

## Literacy Practices for the Preservation and Transmission of Chinese Liuqin Opera

Mengmeng Zhang, Phiphat Sornyai\*

*College of Music, Mahasarakham University, Thailand*

**Corresponding author:** Phiphat Sornyai, E-mail: [phiphat.s@msu.ac.th](mailto:phiphat.s@msu.ac.th)

### ARTICLE INFO

#### *Article history*

Received: August 03, 2024

Accepted: November 12, 2024

Published: January 31, 2025

Volume: 13 Issue: 1

Conflicts of interest: None

Funding: None

### ABSTRACT

This study investigates the literacy practices of preserving and transmitting Liuqin Opera in Suining County, Jiangsu Province, China. Liuqin Opera, a traditional Chinese drama originating in the mid-Qing Dynasty, faces challenges in modern society due to shifting cultural interests and digital entertainment advancements. This research highlights the significance of historical and educational literacy in understanding and maintaining Liuqin Opera's cultural heritage. By integrating Liuqin Opera into school curricula and community programs, we can foster a deeper appreciation and participation among younger generations. The study employs qualitative research methods, including ethnographic fieldwork, interviews, archival research, and thematic analysis, to explore the experiences and strategies of four key informants involved in Liuqin Opera. Findings underscore the importance of master-apprentice relationships, rehearsal techniques, and digital literacy in preserving and promoting Liuqin Opera. Digital tools and social media are identified as crucial for engaging younger audiences and expanding the opera's reach. This study suggests that a balanced approach combining traditional and modern methods, along with collaboration with government agencies and cultural institutions, is essential for the sustainability of Liuqin Opera. The insights could inform strategies for other traditional art forms facing similar challenges.

**Key words:** Liuqin Opera, Literacy Practices, Cultural Preservation, Digital Literacy, Traditional Chinese Drama

### INTRODUCTION

Liuqin Opera, a distinctive genre of traditional Chinese local drama, is deeply rooted in the cultural and historical tapestry of Suining County, Jiangsu Province. Originating during the mid-Qing Dynasty, Liuqin Opera has evolved over centuries, embodying the artistic and cultural values of the region (Xue et al., 2023; Tan, 2024). The opera is characterized by its unique melodies, vibrant performances, and use of the liuqin, a traditional Chinese plucked string instrument. Despite its rich heritage and cultural significance, Liuqin Opera faces significant challenges in its preservation and transmission in contemporary society. Modern lifestyles, shifting cultural interests, and the rapid advancement of digital entertainment have contributed to the diminishing presence of traditional art forms like the Liuqin Opera (Streng, 2012; Wang, 2016; Tian et al., 2021; Wang & Fang, 2021).

Preserving Liuqin Opera is about maintaining an art form and sustaining a vital part of the local identity and cultural heritage. The traditional transmission methods, primarily through master-apprentice relationships and community performances, are increasingly under threat (Hong & Wu, 2022; Chao & Nicolas, 2024). The aging population of skilled artists and the need for younger generations to take up the mantle further exacerbate the problem. In recent years, there has

been a growing recognition of the need to integrate Liuqin Opera into formal education systems to ensure its survival (Wei, 2015; Zhao, 2016). However, more research is needed on how literacy practices can be effectively leveraged to support this integration. This study addresses this gap by exploring the current state of Liuqin Opera, its challenges, and the potential for literacy practices to play a crucial role in its preservation and transmission (Meng & Chuangprakhon, 2024; Wu & Chuangprakhon, 2024; Zhang & Karin, 2024; Zhang & Thotham, 2024).

The significance of this study lies in its potential to offer a comprehensive understanding of how literacy practices can be harnessed to preserve and transmit the Liuqin Opera. The findings of this study could serve as a model for other regions and traditional art forms facing similar challenges. Furthermore, the study highlights the importance of cultural literacy in fostering a deeper appreciation and understanding of traditional arts among younger generations. In an era where cultural homogenization is a growing concern, preserving unique cultural expressions like the Liuqin Opera becomes increasingly vital (Purcell-Gates, 2020; Hong & Wu, 2022). This study specifically addresses how literacy practices, such as historical and educational literacy, performance literacy, and digital literacy, contribute to the successful transmission

of the Liuqin Opera. By examining these aspects, the study aims to answer the research questions posed, particularly in understanding how these practices ensure the sustainability and relevance of Liuqin Opera in contemporary education and cultural preservation frameworks.

This study aims to investigate and analyze the literacy practices involved in preserving and transmitting Liuqin Opera in Suining County, Jiangsu Province, China. To achieve this objective, the study will explore various aspects of literacy practices, including government support and policy protection, cultural education and popularization, skill inheritance and talent cultivation, modernization and innovation, digital recording and dissemination, and international exchange and cooperation. Through this research, we aim to identify the key factors that influence the successful transmission of Liuqin Opera and propose strategies that can be adopted to ensure its sustainability for future generations (Zhuang et al., 2022; Chen, 2023).

In conclusion, the findings from this study will directly address the research questions by demonstrating how each literacy practice identified contributes to the preservation and transmission of the Liuqin Opera. The study's insights will provide practical strategies for maintaining this cultural heritage and underscore the broader implications for preserving other traditional art forms facing similar challenges.

### Research Question

1. How do literacy practices contribute to the preservation and transmission of Liuqin Opera in Suining County, Jiangsu Province, China?
2. What strategies can enhance its integration into contemporary education and literacy frameworks?

## LITERATURE REVIEW

The preservation and transmission of traditional cultural forms, such as the Liuqin Opera, have garnered increasing attention in recent years. Scholars have explored various frameworks and theories to understand how cultural heritage can be effectively sustained in the face of modernization and globalization. This literature review examines existing studies on the role of literacy practices in cultural preservation, the impact of educational initiatives, and the importance of policy support and community engagement in sustaining traditional art forms like the Liuqin Opera.

### The Role of Literacy Practices in Cultural Preservation

Literacy practices play a crucial role in the preservation of intangible cultural heritage. These practices encompass the skills, knowledge, and competencies required to engage with and perpetuate cultural traditions. The theory of cultural literacy emphasizes the importance of familiarizing individuals with the symbols, narratives, and values embedded in their cultural heritage (Howard, 2016; Hou et al., 2022). For Liuqin Opera, this involves learning the technical aspects of performance and understanding the historical and cultural context in which the opera developed. Literacy practices in

this context include reading and interpreting musical scores, studying historical documents, and engaging in oral traditions that convey the nuances of the art form. Integrating these practices into educational curricula and community programs makes it possible to foster a deeper appreciation and mastery of Liuqin Opera among younger generations (Leung, 2020; Zhang & Bhengsi, 2024).

### Impact of Educational Initiatives

Education is a vital tool for the transmission of cultural heritage. Theories of situated learning and experiential education highlight the importance of immersive and contextual learning experiences in cultural preservation. Educational initiatives incorporating Liuqin Opera into school curricula can provide students hands-on experience and direct engagement with the art form (Bell & Bell, 2020; Yang, 2023). For example, integrating Liuqin Opera into music and arts education programs allows students to learn through performance, observation, and interaction with experienced practitioners. Moreover, interdisciplinary approaches that link Liuqin Opera with subjects such as history, literature, and social studies can enrich students' understanding and create meaningful connections to their cultural heritage. Such initiatives preserve the technical skills associated with Liuqin Opera and cultivate a broader cultural literacy that can sustain the art form in contemporary society (Chao & Nicolas, 2024; Farris, 2024).

### Policy Support and Community Engagement

Government policies and community involvement are critical to preserving and transmitting traditional arts. Cultural policy theories suggest practical preservation requires a supportive environment that provides financial resources, institutional support, and public recognition. In the case of Liuqin Opera, policy measures such as designating it as an intangible cultural heritage, offering grants for research and performance, and promoting public awareness campaigns can significantly enhance its visibility and viability. Additionally, community engagement theories emphasize the importance of involving local communities in preservation efforts. Community-based initiatives, such as workshops, performances, and festivals, can create a sense of ownership and pride in Liuqin Opera, encouraging active participation and support. Collaboration between government agencies, educational institutions, and community organizations can create a holistic preservation approach that leverages each stakeholder's strengths (Haili, 2016; Pu et al., 2023).

The literature review highlights the historical and cultural significance of Liuqin Opera, a key component of Chinese regional operas. It highlights its deep roots in Jiangsu Province's cultural heritage and its role in reflecting the region's social and historical contexts. The review emphasizes the importance of incorporating archaeological perspectives into cultural preservation to safeguard intangible cultural heritage, such as the Liuqin Opera. This multidisciplinary strategy ensures the relevance and vitality of Liuqin Opera for future generations (Chen, 2023; Xiao & Zhang, 2021).

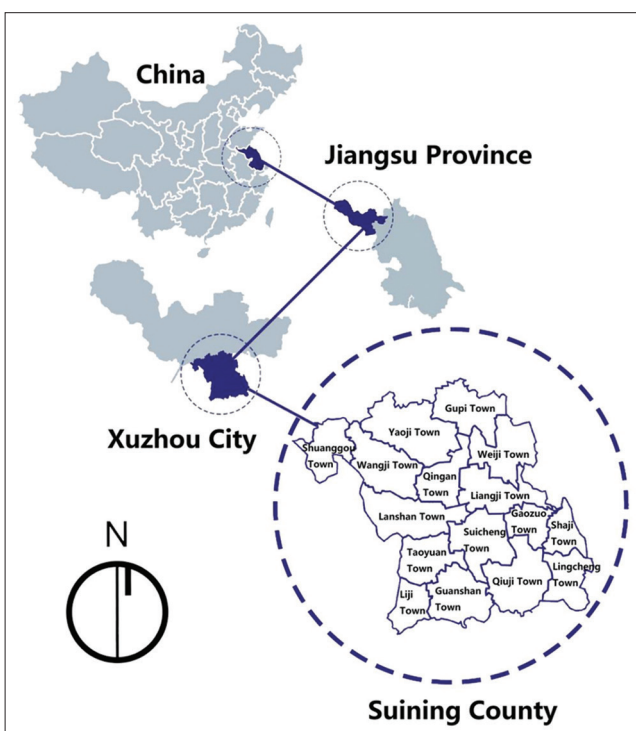
## METHOD

This study employs a qualitative research methodology to investigate and analyze the literacy practices involved in preserving and transmitting Liuqin Opera in Suining County, Jiangsu Province, China. The qualitative approach allows for an in-depth exploration of the experiences, perceptions, and strategies of individuals directly involved in the practice and transmission of Liuqin Opera. This methodology is particularly suitable for understanding the complex and nuanced cultural preservation and transmission processes.

The research design includes a combination of ethnographic fieldwork, interviews, archival research, and thematic analysis. These methods are chosen to provide a comprehensive understanding of how literacy practices contribute to the preservation and transmission of the Liuqin Opera and to identify effective strategies for enhancing its integration into contemporary education and literacy frameworks.

### Selection of Research Site and Key Informants

The study is conducted in Suining County, Jiangsu Province, a region with a rich tradition of Liuqin Opera. This site is selected based on its historical significance and the presence of active Liuqin Opera troupes; the research site map is shown in Figure 1. Key informants are selected based on their extensive experience and involvement in Liuqin Opera. Criteria for selection include being over 45 years old, having more than 25 years of experience in Liuqin Opera, and being domiciled in Suining. A total of four key informants are chosen for in-depth interviews.



**Figure 1.** Map of the research site  
Source: Ge et al. (2022)

## Data Collection

The data collection process involves several methods to gather comprehensive information:

- **Literature Review:** Initial research includes reviewing existing literature on Liuqin Opera, focusing on its history, development, and current status. This provides a foundational understanding of the subject and identifies gaps in the existing research.
- **Archival Research:** Historical documents, music scores, and recordings of Liuqin Opera are collected and analyzed to trace the development of the opera and its literacy practices over time.
- **Fieldwork:** Ethnographic fieldwork is conducted in Suining County to observe performances, rehearsals, and other activities related to Liuqin Opera. This allows for collecting firsthand data on the current state of Liuqin Opera and its transmission practices.
- **Interviews:** Semi-structured interviews are conducted with the four key informants to gain insights into their experiences, perceptions, and strategies for preserving and transmitting Liuqin Opera. The interviews focus on their personal histories with Liuqin Opera, challenges, and views on practical preservation and transmission practices.

## Data Management and Analysis

The collected data are organized and managed using qualitative data analysis software. The analysis process includes the following steps:

- **Transcription:** Interview recordings are transcribed verbatim to ensure accuracy and thoroughness in capturing the informants' responses.
- **Thematic Analysis:** The data are analyzed to identify key themes and insights. This analysis focuses on understanding how literacy practices contribute to the preservation and transmission of the Liuqin Opera and identifying strategies for enhancing its integration into contemporary education and literacy frameworks.

## RESULTS

### Historical and Educational Literacy in Liuqin Opera Preservation

Preserving Liuqin Opera in Suining County, Jiangsu Province, hinges significantly on historical and educational literacy practices. These practices encompass a wide range of activities and methodologies to maintain and transmit the rich cultural and musical heritage of Liuqin Opera. This section delves into how historical narratives, archival documents, and oral traditions contribute to preserving the Liuqin Opera. Additionally, it examines the impact of formal and informal educational systems, including school curricula and community-based learning, in the transmission and dissemination of the Liuqin Opera. Emphasis is placed on identifying effective pedagogical strategies and educational practices that support the integration of Liuqin Opera into contemporary literacy frameworks.



### *Historical literacy in liuqin opera preservation*

Historical literacy is essential for understanding and preserving the heritage of Liuqin Opera. This involves a deep engagement with historical narratives, archival documents, and oral traditions that collectively narrate the evolution of Liuqin Opera from its inception in the mid-Qing Dynasty to the present day.

Historical narratives, as documented in local chronicles and artist genealogies, provide invaluable insights into the origins and development of Liuqin Opera. For instance, the “Jiangsu Opera Chronicle - Liuqin Opera Chronicle” traces the roots of Liuqin Opera back to the mid-Qing Dynasty, highlighting its evolution through various historical phases. These records serve not only as repositories of historical knowledge but also as educational tools that help new generations understand the historical context and significance of Liuqin Opera. By studying these narratives, researchers and practitioners can understand the socio-cultural conditions that shaped Liuqin Opera and appreciate its enduring legacy, as shown in Figure 2.

### *Educational literacy in liuqin opera preservation*

Educational literacy encompasses formal and informal learning environments that contribute to the transmission and dissemination of the Liuqin Opera. Integrating Liuqin Opera into educational curricula and community-based learning initiatives ensures its continued relevance and appreciation.

In formal educational settings, including Liuqin Opera in school curricula enhances students’ understanding and appreciation of this traditional art form. For instance, Xuzhou Tongshan Experimental Primary School has implemented a comprehensive curriculum that includes foundational courses in Liuqin Opera. These courses cover appreciation classes, training sessions, and rehearsals to develop students’ core literacy in Liuqin Opera. By engaging students in both theoretical and practical aspects of Liuqin Opera, this curriculum fosters a deep appreciation for the art form and encourages active participation. Integrating Liuqin Opera

with other disciplines, such as fine arts and history, also helps students understand its broader cultural significance and historical context.

Informal educational practices, such as community-based learning and master-apprentice relationships, are equally important in preserving Liuqin Opera. The Suining Liuqin Opera Troupe, with its long history and experienced actors, is a key institution for skill transmission. In the master-apprentice system, experienced performers directly transfer their knowledge and skills to young learners, ensuring that the traditional techniques and styles of Liuqin Opera are accurately preserved. This system ensures that the nuanced techniques and styles of Liuqin Opera are preserved and passed down accurately. Community outreach programs and public performances also play a role in informal education by raising awareness and engaging the broader public in preservation efforts, as shown in the QR Code Figure 3.

### *Effective pedagogical strategies and educational practices*

To enhance the integration of Liuqin Opera into contemporary literacy frameworks, it is essential to identify and implement effective pedagogical strategies and educational practices. These strategies should make the learning process dynamic, engaging, and relevant to modern audiences.

Interactive workshops and multimedia resources can give students hands-on experiences and a deeper understanding of the Liuqin Opera. Workshops led by experienced performers can offer practical training in singing, acting, and playing musical instruments associated with the Liuqin Opera. Multimedia resources, such as instructional videos and interactive websites, can supplement traditional learning methods and provide students with additional opportunities to explore Liuqin Opera at their own pace.

Collaborative projects that involve students in the creation and performance of Liuqin Opera can also be highly effective. These projects can foster a sense of ownership and pride in the students, motivating them to delve deeper into the study of Liuqin Opera. For example, students can be encouraged to adapt traditional Liuqin Opera performances,



**Figure 2.** A recording of the liuqin opera “He Mian Ye” in the Suining Liuqin Opera Troupe  
Source: Mengmeng Zhang, from fieldwork in November 2023



**Figure 3.** Showing stills from the Liuqin Opera “Zou Niang Jia”

incorporating modern elements while staying true to the original art form. This approach enhances their understanding of Liuqin Opera and develops their creative and critical thinking skills.

Incorporating modern technology and digital tools in the learning process can open new avenues for students to interact with and learn about Liuqin Opera. Digital archives, online tutorials, and virtual performances can make Liuqin Opera more accessible globally. These digital resources can provide detailed insights into the history, techniques, and performances of Liuqin Opera, allowing students to engage with the art form innovatively. Additionally, virtual collaborations with artists and institutions worldwide can enrich students' learning experiences and broaden their perspectives.

### ***Challenges and opportunities in integrating liuqin opera into contemporary education***

While integrating Liuqin Opera into contemporary education presents several opportunities, it also comes with challenges. One of the primary challenges is the need to balance tradition and innovation. While preserving the traditional elements of Liuqin Opera is essential, it is equally crucial to adapt and innovate to meet the changing preferences of modern audiences.

Another challenge is the limited resources and support available to preserve and promote Liuqin Opera. Many educational institutions and community organizations may need more funds, expertise, and infrastructure to effectively incorporate Liuqin Opera into their programs. It is essential to seek support from government agencies, private organizations, and cultural institutions to address this challenge. Collaboration with these stakeholders can provide the necessary resources and expertise to develop and implement effective educational programs.

Despite these challenges, integrating Liuqin Opera into contemporary education offers several opportunities for enhancing cultural literacy and promoting cultural diversity. By incorporating Liuqin Opera into educational curricula, students can develop a deeper appreciation for traditional Chinese culture and gain a broader understanding of global cultural practices. This, in turn, can foster a sense of cultural pride and identity among students, encouraging them to participate actively in the preservation and promotion of Liuqin Opera.

In conclusion, historical and educational literacy practices are crucial in preserving and transmitting the Liuqin Opera. By leveraging historical narratives, archival documents, and oral traditions and by integrating Liuqin Opera into both formal and informal educational systems, it is possible to maintain and propagate this valuable cultural heritage. Identifying and implementing effective pedagogical strategies and educational practices that support the integration of Liuqin Opera into contemporary literacy frameworks will ensure its continued relevance and appreciation among future generations. Combining traditional and modern approaches, Liuqin Opera can be preserved, transmitted, and celebrated as an integral part of China's rich cultural heritage.

### **Performance and Digital Literacy in Liuqin Opera Transmission**

The preservation and transmission of Liuqin Opera rely heavily on performance and digital literacy practices. These practices ensure the continuity of artistic and technical standards and facilitate the modernization and promotion of Liuqin Opera. This section analyzes traditional performance literacy, including master-apprentice relationships, rehearsal techniques, and conventions. Additionally, it explores the role of digital literacy in engaging younger generations and expanding the audience base through video recordings, online platforms, and social media.

#### ***Traditional performance literacy***

Traditional performance literacy in Liuqin Opera is anchored in the master-apprentice system, rehearsal techniques, and performance conventions. These elements collectively contribute to maintaining the high artistic and technical standards of Liuqin Opera.

The master-apprentice relationship is central to the transmission of the Liuqin Opera. Veteran artists pass down their skills and knowledge through direct interaction with younger performers. This relationship ensures the preservation of nuanced performance practices that might need to be fully captured in written records. For instance, experienced artists demonstrate specific vocal techniques, gestures, and expressions that define the Liuqin Opera. This direct mentorship helps apprentices internalize the intricate details of performance, ensuring that these traditions continue unbroken.

The Suining Liuqin Opera Troupe exemplifies the importance of this traditional literacy practice in sustaining the art form. By observing and practicing alongside seasoned performers, apprentices understand the cultural and artistic nuances that define Liuqin Opera.

Rehearsal techniques are another crucial aspect of performance literacy. Regular rehearsals allow performers to refine their skills and maintain the quality of their art. During rehearsals, artists perfect their vocal and instrumental techniques, synchronize their movements, and enhance their stage presence. These sessions also provide feedback and collaborative learning opportunities, where performers can learn from each other's strengths and weaknesses. Rehearsal techniques ensure that each performance meets the high standards expected in Liuqin Opera.

These techniques involve meticulous attention to detail, such as the precise timing of musical cues and synchronizing gestures with musical phrases. Using rehearsal recordings for self-assessment and improvement is a common practice among Liuqin Opera performers, contributing to their literacy in performance refinement.

Performance conventions in Liuqin Opera encompass the stylistic elements that define its unique aesthetic. These conventions include specific staging practices, costume designs, and musical arrangements characteristic of Liuqin Opera. Understanding and adhering to these conventions is a form of literacy that ensures the authenticity and integrity of performances.

Musical literacy is also a key component of performance literacy. Understanding and interpreting the musical elements of the Liuqin Opera is essential for performers. This includes knowledge of the various modes and scales used in Liuqin Opera and the ability to read and perform from traditional musical scores. The musical analysis of pieces like “Dazaodiao” provides insight into the structure and style of Liuqin Opera music, as shown in Figure 4.

A musical analysis of Dazaodiao illustrates the specific melodic and rhythmic characteristics that define this piece. The use of specific modes, rhythmic patterns, and melodic phrases in Dazaodiao indicates the broader musical conventions of Liuqin Opera.

### *Digital literacy in modernizing and promoting liuqin opera*

Digital literacy has become increasingly crucial in modernizing and promoting Liuqin Opera. Video recordings, online platforms, and social media have transformed how Liuqin Opera is transmitted and consumed, making it more accessible to a broader audience.

Video recordings play a significant role in preserving and disseminating Liuqin Opera. High-quality recordings of performances capture the intricate details of the opera’s visual and auditory elements. These recordings serve as valuable resources for educational purposes, allowing students and enthusiasts to study and appreciate Liuqin Opera in detail. Moreover, they provide a means of preserving performances for future generations, ensuring that the art form is not lost. By watching these recordings, learners can observe the nuances of performance crucial for mastering the Liuqin Opera.

Online platforms and social media have revolutionized how Liuqin Opera reaches its audience. Platforms such as YouTube, Vimeo, and social media channels allow artists and institutions to share their performances with a global audience. These platforms offer the advantage of immediate and wide-reaching dissemination, enabling Liuqin Opera to gain visibility beyond its traditional geographic confines. Social media, in particular, allows for interactive engagement with audiences through comments, shares, and live streaming. This interaction fosters community and connection, encouraging more people to explore and support Liuqin Opera.

Digital literacy also facilitates the creation of innovative content that blends traditional Liuqin Opera with contemporary elements. For instance, digital platforms can host collaborative projects where traditional Liuqin Opera is performed alongside modern music or visual effects. These projects can attract younger audiences who may need to become more familiar with traditional Chinese opera. By presenting Liuqin Opera in a modern and relatable context, digital literacy helps bridge the gap between tradition and contemporary culture.

One of the significant challenges in preserving Liuqin Opera is engaging younger generations. Digital literacy offers practical strategies for addressing this challenge by making Liuqin Opera more accessible and appealing to a younger audience.

Interactive and multimedia educational resources are particularly effective in engaging young learners. Online tutorials, virtual workshops, and interactive websites provide dynamic and engaging ways to learn about Liuqin Opera. These resources can include video demonstrations, animated explanations of musical techniques, and interactive quizzes that make learning about Liuqin Opera fun and engaging. By leveraging digital tools, educators can create immersive learning experiences that capture young students’ interest.

Social media campaigns and digital marketing strategies can also be crucial in expanding the audience base for Liuqin Opera. By creating engaging content and leveraging the reach of social media platforms, artists and institutions can attract a broader audience. For example, short clips of performances, behind-the-scenes footage, and interviews with artists can be shared on platforms like Instagram, TikTok, and Facebook. These posts can be designed to resonate with younger audiences, using contemporary language and trends to make Liuqin Opera more relatable and appealing.

Moreover, digital platforms enable the creation of online communities centered around Liuqin Opera. These communities allow enthusiasts to connect, share experiences, and discuss various aspects of Liuqin Opera. Online forums, social media groups, and fan pages can foster a sense of belonging and engagement, encouraging more people to participate in the preservation and promotion of Liuqin Opera.

Digital literacy also supports the development of hybrid performance models that combine live and virtual elements.

The image shows a musical score for the piece 'Dazaodiao'. It consists of three staves of music, each with a treble clef and a key signature of one sharp (F#). The first staff starts at measure 1 and ends at measure 8, with lyrics 'you li mei (lai) li jia yuan yi hui tou'. The second staff starts at measure 9 and ends at measure 14, with lyrics 'ba men guan, yang guan da dao wo qu'. The third staff starts at measure 15 and ends at measure 18, with the lyric 'guan.'.

**Figure 4.** A musical analysis of Dazaodiao

Source: Mengmeng Zhang, transcription from fieldwork in November 2023



Live-streaming performances allow audiences to experience Liuqin Opera in real-time, regardless of physical location. These live streams can include interactive features like real-time comments and Q&A sessions with performers, enhancing the audience's engagement and experience. Hybrid models also provide opportunities for virtual collaborations, where artists from different parts of the world can perform together, enriching the cultural exchange and innovation within Liuqin Opera.

In conclusion, performance and digital literacy practices are integral to the preservation and transmission of Liuqin Opera. Traditional performance literacy, encompassing master-apprentice relationships, rehearsal techniques, and performance conventions, ensures the continuity of artistic and technical standards. Digital literacy, on the other hand, modernizes and promotes Liuqin Opera by leveraging video recordings, online platforms, and social media. These digital practices expand the audience base and engage younger generations, making Liuqin Opera relevant in contemporary culture. Combining traditional and digital literacy practices allows Liuqin Opera to be preserved, transmitted, and celebrated as an enduring and dynamic cultural heritage.

## DISCUSSION AND CONCLUSION

The findings of this study underscore the critical role that literacy practices play in the preservation and transmission of Liuqin Opera in Suining County, Jiangsu Province, China. The study's results align with existing research emphasizing the importance of cultural literacy, educational initiatives, and policy support in sustaining traditional art forms (Howard, 2016; Leung, 2020; Hong & Wu, 2022). By integrating historical and educational literacy practices, it is possible to create a robust framework for preserving and promoting the Liuqin Opera.

This study underscores the importance of historical literacy in preserving Liuqin Opera, emphasizing how understanding its rich heritage contributes to its continued practice. A deep engagement with historical narratives, archival documents, and oral traditions is essential for maintaining the cultural and historical context of the opera (Howard, 2016; Hou et al., 2022). The findings are consistent with theories that advocate incorporating cultural heritage into educational curricula to foster a deeper appreciation and mastery of traditional arts (Leung, 2020; Zhang & Bhengsri, 2024). By studying historical documents and engaging in oral traditions, new generations can gain insights into the socio-cultural conditions that shaped Liuqin Opera and appreciate its enduring legacy.

Educational literacy, both in formal and informal settings, is crucial for transmitting the Liuqin Opera. The study supports the idea that incorporating Liuqin Opera into school curricula and community-based learning initiatives can enhance students' understanding and appreciation of this traditional art form (Bell & Bell, 2020; Yang, 2023). The integration of Liuqin Opera into educational programs, as seen in Xuzhou Tongshan Experimental Primary School, exemplifies effective pedagogical strategies that foster a deep appreciation for the art form and encourage active participation (Chao & Nicolas, 2024; Farris, 2024).

Performance literacy, anchored in master-apprentice relationships, rehearsal techniques, and performance conventions, ensures the continuity of the artistic and technical standards of Liuqin Opera. The study's findings align with existing research on the importance of direct mentorship and regular rehearsals in maintaining high-performance standards (Hong & Wu, 2022; Pu et al., 2023). The master-apprentice system allows for the accurate transmission of nuanced techniques and styles, preserving the authenticity of Liuqin Opera.

Digital literacy, encompassing video recordings, online platforms, and social media, plays a pivotal role in modernizing and promoting Liuqin Opera. The study supports the view that digital tools can make Liuqin Opera more accessible to a broader audience, especially younger generations (Hou et al., 2022; Wu & Chuangprakhon, 2024). By leveraging digital platforms, Liuqin Opera can gain visibility beyond its traditional geographic confines, engaging a global audience and fostering community connections (Zhang & Karin, 2024). Interactive and multimedia educational resources, social media campaigns, and hybrid performance models are effective strategies for expanding the audience base and ensuring the relevance of Liuqin Opera in contemporary culture (Zhang & Thotham, 2024).

As demonstrated in this study, the preservation of the Liuqin Opera offers valuable insights for broader efforts in cultural heritage preservation. By combining historical, educational, and digital literacy practices, similar strategies can be employed to protect and promote other traditional art forms at risk of fading in the modern era. This research contributes to the academic discussion on cultural preservation and provides practical frameworks that can be implemented in various cultural contexts.

In conclusion, the study concludes that literacy practices are integral to preserving and transmitting Liuqin Opera in Suining County, Jiangsu Province. Historical and educational literacy practices, performance literacy, and digital literacy collectively contribute to maintaining and propagating the rich cultural heritage of Liuqin Opera. The integration of these practices into both formal and informal educational systems ensures the continued relevance and appreciation of Liuqin Opera among future generations.

The findings highlight the importance of a balanced approach that combines traditional and modern methods to preserve and promote Liuqin Opera. While preserving traditional elements is crucial, adapting and innovating to meet the changing preferences of modern audiences is equally essential. The study suggests that collaboration with government agencies, private organizations, and cultural institutions is essential to address resource limitations and develop effective educational programs.

To gain insights into best practices and strategies for Liuqin Opera. It should also investigate the long-term impact of digital tools on the preservation and transmission of traditional art forms, such as online tutorials and social media campaigns. Community-based initiatives and grassroots organizations should also be examined to foster local ownership and pride in traditional arts. Finally, policy analysis should be

conducted to assess the effectiveness of cultural policies and government support in preserving the Liuqin Opera.

## REFERENCES

- Bell, R., & Bell, H. (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, 27(6), 987-1004. <https://doi.org/10.1108/JSBED-01-2020-0012>
- Chao, C., & Nicolas, A. (2024). Evolution and Literacy Transmission of the Suona Ensemble in Southwest Shandong Province, China. *International Journal of Education and Literacy Studies*, 12(2), 87-93.
- Chen, J. (2023). Rural Revitalization: Holistic Innovation in Rural Construction Experiences. In *Holistic Innovation: Innovation Paradigm Explorations in the New Era* (pp. 289-318). Springer Nature Singapore. <https://doi.org/10.1007/978-981-19-9028-1>
- Farris, P. J. (2024). *Elementary and middle school social studies: An interdisciplinary, multicultural approach*. Waveland Press.
- Ge, X., Sun, L., Chen, J., & Cai, S. (2022). Land Utilization, Landscape Pattern, and Ecological Efficiency: An Empirical Analysis of Discrimination and Overlap from Suining, China. *Sustainability*, 14(14), 8526. <https://doi.org/10.3390/su14148526>
- Haili, M. (2016). *Urban politics and cultural capital: The case of Chinese Opera*. Routledge. <https://doi.org/10.4324/9781315548739>
- Hong, X., & Wu, Y. H. (2022). The use of AR to preserve and popularize traditional Chinese musical instruments as part of the formation of the tourist attractiveness of the national art of Guizhou province. *Digital Scholarship in the Humanities*, 37(2), 426-440. <https://doi.org/10.1093/llc/fqab087>
- Hong, X., & Wu, Y. H. (2022). The use of AR to preserve and popularize traditional Chinese musical instruments as part of the formation of the tourist attractiveness of the national art of Guizhou province. *Digital Scholarship in the Humanities*, 37(2), 426-440. <https://doi.org/10.1093/llc/fqab087>
- Hou, Y., Kenderdine, S., Picca, D., Egloff, M., & Adamou, A. (2022). Digitizing intangible cultural heritage embodied: State of the art. *Journal on Computing and Cultural Heritage (JOCCH)*, 15(3), 1-20. <https://doi.org/10.1145/3494837>
- Howard, K. (Ed.). (2016). *Music as intangible cultural heritage: Policy, ideology, and practice in the preservation of East Asian traditions*. Routledge. <https://doi.org/10.4324/9781315596723>
- Leung, B. W. (2020). A proposed model of transmission of Cantonese opera in Hong Kong higher education: From oral tradition to conservatoire. *Arts and Humanities in Higher Education*, 19(2), 144-166. <https://doi.org/10.1177/1474022218791465>
- Meng, G., & Chuangprakhon, S. (2024). Education and Learning Guidelines for the Preservation and Protection of Qinghai Mongolian Folk Songs in China. *Journal of Education and Learning*, 13(2), 75-84. <https://doi.org/10.5539/jel.v13n2p75>
- Pu, M., Musib, A. F., & Ching, C. C. S. (2023). The Modern Heritage of Chinese Traditional Culture in the Perspective of Intangible Cultural Heritage Preservation-A Case Study of Henan Zhuizi. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 1082-1096
- Purcell-Gates, V. (Ed.). (2020). *Cultural practices of literacy: Case studies of language, literacy, social practice, and power*. Routledge. <https://doi.org/10.4324/9781003064374>
- Streng, I. H. (2012). A Study of the Relationship between Traditional Peking Opera and Contemporary Western Percussion Music in Mu Kuei-Yin in Percussion by Chien-Hui Hung. Bowling Green State University.
- Tan, X. (2024). Ethnomusicological Perspectives on Gaomi Miaoqiang: Unveiling the Cultural Tapestry. *Pacific International Journal*, 7(1), 125-130. <https://doi.org/10.55014/pij.v7i1.534>
- Tian, R., Chen, F. Y., & Jin, Q. A. (2021). Study on Jiangsu Folk Melody Forms Using the Visual Spectrum. *Journal of Literature and Art Studies*, 11(2), 92-98. <https://doi.org/10.17265/2159-5836/2021.02.004>
- Wang, L., & Fang, X. (2021). Study on the Causes of Disappearance of China's Regional Dance and its Live Transmission: A Case Study of Bamboo Dance of Hainan Li Nationality. *Asia-Pacific Journal of Convergent Research Interchange (APJCRI)*, 7(10), 135-149. <https://doi.org/10.47116/apjcri.2021.10.12>
- Wang, Z. (2016). Liuqin Drama's Origin and Early Development. *European Scientific Journal*, 12(26), 211-229. <https://doi.org/10.19044/esj.2016.v12n26p211>
- Wei, S. O. N. G. (2015). Local Model of Intangible Cultural Heritage Inheritance and Utilization: A Case Study of Tai'an City. *Journal of Landscape Research*, 7(4), 35-38.
- Wu, Y., & Chuangprakhon, S. (2024). Preservation and Transmission Guidelines of Salar Vocal Folk Music. *International Journal of Education and Literacy Studies*, 12(1), 186-192. <https://doi.org/10.7575/aiac.ijels.v.12n.1p.186>
- Xiao, Z., & Zhang, Y. (2021). On the Industrialization of Folk Culture in Yimeng Area. *Journal of Frontiers in Educational Research*, 1(8), 100-104.
- Xue, C., Ma, R., Hou, Z., & Wang, S. (2023). Study on accompaniment of dulcimer in Shandong Lv Opera and Wuyin Opera. In *SHS Web of Conferences (Vol. 159)*, (p. 02015). EDP Sciences. <https://doi.org/10.1051/shs-conf/202315902015>
- Yang, Y. (2023). Socio-economic Environment-Music Curriculum Development and Institutional Policy Clicking on Students' Minds and Behaviors Through Music Education and Information System Reforms-A Study from the University Students. *Journal of Information Systems Engineering and Management*, 8(4), 22755. <https://doi.org/10.55267/iadt.07.13845>
- Zhang, Q., & Karin, K. (2024). Strengthening Education and Literacy through the Transmission Process of Suzhou Pingtan Chinese Opera in Jiangsu, China. *International*



- Journal of Education and Literacy Studies*, 12(1), 86-95. <https://doi.org/10.7575/aiac.ijels.v.12n.1p.86>
- Zhang, Y., & Bhengsi, T. (2024). Preservation and Literacy Transmission of Xinyang Folk Songs by Fu Dakun in Henan, China. *International Journal of Education and Literacy Studies*, 12(2), 66-77.
- Zhang, Z., & Thotham, A. (2024). Literacy Strategies for the Preservation and Contemporary Development of Chinese Luoyang Quju Opera. *International Journal of Education and Literacy Studies*, 12(3), 180-186. <https://doi.org/10.7575/aiac.ijels.v.12n.1p.162>
- Zhao, Y. (2016). *Zhenfang Zhao's Widow Xianglin [xianglin sao] and New Directions in Modern Huai Opera*. Louisiana State University and Agricultural & Mechanical College.
- Zhuang, Q., Hussein, M. K., Mohd Ariffin, N. F., Mohd. Yunus, M. Y., & Chen, S. (2022). Rural landscape characterization from the perspective of the tourist using online reviews: A case study of Yayou Gou Village in Shandong, China. *Frontiers in Environmental Science*, 10, 915110. <https://doi.org/10.3389/fenvs.2022.915110>