

Educational Perspectives on the Transmission of Jin-style Laoting Dagu as Musical Literacy

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ARTICLE INFO

Article history

Received: November 19, 2024

Accepted: March 14, 2025

Published: March 31, 2025

Volume: 13 Issue: 2

Conflicts of interest: None

Funding: None

ABSTRACT

Jin-style Laoting Dagu is a traditional Chinese folk music form that integrates rhythmic drumming, expressive vocal storytelling, and instrumental accompaniment, originating in Laoting County, Hebei Province. This study investigates the role of Jin-style Laoting Dagu in fostering musical literacy and cultural preservation within educational settings. Conducted in Luannan County, a region known for its strong folk music tradition, the research engaged four key informants: one academic expert in folk music education and three Laoting Dagu inheritors actively involved in performance and teaching. Using a qualitative ethnographic approach, we collected the data through fieldwork, semi-structured interviews, participant observations, and document analysis. The data was analyzed using thematic analysis. The findings reveal that integrating Laoting Dagu into school curricula significantly enhances students' musical literacy, particularly in rhythm comprehension, tonal variation, and expressive performance skills, while fostering cultural identity. However, challenges such as a lack of trained instructors and insufficient institutional support hinder its full integration. The study recommends structured curriculum development, specialized teacher training, and incorporating digital learning tools to sustain Laoting Dagu education. These insights contribute to the ongoing discourse on traditional music transmission and highlight the importance of bridging heritage preservation with contemporary education policies.

Key words: Jin-Style Laoting Dagu, Musical Literacy, Folk Music Education, Cultural Transmission, Traditional Chinese Music

INTRODUCTION

Music has long been recognized as essential for cultural transmission, personal expression, and social cohesion. Across different societies, traditional music reflects history, values, and collective identity, allowing communities to preserve their unique cultural heritage (Georgios, 2018; Kelly, 2018). In China, folk music has significantly shaped artistic traditions, with regional styles carrying distinct musical characteristics and historical significance. Jin-style Laoting Dagu, a northern Chinese folk music tradition, is a prime example of an art form deeply embedded in the local cultural fabric. Originating from Laoting County and later flourishing in Luannan County, Hebei Province, Jin-style Laoting Dagu evolved as a form of storytelling through rhythmic drumming, expressive vocals, and Sanxian (three-stringed lute) accompaniment (Mei & Jähnichen, 2023; Qiu et al., 2024; Tang, 2021). This traditional music form was once performed widely at social gatherings, celebrations, and theatrical performances, making it a living cultural asset for the region. However, despite its rich history and cultural significance, Jin-style Laoting Dagu faces challenges in transmission and preservation due to shifting social dynamics and changes in contemporary education (Li & Bhengsri, 2024; Miller & Shahriari, 2020).

Globalization and modernization have significantly influenced the musical landscape in recent years, altering how traditional music is perceived and taught. The widespread adoption of Western musical education in China has led to a decline in the emphasis placed on indigenous folk music traditions within formal educational settings. Schools often prioritize Western classical music training over local musical heritage, gradually eroding students' familiarity with traditional music forms (Utz, 2021; Wu & Chuangprakhon, 2024). Additionally, the decline of oral transmission practices, which historically played a vital role in passing down musical knowledge from generation to generation, has further endangered folk traditions like Jin-style Laoting Dagu. As fewer young learners engage with this art form, a growing concern is that an essential part of China's intangible cultural heritage could be lost. While some government-led cultural preservation initiatives have sought to document and safeguard these traditions, integrating folk music into mainstream education remains limited (Degrave, 2019; Gorgoretti, 2019; Norton & Matsumoto, 2018). Therefore, this study addresses how Jin-style Laoting Dagu can be effectively transmitted to younger generations in ways that foster musical literacy and cultural awareness.

This research aims to investigate the role of Jin-style Laoting Dagu in fostering musical literacy and cultural transmission within educational settings. By examining its current transmission practices, teaching methodologies, and student engagement, this study aims to uncover the educational potential of incorporating this traditional music form into school curricula. Specifically, it explores how learning Jin-style Laoting Dagu contributes to students' musical literacy development, including rhythm comprehension, tonal variation, and expressive performance techniques. Furthermore, it examines how engaging with this folk tradition enhances students' understanding of cultural heritage and identity (Eccles et al., 2021; Fanbo & Thotham, 2024; Li, 2024; Zhang & Chonpairot, 2024). By investigating both the pedagogical and cultural dimensions of transmission, this research offers insights into how traditional music can be preserved while remaining relevant in modern educational frameworks.

The significance of this study lies in its potential contributions to music education, cultural sustainability, and policy development. First, it highlights the importance of integrating traditional music into education to enrich students' musical experiences and competencies. Second, it provides a model for preserving folk traditions by embedding them in formal learning environments, ensuring their continuity for future generations. Third, it offers practical recommendations for educators, policymakers, and cultural institutions to develop structured programs that promote the appreciation and learning of Jin-style Laoting Dagu. Ultimately, this research seeks to bridge the gap between cultural heritage preservation and contemporary education, demonstrating that folk music traditions can thrive in structured learning environments (Prest, 2020; Shi & Nicolas, 2023). By reinforcing the value of traditional music in shaping students' artistic and cultural literacy, this study advocates for a holistic approach to music education that embraces both global and local musical traditions.

Research Question

- How does transmitting Jin-style Laoting Dagu foster musical literacy and cultural preservation in educational settings?

LITERATURE REVIEW

Jin-style Laoting Dagu, a folk musical from northern China, has been integral to community storytelling and artistic expression. However, with the rise of modern education and changes in social structures, traditional music faces challenges in preservation and transmission. This chapter explores three key areas relevant to the study: musical literacy in education, the transmission of folk music in educational settings, and the cultural and musical significance of Jin-style Laoting Dagu. These areas provide a theoretical foundation for understanding how traditional music education can contribute to musical literacy and cultural preservation.

Musical Literacy in Education

In China, national education policies emphasize the importance of traditional music, but practical implementation varies due to a lack of trained instructors and standardized testing (Achieng'Akuno, 2019; Isabirye, 2021; Yoo, 2023). Similar challenges have been identified in other cultural contexts, where efforts to integrate traditional music into education often face institutional barriers, such as a Eurocentric music curriculum and limited teacher training (Gorgoretti, 2019; Prest, 2020). Studies from African and Southeast Asian music education frameworks highlight the role of contextualized learning, where traditional music is taught not only as a historical subject but as a living practice embedded in community life (Akinyemi & Falola, 2021; Issahaku et al., 2024). These models provide valuable comparative insights into how local musical traditions can be preserved in a structured educational setting while maintaining authenticity. Addressing this challenge requires re-evaluating curriculum design, teacher training, and pedagogical approaches.

Transmission of Folk Music in Educational Settings

Folk music transmission has traditionally been through oral traditions, where master musicians pass their knowledge to apprentices. However, as modern educational institutions replace traditional mentorship systems, there is a need to incorporate structured methodologies that maintain the essence of folk music while making it accessible to students. A successful integration of folk music into formal education requires a hybrid model that blends oral tradition with structured learning. For example, Jin-style Laoting Dagu can be introduced through interactive workshops, ensemble performances, and digital media resources. Folk music fosters cultural awareness and social cohesion, allowing students to understand their roots and historical contexts (Akinyemi & Falola, 2021; Issahaku et al., 2024; Wilson, 2022). Comparative studies on folk music education in different regions further demonstrate the value of hybrid teaching methods. For instance, in Taiwan and Japan, folk music education integrates multimedia resources and community participation, ensuring the sustainability of oral transmission practices while adapting them to modern classroom settings (Hsu, 2019). Similarly, African and South American folk traditions have successfully been incorporated into school programs through performance-based learning and community engagement (Georgios, 2018). These approaches highlight the necessity of balancing tradition and innovation to ensure that folk music remains relevant to younger generations while retaining its cultural authenticity. In regions where folk traditions are still practiced, incorporating Jin-style Laoting Dagu into school curricula can strengthen the continuity of traditional music and encourage young learners to participate in its preservation.

Cultural and Musical Tradition of Jin-style Laoting Dagu

Jin-style Laoting Dagu is a traditional Chinese folk musical that combines percussive rhythm, vocal storytelling, and instrumental accompaniment. Originating in northern China,

it has been performed for decades as entertainment and social commentary. Its distinctive elements include Yueyaban (crescent-shaped percussion boards), Shugu (a small drum), and Sanxian (a three-stringed lute). Despite its cultural significance, Jin-style Laoting Dagú faces challenges in contemporary society due to the decline of traditional performance venues and the growing influence of mainstream popular music. Government-sponsored cultural programs and grassroots initiatives have attempted to address this decline by organizing performances, workshops, and heritage preservation projects. Integrating Jin-style Laoting Dagú into formal education offers a systematic approach to preservation, allowing students to engage with the music in an academic setting while maintaining its cultural integrity (Hsu, 2019; Lulu et al., 2024). Collaboration between educators, cultural institutions, and practitioners is essential for incorporating Jin-style Laoting Dagú into music education. Comparative perspectives further illustrate the role of educational institutions in cultural preservation. Studies on Tibetan folk music transmission in Qinghai and Pansori in Korea emphasize the importance of academic-community partnerships in sustaining traditional musical practices (Shi & Nicolas, 2023; Lulu et al., 2024). Similarly, research on indigenous music in South America suggests that revitalization efforts are most effective when formal education systems collaborate with traditional practitioners to co-develop culturally responsive curricula (Mei & Jähnichen, 2023). These cases provide insight into how Jin-style Laoting Dagú can benefit from an interdisciplinary and community-oriented approach that ensures cultural integrity and pedagogical effectiveness. Digital resources, such as online tutorials, recorded performances, and interactive learning platforms, can enhance accessibility and revitalize traditional folk music.

METHOD

This study employs a qualitative research approach, utilizing ethnographic methods to explore the role of Jin-style Laoting Dagú in fostering musical literacy and cultural transmission in educational settings. The methodology consists of fieldwork, interviews, document analysis, and thematic analysis to comprehensively understand the preservation and educational integration of Laoting Dagú (Guo et al., 2024; Morgan, 2022; Tracy, 2024).

Research Design

The research follows a qualitative ethnographic approach, which allows for an in-depth exploration of how Jin-style Laoting Dagú is taught, learned, and experienced in educational settings. This approach provides insights into the pedagogical methods, cultural significance, and challenges of integrating folk music into modern music education, as shown in Table 1.

Research Site

The study was conducted in Luannan County, Hebei Province, a historically significant location for Jin-style Laoting Dagú. The county is recognized for its active folk

music community, where traditional performances are still integral to cultural celebrations, education, and entertainment, as shown in Table 2.

Key Informants

The study engaged four key informants, selected through purposive sampling, to gather authentic and diverse perspectives. As shown in Table 3, these informants were categorized based on their expertise and experience in Laoting Dagú.

Data Collection

The study used a triangulation method, including interviews, field observations, and document analysis, to understand

Table 1. Research approach overview

Research approach	Description
Qualitative study	Focuses on in-depth exploration of musical literacy through cultural transmission
Ethnographic methods	Utilizes participant observation, fieldwork, and interviews to study Laoting Dagú in its cultural context
Data sources	Semi-structured interviews, field observations, and document analysis

Table 2. Research site details

Research site	Description
Luannan county, hebei province	A key location for the preservation and practice of Jin-style Laoting Dagú
Schools and cultural institutions	Selected schools incorporate Laoting Dagú into their curriculum to teach musical literacy
Performance venues	Includes traditional folk gatherings, public performances, and community celebrations

Table 3. Key informants overview

Key informants	Roles and contributions
One academic expert	Conducts research on Laoting Dagú, contributes to educational policies, and promotes its integration into music education
Three folk music inheritors	Experienced performers and educators engaged in the preservation, teaching, and performance of Jin-style Laoting Dagú

Table 4. Oral transmission and classroom adaptation

Traditional oral transmission	Classroom adaptation
Learning by listening and imitation	Structured listening exercises
Repetition-based memorization	Guided rhythmic training
Master-apprentice teaching model	Group learning and peer collaboration
Unstructured improvisation	Step-by-step performance coaching

the role of Laoting Dagū in education. Interviews were conducted with key informants to understand their perspectives. Field observations examined classroom teaching methods and student engagement with Laoting Dagū. Document analysis reviewed policies, curriculum guidelines, and historical records related to Laoting Dagū. These methods provided a comprehensive understanding of the challenges and opportunities of transmitting Laoting Dagū in educational settings.

Data Analysis

The study used thematic analysis to identify patterns and themes related to musical literacy and cultural transmission in Laoting Dagū. Data was transcribed from interviews and observations and coded into themes like teaching methods, student participation, and cultural significance. The findings were synthesized to understand how Laoting Dagū fosters musical literacy and contributes to cultural transmission. The study identified key trends and challenges in transmitting Jin-style Laoting Dagū, highlighting its impact on education and cultural preservation.

RESULTS

The results are categorized into three key themes: the integration of Laoting Dagū in schools, its impact on musical literacy, and its role in cultural awareness and identity formation. These findings are based on data collected through interviews with key informants, field observations, and document analysis, offering a comprehensive perspective on how Laoting Dagū is being preserved and transmitted through education.

Integration of Jin-style Laoting Dagū in Schools

Integrating Jin-style Laoting Dagū into educational settings has played a critical role in developing musical literacy and fostering cultural appreciation among students. Educators and cultural practitioners have introduced Laoting Dagū into select schools through extracurricular music programs as part of a broader effort to preserve traditional Chinese folk music. These initiatives aim to bridge the gap between traditional oral transmission methods and modern classroom instruction, allowing students to develop listening, rhythmic, and performance skills in a structured manner.

One key aspect of this integration is adapting the oral tradition of Laoting Dagū to the structured learning environment of schools. Historically, the art form was passed down through master-apprentice relationships, where learners absorbed techniques and styles by listening, imitating, and gradually internalizing the performance nuances. However, in school settings, this method has been modified to include listening exercises, rhythmic training, and guided performance sessions, ensuring that students gain musical literacy skills while maintaining the authenticity of the tradition. A key informant, an academic expert on Laoting Dagū, explained the significance of these adaptations in music education:

“Laoting Dagū is a performance art and a vehicle for developing musical literacy. Through integrating storytelling, rhythm, and tonal variations, students learn essential concepts such as phrasing, dynamics, and tempo changes, all of which contribute to their overall musical education.”

Enhancing musical literacy through Laoting Dagū

Teachers who implemented Laoting Dagū in schools noticed a noticeable improvement in students' musical literacy, particularly in areas such as rhythm, timing, vocal expression, and improvisation. Many students who previously had little exposure to traditional Chinese folk music became more engaged and motivated to participate in music learning. This transformation is largely due to the interactive nature of Laoting Dagū, which encourages students to actively engage with rhythm, melody, and performance techniques. An educator involved in introducing Laoting Dagū into the school curriculum shared:

“Before we introduced Laoting Dagū, students had limited access to traditional Chinese music. Now, they actively participate in performances, learn to maintain rhythm, and develop an understanding of folk music structures. This significantly enhances their musical literacy and deepens their appreciation for Chinese cultural heritage.”

Oral transmission and classroom adaptation

In traditional settings, oral transmission was the primary method for teaching Laoting Dagū. Students learned by ear, memorizing rhythmic patterns and melodic phrases without the aid of written notation. However, in school environments, this method has been adapted to include modern teaching strategies, ensuring that students develop both theoretical knowledge and practical performance skills. These adaptations are presented in Table 4.

A Laoting Dagū inheritor emphasized the importance of balancing tradition with structured learning:

“Traditionally, students would learn Laoting Dagū through oral imitation, without a formal structure. But in schools, we need a balance. By integrating structured exercises, we ensure that students not only master the techniques but also understand the meaning behind the music, fostering both musical literacy and cultural awareness.”

Student engagement and cultural identity

The research findings show that students reacted positively to learning Jin-style Laoting Dagū, exhibiting greater enthusiasm and deeper engagement in music classes. Many students considered the experience both educational and enjoyable, as it provided them with a chance to express themselves through storytelling, rhythm, and performance.

Additionally, students who participated in Laoting Dagū classes developed a stronger connection to their cultural

heritage. One student expressed pride in learning a traditional art form, stating:

"I had never heard of Laoting Dagou before, but now I feel connected to my culture. It is amazing to learn the music that my ancestors performed. It makes me proud to be part of this tradition."

This sentiment aligns with the broader goal of cultural preservation in education, as students acquire musical literacy skills and recognize the importance of maintaining traditional Chinese music. An educator reinforced this idea, noting:

"Through Laoting Dagou, students are not just learning music; they are learning history, storytelling, and cultural values. This holistic approach makes music education more meaningful."

The role of educators in cultural transmission

Teachers and cultural practitioners play a crucial role in ensuring the successful integration of Laoting Dagou in schools. Their responsibilities extend beyond music instruction, including cultural interpretation, historical context, and student mentorship. The educators and Laoting Dagou inheritors interviewed in this study emphasized the need for continuous adaptation, ensuring that traditional musical forms remain relevant in contemporary education. A Laoting Dagou expert summarized the importance of integrating folk music traditions into school curricula, stating:

"If we do not bring Laoting Dagou into schools, this tradition may disappear in the next generation. By making it part of education, we are ensuring its survival while giving students a unique opportunity to develop their musical literacy in a way that connects them to their heritage."

Enhancement of Musical Literacy

The findings indicate that integrating Jin-style Laoting Dagou into educational settings has significantly contributed to students' musical literacy, particularly in rhythm and timing, vocal expression and storytelling, and listening and improvisation skills. Musical literacy extends beyond the ability to read musical notation; it encompasses the ability to understand, interpret, and perform music within its cultural and historical contexts. Through engagement with Laoting Dagou, students not only improved their technical musical skills but also gained a deeper appreciation for traditional Chinese music. The informants emphasized that this oral transmission tradition cultivates a natural and intuitive musical learning process that differs from conventional music education methods.

Rhythm and timing were identified as key areas of improvement among students who participated in Laoting Dagou workshops. The art form relies heavily on structured rhythmic phrasing, requiring performers to develop a strong sense of timing, beat synchronization, and tempo control. Percussion instruments, particularly the Shugu (drum) and Sanxian (three-stringed lute), provided a clear rhythmic

framework for students to follow. One informant, a Laoting Dagou instructor, highlighted that many students initially struggled to maintain a steady beat, but through consistent exposure and practice, they became more confident in rhythmic coordination. He explained:

"At the beginning, some students found it difficult to match their singing with the beat of the Shugu. However, as they became more familiar with the rhythmic structure, they learned to anticipate the beat and maintain steady timing. This skill also helped them perform better in other musical activities."

A student participant echoed this sentiment, stating that: *"Before learning Laoting Dagou, I had trouble keeping time in music class. However, I developed a better sense of tempo and pacing after practicing with the drum rhythms. Now, I feel more confident playing other instruments as well."*

In addition to rhythm, students demonstrated significant vocal expression and storytelling growth. Laoting Dagou is a highly expressive musical that combines melody and dramatic narration. Unlike Western vocal training, which often prioritizes technical accuracy, Laoting Dagou emphasizes emotional delivery, tonal variation, and clear diction to convey meaning. One informant, a seasoned performer, pointed out that storytelling is at the heart of Laoting Dagou, requiring students to use their voices dynamically to capture the essence of the narrative. He noted:

"Singing Laoting Dagou is not just about hitting the right notes. It's about telling a story with feeling. I always encourage students to imagine themselves as the song's characters, think about their emotions, and express them through their voices. Over time, I noticed that they became more confident in their singing and could deliver lines with more depth and clarity."

A music teacher also observed that students who had trained in Laoting Dagou performed with more confidence and emotional depth. She noted that students who initially sang in a monotone voice learned to modulate their tone and infuse their singing with expression. One student participant explained:

"At first, I just sang the lyrics without thinking much about their meaning. But after my teacher explained how each phrase conveys an emotion, I started to pay more attention to my voice. Now, I feel like I am not just singing but telling a story through music."

Listening and improvisation skills also improved significantly due to Laoting Dagou training. Since the tradition is passed down orally, students must develop active listening skills to reproduce melodies, rhythms, and tonal variations accurately. This method trains students to recognize musical patterns, internalize phrasing, and adjust their performance based on auditory cues rather than relying solely on written notation. A Laoting Dagou inheritor noted that students quickly learned to distinguish between subtle rhythmic changes and tonal shifts, which enhanced their ability to adapt to new musical situations. He explained:

“Unlike reading music from a score, Laoting Dagu requires students to listen carefully and respond to changes in rhythm and tone. I sometimes change the tempo slightly to see if they can keep up when we practice. Over time, their ears become sharper, and they can adjust their singing naturally.”

A student participant described how this process helped them in other musical activities:

“When I first started learning Laoting Dagu, I had to focus hard on listening to my teacher and repeating the melodies. But I could pick up the tunes much faster after a few months. Now, when I play the piano, I can listen to a piece and figure out the melody without needing sheet music.”

The study found that Laoting Dagu in school curricula strengthened students’ musical literacy by fostering a more intuitive and interactive approach to music learning. Educators reported that students who engaged with Laoting Dagu showed greater enthusiasm for music, often applying the skills they developed to other forms of musical expression. The research suggests that integrating traditional music forms into formal education provides students with a more holistic and culturally enriched musical experience. By learning Laoting Dagu, students gained technical musical competencies and deepened their connection to Chinese folk traditions, reinforcing the importance of cultural preservation in contemporary music education.

Cultural Awareness and Identity Formation

Integrating Jin-style Laoting Dagu into educational settings has played a vital role in fostering cultural literacy and strengthening students’ sense of identity. As an essential component of China’s intangible cultural heritage, Laoting Dagu embodies the historical narratives, values, and artistic expressions of the communities in which it has been passed down. Through structured learning experiences, students could engage with this traditional art form, allowing them to better understand their heritage and its significance in the broader context of Chinese folk traditions. The study revealed that this engagement contributed to an increased awareness of cultural transmission and a stronger connection to their musical identity.

Musical literacy extends beyond technical ability, incorporating the capacity to interpret, appreciate, and contextualize music within cultural and historical frameworks. Students exposed to Laoting Dagu demonstrated a growing awareness of the role of folk music in cultural preservation. As they learned about the rhythmic structures, storytelling techniques, and expressive qualities of Laoting Dagu, they also came to recognize the importance of maintaining and transmitting traditional music. Many students acknowledged that their understanding of folk traditions had been limited before studying Laoting Dagu. Still, participation in musical activities allowed them to connect with the past meaningfully.

The research findings highlight the role of Laoting Dagu in fostering a sense of belonging and cultural pride. By

actively engaging with traditional music, students began to see it not as an outdated practice but as a living tradition that reflects their cultural history and identity. This form of cultural literacy is essential for maintaining heritage in a rapidly modernizing society, where younger generations may feel detached from traditional art forms. The study showed that students who participated in Laoting Dagu lessons developed a renewed appreciation for Chinese folk culture, recognizing its role in shaping their personal and collective identities.

Furthermore, cultural literacy through Laoting Dagu extended beyond the classroom, influencing students’ perceptions of music’s role in society. Learning and performing this traditional art form encouraged them to consider the significance of musical transmission and the responsibility of preserving cultural knowledge for future generations. As students deepened their understanding of Laoting Dagu, they became more aware of the challenges faced by traditional music in contemporary society, including the decline of oral transmission practices and the need for innovative approaches to preservation. This awareness contributed to discussions about cultural sustainability and the importance of education in safeguarding intangible heritage.

Overall, the findings indicate that the transmission of Jin-style Laoting Dagu fosters cultural literacy by strengthening students’ understanding of traditional music, enhancing their cultural identity, and reinforcing the importance of preserving folk traditions. By incorporating Laoting Dagu into educational settings, schools provide students with opportunities to engage with their cultural heritage meaningfully, ensuring that traditional music remains a relevant and valued part of modern Chinese society.

DISCUSSION AND CONCLUSION

The findings of this study reveal the significant role of Jin-style Laoting Dagu in fostering musical literacy and cultural preservation within educational settings. Consistent with prior research on traditional music education, the study highlights how integrating folk music into school curricula can enhance students’ rhythmic comprehension, tonal variation, and expressive performance techniques (Achieng’Akuno, 2019; Li, 2024). The research also affirms the critical role of oral transmission in sustaining traditional musical forms, a concept widely supported in ethnomusicological literature (Isabirye, 2021; Shi & Nicolas, 2023). However, the study identifies significant challenges, such as the lack of structured teaching methodologies and the declining number of folk music inheritors actively engaged in educational settings. These findings underscore the need for strategic interventions in folk music education to bridge the gap between cultural heritage preservation and contemporary pedagogy.

A key finding is that the structured integration of Jin-style Laoting Dagu into music curricula significantly enhances students’ musical literacy. This result aligns with research indicating that folk music education fosters essential musical competencies, such as rhythm, timing, and improvisation (Fanbo & Thotham, 2024; Yoo, 2023). Unlike Western classical music, which primarily relies on notation, Laoting

Dagou emphasizes oral transmission, enabling students to develop intuitive musical understanding through active listening and performance (Wilson, 2022). These findings align with broader theories in music education that advocate for experiential and culturally responsive teaching methodologies (Achieng'Akuno, 2019; Kelly, 2018). By engaging students in oral-based musical traditions, Laoting Dagou fosters active participation and strengthens students' intrinsic motivation for music learning (Eccles et al., 2021; Norton & Matsumoto, 2018). The study also demonstrates that students who engaged with Laoting Dagou showed greater enthusiasm for music learning, reinforcing findings from Prest (2020), who asserts that traditional music engagement improves student motivation and creative expression. However, the challenges of adapting oral transmission to formal education indicate a need for innovative teaching methods that balance traditional practices with modern pedagogical approaches.

The research further supports that folk music education enhances cultural awareness and identity formation. The study finds that students who participated in Laoting Dagou lessons developed a stronger connection to their cultural heritage, echoing previous research on the role of folk music in identity construction (Norton & Matsumoto, 2018; Prest, 2020). Through immersive engagement with storytelling and rhythmic phrasing, students gained a deeper appreciation for traditional Chinese music, reinforcing arguments made by Hsu (2019) regarding the sustainability of indigenous music education. The study also highlights that folk music education fosters intergenerational knowledge transfer, as students who learned Laoting Dagou became more invested in preserving their cultural heritage. This is consistent with research by Gorgoretti (2019), who emphasizes the role of education in maintaining intangible cultural heritage. However, the study identifies a limitation in formal institutional support for folk music education, as some schools lack trained instructors and structured programs for teaching traditional music. This challenge reflects broader concerns in the literature about the marginalization of folk traditions in formal education due to the dominance of Western classical music curricula (Utz, 2021; Wu & Chuangprakhon, 2024). This aligns with studies emphasizing the importance of integrating local musical traditions into national education policies to prevent cultural erosion and promote diverse musical literacies (Tang, 2021; Zhang & Chonpairot, 2024).

The study also highlights the need for policy interventions and curriculum development that prioritize traditional music education. Current efforts to preserve folk music primarily rely on government-led cultural initiatives and grassroots heritage programs, which, while valuable, do not always integrate with formal education (Degrave, 2019; Issahaku et al., 2024). To address this gap, structured pedagogical frameworks should be developed to incorporate Laoting Dagou into national music education policies. Educators must be provided with specialized training to teach folk music, and assessment methods should be designed to evaluate students' progress in oral-based musical traditions. Additionally, digital media and interactive learning platforms could enhance accessibility and engagement with traditional music forms

(Gorgoretti, 2019). As Lulu et al. (2024) demonstrated, integrating technology into folk music education can provide innovative solutions for preserving and transmitting oral traditions in contemporary settings.

In conclusion, this study addresses the research question: How does transmitting Jin-style Laoting Dagou foster musical literacy and cultural preservation in educational settings? The findings confirm that the structured integration of Laoting Dagou into school curricula fosters musical literacy by developing students' rhythmic comprehension, tonal variation, and expressive storytelling abilities. Simultaneously, it enhances cultural preservation by deepening students' awareness of traditional music and fostering a sense of cultural identity. However, the research highlights existing challenges, including the limited availability of trained instructors, declining oral transmission practices, and lacking institutional support. These findings contribute to ongoing discussions on cultural sustainability by emphasizing the need for formalizing traditional music education within contemporary learning environments (Qiu, Chuangprakhon, & Jian, 2024; Shi & Nicolas, 2023).

Future studies should explore comparative analyses of folk music education across different cultural contexts to identify best practices for integrating oral traditions into formal education. Additionally, longitudinal studies could assess the long-term impact of folk music education on students' musical development and cultural engagement. Further research should also investigate the role of digital media in enhancing folk music transmission, examining how online platforms and virtual learning environments can support the preservation of intangible cultural heritage. By implementing policies that support the integration of folk music traditions into formal education and leveraging modern technological tools, educators and policymakers can ensure that valuable traditions like Jin-style Laoting Dagou remain vibrant and relevant for future generations (Zhang & Chonpairot, 2024).

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