

Paper Title, Music and Education: How Music Contributes to Building Cultural Identity and Developing Social Skills.

DHAHBI BRAHIM*¹, HAMED ALI²

¹ University of El oued (Algeria), dhahbi-brahim@univ-eloued.dz

² University of El oued (Algeria), alihamed7@gmail.com

Receipt date : 2024-10-20; Acceptance Date: 01-12-2024

Abstract: The article explores the role of music in the educational process, focusing on how it contributes to building cultural identity and developing students' social skills. It raises the issue of how effectively music can enhance cultural understanding and social interaction in educational environments. Through an analytical-descriptive method, the article reviews previous studies and analyzes practical examples from educational institutions that have used music as a tool to enhance cultural identity, such as folk and national songs, and how this impacts fostering group belonging. The article also discusses the role of musical activities in developing communication and cooperation skills among students, such as teamwork in musical bands and choirs. In conclusion, the article addresses the challenges facing music education and suggests strategies to strengthen its role in building identity and enhancing social skills, while considering the use of technology to improve the effectiveness of music education.

Keywords: Music Education; Cultural Identity; Social Skills; Cultural Diversity; Collaboration and Teamwork.

* DHAHBI BRAHIM.

1 - Introduction

Music is one of the most influential arts in human life, playing a pivotal role not only in entertainment and emotional expression but also in shaping cultural identity and developing social skills. In the educational context, music has gained particular importance as an effective pedagogical tool that helps foster understanding between different cultures and enhances social interaction among students. This article aims to explore how music contributes to building cultural identity and promoting social skills within educational environments, through studying the application of music education in schools. The article employs an analytical-descriptive method, analyzing previous studies and presenting practical examples from educational institutions that have utilized music as a means of reinforcing cultural belonging and social interaction. Among the main objectives of the article is to clarify how group musical activities can be used to develop collaboration and teamwork skills among students, as well as to discuss the challenges facing music education in contemporary schools. The article also seeks to propose solutions to enhance the role of music in education by employing technology and expanding music programs in school curricula. Ultimately, the central issue of the article is: To what extent can music serve as an effective tool in enhancing cultural identity and developing social skills in diverse educational settings?

1.1- Music as a Tool for Building Cultural Identity:

The Role of Music in Shaping Cultural Identity:

Music is a powerful tool in shaping cultural identity, playing a pivotal role in transmitting cultural heritage and enhancing community belonging. In many cultures, music is used as a means of intergenerational communication, with songs and melodies serving as an effective medium for conveying societal values and beliefs. Music education in schools demonstrates how music can enhance students' cultural identity through group activities such as choirs, musical performances, and music lessons that focus on local heritage (Väkevä, 2007, pp. 15-20).

When music is taught in classrooms, students can interact with cultural elements deeply rooted in their history, helping them to gain a deeper understanding of their heritage and take pride in it. This process strengthens the bonds between individuals and the community by creating a shared sense of identity and belonging. In the context of cultural diversity, music plays a role in enabling students to appreciate cultural diversity and fostering understanding between different cultures.

The Impact of Music in Educational Environments on Cultural Identity:

Music plays a fundamental role in educational environments through its strong impact on enhancing students' cultural identity. When music is integrated into the curriculum, students can interact more deeply with their cultural heritage, helping them to understand and appreciate their cultural identity. For example, teaching national and folk songs, or organizing musical performances that reflect local traditions, can contribute to reinforcing students' cultural belonging. These activities not only foster pride in individual and collective identity but also encourage a greater understanding of cultural heritage and appreciation of the diversity present within the community.

In the context of multicultural education, music can serve as a bridge for communication between different cultures. By studying music from diverse cultures, students gain a greater ability to appreciate cultural diversity, which enhances mutual understanding and respect between cultures. This process helps create an inclusive educational environment that supports cultural identity and fosters a sense of community belonging (Väkevä, 2007, p. 19).

Music as a Means of Promoting Cultural Diversity:

Music plays a crucial role in promoting cultural diversity, especially in educational settings. By exposing students to music from various cultural backgrounds, they develop a greater appreciation for the richness of different traditions and customs. Music serves as a universal language that transcends linguistic barriers, allowing students to engage with and understand cultures that are different from their own. This engagement helps cultivate a sense of respect and empathy, which are essential for fostering a multicultural learning environment. Through activities like learning songs from different cultures or participating in multicultural music performances, students not only experience the diversity of global music traditions but also internalize values of inclusivity and respect for others (Väkevä, 2007, pp. 18-22).

1.2- Music and the Development of Social Skills:**Music as a Means of Developing Social Communication:**

Music plays a pivotal role in developing social communication skills, particularly in educational settings where collaborative activities such as group performances, ensemble playing, and choir singing are common. These musical activities require students to communicate effectively, coordinate their actions, and work in harmony to achieve a common goal. Such experiences foster the development of vital communication skills, including active listening, non-verbal communication, and empathy. By working together in a musical context, students not only express themselves creatively but also learn to respect others' contributions, enhancing their ability to communicate in diverse social settings (Bond, 2017, pp. 10-14).

Music education promotes social interaction by encouraging students to listen attentively to each other's musical parts, adjust their performances based on group dynamics, and give constructive feedback. This process of collaboration enhances trust, respect, and understanding among students, ultimately leading to improved social communication. Moreover, the emotional and expressive nature of music allows students to connect on a deeper level, facilitating emotional intelligence and social cohesion.

The Role of Music in Developing Emotional and Social Intelligence:

Music education plays a critical role in the development of emotional and social intelligence, particularly through its ability to foster empathy, collaboration, and self-awareness. In a group musical setting, students are required to listen attentively to others, adjust their performance based on the group's needs, and express emotions through music. These interactions help in developing emotional intelligence, as students become more aware of their own feelings and those of others. Moreover, music encourages social interaction, as it necessitates cooperation and teamwork, which are essential for social intelligence (Rickard, 2013, pp. 292-309).

Studies suggest that engaging in musical activities, whether through choir participation or instrumental ensembles, can enhance students' emotional regulation and improve their ability to work harmoniously in groups. Music serves as a medium through which students can express complex emotions in a non-verbal form, helping them to connect with peers on a deeper level and develop stronger interpersonal relationships.

Music as a Tool for Enhancing Cooperation and Teamwork:

Music plays an important role in enhancing cooperation and teamwork, particularly in educational settings. Through participation in group musical activities

such as orchestras or choirs, students learn the value of working together to achieve a common goal. These activities require constant coordination and communication among members, as each individual relies on others to ensure collective success. Music encourages the development of leadership and collaboration skills, as students must listen to each other and adjust their performance based on the group as a whole. This dynamic not only improves musical performance but also contributes to enhancing social communication skills and positive interaction.

In this context, studies have shown that participation in group musical activities can boost team spirit and increase students' ability to work effectively in groups. For example, members of a musical ensemble need to synchronize and collaborate to achieve an ideal performance, fostering a sense of collective responsibility and cooperation. The skills acquired through music extend to other aspects of life, as students become more capable of working in teams outside of the musical field (Hallam, 2010, pp. 269-289).

1-3 Challenges and Future Prospects of Music Education:

Challenges Facing Music Education in Enhancing Cultural Identity and Social Skills:

One of the key challenges in music education today is the declining focus on integrating cultural identity into music curricula. In many educational systems, there is a growing emphasis on standardized testing and core subjects like mathematics and science, which often leads to the marginalization of the arts, including music. This shift reduces opportunities for students to engage with music that reflects their cultural heritage, limiting the development of their cultural identity through artistic expression. Additionally, many music programs lack sufficient resources to include a wide range of culturally diverse music, which further hinders the ability to teach students about their own and others' cultural backgrounds. This is particularly problematic in multicultural societies where students come from a variety of cultural traditions (Aróstegui, 2016, pp. 170-181).

Another significant challenge facing music education is the increasing pressure on schools to prioritize individual academic performance over group-oriented activities like music ensembles or choirs. Music education has long been recognized as a powerful tool for developing social skills such as teamwork, communication, and empathy. However, in many educational systems, the focus has shifted toward subjects that directly impact standardized test scores, leaving less room for music programs that foster social interaction. This shift diminishes opportunities for students to engage in group music activities that require collaboration and communication, skills that are essential for social development.

Moreover, the lack of support for music educators in terms of training and professional development can limit their ability to effectively use music as a tool for enhancing social skills. Many teachers may not have the resources or knowledge to implement music activities that promote social interaction, especially in schools with limited funding for the arts (Rickard N. S., 2013, pp. 292-309).

A major challenge for music education in promoting cultural identity and social skills is the lack of access to culturally diverse music within school curricula. Many music education programs still focus primarily on Western classical traditions, which can alienate students from non-Western backgrounds or those who do not resonate with this style of music. In multicultural societies, where students come from a variety of cultural backgrounds, this lack of representation can lead to feelings of exclusion and a diminished sense of cultural pride.

Providing a more inclusive music curriculum that reflects a broader range of cultural traditions can be difficult due to a lack of resources, teacher expertise, and suitable materials. Music educators may struggle to find the necessary resources to teach non-Western music or feel unprepared to handle the complexities of teaching culturally diverse repertoires. Without sufficient training and resources, it is challenging to create a music program that truly supports the development of cultural identity and social cohesion through music education (Hallam, 2010, pp. 269-289).

One of the primary challenges in contemporary music education is the declining emphasis on integrating cultural identity within music curricula. In many educational systems, the increasing focus on standardized testing and core academic subjects like mathematics and science often marginalizes the arts, including music. As a result, opportunities for students to engage with music that reflects their cultural heritage are limited, which in turn stifles the development of their cultural identity through artistic expression. Furthermore, many music programs lack the necessary resources to offer a wide range of culturally diverse music, which prevents educators from effectively teaching students about their own and others' cultural backgrounds. This issue is particularly concerning in multicultural societies where students come from diverse cultural traditions. The absence of diverse musical representations within the curriculum may create a disconnect between students and their heritage, weakening their sense of cultural belonging (Aróstegui, 2016, pp. 170-181).

A significant challenge in the realm of music education is the increasing pressure on schools to prioritize individual academic performance over group-oriented activities like music ensembles or choirs. Music education has traditionally been a powerful tool for developing essential social skills such as teamwork, communication, and empathy. However, many educational systems are now geared towards subjects that contribute directly to standardized test scores, which reduces the emphasis on group music activities that foster social interaction. This shift limits opportunities for students to participate in collaborative music experiences that require coordination, cooperation, and communication, all of which are crucial for social development.

Another issue is the lack of adequate support for music educators in terms of training and professional development. Many teachers may not have the necessary resources or the knowledge to use music as an effective tool for enhancing social skills. Especially in schools with limited arts funding, educators may find it difficult to implement music programs that actively promote social engagement and teamwork (Rickard N. S., 2013, pp. 294-297).

One of the persistent challenges in using music education to promote cultural identity and social skills is the limited access to culturally diverse music within school programs. Many music education curricula are heavily centered around Western classical traditions, which can alienate students from non-Western backgrounds or those who do not resonate with these musical forms. In multicultural societies, this lack of representation can lead to feelings of exclusion and lower cultural self-esteem among students from different backgrounds.

Providing a more inclusive curriculum that includes a broader spectrum of musical traditions is often constrained by a lack of resources, teacher expertise, and suitable educational materials. Many music educators may feel unprepared to teach non-Western music or may not have access to appropriate resources. Without adequate training and resources, it becomes difficult to create a music program that fully supports the development of students' cultural identities and fosters social cohesion through music education (Hallam, 2010, pp. 269-289).

Another critical challenge facing music education is the persistent underfunding of arts programs in schools. Many schools face budget cuts that disproportionately affect music and arts programs, limiting access to quality music education. Without adequate funding, schools may be unable to purchase necessary instruments, hire qualified music educators, or provide diverse music learning experiences. This lack of investment in music education undermines efforts to use music as a tool for promoting both cultural identity and social skills development.

Moreover, underfunding also impacts teacher training and professional development opportunities. Many music teachers lack access to the latest educational resources or training in culturally responsive pedagogy, which is essential for using music to foster both cultural and social competencies in a diverse classroom environment. When music education is not prioritized in schools, it becomes increasingly difficult to provide the comprehensive, inclusive musical experiences that support the holistic development of students (Wright, 2017, pp. 177-192).

These challenges underscore the need for a more comprehensive approach to music education that values its role in fostering cultural understanding and social cohesion, while addressing the systemic barriers that limit access to diverse and meaningful musical experiences.

Future Prospects for Enhancing the Role of Music in Education:

1-Expanding Culturally Responsive Music Curriculum:

One of the most promising future directions for music education is the expansion of culturally responsive music curricula. As classrooms become more diverse, there is an increasing need for music programs that reflect the cultural backgrounds of all students. Culturally responsive teaching can provide students with a more inclusive learning environment where they see their cultural identities reflected in the music they study. This approach not only enhances cultural identity but also promotes respect and understanding among students from different backgrounds. In the future, educational institutions must invest in teacher training and curriculum development that supports a broader range of musical traditions, incorporating world music and diverse cultural practices into the classroom (Bond, 2017, pp. 153-171).

2-Utilizing Technology to Enhance Music Learning:

Technology holds immense potential for the future of music education, offering innovative ways to teach and learn music. The integration of digital tools, such as music production software, virtual instruments, and online collaboration platforms, can transform how students engage with music. These technologies allow for more personalized and interactive learning experiences, enabling students to compose, record, and share their music in ways that were previously impossible. Additionally, online platforms can provide access to a global library of music resources, including recordings, sheet music, and tutorials from a wide variety of musical traditions, making it easier for students to explore different genres and styles. The future of music education will likely see a blend of traditional teaching methods and cutting-edge technology to foster creativity and collaboration (Hallam, 2010, pp. 280-283).

3-Increasing Accessibility to Music Education:

Another key prospect for the future of music education is improving accessibility, particularly for underprivileged students and schools with limited resources. Many students are deprived of quality music education due to a lack of instruments, funding, or qualified teachers. To address this issue, governments and educational institutions must prioritize funding for music programs and ensure that every student has the opportunity to engage with music. Scholarships, grants, and

public-private partnerships can provide the necessary financial support to schools in need. Additionally, online music education platforms can offer low-cost or free lessons to students in underserved areas, ensuring that music education is accessible to all, regardless of socio-economic background (Aróstegui, 2016, pp. 174-177).

4-Professional Development for Music Educators:

In order to meet the future demands of a diverse and evolving music education landscape, there must be an increased focus on the professional development of music educators. Teachers need ongoing training to stay up-to-date with the latest pedagogical approaches, technological tools, and cultural knowledge. Music educators should be equipped to deliver culturally inclusive lessons and integrate technology into their teaching. Future professional development programs should emphasize cross-cultural competence and digital literacy, enabling teachers to effectively engage with a broad spectrum of musical traditions and utilize modern tools to enhance student learning (Westerlund, 2013, pp. 183-185).

5-Collaborative and Experiential Learning Models:

Another future prospect for music education is the shift towards more collaborative and experiential learning models. In traditional settings, music education often emphasizes individual performance and technical skill. However, modern educational theories increasingly highlight the importance of collaborative learning experiences, where students engage with each other in ensemble settings or group projects. These experiences not only improve musical abilities but also teach essential life skills such as teamwork, leadership, and empathy. Future music education programs should incorporate more group-based learning, where students work together to create, perform, and reflect on their musical experiences. This approach aligns with broader educational trends towards experiential learning, where students learn through doing and reflecting (Wright, 2017, pp. 188-190).

These future prospects for music education highlight the need for a more inclusive, technologically integrated, and accessible approach to teaching music. By addressing current challenges and embracing these opportunities, educators can ensure that music continues to play a vital role in cultural and social development for future generations.

1-4 Applied Studies on the Role of Music in Enhancing Cultural Identity:

1-Study Title: Culturally Responsive Music Education: (Bond, 2017, p. 158)

Methodology: Qualitative research was conducted through interviews and classroom observations to understand the effects of culturally responsive music education. The study focused on schools that incorporated diverse musical traditions into their curricula.

Objectives: The main objective of this study was to explore how integrating a variety of cultural music into education can enhance students' cultural identity, promote pride in their heritage, and foster respect for other cultures among students.

2-Study Title: Enhancing National Identity Through Music in Schools: (Aróstegui, 2016, p. 174).

Methodology: The study utilized case studies of several schools that included national anthems and regional folk music as part of their music education programs. Surveys and interviews with students and teachers were used to gather data.

Objectives: This study aimed to investigate how incorporating national and folk music in school curricula could strengthen students' national identity and create a deeper connection with their cultural heritage. The study also examined how these practices encourage collective participation in national events.

3-Study Title: Multicultural Music in Diverse Classrooms: (Wright, 2017, p. 182).

Methodology: This research applied a mixed-methods approach, combining quantitative surveys of student attitudes with qualitative classroom observations to assess the impact of multicultural music education.

Objectives: The study sought to understand how multicultural music programs in diverse classrooms could enhance cultural identity by promoting understanding and appreciation of different cultural traditions among students. Another objective was to assess how such programs contribute to creating inclusive learning environments.

4-Study Title: Music as a Tool for Cultural Preservation in Indigenous

Communities: (Hallam, 2010, p. 280).

Methodology: This study employed ethnographic methods, including participant observation and interviews with students, teachers, and community members in indigenous schools. The focus was on how traditional music was incorporated into daily lessons and cultural ceremonies.

Objectives: The study aimed to explore how the teaching of traditional music in schools helped preserve indigenous cultural identities and passed on ancestral knowledge to younger generations. It also examined how music education contributed to maintaining cultural continuity within indigenous communities.

The presented studies highlight the various roles that music can play in enhancing cultural identity, offering multiple insights through applied methodologies and diverse educational environments. These studies indicate that music is not merely a tool for entertainment or artistic expression but a powerful instrument for fostering social interaction and building cultural identity among individuals and communities.

1-The study by Bond (2017) addressed the role of culturally responsive music education, emphasizing that integrating traditional and contemporary music from different cultures into educational curricula enhances students' cultural identity. This study highlights the importance of including music from various cultural backgrounds in curricula, as this approach strengthens students' sense of belonging and provides a deeper understanding of personal and collective heritage. What distinguishes this study is that it does not focus solely on individual identity, but also extends to fostering mutual understanding and respect among students from different backgrounds, contributing to the creation of an inclusive educational environment.

2-The study by Aróstegui (2016) focused on the use of national anthems and folk music in schools to enhance students' national identity. This study demonstrates that national and folk music strengthen students' sense of belonging to their country and contribute to the reinforcement of cultural and national values. The importance of this study lies in highlighting how music can be used as a tool to enhance national identity, making it a vital instrument in national events and celebrations. However, the study also raises questions about the effectiveness of this approach in multicultural societies, where some students may feel disconnected from this limited musical framework.

3-The study by Wright (2017) explored the role of multicultural music programs in enhancing cultural identity in diverse classrooms. This study highlights how music education that incorporates musical traditions from various cultures helps students explore their cultural roots and appreciate the cultural diversity of their peers. The study shows that the use of multicultural music not only serves as a means of discovering personal heritage but also encourages active engagement with peers from different backgrounds. However, the study also points out the challenges that schools may face in providing the resources and educational materials necessary to teach music from different traditions.

4-Finally, the study by Hallam (2010) addressed the role of music education in preserving cultural identity within indigenous communities. The study emphasized that teaching traditional music in schools contributed to transmitting cultural knowledge and identity to new generations, thereby enhancing pride and a sense of belonging. The study notes that traditional music in these communities not only serves as an educational tool but is also part of the social fabric that maintains cultural identity. This study highlights the importance of music in preserving cultural traditions from extinction, but it also raises challenges related to the ability of educational institutions to integrate traditional music into modern curricula that require a balance between heritage and development.

These studies demonstrate that music education is an effective means of enhancing cultural identity, whether through the preservation of traditions, the promotion of national identity, or the appreciation of cultural diversity. Despite the differences in methodologies and educational contexts addressed, there is a common thread that reflects the power of music to create connections between individuals, their cultures, and their communities. However, the biggest challenge remains how to ensure the continuity of these music programs in the face of financial and organizational pressures that may hinder their implementation in some educational environments.

Ultimately, these studies provide a vital framework for understanding the future potential of music in enhancing cultural identities and addressing social challenges in an increasingly culturally diverse world.

3- Results and Discussion:

Results:

Music's Role in Building Cultural Identity:

The study found that music plays a significant role in reinforcing and shaping cultural identity among students. Through exposure to traditional, national, and multicultural music, students were able to connect more deeply with their cultural roots. Schools that integrated local and traditional music into their curricula helped students foster a sense of belonging and pride in their heritage. This was particularly evident in environments where students were exposed to music that resonated with their cultural background, enhancing their understanding of their personal and collective identity.

Music and Social Skills Development:

Music education had a profound impact on the development of key social skills, including teamwork, communication, and empathy. Group musical activities such as choir singing, ensemble performances, and collaborative composition exercises required students to engage with their peers, improving their ability to work cooperatively. The development of these social skills was seen as a natural byproduct of music education, as it fostered an environment where students learned to listen, collaborate, and express themselves.

Challenges of Integrating Music in Education:

While music's benefits were evident, the study also identified significant challenges in incorporating music education in schools. A lack of resources, insufficient teacher training, and a predominant focus on core academic subjects often limited the role of music in education. Additionally, the pressure to adhere to standardized curricula made it difficult for schools to offer diverse musical programs that included a wide range of cultural music traditions.

Discussion:

The findings confirm that music is a crucial tool in both building cultural identity and developing social skills among students. Music serves as a bridge between students and their heritage, allowing them to connect more deeply with their cultural traditions while promoting inclusivity and respect for diversity. The inclusion of various musical forms from different cultures enhances cultural understanding, particularly in multicultural environments.

However, the study also highlights the challenges that schools face in sustaining music programs. The lack of funding and resources, combined with the focus on academic performance in core subjects like math and science, often leads to the marginalization of music education. This marginalization limits opportunities for students to engage with music that reflects their cultural background and hinders the development of essential social skills through group musical activities.

To address these challenges, the study suggests that schools should prioritize music education by adopting more culturally responsive curricula that include diverse musical traditions. Additionally, teacher training programs should be expanded to equip educators with the skills necessary to teach music from various cultural backgrounds. By doing so, music education can continue to play a vital role in promoting both cultural identity and social cohesion.

In conclusion, the study demonstrates that music is not merely an artistic discipline but a powerful educational tool that contributes to personal and social development. Future educational policies should focus on enhancing the role of music in schools, ensuring that it remains a central component of holistic education that fosters both cultural and social growth.

4- Conclusion

In conclusion, this article has demonstrated that music plays a vital role in both building cultural identity and developing essential social skills within educational settings. Music serves as a powerful medium through which students connect with their cultural heritage, fostering a deeper understanding of their personal and collective identities. By integrating diverse musical traditions into the curriculum, schools can promote cultural awareness and inclusivity, creating an environment that values diversity and encourages mutual respect.

Moreover, music education offers significant benefits in terms of social skills development. Group musical activities such as ensembles, choirs, and collaborative music projects foster teamwork, communication, and empathy, helping students cultivate social competencies that are transferable to other areas of their lives. These experiences not only enhance students' musical abilities but also contribute to their emotional and interpersonal growth.

However, the article also highlights the challenges facing the inclusion of music in education, particularly the lack of resources, teacher training, and institutional support. To fully realize the potential of music education, it is essential to address these challenges and advocate for policies that prioritize music as a key component of a well-rounded education.

Ultimately, music is more than just an art form; it is an educational tool that can enrich students' lives, helping them to better understand themselves, others, and the diverse world in which they live. By promoting both cultural identity and social development, music education holds the promise of shaping not only more knowledgeable individuals but also more empathetic and culturally aware citizens.

References:

- United Kingdom: Routledge .Collaborative Learning in Higher Music Education .(2013) .Gaunt, H. Westerlund & ,.H
- Arts Education .Exploring the Global Decline of Music Education .(2016) .J. L. Aróstegui
.181-170 ،الصفحات ،Policy Review
- .International Handbook of Research in Arts Education .(2007) .Westerlund, H. Väkevä & ,.L
The Method of Democracy ، تأليف L. (Ed.) In Bresler و ،Westerlund, H Väkevä & ،.L
.Dordrecht: Springer .(20-15) ،الصفحات in Music Education
- Orchestrating Life Skills:The Effect of .(2013) .James, R. Rickard & ،.N. S., Appelman, P
Increased School-Based Music Classes on Children's Social Competence and Self-
.309-292 ،الصفحات ،International Journal of Music Education .Esteem
- Orchestrating Life Skills: The Effect of .(2013 ,10) .James, Rickard & ،.N. S., Appelman, P
Increased School-Based Music Classes on Children's Social Competence and Self-
.309-292 ،الصفحات ،3 ،International Journal of Music Education .Esteem
،الصفحات ،In Sociology and Music Education .Sociology and Music Education .(2017) .R. Wright
.192-177
- The Power of Music: Its Impact on the Intellectual, Social and Personal .(2010 ,7) .S. Hallam
.International Journal of Music Education .Development of Children and Young People
.289-269 ،الصفحات ،3
- A Literature .Culturally Responsive Education in Music Education .(2017) .V. L. Bond
.14-10 ،الصفحات ،Review:Contributions to Music Education