

## **Debriefing (Phase 1)**

Thank you very much for participating in this AIRS 3.1 Music and Culture study! Your cooperation, work and enthusiasm were all greatly appreciated.

This study aims to explore the question: does learning the background and traditional songs of other cultures promote favourable attitudes towards people from these cultures? This has been demonstrated in previous studies in Portugal where children of a majority culture had improved attitudes towards children of a minority culture after learning the songs of that culture (Sousa, Neto & Mullet, 2005). We would like to see if this effect applies to children in Canada, Brazil, China and Kenya. We are particularly interested in examining whether learning the music of other cultures has more of an effect on students' cultural attitudes compared to simply learning about the culture.

We predict that learning about the cultural background and learning to sing their traditional songs will promote and enhance understanding of these cultures more than learning just about the culture. Music comes from the hearts and souls of the people making it and, by singing and listening to the music of others, enables you to better understand these others. We also predict this understanding will lead to more favourable attitudes towards these cultures. This study will help determine the affect of music in promoting cross-cultural understanding and in reducing prejudice among children in these four countries.

We expect to begin work on the data analysis in April 2012. After some preliminary data analyses have been completed, Kelly Gillis will return to the school, perhaps as early as May, to present and discuss the results. The results of the study will also be posted on the AIRS website in a formal way and in a way specifically directed to students.

We hope you enjoyed participating in this project and we thank you for your cooperation!

## **Debriefing (Phase 2)**

Thank you very much for your cooperation and participation for this second phase of the AIRS 3.1 Music and Culture study! I appreciate you taking the time to take part in this project.

This second phase aims to see whether children in different class groups from the first phase (i.e. classes who learned both the cultural information and songs of Brazil, Canada, China and Kenya compared to classes who learned only the cultural information of these countries) vary in their singing abilities. We are also interested in examining singing abilities across the four countries (i.e. Brazil, Canada, China and Kenya) involved in this study.

This test battery of singing skills was developed by Dr. Annabel Cohen of the University of Prince Edward Island through work with some of her Honours students since 2009. Over the past few years, they have looked at: 1) the development of singing with age (with young children, young adults and older adults) and 2) the influence of cultural background on singing skills in the test battery. Most recently, Leah Stevenson completed her Honours project examining native Canadian and Chinese university students' performance on the test battery when an unfamiliar song is presented in a non-native language (i.e. Chinese lyrics for Canadian students and English lyrics for Chinese students). She found that an unfamiliar language led to a poorer performance (notes and lyrics) of the unfamiliar song, especially for English-speaking Canadians. We predict students who learned both the cultural information and songs of the four countries in the first phase will perform better on this aspect of the test battery compared to students who learned only the cultural information. Hearing the unfamiliar song in another language may not affect their singing back of the song because they have had recent experience singing songs in other languages. We also predict this group will perform better on the test battery overall compared to the other group.

We expect to begin work on the data analysis in May 2012. After some data analyses has been completed, Kelly Gillis will return to the school to present and discuss the results in

early June. The results of the study will also be posted on the AIRS website in a formal way and in a way specifically directed to students. It will not be until next year that we have any information comparing performance with children of the four countries  
I have enjoyed working with you and thank you for sharing your singing with me. I hope you have also enjoyed this experience.

Thank you once again for your support and cooperation with this research!

Kelly Gillis

Student Research Assistant

Department of Psychology, UPEI