselves to show in a great party day to the community what we learned about these four cultures and the songs we learned to sing.”



Observation

She was alert and observed the students' reactions all the time:

“A curious detail I observed was that a group of children sang beautifully during all the process, but when we asked only one child to sing, he/she was shy and almost couldn't sing.”



Technique

She developed and created new structures to deal with problem situations specific to the school reality:

“We had insufficient time to watch all the videos at school, so I had to find other alternatives [...].”



Sensitivity

She had a sense of recognition to the diversity of musical selection:

“The music goes there... it goes even to the far corners where the words cannot reach.”

Her student said:

“I liked all, mainly the music because it make me feel good, happy and it help us communicate with each others.”





Positivity, Technique and Expressiveness



“At the beginning of the research I felt goose bumps, but I like challenges. I knew it would be difficult but I decided to face this challenge.”

During the observation visits she prepared her students to talk by memory some sentences from the songbook. They held some object or art work that could characterize that country, such as the country’s flags, drawings, objects, or special phrases in each language.



Positivity and Technique



The teacher from the private school was a specialized music teacher, but it was observed his lack of confidence to teach the selected songs. He showed more interest and enthusiasm in using PowerPoint presentations about the cultural information. Consequently, it caused positive responses of the control class students in terms of cultural understanding.





ADVANCING INTERDISCIPLINARY RESEARCH IN SINGING

“I always had the dream of living in China. If one day I can realize this dream I will not be afraid when I get there. At that time I'll have learned more about their culture and how they are.”

“We are children with the same objectives of wanting to study, graduating from college, wanting a better future for the environment, for our planet, we have dreams ... But we are different in our way of thinking.”



Social Sciences and Humanities
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CONCLUSION AND DISCUSSION

Students from the experimental class of the public school may have felt a higher level of trust in the cultural information given with music. The classroom experiences were more emotionally based.

Although the textual information was memorized by the control group, they didn't have knowledgeable thoughts about the cultures. Besides, it may have promoted less personal and direct emotional ties with students.

But this result from the control group of the public school can't be generalized for the control group of the private school.



Thank you very much!

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