

**THE IMPACTS OF MYANMAR TRADITION AND CUSTOMS ON  
WESTERN VIOLIN TEACHING AND LEARNING**



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ABSTRACT

The purposes of the study are to understand the impacts of tradition and customs on western violin teaching and learning, and to know the general requirements of violin study in Myanmar. Qualitative Method was used, and data collection was done through interviews and classroom observation in Yangon and Mandalay. Participants were 10 teachers and 15 students who met the inclusion criteria. The study results revealed that the Myanmar tradition and customs had positive and negative impacts on western violin study in the areas of teaching and learning styles, teacher and students' relationship and classroom activities. Students were respectful, polite, and obedient towards their teachers. Moreover, the results also showed that the students or players' shyness, sensitivity, honesty and anxiety impacted on students' western violin performance, and technique learning, because there are differences in Western violin performance style and Myanmar Traditional music and performance style. In the study, teachers were very important for the students to encourage them in order to enhance their creativity and thinking process. Regarding western violin musical performance and the ability of expressive performer, the students needed encouragement to have more self-confidence but less self-consciousness. To have the ability of good musicianship, Burmese violin learners needed to learn violin playing and fine musical performance techniques. The general requirements for violin study in Myanmar were various of violin pedagogy books, CD, DVD or website to study violin from the beginner to advanced levels, fine violin teachers who are able to play at the highest level of violin techniques, children's music education in primary school, and facilities for the violin learners such as good practice room and enough violin instruments. .

KEY WORDS: MYANMAR TRADITION AND CUSTOMS/ WESTERN VIOLIN/  
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