

Musical Literacy and the Role of Sichuan Guzheng in Enhancing Cultural Awareness among Learners

Honglu Chen, Sarawut Choatchamrat*, Sayam Chuangprakhon

College of Music, Mahasarakham University, Thailand

Corresponding author: Sarawut Choatchamrat, E-mail: sarawut.ch@msu.ac.th

ARTICLE INFO

Article history

Received: November 26, 2024

Accepted: February 23, 2025

Published: March 31, 2025

Volume: 13 Issue: 2

Conflicts of interest: None

Funding: None

ABSTRACT

This study investigates the role of the Sichuan Guzheng, a traditional Chinese plucked string instrument, in fostering musical literacy and enhancing cultural awareness among learners. Situated in the culturally rich regions of Chengdu and Leshan in Sichuan Province, the research employs qualitative methods, including ethnographic fieldwork, semi-structured interviews, and content analysis, to explore the Guzheng's educational and cultural significance. The findings demonstrate that learning the Guzheng cultivates technical skills, such as mastering traditional tablature, scales, and regional playing techniques while deepening students' understanding of Sichuan's heritage. Learners gain insights into the Guzheng's historical evolution, its role in festivals, and its philosophical connections to Taoist ideals. Pedagogical strategies, including using digital tools and blending traditional and modern repertoires, are highlighted as effective means to sustain engagement and relevance in contemporary education. The study underscores the Guzheng's potential as a medium for cultural preservation, emphasizing the need for its integration into curricula to bridge the gap between cultural heritage and modern educational frameworks. Suggestions for future research include longitudinal studies on the impact of traditional music education and interdisciplinary approaches to integrating Guzheng literacy with broader academic disciplines. This research provides valuable insights for educators, policymakers, and cultural practitioners, advocating a balanced approach to preserving intangible cultural heritage in a globalized context.

Key words: Sichuan Guzheng, Musical Literacy, Cultural Awareness, Traditional Music Education, Intangible Cultural Heritage

INTRODUCTION

Musical literacy, often perceived as a measure of technical skill and theoretical knowledge, holds a much deeper significance in cultural education. It acts as a bridge between learners and the rich heritage of their communities, offering a pathway to understanding historical, philosophical, and aesthetic traditions. The Sichuan Guzheng, a traditional plucked string instrument, has emerged as a significant cultural artifact in China's diverse musical landscape (Feldman et al., 2020; Hou & Seekhunlio, 2023; Zhu & Sornyai, 2024). Its unique tonalities and playing techniques reflect the historical and philosophical depth of the Sichuan region. This study explores the integration of Sichuan Guzheng into educational frameworks, focusing on how its use not only cultivates technical proficiency but also enhances cultural awareness among learners. By investigating the intersection of musical literacy and cultural education, the research aims to shed light on the broader implications of using traditional music in contemporary pedagogy (Li, 2024; Yusoff et al., 2023).

The rapid globalization of modern society poses challenges to preserving cultural heritage as traditional practices

face declining interest in favor of more universalized art forms and instruments like the Sichuan Guzheng risk of being relegated to niche or symbolic roles. The diminishing connection between learners and these traditional practices highlights the need for a practical educational approach to bridge this gap (Prest, 2020; Ullah & Ming Yit Ho, 2021). In this regard, musical literacy plays a critical role in connecting students to their cultural roots through experiential learning. The problem lies in the need for more emphasis on integrating traditional Chinese instruments, such as the Guzheng, within modern education. This lack of inclusion deprives learners of opportunities to engage deeply with their heritage, thus undermining efforts to instill cultural awareness in the next generation (Huang et al., 2024; Li, 2023; Xiaojun & Jamalludin, 2024).

This study aims to investigate the impact of musical literacy and the role of Sichuan Guzheng in enhancing cultural awareness among learners. By focusing on Guzheng's pedagogical potential, the research seeks to understand its influence on students' appreciation of cultural diversity and identity. The study also examines how musical literacy can

be fostered by teaching traditional instruments and evaluates how these approaches contribute to learners' broader understanding of Sichuan's rich cultural landscape. The study provides insights into the educational value of integrating traditional music into contemporary curricula (Fei & Pattananon, 2022; Ho, 2022; Liu & Bhengsri, 2024; Zhang et al., 2024).

The significance of this research lies in its potential to bridge the gap between cultural preservation and modern education. By highlighting the pedagogical value of the Sichuan Guzheng, the study contributes to the growing discourse on integrating intangible cultural heritage into formal learning environments. It also offers practical implications for educators and policymakers, emphasizing the need to balance cultural preservation with the demands of a globalized educational framework (Deng, 2020; Du & Wang, 2024). Furthermore, this research underscores the importance of equipping learners with the tools to engage with their heritage, fostering a sense of identity and pride. It addresses broader societal goals of sustaining cultural diversity while enriching the educational experience with practices that cultivate a deeper understanding of history, culture, and artistry.

Research Question

- How does musical literacy and the role of Sichuan Guzheng contribute to enhancing cultural awareness among learners?

LITERATURE REVIEW

The theoretical foundation of musical literacy emphasizes its significance as a skill-building practice and a means of cultural education. The concept of musical literacy as cultural literacy highlights the interconnectedness of music with societal values, history, and traditions. While the Guzheng has been extensively explored regarding its cultural preservation and regional styles, specific studies focusing on the Sichuan Guzheng's unique contributions to cultural awareness among learners are sparse. This review examines the theoretical perspectives on musical literacy, the role of the Sichuan Guzheng in cultural education, and the pedagogical implications of integrating traditional instruments into modern curricula.

Theoretical Perspectives on Musical Literacy

Musical literacy is a multifaceted concept beyond technical proficiency and encompasses music's cultural, historical, and aesthetic aspects. It is a transformative tool that bridges cultural gaps and reinforces identity. Traditional music education helps learners connect with their heritage, appreciate its relevance in a globalized context, and develop cultural awareness. Engaging with traditional instruments, such as the Guzheng, requires both technical mastery and appreciation for its cultural underpinnings. Recent studies have highlighted the need for a more diverse exploration of how musical literacy can integrate various cultural contexts, enriching the learning experience and fostering global cultural empathy

(George, 2023; Paananen, 2022). Additionally, digital tools, such as interactive applications and online learning platforms, have been recognized as a critical factor in broadening access to traditional music education, creating opportunities for learners to connect with cultural narratives in innovative ways (Hernández, 2020; Olvera-Fernández et al., 2023). Thus, musical literacy is about technical proficiency and cultural understanding and appreciation.

The Role of Sichuan Guzheng in Cultural Education

The Sichuan Guzheng, a cultural artifact in Chinese musical traditions, has evolved over 2,000 years and is known for its expressive qualities and close ties to local dialects and practices. It serves as a medium for musical expression and a repository of cultural narratives and historical memory. In cultural education, the Guzheng bridges the gap between traditional music and contemporary learners, offering a direct experience of Sichuan's cultural identity and encouraging exploration of broader history, philosophy, and aesthetic themes (Guo et al., 2024; Ma & Chen, 2024). However, expanding the sample diversity in studies of Guzheng education across different age groups and educational contexts could enhance our understanding of its broader educational potential. The incorporation of digital platforms, such as virtual reality (VR) environments and online masterclasses, has further demonstrated how traditional instruments like the Guzheng can be integrated into global educational frameworks, making cultural literacy accessible to a wider audience (Longlong & Luen, 2023; Sularso et al., 2023). Its adaptability to modern educational settings makes it a valuable addition to curricula fostering cultural literacy.

Pedagogical Implications for Integrating Traditional Instruments

The Sichuan Guzheng, a traditional Chinese instrument, can be integrated into modern education to enhance cultural awareness through experiential learning. Based on experiential and reflective learning theories, this approach encourages active engagement with cultural artifacts to understand heritage. Educators can create structured learning environments emphasizing technical and cultural dimensions by incorporating Guzheng into music curricula. This approach connects students' musical practice to broader cultural narratives, enhancing their technical proficiency and promoting appreciation for the sociocultural significance of traditional music (Addaquay, 2024; Qudratovich, 2024; Yeye, 2023). Recent pedagogical models have suggested incorporating interdisciplinary methods, such as combining music with visual arts or history lessons, to deepen learners' engagement and appreciation for cultural heritage. Moreover, leveraging digital tools such as notation software, gamified learning applications, and virtual Guzheng tutorials has been shown to sustain learner engagement while addressing generational preferences for interactive and technology-driven learning methods (Carrión & Colmenero, 2022; Molero et al., 2021). Furthermore, integrating the Guzheng into collaborative activities enhances its educational impact.

METHOD

This study employed a qualitative research methodology, utilizing ethnographic fieldwork, semi-structured interviews, and content analysis to explore the relationship between musical literacy and cultural awareness in the context of the Sichuan Guzheng. The research was conducted in Chengdu and Leshan, Sichuan Province, recognized hubs of Guzheng traditions, to provide a culturally rich backdrop for the investigation.

Research Site and Participants

The study focused on Chengdu and Leshan due to their deep historical and cultural connections to the Guzheng. These locations offered diverse perspectives from educators, performers, and learners engaged with the instrument, as shown in Table 1.

Four key informants were included in the participants, chosen for their direct involvement with Guzheng education and performance. They comprised Guzheng performers, educators, and a Sichuan opera conductor, ensuring varied perspectives on the instrument's role in cultural education, as shown in Table 2.

Data Collection

The data collection process incorporated three essential methods:

Ethnographic fieldwork

Observations were conducted during Guzheng lessons, workshops, and performances to gain insights into how the instrument is taught and practiced. Detailed field notes captured interactions between educators and learners and highlighted cultural narratives embedded in the music.

Semi-Structured interviews

Semi-structured interviews with the four key informants provided in-depth perspectives on Guzheng's educational

and cultural impact. These interviews explored the history, techniques, and teaching methods associated with the instrument.

Content analysis

Teaching materials, including music scores, textbooks, and curriculum guides, were analyzed to provide additional insights into how musical literacy is developed through Guzheng education. Emphasis was placed on these materials' cultural narratives and pedagogical frameworks.

Data Analysis

Thematic analysis was employed to identify patterns and themes across the collected data, focusing on learners' engagement, cultural understanding, and reflections on identity, as shown in Table 3.

The research involved transcription and organization of interview recordings and observational field notes, coding key themes around learner participation, educator approaches, and the role of Sichuan Guzheng in cultural storytelling. The data was synthesized to answer the research question of how musical literacy and Sichuan Guzheng enhance learners' cultural awareness.

RESULTS

The role of musical literacy in cultural education is multifaceted, mainly when linked to instruments like the Sichuan Guzheng, which embodies a region's rich traditions and philosophies. This study explored how engagement with the Guzheng contributes to learners' cultural awareness, focusing on their development of musical literacy and connection to regional identity. By analyzing educational practices and learner experiences, the findings highlight the transformative potential of incorporating traditional instruments into modern pedagogical settings. These results underscore the Guzheng's value as a musical and cultural tool, fostering a deeper understanding of Sichuan's heritage among learners.

Development of Musical Literacy

A key outcome of this study was the development of musical literacy among learners through the Sichuan Guzheng. Learners exhibited significant progress in reading Guzheng-specific notations, understanding modal structures, and

Table 1. Research site

Research Site	Reason for Selection
Chengdu	Renowned for its Guzheng pedagogy and home to prominent educators and performers
Leshan	A city with a strong connection to Sichuan opera and folk music traditions

Table 2. Participants

Participant	Focus
Two Performers	Insights on traditional techniques and the cultural significance of the Guzheng
One Educators	Teaching strategies and challenges in promoting cultural literacy through the Guzheng
One Conductor	Integration of Guzheng in opera and broader musical contexts.

Table 3. Data analysis

Theme	Focus
Learner Engagement	How learners interact with Guzheng lessons and performances
Cultural Significance	Learners' recognition of Guzheng as a representation of Sichuan's musical heritage
Cultural Identity	Influence of Guzheng education on learners' sense of cultural belonging and awareness

mastering traditional playing techniques. These advancements in literacy formed the foundation for a deeper connection to Sichuan's rich musical traditions, demonstrating the critical role of foundational skills in fostering cultural appreciation, as shown in Table 4.

Learners highlighted their ability to read and interpret traditional Guzheng notation as a pivotal literacy skill. Unlike Western musical notation, Guzheng tablature uses numerical symbols to represent strings and plucking techniques, requiring a unique cognitive approach. This literacy enabled learners to perform compositions authentically, respecting the cultural nuances embedded in the scores. Moreover, understanding scales and modes, particularly the D Shang mode prominent in Sichuan Guzheng music, was another vital aspect of literacy development. Learners reported that identifying modal structures deepened their appreciation of the regional characteristics of Guzheng music, connecting theoretical knowledge with performance practices, as shown in Table 5.

The practical application of traditional techniques underscored the holistic nature of musical literacy, blending technical skills with cultural meaning. For instance, the finger-plucking patterns demonstrated learners' technical abilities and reflected Sichuan's stylistic heritage. Similarly, the glissando technique helped learners emulate Taoist ideologies' flowing, meditative qualities. The development of musical literacy through the Sichuan Guzheng allowed learners to internalize the instrument's technical and cultural elements. Learners better understood Sichuan's musical heritage by

Table 4. Indicators of musical literacy development

Indicator	Observed Skills	Impact on Learners
Notation Reading	Proficiency in reading traditional Guzheng tablature	Improved ability to interpret musical scores
Scale Understanding	Mastery of D Shang and other modes used in Sichuan music	Recognition of the distinct tonalities of Guzheng
Traditional Techniques	Application of finger-plucking and glissando techniques	Enhanced understanding of regional performance styles

Table 5. Traditional playing techniques in literacy development

Technique	Description	Cultural Significance
Finger-Plucking Patterns	Utilization of specific plucking combinations for melodies	Reflects regional stylistic expressions
Glissando (Sliding)	Smooth transitions between notes	Imitates natural sounds, highlighting Taoist philosophies
Percussive Techniques	Striking the Guzheng body for rhythmic effects	Emphasizes the dynamic interplay in Sichuan music

mastering notation, scales, and techniques, bridging the gap between performance skills and cultural awareness. This underscores the role of literacy as a transformative tool in preserving and transmitting traditional music.

Cultural Awareness

The research findings highlight how literacy, developed through engagement with the Sichuan Guzheng, extends beyond technical understanding to encompass profound cultural awareness. Learners exhibited an enriched comprehension of Sichuan's regional identity through their immersion in Guzheng education, which included insights into its historical context, its integral role in festivals, and its philosophical underpinnings, particularly its connections to Taoism. Informants emphasized that literacy in this context is a means of technical skill-building and a pathway to cultural preservation, as shown in Table 6.

During interviews, one informant remarked, "Playing the Guzheng feels like touching history with my fingers. The stories embedded in the melodies connect me to the past." This illustrates how literacy in Guzheng's performance extends to understanding the instrument as a living document of Sichuan's cultural history. Learners noted that the Guzheng's regional characteristics, such as its tonal variations and distinct playing techniques, provide insights into Sichuan's unique musical traditions. Educators further elaborated that historical literacy was fostered through teaching methods that combined musical practice with lessons on the Guzheng's evolution over centuries. This approach allowed learners to contextualize their performances within broader cultural narratives, deepening their connection to Sichuan's heritage, as shown in Table 7.

The Guzheng's integration into festivals was a critical link between literacy and cultural awareness. Learners described how the instrument's performances embody the spirit of local celebrations, from melodic expressions in New Year rituals to dance accompaniment during the Lantern Festival. One informant stated, "I never realized how much music could be a part of celebrating identity until I saw how Guzheng performances were woven into our festivals." This integration helped learners see the Guzheng as more than a musical instrument—it became a cultural symbol of communal experiences. Literacy in this context included understanding

Table 6. Themes of cultural awareness enhanced by guzheng literacy

Theme	Key Insights from Learners	Cultural Impact
Historical Context	Recognition of Guzheng's ancient origins and evolution	Strengthening cultural ties through heritage appreciation
Role in Festivals	Understanding its significance in local traditions	Integration of music with communal rituals and celebrations
Taoist Philosophies	Awareness of spiritual and meditative dimensions	Bridging music literacy with philosophical thought

the significance of specific compositions and their roles in different celebratory settings, fostering a collective sense of pride and belonging, as shown in Table 8.

Learners also articulated how literacy in Guzheng performance provided a gateway to understanding Taoist philosophies embedded in its repertoire. Many pieces, such as “November Mountain Vespers,” reflect Taoist ideals of balance, introspection, and harmony with nature. One learner reflected, “The melodies guide me to focus inward, which I have learned is deeply connected to Taoist thought.” Educators explicitly highlighted the importance of teaching these connections, as they help learners bridge technical and philosophical literacy. This integration fosters a deeper appreciation of the Guzheng’s role in expressing spiritual and meditative values, contributing to a holistic understanding of Sichuan’s cultural identity, as shown in Table 9.

By developing cultural awareness through Guzheng literacy, learners bridged music’s technical and expressive aspects, understanding Sichuan’s identity comprehensively. These findings demonstrate how musical literacy is a

multidimensional tool that fosters individual and collective cultural consciousness.

Pedagogical Effectiveness

The findings highlight the significant role of innovative pedagogical practices in advancing Guzheng literacy while fostering cultural awareness. Educators consistently emphasized the importance of blending traditional Guzheng techniques with modern teaching methods to make the learning process more engaging and accessible for contemporary students. This approach preserved Guzheng music’s technical and cultural essence and ensured its relevance in the modern educational landscape.

Traditional Guzheng techniques, such as reading notation, mastering plucking methods, and understanding regional scales, formed the foundation of the teaching process. These technical skills were taught alongside the cultural significance of the instrument, allowing learners to connect with Sichuan’s musical heritage on a deeper level. Educators pointed out that teaching technical aspects in isolation was insufficient; contextualizing these techniques within cultural narratives made the lessons more meaningful. One educator explained, “When students understand the cultural stories behind each technique, their engagement increases, and their appreciation for the instrument deepens.”

Many educators integrated digital tools into their pedagogy to enhance the teaching process. Mobile applications, online video tutorials, and interactive platforms allowed students to practice independently and revisit lessons independently. These resources also provided visual and auditory support, making it easier for learners to grasp complex techniques. One educator noted, “Digital tools give students the flexibility to learn beyond the classroom and explore Guzheng music in their own time, fostering both technical mastery and cultural connection.”

A particularly effective strategy involved tailoring lessons to appeal to younger learners. Educators adapted contemporary songs for the Guzheng, blending traditional techniques with modern repertoires that resonated with the students. This method sparked interest and encouraged students to explore their creativity while mastering foundational skills. One informant remarked, “When students play the music they enjoy, they are more likely to invest in learning the technical and cultural aspects of the Guzheng.” By integrating popular music with traditional techniques, educators created a dynamic learning environment that bridged the gap between past and present.

Maintaining the cultural relevance of the Guzheng was another priority for educators. Lessons were enriched with historical context, stories about regional traditions, and discussions about Guzheng’s role in Sichuan’s cultural identity. This cultural framing enabled students to see the instrument as more than just a tool for music; they viewed it as a symbol of their heritage. One educator reflected, “Through these lessons, students gain a sense of pride in their cultural roots and understand the Guzheng’s place in preserving Sichuan’s traditions.”

Table 7. Learners’ reflections on historical awareness

Historical Literacy	Learners’ Understanding	Cultural Connection
Origins and Evolution	Guzheng as a 2,000-year-old cultural artifact	Continuity of tradition through practice
Regional Styles	Awareness of Sichuan’s unique tonalities	Appreciation for regional diversity in music
Integration with History	Stories reflected in traditional repertoires	Personal identification with cultural heritage

Table 8. Cultural role of guzheng in local festivals

Festival	Guzheng’s Role	Learner Awareness
Lantern Festival	Accompanying celebratory dances	Connection between music and community spirit
Taoist Ceremonies	Enhancing spiritual rituals with melodic prayers	Linking music with philosophical themes
New Year Celebrations	Setting a festive tone with traditional repertoires	Reinforcing cultural pride

Table 9. Philosophical literacy through guzheng repertoire

Aspect	Learners’ Reflections	Cultural Relevance
Meditative Quality	Music fostering introspection and calm	Connection to Taoist teachings on harmony
Expression of Balance	Repertoire embodying natural and cosmic balance	Linking music to spiritual and philosophical heritage
Spiritual Practice	Understanding the role of music in Taoist rituals	Music as a medium for cultural spirituality

DISCUSSION AND CONCLUSION

This study underscores the profound role of musical literacy in bridging cultural education and technical proficiency through the Sichuan Guzheng. The findings reveal that engaging with this traditional instrument fosters a deeper connection to Sichuan's heritage, providing a platform for learners to explore historical, philosophical, and aesthetic dimensions. These findings align with existing theoretical principles of musical literacy, emphasizing its role in cultural understanding and identity formation (George, 2023; Paananen, 2022).

Developing musical literacy through Guzheng-specific skills, such as reading tablature and mastering traditional playing techniques, is consistent with previous research. For instance, Feldman et al. (2020) argue that musical literacy encompasses technical mastery and interpreting cultural narratives embedded in music. Similarly, integrating regional modes like D Shang aligns with theories suggesting that understanding tonal structures deepens cultural appreciation (Huang et al., 2024). Including reflective practices, such as connecting performance techniques to Taoist philosophies, resonates with experiential learning theories, supporting the idea that cultural artifacts like the Guzheng serve as transformative tools in education (Addaquay, 2024; Yeye, 2023).

However, the findings also highlight a gap in contemporary curricula, where traditional instruments are often underrepresented. This contradicts Paananen's (2022) recommendation to integrate cultural education into music pedagogy. As Huang et al. (2024) previously noted, the underutilization of traditional instruments in educational frameworks could deprive learners of opportunities to engage deeply with their heritage. Policy implications arise here, suggesting the need for formal guidelines that mandate the inclusion of traditional instruments like the Guzheng in national and regional educational curricula. Such measures could address the disparity and provide equitable opportunities for cultural education.

Pedagogically, modern teaching tools, such as digital applications and blended repertoires, reflect innovative strategies to sustain learner engagement. This approach supports the findings by Guo et al. (2024), who emphasize digital empowerment to make traditional music accessible to modern learners. However, more research is needed to evaluate the long-term impact of these methods on preserving cultural identity, as current studies, including this one, focus primarily on immediate outcomes. Additionally, digital learning platforms should be enhanced to include interdisciplinary features that connect music education with cultural history, fostering a comprehensive understanding of traditional music.

Cultural awareness fostered through Guzheng education, which spans historical literacy, festival traditions, and Taoist philosophies, provides compelling evidence for the instrument's role in cultural preservation. These findings are consistent with Deng's (2020) theoretical perspectives, which assert that musical instruments are living documents of cultural memory. The learners' reflections, such as connecting melodies to historical narratives, reinforce the importance of integrating cultural contexts into music education (Zhu & Sornyai, 2024). Interdisciplinary applications, such as

combining Guzheng education with history and philosophy classes, could provide students with a broader framework for understanding cultural narratives and the evolution of traditional music.

This research demonstrates the dual role of the Sichuan Guzheng in cultivating musical literacy and enhancing cultural awareness among learners. The findings affirm that traditional instruments like the Guzheng are not merely technical tools but also vessels of cultural identity and historical memory. Learners connect with Sichuan's rich musical traditions by mastering notation, scales, and performance techniques, fostering a sense of pride and belonging. The study's results align with theoretical principles, highlighting the transformative potential of integrating traditional music into contemporary education. However, the research also reveals challenges, such as the need for more representation of traditional instruments in modern curricula, which may hinder efforts to preserve cultural heritage.

Expanding policy and interdisciplinary approaches can amplify the impact of such research. Policymakers should consider incentivizing schools to include traditional instruments in music education frameworks, supported by government funding and teacher training programs. Additionally, educators could design interdisciplinary curricula combining music with arts, literature, and digital media to enrich students' cultural and artistic literacy.

Further research should explore the impact of traditional Chinese instruments like the Pipa and Erhu on cultural literacy and awareness in different regions. It should also assess the long-term effects of Guzheng education on learners' cultural identity and engagement with traditional music. Policy analysis should be conducted to support the inclusion of traditional instruments in curricula. Interdisciplinary integration with subjects like history or philosophy can provide a holistic learning experience. Digital pedagogy should be evaluated for its cultural relevance.

REFERENCES

- Addaquay, A. P. (2024). Integrating critical thinking into advanced musical analysis in Ghanaian Music Education. *PAN African Journal of Musical Arts Education*, 2(2), 1-9. <https://doi.org/10.58721/pajmae.v2i2.735>
- Carrión C. E., & Colmenero, M. J. R. (2022). Gamification and mobile learning: innovative experiences to motivate and optimise music content within university contexts. *Music Education Research*, 24(3), 377-392. <https://doi.org/10.1080/14613808.2022.2042500>
- Deng, H. (2020). *Making the intangible tangible: Rediscovering music and wellbeing through the Guqin culture of Modern China*. The Florida State University.
- Du, C., & Wang, H. (2024). Guzheng performance venue and traditional music development in urban cultural space: A case study of a city in Shaanxi Province. *Przestrzeń Społeczna (Social Space)*, 24(1), 566-588.
- Fei, W., & Pattananon, N. (2022). Nonformal music learning in adult: Case study Sichuan Chengdu Haitang Road Community adult pop music lovers, Sichuan, China. *Journal of Modern Learning Development*, 7(11), 470-479.

- Feldman, E., Lutch, M., Contzius, A., & Bugaj, K. (2020). *Instrumental music education: Teaching with the musical and practical in harmony*. Routledge. <https://doi.org/10.4324/9780429028700>
- George, S. F. (2023). *An interdisciplinary approach to music theory pedagogy: How Bloom's Taxonomy promotes music literacy in the first year music theory sequence for undergraduates*. Temple University.
- Guo, S., Zhang, Y., & Sun, Z. (2024, June). Digital empowerment of excellent traditional Chinese music culture education. In N. A. Streitz & S. Konomi (Eds.), *International Conference on Human-Computer Interaction* (pp. 231-241). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-60012-8_14
- Hernández, A. M. (2020). Online learning in higher music education: Benefits, challenges and drawbacks of one-to-one videoconference instrumental lessons. *Journal of Music, Technology & Education*, 13(2-3), 181-197. https://doi.org/10.1386/jmte_00022_1
- Ho, W. C. (2022). Perceptions of values and influential sources of creativity, music types, and music activities in school music learning: a study of students in Changsha, China. *Music Education Research*, 24(1), 1-17. <https://doi.org/10.1080/14613808.2021.2007230>
- Hou, J., & Seekhunlio, W. (2023). Concept composition and literacy transmission of the clarinet folk song "Pamir Zhiyin". *International Journal of Education and Literacy Studies*, 11(4), 166-172. <https://doi.org/10.7575/aiac.ijels.v11n.4p.166>
- Huang, Y., Chuangprakhon, S., & Santaveesuk, P. (2024a). Preservation and Transmission of Shaanxi Guzheng Musical Instruments: Challenges and Strategies for Cultural Sustainability. *International Research Journal of Multidisciplinary Scope (IRJMS)*, 5(4), 147-158. <https://doi.org/10.47857/irjms.2024.05i04.01265>
- Li, L. (2023). Reform and innovation in Guzheng education teaching model. *Journal of Education and Educational Research*, 3(2), 13-16. <https://doi.org/10.54097/jeer.v3i2.9004>
- Li, Y. (2024, September). Exploring global education through dance: Cross-cultural narratives in international standard dance. In *2024 3rd International Conference on Science Education and Art Appreciation (SEAA 2024)* (pp. 50-57). Atlantis Press. https://doi.org/10.2991/978-2-38476-291-0_6
- Liu, S., & Bhengsri, T. (2024). Historical perspective on literacy and learning resources of traditional Chinese fiddle musical instruments in Jiangxi. *International Journal of Education and Literacy Studies*, 12(1), 260-268. <https://doi.org/10.7575/aiac.ijels.v12n.1p.260>
- Longlong, C., & Luen, L. C. (2023). New trend in online pedagogy for college vocal music education in the digital era. *International Journal of Academic Research in Progressive Education and Development*, 12(4), 923-931. <https://doi.org/10.6007/IJARPED/v12-i4/20091>
- Ma, Y., & Chen, Y. (2024). Exploring the model of contemporary Chinese ethnic musical instrument improvement mechanisms: Based on grounded theory. *SAGE Open*, 14(1), 21582440241235018. <https://doi.org/10.1177/21582440241235018>
- Molero, D., Schez-Sobrino, S., Vallejo, D., Glez-Morcillo, C., & Albusac, J. (2021). A novel approach to learning music and piano based on mixed reality and gamification. *Multimedia Tools and Applications*, 80(1), 165-186. <https://doi.org/10.1007/s11042-020-09678-9>
- Olvera-Fernández, J., Montes-Rodríguez, R., & Ocaña-Fernández, A. (2023). Innovative and disruptive pedagogies in music education: A systematic review of the literature. *International Journal of Music Education*, 41(1), 3-19. <https://doi.org/10.1177/02557614221093709>
- Paananen, P. (2022). Musical backgrounds and musical identity development in pre-service music education and primary education students: A narrative study. *Music education research*, 24(1), 111-123. <https://doi.org/10.1080/14613808.2021.2017421>
- Prest, A. (2020). Cross-cultural understanding: The role of rural school-community music education partnerships. *Research Studies in Music Education*, 42(2), 208-230. <https://doi.org/10.1177/1321103X18804280>
- Qudratovich, L. A. (2024). Ways of Developing and Enhancing Performance Skills in Young Music Teachers within Folk Traditions. *Zibaldone Estudios italianos*, 11(1), 237-245.
- Sularso, S., Wadiyo, W., Cahyono, A., Suharto, S., Pranolo, A., & Nuryana, Z. (2023, September). Digital transformation in music education: Addressing challenges in technology-enhanced music education. In *2023 XIII International Conference on Virtual Campus (JICV)* (pp. 1-4). IEEE. <https://doi.org/10.1109/JICV59748.2023.10565641>
- Ullah, A. A., & Ming Yit Ho, H. (2021). Globalisation and cultures in Southeast Asia: Demise, fragmentation, transformation. *Global Society*, 35(2), 191-206. <https://doi.org/10.1080/13600826.2020.1747992>
- Xaojun, W., & Jamalludin, N. I. (2024). Developing strategies and practices for Chinese traditional instrumental music education: A case study of the Chinese primary school national music orchestras. *Asian Journal of Research in Education and Social Sciences*, 6(3), 599-612.
- Yeye, L. (2023). Exploring the pedagogical significance of Pipa aesthetics in Chinese music education: A case study of pipa performance techniques and cultural contexts. *Journal of Law and Sustainable Development*, 11(8), e1427-e1427. <https://doi.org/10.55908/sdgs.v11i8.1427>
- Yusoff, S. M., Marzaini, A. F. M., Hassan, M. H., & Zakaria, N. (2023). Investigating the roles of pedagogical content knowledge in music education: A systematic literature review. *Malaysian Journal of Music*, 12(2), 95-114. <https://doi.org/10.37134/mjm.vol12.2.6.2023>
- Zhang, J., Muthukrishnan, P., Teoh, S. H., Gao, X., & Liu, C. (2024). A Delphi study on teacher trainees' competencies to promote cultural sustainability of Chinese traditional musical instrument education. *Asian Journal of University Education*, 20(3), 612-629.
- Zhu, X., & Sornyai, P. (2024). Literacy transmission of guqin culture at the Wangji School in Henan Province, China. *International Journal of Education and Literacy Studies*, 12(1), 268-275. <https://doi.org/10.7575/aiac.ijels.v12n.1p.268>