

A CASE STUDY EXPLORING PIANO PEDAGOGY IN YANGON, MYANMAR

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ABSTRACT

The topic of this thesis is a case study exploring piano pedagogy in Yangon, Myanmar. The purpose of this research was to study piano teaching and learning, to study and gain a comprehensive understanding of current piano teaching pedagogies and the challenges and obstacles of piano teaching in Yangon/Myanmar.

The researcher employed the qualitative research method in this study. This research was conducted for the purpose of exploring 1) a current piano teaching process, 2) the condition of piano teaching and learning in Yangon, and 3) the problems and obstacles of piano teaching and learning in Yangon, Myanmar. This research serves to examine the development of piano teaching and the teaching process in Yangon/Myanmar; focusing on the piano pedagogy employed by contemporary Myanmar piano teachers. Eight piano teachers, who have at least 10 years' experience as piano teachers, were interviewed.

The results of this research revealed that piano teachers in Yangon/Myanmar cannot yet fully undertake the essential competencies of comprehensive piano teaching and musicianship. The common problems are students' lack of interest in music, a majority of piano teachers are not qualified enough, and the tuition system in Myanmar education offers less piano practice time for the students. Parental involvement is also currently very weak in Myanmar, but parents can help with their children's piano studies by understanding how important their role is. This thesis offers various recommendations to enable piano teachers in Yangon/Myanmar to improve the level of their teaching.

KEY WORDS: PIANO PEDAGOGY/ YANGON/ MYANMAR

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