

Musical Literacy in Chinese Fuyang Folk Songs through the ‘Dui Duo Luo’ Music Piece

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ABSTRACT

Fuyang folk songs, rooted in the cultural traditions of Anhui Province, China, represent a vital component of intangible cultural heritage, encapsulating the region’s linguistic, musical, and cultural identity. This study explores the musical literacy in Chinese Fuyang folk songs through the ‘Dui Duo Luo’ music piece. The research investigates the song’s textual, melodic, and performative elements using qualitative methods, including fieldwork, interviews with five key informants, and musical analysis. The findings reveal that the lyrics of ‘Dui Duo Luo’ serve as a repository of local dialects and idiomatic expressions, reflecting the cultural values and everyday lives of Fuyang communities. The melodic structure, characterized by pentatonic scales and rhythmic patterns, facilitates oral transmission and fosters cultural continuity. The performative aspects highlight its communal and participatory nature, such as its duet format and call-and-response interaction. These dimensions collectively underscore the significance of literacy in folk music as a multifaceted competence encompassing cultural awareness, interpretive ability, and artistic appreciation. The study concludes that integrating Fuyang folk songs into educational frameworks can enhance cultural literacy and preserve these traditions amid modernization. Recommendations include incorporating folk music literacy into curricula, leveraging digital tools for preservation, and conducting comparative studies with other regional folk traditions.

Key words: Fuyang Folk Songs, Literacy In Folk Music, Cultural Preservation, Chinese Folk Songs, Chinese Musical Heritage

INTRODUCTION

Folk music has long been recognized as a vibrant medium of cultural expression, reflecting the collective identity, emotions, and daily lives of the communities it emerges from. As an essential component of intangible cultural heritage, folk songs capture the essence of a region’s historical, social, and artistic landscapes. In China, Fuyang folk songs, which are deeply rooted in the traditions of Anhui Province, serve as a testament to the community’s enduring cultural legacy (Chan, 2018; Qin & Zhang, 2023; Venkatachary & Kawathekar, 2018). These songs preserve the region’s unique linguistic and musical characteristics and reveal the intricacies of human relationships, local customs, and shared values. Among the many folk songs of Fuyang, ‘Dui Duo Luo’ is a particularly compelling example, representing a confluence of lyrical creativity and cultural depth. More than just a form of entertainment, this song encapsulates the rich tapestry of Fuyang’s folk traditions, offering a unique lens through which to understand the concept of literacy in folk music (Liu et al., 2024; May et al., 2020).

The problem addressed in this study lies in the gradual decline of traditional folk music literacy, which is compounded by the diminishing number of practitioners and

the need for formal recognition of its broader cultural and educational value. In the context of folk music, literacy transcends the conventional notion of reading and writing. It involves interpreting and appreciating the cultural, musical, and performative elements that give a folk song its unique character (Chen & Sensai, 2024; Muthivhi & Kriger, 2019). While Fuyang folk songs like ‘Dui Duo Luo’ continue to be performed and celebrated in local settings, the intricate literacy practices embedded within them are at risk of being lost due to modernization, urbanization, and the influence of globalized cultural trends. This raises critical questions about how traditional folk music literacy can be preserved, understood, and integrated into contemporary educational frameworks to ensure its transmission to future generations (Wang & Thotham, 2024; Wu & Chuangprakhon, 2024; Yembuu, 2021).

The objective is to explore musical literacy in Chinese Fuyang folk songs through the ‘Dui Duo Luo’ music piece. By examining the song’s textual, musical, and cultural dimensions, the study seeks to uncover how literacy practices contribute to understanding its musical significance. Through this lens, literacy is examined not merely as a technical skill but as a multifaceted competence encompassing cultural awareness, interpretive ability, and artistic appreciation. The

research also aims to investigate how the unique elements of 'Dui Duo Luo,' such as its colloquial lyrics, melodic structure, and performative traditions, exemplify the broader literacy practices found in Fuyang folk music (Banda, 2019; Cole, 2021; Laird, 2019; Qu & Xiao, 2020).

This study is significant for several reasons. First, it contributes to the broader discourse on preserving intangible cultural heritage by highlighting the importance of literacy in sustaining traditional music. Second, it sheds light on the educational value of folk songs, demonstrating how they can be used as tools to foster cultural literacy and cross-generational learning. Third, by focusing on 'Dui Duo Luo,' the study offers a detailed case analysis that serves as a model for understanding other folk songs in the Fuyang tradition and beyond. Finally, the research underscores the need for innovative approaches to safeguarding traditional music, particularly in an era of rapid cultural change. By bridging the gap between traditional practices and modern scholarly perspectives, this study aims to ensure that the rich heritage of Fuyang folk music continues to inspire and educate future generations.

Research Question

- What aspects of musical literacy in the Chinese Fuyang folk song 'Dui Duo Luo' contribute to understanding its musical significance?

LITERATURE REVIEW

The study of folk music literacy has emerged as an essential area of inquiry within the broader field of intangible cultural heritage preservation. Folk songs are not merely artistic expressions but repositories of historical, cultural, and social knowledge, often embodying a community's lived experiences and values. The regional diversity of Chinese folk music reflects a rich array of dialects, poetic styles, and musical idioms, making it an invaluable resource for understanding cultural identity and literacy. Within this context, Fuyang folk songs from Anhui Province hold particular significance. These songs, including 'Dui Duo Luo,' are distinguished by their narrative quality, use of colloquial language, and characteristic melodic and rhythmic structures. This literature review contextualizes these aspects of Fuyang folk songs by exploring comparative perspectives in textual literacy, melodic literacy, and performance literacy.

Textual Literacy in Fuyang Folk Songs

Textual literacy in folk songs goes beyond reading and writing, encompassing the interpretation of lyrics as reflections of cultural values, historical narratives, and everyday life. Building on comparative insights from similar Chinese and global folk traditions, the song 'Dui Duo Luo' uses colloquial expressions and local idioms to convey emotional and social realities. The song portrays the dynamic interaction between a husband and wife, with each verse structured to advance a narrative of domestic life infused with humor and tenderness. Lining words, a hallmark of Fuyang folk songs, not only enhance the narrative's rhythmic and melodic flow

but also align with the poetic conventions observed in other regional folk songs, such as Southern Shaanxi folk music (Wang & Thotham, 2024), emphasizing how linguistic creativity connects across traditions (Esdaille, 2020; Kelly & Currie, 2021). This analysis highlights the importance of decoding these layers, allowing audiences to appreciate the intricate interplay between language and music.

Melodic Literacy and Musical Structure

Melodic literacy refers to the ability to understand and interpret the musical characteristics of a folk song, including its scales, rhythms, and structural patterns. In 'Dui Duo Luo,' the melody exhibits a distinctive regional flavor, characterized by its use of pentatonic scales and arch-shaped melodic contours. Disjunct and conjunct motion within the melody creates a dynamic musical landscape, reflecting the lyrics' humor and playfulness. Its repetitive motifs and symmetrical phrasing further define the song's melodic structure. These features contribute to its aesthetic appeal and facilitate memorization and oral transmission, ensuring the song's continuity across generations. Similar melodic literacy practices are evident in other Chinese folk traditions, such as those in Hunan Province, where pentatonic scales also form the basis of regional musical identity (Anglada-Tort et al., 2023; Hartenberger & McClelland, 2020). The analysis of melodic literacy in 'Dui Duo Luo' reveals how regional musical idioms are employed to reinforce the narrative and emotional themes of the song, providing a comparative framework for examining how musical features resonate across cultural boundaries (Steinbrecher, 2021). This dimension underscores the importance of understanding musical literacy as a key to unlocking the cultural significance of folk music.

Performance Literacy and Cultural Context

Performance literacy encompasses the ability to understand and engage with the performative aspects of a folk song, including its vocal techniques, staging, and audience interaction. Similar to other duet-driven folk traditions, such as those from Yunnan Province (Wu, 2023), 'Dui Duo Luo,' as a duet, relies heavily on the interplay between male and female voices to convey its narrative. The song's performance is marked by a call-and-response structure, which adds to its musical complexity and fosters a sense of community among performers and listeners. This dimension of literacy also involves an appreciation of the cultural context in which the song is performed. In the case of 'Dui Duo Luo,' the performance serves as a form of entertainment and a medium for reinforcing social bonds and cultural identity. During performances, traditional attire, gestures, and expressions further enhance its cultural resonance, as seen in comparable practices in Dongjing folk music, which also emphasizes community participation (Hongyuan & Smithitam, 2024; Skerrett, 2018; Jian et al., 2024). By examining these elements, performance literacy highlights the role of 'Dui Duo Luo' as a living tradition, bridging past and present through its dynamic execution.

METHODS

This study employs a qualitative research design, focusing on fieldwork, textual analysis, and melodic examination to investigate the literacy practices embedded in 'Dui Duo Luo.' The aim is to uncover how these practices contribute to the song's musical and cultural significance (Hollister, 2019; Jian et al., 2024; Lulu et al., 2024). The methodology involves gathering data from key informants and analyzing the song's lyrical and musical components.

Data Collection

Data were collected through fieldwork, interviews, and musical analysis. These methods were selected to provide a comprehensive understanding of the song's cultural, textual, and musical aspects, as shown in Table 1.

Fieldwork

Fieldwork involved visiting Fuyang City and surrounding areas in Anhui Province, China. The researcher conducted in-depth interviews with five key informants, all intimately familiar with Fuyang folk songs. These informants included cultural practitioners, performers, and inheritors of the tradition. As shown in Table 2, each interview focused on gathering information about the cultural context, performance practices, and significance of 'Dui Duo Luo.'

Interviews

Semi-structured interviews were conducted to allow informants the freedom to express their perspectives while ensuring consistency in the topics covered. Questions focused on the historical background, cultural context, and musical characteristics of 'Dui Duo Luo,' as shown in Table 3.

Table 1. Overview of data collection methods

Method	Purpose
Fieldwork	To collect firsthand accounts of the cultural context and performance practices of 'Dui Duo Luo'
Interviews	To gain insights from key informants, including performers and cultural practitioners
Musical Analysis	To examine the song's melody, rhythm, and structure

Table 2. Fieldwork details

Activity	Description
Site Visits	Conducted at cultural centers and community spaces in Fuyang City
Key Informants	Five individuals with extensive knowledge of Fuyang folk songs
Data Collected	Notes, audio recordings, and visual documentation of performances

Musical Analysis

The musical analysis focused on the melodic structure, rhythm, and use of the local dialect of "Dui Duo Luo." This involved studying the song's phrases, motifs, and overall composition to understand how musical elements align with the lyrics, as shown in Table 4.

Data Analysis

The collected data were analyzed using thematic analysis to identify recurring patterns and themes. The focus was on understanding how literacy practices embedded in "Dui Duo Luo" contribute to its musical significance, as shown in Table 5.

RESULTS

The results of this study highlight the rich literacy practices embedded in the Fuyang folk song "Dui Duo Luo," revealing its multifaceted significance in linguistic, musical, and cultural contexts. By analyzing the lyrics, melody, and performance traditions, this study uncovers how "Dui Duo Luo" serves as both a repository of Fuyang's cultural heritage and a medium for artistic expression. The findings are categorized into three aspects: lyrical literacy, musical literacy, and cultural literacy, each shedding light on the song's role in preserving and transmitting regional identity.

Table 3. Key themes from interviews

Theme	Key Insights
Cultural Context	'Dui Duo Luo' reflects local life, values, and humor
Performance Practices	Male-female duet structure is central to its appeal
Musical Characteristics	Use of local dialect, lining words, and melodic patterns unique to Fuyang

Table 4. Musical analysis framework

Aspect	Focus
Melody	Examined the range, contour, and motivic development
Rhythm	Analyzed meter, tempo, and rhythmic patterns unique to Fuyang folk songs
Language	Studied the integration of colloquial expressions and lining words in the lyrics

Table 5. Data analysis steps

Step	Description
Data	Field notes, interview transcripts, and musical scores were organized into thematic groups
Coding	Recurring themes were coded, including cultural context, performance style, and literacy
Interpretation	Analyzed how identified themes enhance the understanding of the song's significance

Lyric Literacy

The exploration of lyrical literacy in the Fuyang folk song ‘Dui Duo Luo’ reveals its deep-rooted connection to the cultural and social fabric of Fuyang’s rural communities. The song employs colloquial expressions and regional dialects that resonate with the everyday lives of local audiences. This characteristic not only enhances the accessibility of the song but also functions as a medium for preserving the linguistic heritage of the Fuyang region. Informants highlighted that the use of phrases like “wo ming ku, wo ming bao” (我命苦, 我命薄) reflects both the hardships and resilience of the people, encapsulating their lived experiences through relatable and emotionally charged lyrics, as shown in Figure 1.

The lyrics are structured in a narrative format, often involving a call-and-response interaction between male and female voices. Informants emphasized that this duet style conveys a shared experience, reinforcing the communal aspect of folk music. The song’s thematic focus on everyday life, love, and emotional resilience adds another layer to its literacy. For example, phrases that detail the wife’s laborious efforts in sewing and the husband’s complaints subtly reflect gender dynamics and societal roles within Fuyang’s traditional context. This thematic richness underscores the song’s capacity to serve as a living document of the community’s values and interpersonal relationships.

Informants also discussed the significance of lining words like “ya” and “ai” (呀, 哎), which frequently appear throughout the song. These elements contribute to the lyrical flow and enhance the performative quality of ‘Dui Duo Luo.’ Adding these decorative words fills rhythmic spaces and imbues the lyrics with emotional intensity and a distinctly local flavor. These seemingly small additions play a crucial role in maintaining the authenticity and integrity of the song within its cultural context.

Furthermore, the lyrics are constructed carefully, considering poetic and musical literacy. The repetitive rhyming schemes and metric patterns illustrate how the song adheres

to traditional folk song conventions while retaining its unique regional identity. Informants noted that the structured simplicity of the lyrics allows the song to be easily remembered and passed down through generations, emphasizing its role in oral transmission and cultural preservation. This aspect of lyrical literacy highlights the importance of songs like ‘Dui Duo Luo’ in sustaining Fuyang’s intangible cultural heritage.

Musical Literacy

The music piece exemplifies the concept of musical literacy by showcasing a sophisticated interplay between melody, rhythm, and structure, which reflects its cultural and performative significance. One of the primary findings in this study is the combination of disjunct and conjunct motion within the melody, creating a dynamic narrative that captures both the listener’s attention and the performer’s emotive expression. The melody transitions fluidly between smooth, connected phrases (conjunct motion) and sudden leaps (disjunct motion), as shown in Figures 2-6, illustrating the piece’s structured motifs across its prelude and phrases.

Informants emphasized that this combination of motions mirrors the dynamic nature of daily life in Fuyang and reflects the emotional highs and lows embedded in the song’s themes. For instance, in the prelude, as shown in Figure 2, the melodic contour begins with an upward movement toward the highest note before descending, symbolizing the tension and resolution often found in folk storytelling. This opening establishes the bright tonal character of the piece in A major, inviting audiences into its engaging musical narrative.

Repetitive motifs and the use of lining words such as “ya” and “ai,” seen prominently in Figures 3-6, enhance the rhythmic and melodic flow of the piece. These motifs are not merely decorative but serve as anchors that unify the song’s structure and reinforce its memorability, ensuring its oral transmission across generations. Informants shared that this repetition makes the song more accessible to audiences, fostering a participatory and communal musical experience.

The piece’s rhythm and tempo further contribute to its musical literacy. Performed at a moderate Andantino pace, the tempo balances expression and clarity, enabling singers to convey the song’s emotional depth without overwhelming its narrative. This tempo and the song’s 2/4 meter create a light, dance-like quality that aligns with its duet format and performative nature. Informants noted that this rhythmic quality makes it ideal for social gatherings, where its interactive call-and-response style between male and female voices amplifies its communal essence.

Each phrase contributes uniquely to the overall musical literacy of the piece. In Phase 1, as shown in Figure 3, the melodic descent from E1 to E2 mirrors the narrative’s thematic focus on complaint and dissatisfaction as the husband voices his grievances. This downward melodic contour reflects the emotional tone of the lyrics while maintaining a playful rhythm that ensures the song remains engaging. Similarly, Phrase 2, as shown in Figure 4, uses arch-shaped melodic contours and rhythmic shifts to express dissatisfaction in a more playful, humorous tone as the wife responds to her husband’s critique.

对 袂 襖

老州市

1 = A

男

♩ 1 6 1 2 1 2 | 5 5 3 5 3 2 | 3 5 3 2 3 2 1 1 | 2 3 7 6 5 |

1. 我命(里)苦(来) 我命(里)薄(哟), 一 辈子 没有 贪着 好 老 婆,

6 6 1 2 3 2 | 5 3 2 1 6 5 3 | 3 1 2 2 2 6 5 | 1 1 2 6 5 |

人 家 (这) 老 婆 (那) 巧 针 线 (哎), 俺 贪 个 老 婆 你 瞎 (里) 摸 索。

女

2 2 3 3 2 | 3. 2 2 | 2 2 3 3 2 | 3. 2 2 | 2 2 5 5 3 |

叫 俺 男 (里个) 们 呀, 你 (呀) 听 (里个) 着 (呀), 你 听 俺 (那个)

2 5 1 | 6 1 1 1 3 | 5 5 | 1. 1 1 6 5 | 3. 1 2. 2 |

小 奴 家 细 细 都 向 你 说 (呀), 为 了 给 你 做 袂 襖 俺

3 2 3 2 1 1 | 1. 5 6 | 6 6 1 2 2 | 2 2 3 5 | 6 6 5 6 1. 6 | 5 - ||

整 整 忙 了 (个) 半 年 多, 脸 不 洗 来 头 不 梳, 您 还 说 俺 瞎 摸 索。

Figure 1. Chinese lyric structured in a narrative format
Source: Yuyu Tao, from fieldwork in 2024

The image shows a musical score for the prelude of the 'Dui Duo Luo' section. It is written in treble clef with a key signature of two sharps (F# and C#) and a 2/4 time signature. The tempo is marked as quarter note = 72. A blue box highlights a specific melodic motif consisting of six notes: G4, A4, B4, C5, B4, A4.

Figure 2. The prelude to the 'Dui Duo Luo' section
Source: Yuyu Tao, transcription from fieldwork in 2024

The image shows the first part of the 'Dui Duo Luo' section, labeled 'Phrase 1'. It is written in treble clef with a key signature of two sharps and a 2/4 time signature. The tempo is marked as quarter note = 72. The score is divided into two sections: 'Man (Call)' and 'Expansion'. The lyrics are: 我命(里)苦(来)我命(里)薄(哟), 一辈子没有贪着好老婆 (wo ming li ku lai wo ming li bo yao, yi bei zi meiyou tan zhe hao lao po).

Figure 3. The first part of the 'Dui Duo Luo'
Source: Yuyu Tao, transcription from fieldwork in 2024

The image shows the second part of the 'Dui Duo Luo' section, labeled 'Phrase 2'. It is written in treble clef with a key signature of two sharps and a 2/4 time signature. The tempo is marked as quarter note = 72. The score is labeled 'Rhythmic change'. The lyrics are: 人家(这)老婆(那)巧针线(哎), 俺贪个老婆你瞎(里)摸索。 (ren jia zhe lao po na qiao zhen xian ai, an tan ge lao po ni xia li mo suo).

Figure 4. The second part of the 'Dui Duo Luo'
Source: Yuyu Tao, transcription from fieldwork in 2024

The image shows the third part of the 'Dui Duo Luo' section, labeled 'Phrase 3'. It is written in treble clef with a key signature of two sharps and a 2/4 time signature. The tempo is marked as quarter note = 72. The score is labeled 'Repetition with extension'. The lyrics are: 叫俺男(里个)们呀, 你(呀)听(里个)着呀, 你听俺(那个)小奴家 (jiao an nan li ge men ya ni ya ting li ge zhe ya ni ting an na ge xiaonu jia). The second line of the score has lyrics: 细细都向你(呀)说 (xi xi dou xiang ni shuo ya).

Figure 5. The third part of the 'Dui Duo Luo'
Source: Yuyu Tao, transcription from fieldwork in 2024

The image shows the fourth part of the 'Dui Duo Luo' section, labeled 'Phrase 4'. It is written in treble clef with a key signature of two sharps and a 2/4 time signature. The tempo is marked as quarter note = 72. The score is divided into two sections: 'Material repeated' and 'Motif repeated'. The lyrics for the first section are: 为了给你做襖楞俺整整忙(了个)半年多, 脸不洗来头不梳, (wei le gei ni zuo duoluo an zhengzheng mang le ge ban nianduo, lianbu xi lai toubu shu). The lyrics for the second section are: 你还说我瞎摸索。 (ni hai shuo wo xia mo suo).

Figure 6. The fourth part of the 'Dui Duo Luo'
Source: Yuyu Tao, transcription from fieldwork in 2024

The interplay between male and female voices reaches a climactic exchange in Phrase 3, as shown in Figure 5.

Here, the melody incorporates syncopated rhythms and subtle variations in dynamic range to symbolize the emotional

dialogue between the characters. The use of ascending and descending melodic lines reflects the wife's gentle yet assertive response, creating a sense of resolution while maintaining the song's inherent tension.

Finally, Phrase 4, as shown in Figure 6, serves as a musical summary, repeating and extending motifs from earlier sections to provide a sense of closure. The melody's gradual descent to its final note reinforces the theme of reconciliation, while the rhythmic emphasis on dotted notes adds a playful and celebratory tone to the conclusion. Informants highlighted that this closure is integral to the song's performative function, leaving the audience with a sense of resolution and satisfaction.

In summary, musical literacy lies in its ability to integrate melodic, rhythmic, and structural elements that reflect the cultural and emotional nuances of Fuyang folk traditions. Disjunct and conjunct motion, repetitive motifs, and interactive performance techniques contribute to the song's enduring appeal and cultural significance.

Cultural Literacy

The cultural literacy embedded lies in its ability to serve as both a reflection and a medium of Fuyang's communal and social traditions. As a duet, the song emphasizes a call-and-response structure that fosters interaction and dialogue between male and female performers, a hallmark of Fuyang folk music. Informants described this format as deeply rooted in community-oriented practices, where such exchanges symbolize the dynamics of relationships and the larger cultural values of collaboration and mutual respect. This structure enables the song to resonate with audiences by mirroring everyday interactions, making it relatable and culturally significant.

Performance practices further underscore cultural literacy. The tempo, performed at an *Andantino* pace, balances the song's lighthearted playfulness and reflective emotional undertones. Informants highlighted that this moderate speed allows performers to deliver the lyrics with clarity and expressiveness, facilitating audience engagement and ensuring the transmission of the song's thematic messages. As noted by the informants, the arch-shaped melodic contours evoke imagery and emotions that align with the song's narrative, reinforcing the cultural and emotional storytelling tradition of Fuyang folk music.

Cultural literacy is also evident in its thematic content, which intertwines everyday life, emotional resilience, and rural traditions. Informants explained that the song portrays common struggles and joys, such as marital dynamics and domestic life, reflecting the lived experiences of Fuyang's rural communities. These themes resonate with local audiences, bridging individual experiences with collective cultural memory. By addressing universal topics through a regional lens, the song reinforces a shared cultural identity while preserving the nuances of local tradition.

Additionally, the inclusion of lining words and colloquial expressions, as explained by informants, highlights the oral tradition central to Fuyang folk songs. These linguistic features add texture to the song and serve as cultural encoding,

preserving regional dialects and idiomatic speech patterns. Informants emphasized that these elements enhance the song's rhythmic and melodic qualities and act as cultural signifiers, embedding the region's linguistic heritage into its musical practices.

The social contexts are performed to highlight its cultural literacy further. Informants shared that the song is traditionally performed during festive gatherings and community events, where its interactive format fosters a sense of unity and celebration. These performances are not merely entertainment but are deeply woven into the social fabric of Fuyang life, functioning as a medium for cultural education and transmission. Engaging audiences in its themes and format serves as both a repository and a conveyor of cultural values, ensuring their continuity across generations.

DISCUSSION AND CONCLUSION

The findings of this study underscore the multifaceted dimensions of literacy embedded within the Fuyang folk song 'Dui Duo Luo,' offering new perspectives on cultural preservation and the pedagogical implications of folk music literacy. This discussion explores how the results align with or diverge from existing theoretical principles and previous research while highlighting the broader implications for cultural heritage preservation and education.

The exploration confirms the theoretical framework Banda (2019) and Chan (2018) posited, emphasizing folk songs' role as cultural texts that preserve regional identities. The song's colloquial expressions, narrative structure, and linguistic features resonate with Esdaille's (2020) argument that textual literacy in folk songs encapsulates local histories and societal values. The findings reinforce the idea that regional dialects and idiomatic expressions are vital tools for cultural transmission (Chen & Sensai, 2024; Kelly & Currie, 2021). However, the study also highlights a gap in integrating such linguistic heritage into formal education systems, which warrants further exploration.

The melodic analysis reveals that the structured motifs, pentatonic scales, and repetitive patterns align with Anglada-Tort et al.'s (2023) findings on oral transmission mechanisms in traditional music. The song's melodic features, which balance conjunct and disjunct motions, exemplify the aesthetic and mnemonic principles that facilitate oral preservation. This is consistent with the work of May et al. (2020), who argue for including such musical characteristics in educational curricula to enhance cultural literacy. However, the study adds to the discourse by showing how these musical features support transmission and reflect the emotional and narrative nuances of the Fuyang community.

Performance literacy is deeply rooted in its duet format and call-and-response structure, fostering communal participation. This aligns with Wu's (2023) assertion that traditional music practices strengthen social cohesion and cultural identity. The study's findings expand on this by demonstrating how performative elements, such as tempo and interactive vocal techniques, serve as cultural and pedagogical tools. However, in contrast to previous studies (e.g., Skerrett, 2018), this research highlights a specific need for

documenting and standardizing performance practices to prevent their erosion in the face of modernization.

The study confirms the applicability of cultural transmission theories (Hartenberger & McClelland, 2020) by illustrating how oral, textual, and performative elements collectively sustain the folk tradition. However, as noted by Liu et al. (2024), it also reveals inconsistencies with current educational practices that often marginalize such traditions. Integrating folk music literacy into formal curricula could address this gap, promoting cultural awareness and artistic appreciation among younger generations.

In conclusion, this study explored the literacy practices embedded in the Fuyang folk song, highlighting its significance as a linguistic, musical, and cultural heritage repository. The findings confirm that literacy in folk music transcends conventional notions, encompassing textual interpretation, melodic comprehension, and performance engagement. The song's lyrical richness, musical complexity, and interactive performance style reflect its role as both an artistic expression and a medium for cultural preservation. The results are consistent with theoretical principles of cultural heritage and literacy, aligning with previous research that underscores the importance of folk songs in sustaining regional identities (Banda, 2019; Anglada-Tort et al., 2023). However, the study also identifies gaps in integrating these practices into formal educational frameworks, which remains challenging in preserving such traditions in a rapidly modernizing world.

Further research should explore the integration of folk music literacy into education, particularly in regions like Fuyang, to better understand Chinese folk music traditions. Comparative studies of Fuyang folk songs with other regions can provide a broader understanding of shared elements. Digital preservation of folk songs can be ensured through digital tools and media platforms. Interdisciplinary studies should explore the intersection of folk music literacy with social sciences, focusing on community cohesion and identity in modern contexts. Performance standardization should be explored to maintain cultural authenticity without compromising performance practices across diverse settings.

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