

Mongolian Folk Songs: Integrating Traditional Music into Contemporary Literacy

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ABSTRACT

This study investigates the effectiveness of integrating Mongolian folk songs into contemporary literacy practices, focusing on enhancing student engagement and literacy development. By employing ethnographic methods, the research explores the effectiveness of using traditional music to foster cultural awareness and improve literacy skills among students in Hohhot, Inner Mongolia Autonomous Region, China. The study involves 15 key informants, including educators, students, and cultural experts, providing a comprehensive perspective on this integration's pedagogical strategies and outcomes. Findings reveal that incorporating Mongolian folk songs significantly enhances student participation, motivation, and literacy competencies, including reading, writing, listening, and speaking. The research also highlights challenges such as resource availability and language barriers, suggesting the need for additional support for educators. The study concludes that integrating cultural elements like Mongolian folk songs into literacy education promotes cultural preservation and enriches students' learning experiences. Future research should explore the long-term impact of such integrations and develop strategies to address practical challenges.

Key words: Mongolian Folk Songs, Literacy Practices, Cultural Awareness, Ethnographic Research, Student Engagement

INTRODUCTION

In education, literacy extends beyond the traditional understanding of reading and writing to encompass a broader spectrum of cultural, musical, and social literacies. Integrating traditional cultural elements, such as Mongolian folk songs, into contemporary literacy practices presents an innovative approach to enhancing students' educational experiences (Minor, 2023; Tang & Sornyai, 2023; Yongjie & Meesorn, 2024). Mongolian folk songs, deeply rooted in the history and culture of the Mongolian people, provide a rich, untapped resource for educational enrichment. This study investigates the effectiveness of incorporating these traditional songs into modern literacy practices, focusing on their potential to foster a deeper understanding of cultural heritage while developing essential literacy skills (Howard, 2016; Martin & Mihalka, 2020; Shi & Nicolas, 2023).

The problem at the core of this research lies in the underutilization of cultural and musical literacies in contemporary education systems. Despite the acknowledged importance of cultural awareness and musical education, these elements are often sidelined in favor of more conventional literacy practices (Werner & Tege, 2020; Abrahams, 2021). This oversight neglects the holistic development of students, who can benefit significantly from an education that includes diverse forms of literacy. With their rich lyrical content and historical significance, Mongolian folk songs offer a unique

opportunity to bridge this gap. Educators can provide students with a more rounded and culturally enriched learning experience by integrating these songs into literacy practices (Carney et al., 2016; Chahan & Suanmonta, 2024).

The significance of this study is multifaceted. Firstly, it highlights the importance of cultural preservation through education. As globalization and modernization threaten traditional cultures, integrating elements like Mongolian folk songs into the curriculum can be crucial in preserving these cultural treasures (Meng & Chuangprakhon, 2024; Yu & Choatchamrat, 2024). Secondly, this approach aligns with the broader educational goal of fostering inclusive and diverse learning environments. By exposing students to different cultural and musical literacies, educators can promote a more inclusive understanding of literacy beyond conventional pedagogy's confines. This enriches the student's learning experience and promotes cultural empathy and awareness, essential skills in our increasingly interconnected world (Barton, 2018; Ouedraogo, 2021).

The objective of this study is to investigate the effectiveness of integrating Mongolian folk songs into contemporary literacy practices. This research will explore how these traditional songs can be used as educational tools to enhance students' literacy skills, including reading, writing, and comprehension while fostering an appreciation for cultural heritage. By examining the pedagogical strategies

involved in this integration and assessing their impact on students' literacy development, this study aims to provide valuable insights into the potential benefits and challenges of incorporating cultural elements into modern education. Ultimately, the research seeks to answer the following research question.

Research Question

- How effective is the integration of Mongolian folk songs in enhancing contemporary literacy practices among students?

Through this investigation, the study aims to contribute to the ongoing discourse on innovative and inclusive literacy practices in education.

LITERATURE REVIEW

In the evolving education landscape, literacy extends far beyond the traditional confines of reading and writing. Contemporary literacy practices encompass various skills, including cultural and musical literacies, contributing to a holistic educational experience. Integrating traditional cultural elements, such as Mongolian folk songs, into literacy education offers an innovative approach to fostering a deeper understanding of cultural heritage while enhancing essential literacy skills. This literature review explores the theoretical underpinnings and existing research on integrating traditional music into literacy practices, emphasizing the multifaceted nature of literacy in modern education.

Theoretical Foundations of Literacy and Cultural Integration

Literacy theories have expanded significantly over the past few decades, moving from a singular focus on reading and writing to a broader understanding that includes multiple literacies. This conceptual shift is rooted in the New Literacy Studies, which argue that literacy practices are inherently social and cultural. According to New Literacy Studies, literacy is decoding text, understanding, and engaging with diverse cultural and social contexts (Leu et al., 2018; Purcell-Gates, 2020). This perspective supports the integration of Mongolian folk songs into literacy practices, as it emphasizes the value of cultural literacy in enhancing students' overall educational experience. By engaging with these songs' rich lyrical and historical content, students can develop a deeper appreciation for cultural narratives and traditions, broadening their literacy skills (Shi & Nicolas, 2023; Tang & Sornyai, 2023).

Musical Literacy and Cognitive Development

Research in educational psychology highlights the significant role that music can play in cognitive and literacy development. Theories such as the Multiple Intelligences Theory by Howard Gardner suggest that musical intelligence is critical to human development (McPherson, 2015; Chen & Gardner, 2018). Integrating music, specifically traditional

folk songs, into literacy education can stimulate various cognitive processes, including memory, attention, and language acquisition. With their repetitive structures and evocative imagery, Mongolian folk songs can enhance phonological awareness and vocabulary development, which are crucial literacy components. Moreover, these songs' rhythmic and melodic elements can aid in developing prosody and reading fluency, further supporting the argument for their integration into contemporary literacy practices (Chung, 2022).

Cultural Literacy and Identity Formation

As conceptualized by theorists like E.D. Hirsch, cultural literacy underscores the importance of a shared body of knowledge that enables individuals to communicate effectively within their cultural context. Integrating Mongolian folk songs into literacy education aligns with this theory by providing students with a cultural framework that enriches their understanding of their heritage and identity. This approach promotes cultural preservation and fosters students' sense of belonging and identity. By engaging with the cultural narratives embedded in Mongolian folk songs, students can develop a more nuanced understanding of their cultural history and values, a vital aspect of literacy in a multicultural society. This integration helps bridge the gap between traditional and contemporary forms of literacy, making education more inclusive and reflective of diverse cultural backgrounds (Brouillette, 2019; Guan et al., 2023).

Practical Implications and Pedagogical Strategies

The practical application of integrating Mongolian folk songs into literacy education requires thoughtful pedagogical strategies that align with contemporary educational theories. Research suggests that experiential learning and culturally responsive teaching are effective approaches. As David Kolb (2015) proposed, experiential learning emphasizes the importance of hands-on, reflective learning experiences. Using Mongolian folk songs in literacy education can provide students with tangible, engaging learning experiences that enhance their literacy skills. On the other hand, culturally responsive teaching involves recognizing and valuing students' cultural backgrounds in the learning process. Educators can incorporate Mongolian folk songs into the curriculum to create a more inclusive and engaging learning environment that respects and celebrates cultural diversity, enhancing students' literacy development (Park, 2017; Hancock, 2015; Li, 2024).

In conclusion, integrating Mongolian folk songs into contemporary literacy practices is supported by a robust theoretical foundation encompassing New Literacy Studies, Multiple Intelligences Theory, and cultural literacy concepts. These theories highlight the multifaceted nature of literacy and the significant benefits of incorporating cultural and musical elements into education. Students can better understand their cultural heritage by engaging with traditional music while enhancing essential literacy skills, ultimately leading to a more holistic and inclusive educational experience.

METHOD

This study adopts a qualitative research approach to investigate the effectiveness of integrating Mongolian folk songs into contemporary literacy practices. By employing ethnographic methods, the research aims to gather in-depth insights into how traditional music can enhance literacy skills among students. The qualitative methodology allows for a comprehensive exploration of participants' experiences, perceptions, and the cultural context in which these literacy practices are embedded. The following sections outline the research design, participant selection, data collection methods, and data analysis procedures.

Research Design

The qualitative research design is chosen to capture students' and educators' complex and nuanced experiences in integrating Mongolian folk songs into literacy practices. This design facilitates an in-depth understanding of how cultural elements influence literacy development. The study is conducted through fieldwork in Hohhot, Inner Mongolia Autonomous Region, China, where the cultural heritage of Mongolian folk songs is vibrant. The research employs a combination of interviews, observations, and document analysis to gather comprehensive data.

Participant Selection

The study involves 15 key informants selected based on specific criteria to ensure diverse perspectives on integrating Mongolian folk songs into literacy practices. The participants include:

- **Educators:** Five teachers from primary and secondary schools who incorporate Mongolian folk songs into their literacy curriculum.
- **Students:** Five students who actively participate in literacy activities involving Mongolian folk songs.
- **Cultural Experts:** Five experts in Mongolian folk music and cultural heritage who provide insights into the songs' cultural significance and educational potential.

The selection criteria for participants ensure a balanced representation of those directly involved in the educational process and those with specialized knowledge of Mongolian folk songs.

Data Collection Methods

The data collection methods include semi-structured interviews, participant observations, and document analysis. These methods provide a holistic view of the effectiveness of integrating Mongolian folk songs into literacy practices.

Interviews

The study was conducted with all 15 key informants, focusing on their experiences, perceptions, and observations regarding using Mongolian folk songs in literacy education. The questions explored the impact of this integration on students' literacy skills, engagement, and cultural understanding.

Observations

Participant observations were conducted in classrooms where Mongolian folk songs were integrated into literacy lessons, with detailed field notes taken to document teaching strategies, student interactions, and learning outcomes. These observations also extended to cultural events and performances related to Mongolian folk songs.

Document analysis

The analysis included educational materials, lesson plans, and student work incorporating Mongolian folk songs. Additionally, relevant policy documents and cultural heritage publications were reviewed to understand the broader context of this integration.

Data Analysis Procedures

The data analysis involves thematic analysis to identify patterns and themes related to the effectiveness of integrating Mongolian folk songs into literacy practices. The following steps outline the data analysis process.

Transcription and organization

Interview recordings were transcribed, observation notes and documents were organized, and data was systematically categorized to facilitate analysis.

Thematic analysis

Major themes related to literacy development, cultural engagement, and educational outcomes were identified, examining the interplay between traditional music and contemporary literacy practices.

Validation

Data from interviews, observations, and documents were triangulated to ensure the reliability and validity of findings, followed by member checking with participants to confirm the accuracy of interpretations and conclusions.

By employing these qualitative methods and steps, the study aims to comprehensively understand how integrating Mongolian folk songs into literacy practices can enhance students' literacy skills and cultural awareness. The findings will contribute to the broader discourse on contemporary literacy and the role of cultural heritage in education.

RESULTS

Impact on Student Engagement and Literacy Skills

Integrating Mongolian folk songs into contemporary literacy practices has significantly impacted student engagement and the development of literacy skills. This section examines how this approach influences student participation, motivation, and the specific literacy competencies enhanced through traditional music.

Student participation and motivation

Incorporating Mongolian folk songs into the literacy curriculum has significantly increased student participation and motivation. By integrating a culturally relevant and engaging medium, students become more enthusiastic about their learning experiences. For instance, the folk song performances conducted within schools have attracted many students and actively involved them in learning. These performances serve as a practical application of literacy skills, where students learn to read, write, interpret, and perform the songs, thereby deepening their understanding and retention of the material, as shown in Figure 1.

The unique elements of Mongolian folk songs, such as their melodies, rhythms, and lyrical content, captivate students' interest. This heightened engagement is crucial in fostering a positive attitude towards literacy practices. Students are more likely to participate in activities that they find enjoyable and culturally significant. As a result, attendance and active participation in literacy-related activities have notably increased. This engagement is further evidenced by the high levels of enthusiasm observed during classroom discussions and performance rehearsals, as documented in the field notes from the study.

Development of literacy skills

The use of Mongolian folk songs has profoundly affected students' literacy skills development. These traditional songs provide a rich context for enhancing various literacy competencies, including reading, writing, listening, and speaking. The lyrical analysis of songs like "The Black Horse" and "Wine Song" allows students to practice close reading. They learn to identify themes, interpret symbolism, and understand cultural references, all critical components of advanced literacy.

Moreover, learning and performing these songs enhances students' phonemic awareness and pronunciation skills. The distinct phonetic patterns in Mongolian folk songs require students to pay close attention to sound structures, improving their listening and speaking abilities. Teachers have observed that students who regularly participate in folk song activities demonstrate improved fluency and articulation in their verbal communication.



Figure 1. The inheritance of Mongolian culture within the school

Source: Peixin Sun, from fieldwork in December 2023

Writing skills are also enhanced through this integration. Students are often tasked with composing essays or reflective pieces on the themes and cultural significance of the songs they study. This practice improves their writing proficiency and ability to effectively express complex ideas and emotions. The thematic analysis of songs like "Paradise" and "The Gold Cup" (see Figures 39 and 40) allows students to explore and articulate their thoughts on intricate cultural and social issues, thereby enriching their overall literacy experience.

Specific literacy competencies enhanced

Integrating Mongolian folk songs into literacy education specifically enhances several key literacy competencies. Firstly, it promotes cultural literacy, which is essential in a diverse educational setting. Students gain a deeper understanding of their cultural heritage and its literary traditions, which fosters a sense of identity and pride. This cultural literacy is crucial for students to appreciate the diversity of the literary world and understand the interconnectedness of global cultures.

Secondly, the repetitive and rhythmic nature of folk songs aids in memorization and retention of information. Students who struggle with traditional literacy practices often find the musical aspect of learning more accessible and enjoyable. This learning method supports the development of memory skills, which are vital for academic success.

Lastly, the collaborative nature of learning and performing folk songs enhances social literacy. Students work in groups, share ideas, and provide feedback, strengthening their social interaction and communication skills. The group performances and rehearsals documented in this study demonstrate how students learn to collaborate effectively, resolve conflicts, and support each other's learning journeys.

In conclusion, integrating Mongolian folk songs into contemporary literacy practices has a significant positive impact on student engagement and the development of literacy skills. By making learning more engaging and culturally relevant, students are motivated to participate actively and develop a range of literacy competencies essential for their academic and personal growth. The evidence from this study highlights the effectiveness of using traditional music as a powerful tool in literacy education.

Cultural Awareness and Literacy Development

The role of Mongolian folk songs in fostering cultural awareness and its impact on literacy development. It discusses how exposure to cultural heritage through music enhances students' understanding of their cultural identity and its influence on literacy learning.

Fostering cultural awareness

Integrating Mongolian folk songs into literacy practices significantly enhances students' cultural awareness. Students gain a deeper understanding of their cultural heritage and identity by engaging with traditional music. For example,

through analyzing and performing folk songs like “The Black Horse” and “The Gold Cup,” students are exposed to these songs’ historical and cultural narratives. This exposure helps students appreciate the richness of Mongolian culture and its musical traditions.

The process of learning and performing Mongolian folk songs allows students to connect with their cultural roots in a meaningful way. By understanding the context and significance of these songs, students develop a sense of pride and belonging to their cultural community. This cultural awareness is crucial in a multicultural educational environment, as it promotes respect and appreciation for diversity.

Furthermore, cultural awareness activities, such as school performances and community events (see Figure 1), allow students to showcase their cultural knowledge and skills. These events reinforce the students’ learning and educate the broader community about Mongolian cultural heritage. This reciprocal exchange of cultural knowledge enhances the students’ and their community’s overall cultural literacy.

Impact on literacy development

Integrating Mongolian folk songs into literacy practices profoundly impacts literacy development. The cultural content of the songs provides a rich context for developing various literacy skills, including reading comprehension, writing, and critical thinking. The thematic analysis of folk songs, as seen in the detailed examinations of songs like “Wine Song” and “Paradise,” helps students develop critical literacy skills by interpreting and analyzing the lyrics’ meanings and themes.

Reading and interpreting the lyrics of Mongolian folk songs enhances students’ reading comprehension skills. The lyrical content often includes complex themes and rich vocabulary, challenging students to engage deeply with the text. This engagement promotes higher-order thinking skills, such as analysis, synthesis, and evaluation, essential for literacy development.

Writing activities related to Mongolian folk songs also contribute to literacy development. Students are encouraged to write reflective essays, analytical papers, and creative pieces based on the songs they study. These writing exercises help students articulate their thoughts and ideas clearly and coherently, improving their writing proficiency. Incorporating cultural themes into writing tasks makes the learning experience more relevant and engaging for students, enhancing their motivation to develop literacy skills.

Enhancing cultural literacy through music

Mongolian folk songs play a crucial role in enhancing cultural literacy. Cultural literacy involves understanding and appreciating one’s own culture and the cultures of others. Students gain insights into the cultural values, traditions, and historical contexts that shape their identities by studying Mongolian folk songs. This knowledge is essential for developing a well-rounded literacy education.

Using new media platforms to disseminate Mongolian folk songs further supports cultural literacy. Digital platforms

provide easy access to a wide range of musical content, allowing students to explore and learn about their cultural heritage from different perspectives. Digital resources, such as recordings, videos, and interactive content, enable students to engage with Mongolian folk songs in innovative and meaningful ways, as shown in Figure 2.

Moreover, the collaborative nature of learning through music fosters social literacy. Group activities, such as singing in choirs or participating in cultural festivals, encourage students to work together, share knowledge, and learn from each other. These collaborative experiences build social skills and enhance students’ ability to communicate effectively within their cultural context.

In conclusion, integrating Mongolian folk songs into contemporary literacy practices significantly fosters cultural awareness and enhances literacy development. By engaging with their cultural heritage through music, students develop a deeper understanding of their identity and improve various literacy skills. The study highlights the effectiveness of using traditional music as a powerful tool for promoting cultural literacy and enriching the overall educational experience. Through this approach, students become proficient in literacy skills and culturally literate individuals who appreciate and respect the diversity of their cultural heritage.

Educator Strategies and Literacy Outcomes

The strategies educators employ to integrate Mongolian folk songs into literacy instruction and the resulting literacy outcomes. The effective teaching practices, challenges encountered, and the overall effectiveness of these strategies in achieving literacy goals.

Effective teaching practices

Educators have developed several innovative strategies to effectively incorporate Mongolian folk songs into literacy instruction. One of the most impactful methods is using thematic units that blend music with literacy lessons. By using song lyrics to teach reading comprehension, critical thinking, and vocabulary, teachers create engaging and culturally rich learning experiences. For example, analyzing the lyrics of songs such as “The Black Horse” and “The Gold Cup” allows students to explore themes, context, and language, enhancing their literacy skills through culturally relevant content.



Figure 2. New media platform

Source: Peixin Sun, from fieldwork in December 2023

Interactive learning activities have also proven to be highly effective. Teachers organize performances, group singing sessions, and interactive discussions where students immerse themselves in Mongolian folk music. This approach makes learning engaging and helps students develop oral and written literacy skills as they reflect on their experiences and write about the cultural significance of the music.

Additionally, digital media platforms are a key strategy for integrating Mongolian folk songs into literacy practices. Platforms like Netease Cloud Music and QQ Music provide students access to various Mongolian folk songs. This digital approach allows for flexible, self-paced learning and enables students to interact with multimedia content, enhancing their digital and traditional literacy skills.

Challenges encountered

Despite the success of these strategies, educators face several challenges in integrating Mongolian folk songs into literacy instruction. One major challenge is the availability of resources. While digital platforms offer extensive content, not all schools have the technological infrastructure to support such initiatives. Additionally, there may be a scarcity of high-quality recordings and educational materials specifically designed for classroom use.

Another challenge is the varying levels of familiarity with traditional music among educators and students. Teachers may lack sufficient background knowledge in Mongolian folk music, hindering their ability to effectively teach and integrate it into literacy lessons. Students, especially those unfamiliar with the cultural context, may initially struggle to connect with the material, affecting their engagement and learning outcomes.

Language barriers also pose a significant challenge, as many Mongolian folk songs are in the Mongolian language. This requires teachers to find ways to make the content accessible to all students, including those who do not speak Mongolian. This often necessitates additional resources such as translations and bilingual support, which can be difficult to obtain.

Literacy outcomes

Despite these challenges, integrating Mongolian folk songs into literacy practices has shown positive literacy outcomes for students. One significant outcome is improved reading comprehension. Students develop a deeper understanding of language, metaphor, cultural context, and critical literacy components by engaging with song lyrics as literary texts.

Writing skills also improve through the integration of folk songs into literacy instruction. Reflective and analytical writing assignments based on the songs encourage students to articulate their thoughts clearly and creatively. This practice enhances their writing proficiency and ability to express complex ideas and cultural insights.

Students also exhibit increased cultural literacy and awareness. Learning about Mongolian folk songs' historical and cultural background helps students develop a broader perspective on their own and other cultures. This cultural

literacy fosters empathy, respect, and a deeper appreciation for diversity, essential components of a well-rounded education. Using digital media platforms to teach Mongolian folk songs has also enhanced students' digital literacy skills. Navigating online resources, engaging in digital projects, and participating in virtual discussions help students develop critical digital competencies essential for success in the modern world.

In conclusion, integrating Mongolian folk songs into contemporary literacy practices has proven to be an effective strategy for enhancing student engagement and literacy outcomes. Despite the challenges, the positive impact on reading comprehension, writing skills, cultural literacy, and digital literacy underscores the value of incorporating traditional music into literacy education. The strategies employed by educators, from thematic units and interactive activities to digital media, highlight the innovative approaches that can be taken to achieve literacy goals through cultural heritage.

DISCUSSION AND CONCLUSION

The findings of this study align with existing research that emphasizes the importance of integrating cultural elements into literacy education. Previous studies have highlighted the benefits of incorporating traditional music into the curriculum, enhancing students' engagement and literacy skills (Werner & Tegge, 2020; Abrahams, 2021). This study supports these findings, demonstrating that Mongolian folk songs significantly increase student participation and motivation. These songs' cultural relevance and engaging nature captivate students' interest, fostering a positive attitude toward literacy practices. This is consistent with Barton (2018), who argued that culturally diverse contexts in music learning contribute to more effective literacy development.

The study also aligns with the Multiple Intelligences Theory proposed by Howard Gardner, which suggests that musical intelligence is critical to cognitive development (McPherson, 2015; Chen & Gardner, 2018). The research findings show that integrating Mongolian folk songs into literacy education stimulates various cognitive processes, including memory, attention, and language acquisition. The rhythmic and melodic elements of these songs enhance phonological awareness and reading fluency, supporting Gardner's theory on the impact of musical intelligence on literacy skills.

While the study's findings are largely consistent with existing research, there are some discrepancies. For example, the study encountered challenges related to resource availability and language barriers. These challenges are less frequently discussed in the literature, which often focuses on the benefits of integrating cultural elements without fully addressing the practical difficulties educators face (Meng & Chuangprakhon, 2024). This study highlights the need for additional resources and support for teachers to overcome these barriers, suggesting that more attention should be given to these practical issues in future research.

The findings of this study support the theoretical principles of New Literacy Studies, which emphasize the social and cultural contexts of literacy practices (Leu et al., 2018;

Purcell-Gates, 2020). By integrating Mongolian folk songs into literacy education, students engage with diverse cultural and social contexts, enhancing their overall educational experience. This study demonstrates that literacy is not merely about decoding text but involves understanding and engaging with cultural narratives, which broadens students' literacy skills.

Additionally, the study's findings align with E.D. Hirsch's concept of cultural literacy, which underscores the importance of a shared body of knowledge for effective communication within a cultural context (Brouillette, 2019; Guan et al., 2023). By studying Mongolian folk songs, students develop a deeper understanding of their cultural heritage, fostering a sense of identity and belonging. This promotes cultural preservation and enhances students' cultural literacy, which is crucial in a multicultural society.

From a practical perspective, this research highlights the important role of policymakers and music educators in shaping curricula that integrate traditional music forms like Mongolian folk songs. Music educators can leverage these songs as culturally responsive pedagogical tools that connect students to their cultural heritage to enhance literacy outcomes. Policymakers, on the other hand, can develop educational policies that support the inclusion of such cultural elements in literacy programs, recognizing their potential to foster student engagement, cultural awareness, and overall literacy development. This integration supports academic achievement and nurtures students' cultural identity and empathy, which are increasingly critical in a globalized world.

The study's findings have several implications for educators. Integrating Mongolian folk songs into literacy practices can significantly enhance student engagement and literacy development. Educators should consider incorporating culturally relevant materials into their curriculum to create more engaging and effective learning experiences. Secondly, addressing the practical challenges identified in this study, such as resource availability and language barriers, is crucial. Providing teachers with the necessary resources and support can help overcome these challenges, ensuring the successful integration of cultural elements into literacy education. For policymakers, it suggests that creating policies that mandate or encourage the inclusion of traditional music in the curriculum can result in more inclusive and diverse learning environments. By supporting teacher training programs focused on integrating cultural music into literacy education, policymakers can help scale the positive impacts of this approach across educational systems, leading to long-term improvements in literacy outcomes and cultural preservation efforts.

Future research should explore the long-term impact of integrating cultural elements into literacy education, focusing on various cultural contexts and musical traditions. Investigating the effectiveness of different pedagogical strategies in diverse educational settings can provide valuable insights into best practices for integrating cultural elements into literacy education. Additionally, further research should address the practical challenges identified in this study, such as resource availability and language barriers, to develop effective solutions for educators. Exploring the use of digital platforms and resources in integrating cultural elements

into literacy practices can also offer innovative approaches to enhancing literacy education.

In conclusion, this study demonstrates the significant positive impact of integrating Mongolian folk songs into contemporary literacy practices. By making learning more engaging and culturally relevant, students are motivated to participate actively and develop a range of literacy competencies essential for their academic and personal growth. The study highlights the effectiveness of using traditional music as a powerful tool in literacy education, promoting cultural preservation and enhancing students' cultural literacy. The findings align with existing research and theoretical principles, supporting the argument for incorporating cultural elements into literacy education. However, practical challenges such as resource availability and language barriers must be addressed to ensure the successful integration of these elements. Future research should explore the long-term impact of integrating cultural elements into literacy education and develop effective solutions to the practical challenges identified in this study.

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