

A Study of Guitar Course Teaching at School of International Art in Chengdu of China

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Abstract

The students who play guitar lack the necessary foundational skills for university entrance exams. Because there is a lack of precise guidance on weak points and strong points for development. And there is no one who understands and takes care of the training closely. These impact students' comprehension of university entrance exams. This affects the number of students who wish to pursue higher education. Effective teaching methods help students' skills and performance abilities. However, admission standards vary among universities, necessitating thorough preparation in both theoretical and practical aspects aligned with each institution's criteria.

The objectives of this study were to study guitar course teaching at the School of International Art, Chengdu, China. Qualitative research methods were used in this research. By collecting information from classroom observation and in-depth interviews with three guitar teachers as key informants. Gathering data and analyzing it for separate issues such as location, classrooms, teaching course, teaching method, tools, and examinations. To analyze and synthesize data results. The observation form and interview form that were used as tools this time have already been evaluated by experts.

The research result found that there were suitable places because they were in the central business district of Chengdu, China, which is the hub of society and convenient for learning centers. The number of teachers is sufficient to provide close guidance to students. There are four practical classrooms, digital audio workstations (DAWs), and two ensemble rooms. Each classroom consists of musical instruments and learning equipment. For guitar courses, the learning content is based on clear objectives. There is one on one method for complete activities and exercises for students to practice each time. The variety of content is comprehensive and emphasizes the benefits to students. Teachers were using the step-by-step instruction method for explanations and previews. Regular learning processes reinforce learning. Developing knowledge and learning skills in the right way so that students can improve their skills and pass exams as expected.

The guitar course has a clear method for finding problems and solving them exactly. The Tools is a support for learning and there are teachers who give close advice. There is a step-by-step teaching system that allows students to understand and practice successfully.

Keywords: Guitar Course Teaching; School of International Art; Chengdu of China

Introduction

The School of International Art, located in Chengdu, China, is renowned for its diverse artistic programs, with music being one of its notable offerings. With numerous students enrolled, the institution fosters their development and knowledge acquisition, preparing them for entrance exams at their desired universities. The teaching method employed by the school is focused on goal setting, effectively facilitating the attainment of academic objectives. Examination results serve as a testament to students' readiness for further education at the university level. The student more than 18,000 students can be entrance exam and have the opportunity to study art at the university of their choice. (School of International Art, 2024: online)

Music education in China, particularly in Chengdu, a business hub, is characterized by institutions adhering to rigorous learning standards and comprehensive curricula. The educational experience at this institute is engaging and reliable due to its accreditation and high student enrollment. As musical preferences evolve over time, certain genres gain popularity and permeate society. The guitar, influenced by Western culture, has emerged as a favored instrument, reflecting contemporary musical trends. The increasing interest in guitar education underscores the desire among students to pursue higher-level studies. However, admission standards vary among universities, necessitating thorough preparation in both theoretical and practical aspects aligned with each institution's criteria.

The related paper reviewing as following;

Larry and Eugene (2015: 81) said: The findings from this interaction explore an electric guitar practitioner's technology in four ways: first as a musical and instrumental technique which has been consolidated in the global practice of electric guitarists; second as a way of devising strategies to study electric guitar within its own unique global soundscape; third, as a way of encouraging learners across social and cultural contexts to find their own voice through the instrument; and fourth, through these means, to come to terms with the difference and distance between the practitioner-as-learner, and the learner-as-future-classroom teacher/practitioner.

Apro and Siebenaler (2016: 161) said; Comparison between the teaching of two types of music education for primary learners learning to play the guitar. There are two types: "classical" (songs read) and "played by ear" (usually popular or folk songs). a) The four committees then evaluate and score the learners individually without knowing their treatment group. Significant differences between the two types of learners in their final performance were also presented in an evidence-based manner in the research.

Ruben and Vittori (2021: 22) said; Learning to play the guitar has been traditionally associated with a mixture of both formal and non-formal pedagogical approaches. Across the centuries, access to formal guitar training was not available to all guitar learners. Furthermore, approaches to learning how to play the instrument varied depending on the type of guitar and the style of music. As the guitar evolved, so did musical styles alongside with it.

Chidnarong, Hirun, and Kritsada (2021: 181) said; Thammarat Duangsiri's process of teaching electric guitar is as follows: 1) assess the students 2) select exercises according to the needs of the students 3) let the students choose the songs they want 4) have the students play the songs for them to see 5) Criticize and give advice Teaching content There is teaching that focuses on the learner. Learn from songs Create students' understanding of electric guitar playing techniques and music theory. correctly There will be no fixed teaching plan, with the

teacher relying on the needs of the students as the main focus. Therefore, students must practice in order to develop their skills in playing the electric guitar perfectly.

The observations prompted the researcher to delve into the school's teaching curriculum and methodologies. The academically rigorous approach adopted by teachers equips students with the necessary skills to excel in university entrance exams. To further investigate pertinent issues related to learning and instruction, the researcher conducted a survey encompassing various aspects of a popular guitar course.

Research Objective

To study guitar course teaching at School of International Art, Chengdu, China.

Research Methodology

This study uses qualitative research methods at the School of International Art, Chengdu, China. The researcher determines the scope of content for research by 2 separate issues: General Issues including Location, Classrooms, Teachers, Musical Instruments. And Teaching and Learning Issues including Guitar Course Teaching, Teaching Plans, Teaching Methods, Textbooks, and Examinations. The researcher was observed in class and interviews with three key informants were conducted to gather essential information for data analysis. The process is the following:

Class observation: The observation for this study uses the observation form for collecting the data that has been evaluated by the index of item objective congruence (IOC) by experts. The researcher was observed in class for eight weeks for three class.

Key informant: Teachers were selected for key informant, there were 3 selected using the criteria as follows;

1. Selection of Guitar teachers from the School of International Art, Chengdu, China.
2. Must have a master's degree or above.
3. Engaged in guitar teaching for more than 5 years.

The researchers chose three teachers as key informants for interview interviews about.

1. Ms. Huang Mier: head director of the music department at the School of International Art, Chengdu, China.

2. Mr. Yang Weijun: teacher. He graduated with a master's degree.

3. Mr. Yang Billy: teacher, He graduated in master degree.

Research Tools:

1. Observation Form; This form was used to observe the popular guitar class
2. Interview Form; Three Popular guitar teachers from the School of International Art, Chengdu, China, were interviewed as key informants.

3. IOC Form: The observation form and interview form were developed with input from three experts to ensure their validity and reliability. Three experts must have all the following filter criteria:

1. Must be a professor or associate professor
2. Must have a doctorate or master degree
3. Must have more than 15 years of guitar teaching experience

In the end, the researcher selected 3 experts based on the above conditions.

1. Associate professor Zhang Yilun
2. Associate professor Wang Lizhou
3. Professor Wu Yuhao

Data Collection: To gain an in-depth understanding of the popular guitar teaching situation of first-year students at School of International Art, Chengdu, China the researcher used two main data collection methods, namely researchers and in-depth interviews. For in-depth interviews using the interview form, were verified with IOC tools by experts.

Data analysis: This research is surveying on Pop guitar teaching for first-year students at the School of International Art, Chengdu, China. The study was divided into

General issues including:

- Location: Suitability, Convenience, Hub of Society
- Classrooms: Number of classrooms, Classroom type
- Teachers: Number of teacher and Degree
- Musical instruments: Type, Brands, and Numbers.

And Teaching and Learning issues including:

- Teaching plans: Goal setting, Guidance, Time, Content, Activities, and Practice
- Teaching methods: Method and step for teaching
- Textbooks: Details of the textbook, Main content, Number of books were used for teaching
- Examinations: Tools and Methods

Research Conceptual Framework

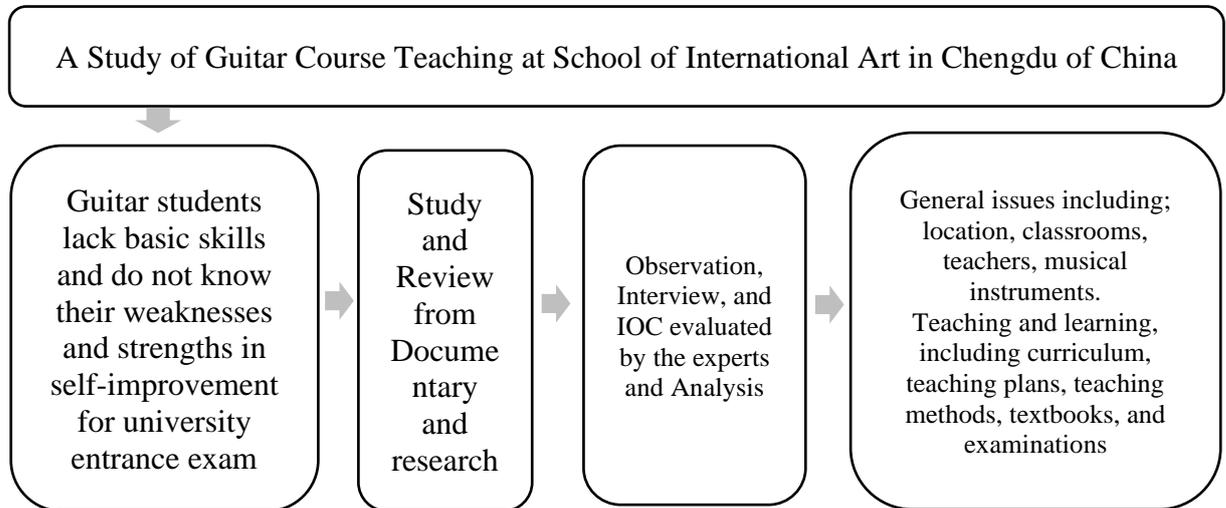


Figure 1 Research Conceptual Framework

Research Findings

In this research, the researcher was study from observation and collect data from three key informants as teacher. The summary of result that founds as;

Location

School of International Art is located on the Raffles City Building in the Central Business District of Chengdu, China. There is convenience for traveling and the modernity of the place. This location also provides a strong foundation for the school today.



Figure, 1 Building of School of International Art, Chengdu, China
Source, School of International Art, Chengdu, China

Classroom

The setups of the classrooms are diverse and filled with updated technology devices for the use of making and teaching music. There are different types of classrooms in the School of International Art, Chengdu, China, with different functions for both the students and teachers to use such as;

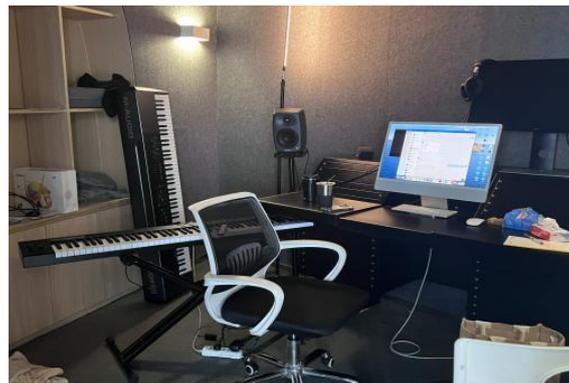
1. Practice Room: There are 4 practice rooms in the school for guitar students, each of the rooms contains one “Fender” electric guitar amplifier, one bass amplifier, one piano, one music stands and two chairs

2. Digital Audio Workstations (DAWs room): There is one music production room in the school. The room has the complete setting of a music studio with one Imac computer, Two Yamaha speakers, two audio interfaces, one Roland 88-key keyboard, and DAWs in the computer including Logic pro, Pro tools, Ableton live, Cubase Pro.

3. Ensemble Rooms: There are two ensemble rooms in the school. Both rooms have one complete drum set, two electric guitar amplifiers, one electric bass amplifier, one grand piano, two Roland 88-key keyboard, two “Shure” microphones, one mixer console, and one projector.



Figure, 2 Students are studying in the practice Room
Source, by Researcher



Figure, 3 Digital Audio Workstations (DAW's room)
Source, by Researcher

Popular Guitar Course at School of International Art, Chengdu, China Guitar Course

The Guitar courses in the School of International Art are structured into two categories: main courses and minor courses.

The main courses have categories that contain two different types of classes with a focus on music theory and performance skills, and another category contains two different types of classes with a focus on ensemble and songwriting for guitarists. The student will be studying for a total of 16 weeks to focus on both theory and practice skills. The instructional content was aimed at the outcome objectives. The content of all course as follows;

Music theory including: history of music, styles, rhythm, music notations, sight-reading and ear training, nature scales, mode and tonal, mode scales, pentatonic scales, minor blues scales, 7th chords and extensions, augmented and diminished chords, chords of blue and jazz style, arpeggios, harmony, tones.

Performances Skills including: hand positions and hand shapes of the guitar tone settings, accompaniments, improvisation learning, treble and bass clef, fingering skills, fingering placement, scales fingering, playing speed and stability, accompaniment, improvisation, guitar playing for tones and stage performance, music analysis, chords and chord extensions building, fundamentals of harmony, functional harmony, sight-reading and ear-training, basic ear training and playbacks for rhythmic patterns.

Ensemble including: rhythm, melody and other musical instrument skills, leadership skills, solo playing, performing under pressure, problem solving skills, communication skills,

Song Writing including: song writing, digital recording, learning from professional guitarists.

Teaching Plans

The teaching plans for popular guitar contain 16 weeks of content, objectives, activities, and practice. Each week, the study period takes about 45-60 minutes per week, depending on the content.

Table 1 The example of teaching plans

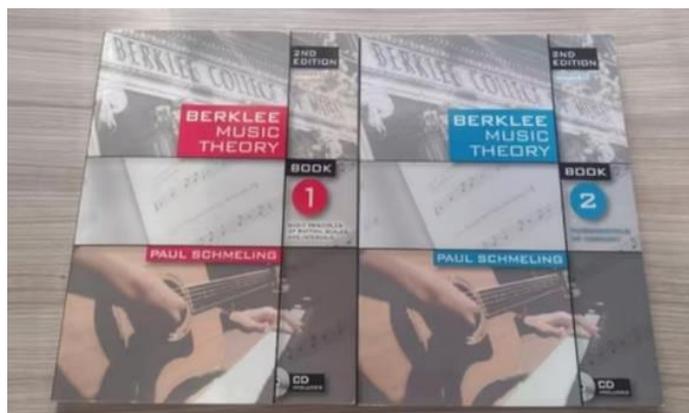
Week 1	
Time	60 minutes per class
Content	1. Basic Music Theory 2. Performance Guitar Skill 3. Sight-singing and Ear Training 4. Popular guitar performance Skills
Activities	1. Hand positions and hand shapes to enhance familiarity with the guitar fretboard 2. Learning basic rhythms, modes, and tonality, and expanding note notation training 3. Learning the nature scales, the melodic minor, the harmonic minor, and the major blues scales. 4. Further train the ability to listen, read, and play back the above scales in different keys. 5. Learning the triad chords, the inversion/slash chords 6. Further train the ability to listen, read, and play back the above chords in different keys.
Practice	1. Practice guitar fingering skills every day. 2. Complete the teacher's review homework after class. 3. Practice time should not be less than 30 minutes every day. 4. Daily practice time should not be less than 60 minutes.

Textbook

Teachers were used textbook for teaching in 3 books;

Music Theory Book 1, 2nd Edition, by Paul Schemeling. The book starts with a very basic introduction to music theory, such as patterns, time signatures, and music notation. It provides practice and a quiz at the end of each chapter. Then it processes to the format of 12 bar blues and shuffle blues patterns, then it levels up to advanced Jazz II-V-I, modulation, sub-dominant, etc. This is an effective book that can be absorbed by most students from different backgrounds, as it has been approved by the fact that many of my students have achieved systematic improvements in their pop-guitar theory aspects as they followed my guidelines, which were adapted from the book.

Music Theory for Dummies: This book provides students with a friendly guide to the concepts, artistry, and technical mastery that underlie the production of great music. It is effective in teaching students the fundamentals of beats, reading scores, and anticipating where a piece should go, giving students a deeper perspective on the works of others. From the fundamentals of notes and scales to the complexities of expression and instrument tone color, major and minor scales, intervals, pitches, clefs, basic notation, time signals, tempo, dynamics, and navigation employ melodies, chords, progressions, and phrases to form music.



Figure, 4 Music Theory Book 1- 2nd Edition by Paul Schemeling
Source, by Researcher

Teaching method

In Guitar teaching, the goal of the teaching plan is to help students achieve their academic goals in guitar learning. The first step, students will be evaluated by their teachers to know student information, analyze the basics, strengths, and weaknesses of students. The teacher helps to enhance knowledge and guide students to be able to act correctly, Students then attend the school's curriculum, which focuses on the content they need to learn and practice.

1. Basic student assessment

Every student has a different training background and progress, so it is important for the teachers to get to know their baselines before the study plan is made. The fundamental thing of the first evaluation for the teacher is really to find out the purpose of the student's study in learning guitar. Some students learning guitar to be a professional

instrumentalist, some students learning guitar for using the principal instrument as the music tool to be a producer, sound engineer, film scoring maker, music educator, music therapist, etc. Therefore, the first important thing for teachers is to evaluate students. which is the search for common goals between teachers and students, is to help them find out what is their specialty in music? How can we amplify the specialty to help them reach their goals? What is their weakness in music? What course should be taken to improve the weak parts?"

In conclusion, if teachers and students talk about evaluating together, that they find teaching methods to affect results. Students will receive knowledge directly to the point. Able to understand and act effectively

2. Learning process

Selecting the entrance exam goal is an important method to determine the level of "learning goals" at each university. Teachers will divide the learning curriculum according to clear objectives so that students can achieve their exam goals. So that students can practice both theory and practice effectively. First step: a review of music historical theory. The teacher uses a teaching method that starts with a review of the history of music. He believes that each student comes from a different training background. Starting with basic blues music theory and technique to advanced jazz theory and techniques. Reviewing basic knowledge can effectively develop students' knowledge.

3. Focusing on steps

The teacher has a one-on-one method of teaching guitar skills. The school focuses on a person-centered teaching method. The teacher uses a step-by-step teaching method to make it easy to understand, as follows:

Step 1: Set teaching goals. Each student will have different learning goals. Most of them must have both theoretical and practical foundations.

Step 2: The teacher introduces the content of this course and teaches the content from easy to difficult.

Step 3: Explain and demonstrate to students to gain a deep understanding of the content.

Step 4: Ask questions and closely monitor the learning to ensure that students understand correctly.

Step 5: Students practice what they have learned, and the teacher will provide suggestions to correct and provide feedback, as well as positive encouragement to students.

Step 6: The teacher collects various problems from teaching and discusses them to solve the problems so that students can understand and practice better.

Step 7: The teacher evaluates students' learning results and records them to track their learning progress so that students are ready to apply them in practice as they hope.

Teachers have methods to follow the steps mentioned above. This will give students a deeper understanding and can remember and inquire without pressure. These things will also help create inspiration to take the exam very well. Teachers will always provide support and encouragement. Students will receive good encouragement and care throughout their studies without worry.

4. Emphasis on skills

The teacher has a one-on-one method of teaching guitar skills. The school focuses on a person-centered teaching method. One-on-one instruction in guitar techniques and skills, including Guitar performance, is included throughout the curriculum. Each student is scheduled to study once a week throughout the semester. Teachers use plans with teaching

content and activities. and specific homework first in class. No matter what the course content is, teachers still focus strictly on both theoretical and practical content so that students can practice and get the desired results. To perform outstandingly Students must have a combination of basic skills and intensive practice. The theoretical and practical content of the curriculum will be covered for students for upskills. Students must review regularly. and teachers must take close care while practicing to be in accordance with the content of the study and the results that occur.

This kind of learning is a one-on-one study between teachers and students. To focus on giving students better practical skills that knowledge from theoretical content such as scale, chords, arpeggio, fingering, and speed using. There are also many techniques to develop students' skills so that they can perform outstandingly, such as:

Slurring: popular guitar technique for a smooth-sounding effect.

Harmonics technique: requires the player to lightly touch the string and not press it all the way to the fingerboard.

Bends and slides: are the most used pop-guitar techniques. There are 5 types techniques as Full-bend, Half-bend, Unison bend, Slide, Pick Slide.

Muffled string: Guitarists can play this technique by laying the left hand across the string and striking with the right hand with no harmonics, usually to create a percussive sound effect.

Palm muting: This technique can be used by guitarists for muting the strings with the right-hand palm.

Rhythm techniques: Guitarists use a guitar pick to strike the strings with their right hand. When using the strumming technique, the notation is usually notated with rhythm slashes on the guitar tablature. Hybrid-picking is a mixed-rhythm technique as it is a mixture of finger-picking and the pick for strumming.

Another essential skill is improvisation: Guitar students are required to take an improvisation learning to promote their musical skills. combination of theory and skills from rapid sight reading to create stability and confidence in leadership skills for stage performance. Teachers will begin with a song creation project to guide students on how to improvise and can allow students to enter on their own in depth.

5. Using a fun atmosphere and inspiring learning

Teachers create a friendly learning atmosphere and make learning fun so that students are not stressed and remember the content more accurately. In addition, teachers create encouragement in learning and practice, making students understand the content well, have the motivation to study, and practice continuously so that students can achieve the results they intend in the future.

6. Closely assess learning outcomes

Teachers closely monitor and evaluate students' continuous progress in the course by writing evaluation results in follow-up reports and discussing with teacher, ways to improve teaching progress so that students can understand and practice better.

Examinations.

Teachers will have criteria for evaluating students as follows: determined to play according to theories that have already been studied, such as scale, chord, improvisation in blues, and jazz. These are to test whether students understand the vocabulary used or not. Then there is an evaluation of playing skills.

Next, the teacher will be tested on the application of the basics and techniques in music, such as using arpeggios, using both major and minor blues scales, etc.

When the evaluation ends, teachers will write the results of the assessment in the after-class track report and present them to the head of the music department, with whom she will discuss the progress of the student’s performance in the course with the core music teacher, the private lesson teacher, and the other minor course teachers. By doing so, the guitar course teacher and other course teachers are functioning as a team, and they would share the information of how much progress the student has made, is there any adjustment we need to make in the different courses before we move on to the next phrase, and has the student reached the objectives following the curriculum?

SIA Classroom Teaching feedback	
Teacher	Teaching Time
Classes	Improvisation Student sign
授课教师	授课时间
行课类别	学生签到
缺、旷课原因	无
作业完成情况及评价	
本节课教学主题	blues十二小节与 Shuffle blues
主要教学内容的	功能和声以及和弦功能。布鲁斯十二小节的和弦/节奏型。左右手不同节奏技巧
学生教学遇到问题	无
教师评语及作	评语：学生学习能力较强，但即兴演奏基础薄弱，考试前仍需大量练习。 作业：1.练习并掌握三个不同调式的布鲁斯进行练习：C调 F调 G调。 2.熟记和声功能及其英文；熟记布鲁斯十二小节一结构是和弦。 3.分别练习教学资料里的左右手练习，争取下节课可以双手弹奏完整十二小节布鲁斯。4.反复听课后发送给学生的曲目，培养重音在2-4拍的节奏感。
SIA Classroom Teaching feedback	
Teacher	Teaching Time
Classes	Improvisation Student sign
Absence reason	None
Homework status and evaluation	
Content of teaching	Twelve bars of blues and Shuffle blues
Details	Functional harmony and chord functional, blues twelve chord/rhythm pattern of the content section, different rhythm for the left- and right-hand skill
Problems encountered in teaching	None
Comment by Teacher	Comment: The student has strong learning ability, but weak improvisation foundation and still needs a lot of practice Before the exam. Operation: 1. Practice and master three practice blues in different keys: C Key, F key, and G key. 2. Memorize the harmony functions and their English and homework; memorize the twelve bars of blues - structure and harmony string 3. Practice the left and right-hand exercises in the teaching materials separately, and strive to be able to play the complete twelve-bar blues with both hands in the next lesson. 4. Listening to music given to students repeatedly the class repeatedly after class, and cultivate the rhythm with emphasis on feeling of playing in beats 2-4

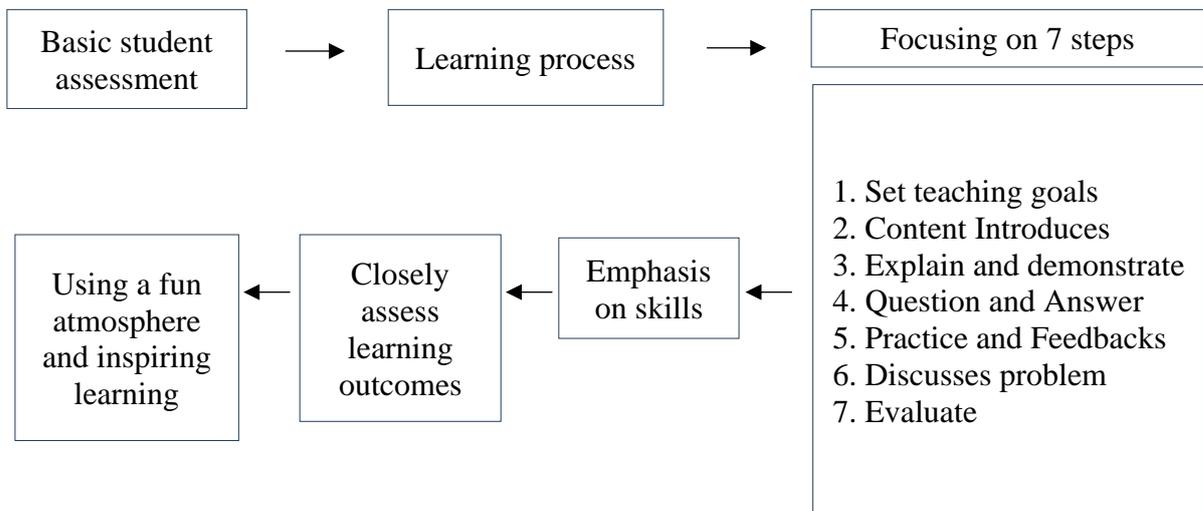
Figure, 5 SIA Classroom Teaching Feedback
Source, by Researcher

The researcher found that the school has many awards for quarantine. That is approved by the ASAA for offering the AP course. Approved by Pearson for A-Level teaching and BTEC Level 4 certifications. This institute has 13 art centers in 12 cities around the world, including Beijing, Shanghai, Chengdu, Guangzhou, Shenzhen, New York, London, and Tokyo. Has made academic cooperation with over 20 world-famous art universities, including Teesside University, Parsons School of Design, Berklee College of Music, etc. The numbers of student were studied from this school had over 18,000 students and getting pass the examination into study on universities.

Discussion

In this research, there were suitable places because they were in the central business district of Chengdu, China, which is the hub of society and convenient for learning centers. The number of teachers is sufficient to provide close guidance to students. There are four practice rooms, one for digital audio workstations (DAWs), and two ensemble rooms. Each classroom consists of music instruments and learning equipment such as an electric guitar, grand piano, keyboards, the setting of a music studio, a computer with music programs, and a microphone. Mixer console, and projector for theoretical study and practical skills in the classroom. For Guitar course, the learning content is based on clear objectives. There are complete activities and exercises for students to practice each time. What was discovered from the study is that the skills of the students are assessed first. Makes it known the strengths and weaknesses of the students. The teacher was able to emphasize the point exactly. There is also a variety of content that is comprehensive and beneficial to students. In addition, teachers emphasize the importance of the basics of both theory and practice to be correct according to academic principles. As Quick Campus (2024: online) said, building on what students do well promotes confidence and continued success. Identifying strengths allows them to be nurtured further, while weaknesses point to opportunities for growth. There is step-by-step instruction. Use explanations and previews. Students are reported to be recommended here every time, consistent with Kathleen Jasper (2024: online) said: systematic teaching allows students to understand basic skills before moving on to more complex topics. Learning takes place sequentially toward expert practice and is reviewed regularly to reinforce learning. Developing knowledge and learning skills in the right way is something that will be a lifelong ability, consistent with Gary E. McPherson (2005: online) said: Understanding the right strategy to understand its complexity is an important path to progress. The importance of practice can be emphasized so that students can develop task-appropriate strategies that will enable them to think musically.

Synthesize the overall finding as the diagram



Recommendation

Theoretical Recommendations: Teaching modern guitar to students so they can enter university is part of the educational standard that focuses on fundamentals and theory. This approach can be applied widely. It helps teachers analyze students' strengths and weaknesses and solve individual problems correctly. With good skills and knowledge, students will be able to continue learning and develop at a higher level.

Policy Recommendations: This institution is accredited, thus showing that it offers accredited courses and knowledge. Ensuring that students studying here will develop comprehensive knowledge and practice. Can be applied to practice in society correctly according to academic principles. In addition, teachers support knowledge from personal experiences, allowing students to acquire advanced skills and techniques beyond the prescribed content, resulting in greater educational progress.

Practical Recommendations: Teaching plans, teaching methods, and textbooks used in learning and practice are certified to standards. From the content, objectives, and activities used in teaching, students receive complete knowledge in both theory and practice. However, other institutions They may have their own guidelines for organizing teaching and learning aimed at creating maximum benefits for students. The methods used by teachers first reveal the methods necessary for proper practice. To develop personal characteristics effectively

Future Research: There are still some issues that are problematic and interesting for the development of guitar playing, such as playing the guitar solo or the guitar classic. A study of satisfaction in learning guitar and the success of students who study popular guitar in this institute for entrance into the university These things will help add content to your studies and help create a higher standard of learning.

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