

The Social Functions of Guangdong Yueju Opera in Enhancing Musical Literacy

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ABSTRACT

Guangdong Yueju Opera, including Cantonese opera, Chaozhou music, and other regional folk traditions, plays a crucial role in cultural heritage, education, and social cohesion. This study investigates the social functions of Guangdong Yueju Opera in enhancing musical literacy. Using a qualitative research approach, data were collected through field observations, semi-structured interviews, and document analysis. The research was conducted in Guangdong Province, China, with key observations at Guangdong Dabu Experimental Primary School and local cultural festivals. A Cantonese opera instructor and music educator served as a key informant, providing insights into the pedagogical role of traditional music. Thematic analysis revealed that traditional Guangdong music enhances technical, cultural, and linguistic literacy, contributing to students' understanding of historical narratives, performance techniques, and regional dialects. However, digital engagement gaps and limited formal education integration hinder broader dissemination. The study suggests expanding digital resources, incorporating Guangdong music into school curricula, and promoting interactive educational initiatives to ensure cultural sustainability. Future research should explore the impact of digital learning tools and cross-cultural music education models to further enhance the transmission of Guangdong music.

Key words: Guangdong Music, Cantonese Opera, Musical Literacy, Cultural Preservation, Music Education

INTRODUCTION

Guangdong Yueju Opera has long been an essential part of the cultural and artistic heritage of Guangdong Province, playing a central role in community life, education, and entertainment. These art forms, including Cantonese opera, Chaozhou music, and various folk traditions, reflect the historical evolution of the region and serve as a medium for passing down stories, values, and social norms (Cheung, 2019; Jingfang, 2023). Rooted in Lingnan culture, Guangdong Yueju Opera integrates music, dance, drama, and poetry, creating a multidimensional artistic experience that engages audiences beyond mere entertainment. Historically, these performances were not just for leisure but also important in educating people about historical events, moral principles, and local customs. However, with the advent of globalization and modern digital entertainment, the role of Guangdong Yueju Opera in daily life has significantly declined (Chang & Seekhunlio, 2024; Jing, 2024; Xiaozhi, 2024). Younger generations, in particular, are shifting their attention toward contemporary music styles, social media, and international pop culture, leading to concerns about the sustainability of these rich cultural traditions.

As society advances and entertainment options diversify, Guangdong Yueju Opera faces significant challenges in its preservation and transmission. One of the most pressing

issues is the decline in audience interest, particularly among younger generations, who perceive these traditional art forms as outdated or difficult to understand. Unlike in the past, when traditional performances were common at festivals, weddings, and public gatherings, modern audiences are more engaged with digital media and international musical influences (Cen et al., 2024; Liao, 2024; Walzer, 2017). This shift has created a disconnect between Guangdong's younger population and its traditional musical heritage. Additionally, the lack of structured educational programs incorporating Guangdong Yueju Opera into formal music education has weakened musical literacy related to these genres. Many schools prioritize Western classical music or contemporary music education, leaving students limited exposure to their regional musical traditions' technical, historical, and cultural aspects (Chen, 2024; Howard, 2016; Zhang et al., 2024). These art forms risk becoming marginalized and ultimately forgotten without proactive efforts to integrate Guangdong Yueju Opera into contemporary learning environments.

This study aims to investigate the social functions of Guangdong Yueju Opera in enhancing musical literacy. Specifically, this research explores how these traditional art forms serve as educational tools, promote cultural identity, and provide accessible pathways for musical education. Through an analysis of their historical role, performance techniques,

and influence on community engagement, this study seeks to identify ways Guangdong Yueju Opera can be effectively incorporated into modern educational systems. Understanding these functions will not only shed light on the pedagogical value of traditional music but also contribute to ongoing discussions about cultural preservation in an era of globalization. By examining the intersection between musical literacy and Guangdong Yueju Opera, this study will offer insights into how traditional music education can be revitalized and adapted for contemporary audiences, ensuring that these art forms continue to thrive in the modern world (Leung, 2015; Leung, 2024; Luo & Leung, 2023; Wei et al., 2024).

This research is significant because it highlights the importance of preserving Guangdong's traditional music and opera as vital cultural heritage components while emphasizing their potential role in enhancing musical literacy. By identifying the social functions of these art forms, this study contributes to broader discussions on music education and cultural sustainability. Findings from this research will benefit educators, policymakers, and cultural practitioners who are working to develop strategies for integrating traditional music into modern education systems. Furthermore, this study serves as a call to action for revitalizing Guangdong Yueju Opera, encouraging greater community participation and institutional support for these cultural treasures (Campbell, 2017; Crawford, 2017; Kelly, 2018). In a world increasingly shaped by digital globalization, maintaining a connection to traditional music enriches artistic expression and fosters a deeper understanding of history, identity, and social values. Therefore, preserving and promoting Guangdong Yueju Opera is essential for cultural continuity and developing a musically literate society that appreciates and values its heritage.

Research Question

- How do the social functions of Guangdong Yueju Opera enhance musical literacy?

LITERATURE REVIEW

In the context of Guangdong Yueju Opera, musical literacy extends beyond basic technical skills to encompass cultural awareness, historical understanding, and the ability to engage with the social and artistic values embedded in these traditions. Over centuries, traditional music and opera in Guangdong have served as an educational tool, a form of social communication, and a means of reinforcing moral values. However, as modern entertainment and Western music education gain prominence, the presence of Guangdong Yueju Opera in contemporary learning environments has diminished.

Definition and Importance of Musical Literacy

Musical literacy refers to reading, writing, and interpreting music and understanding its historical, cultural, and emotional significance. In the study of traditional music, musical literacy is not solely about technical proficiency but also

about engaging with and appreciating the cultural and historical narratives embedded in musical forms. Guangdong Yueju Opera is rich in artistic expression, with storytelling elements that require understanding musical techniques and contextual meanings. In the Chinese musical tradition, musical literacy often involves the recognition of historical themes and poetic structures and integrating music with other performance arts, such as dance and theater (Campbell, 2017; Yao & Chaotchamrat, 2023; Wagoner, 2020). Traditional Guangdong opera, for example, conveys moral lessons and historical events through its musical compositions, requiring performers and audiences to engage deeply with the content. Unlike Western classical music, which relies on staff notation, traditional Chinese music often uses alternative notation systems, oral transmission, and symbolic gestures in performance (Rehfeldt et al., 2021; Weng, 2016). This broader perspective on musical literacy highlights the need for an educational framework incorporating technical knowledge and cultural understanding to appreciate and preserve Guangdong's traditional music and opera fully.

Social Functions of Traditional Music and Opera

Traditional music and opera in Guangdong play a crucial role in social functions such as entertainment, education, moral instruction, and cultural preservation. They transmit cultural values and norms across generations, reinforcing ethical principles, historical awareness, and regional identity. These performances' cognitive and educational functions are deeply embedded in historical narratives and dramatic presentations, often depicting legendary stories, battles, and moral dilemmas. These performances teach audiences about loyalty, bravery, and strategy, reinforcing their significance in everyday life. Additionally, traditional music and opera strengthen community social ties, often occurring during festivals, weddings, and public celebrations. These events foster a sense of belonging and continuity, allowing families and communities to experience shared cultural traditions (Gibson & Connell, 2016; Laing & Mair, 2015; Robinson, 2016). Thus, the Guangdong Yueju Opera preserves historical narratives and facilitates community engagement and intergenerational cultural exchange.

Guangdong Yueju Opera in Educational Contexts

Guangdong Yueju Opera can enhance musical literacy by giving students a deeper understanding of cultural heritage, musical techniques, and storytelling methods. Exposure to traditional music helps students develop a stronger connection to their cultural identity and appreciate diverse musical expressions. Educational initiatives in Guangdong schools and cultural institutions have introduced Cantonese opera classes, teaching students traditional singing techniques, performance gestures, and musical accompaniment (Good et al., 2021; Li et al., 2024; Yu & Chuangprakhon, 2025). Interactive learning methods, such as participation in folk music competitions and festival performances, reinforce musical literacy by allowing students to experience the cultural significance of these traditions firsthand. However,

integrating Guangdong Yueju Opera into formal education remains limited because many schools prioritize Western music education over local musical traditions (Bauer, 2020; Shi & Nicolas, 2023). Addressing these challenges requires structured curriculum frameworks, increased institutional support, and innovative teaching methodologies to ensure future generations remain musically literate in their cultural traditions.

METHOD

This study employs a qualitative research approach to investigate the social functions of Guangdong Yueju Opera in enhancing musical literacy. The research utilizes field observations, semi-structured interviews, and document analysis to understand how these traditional art forms contribute to music education and cultural transmission (Bresler, 2021; Nowak & Haynes, 2018; Zhao et al., 2018). By collecting data from multiple sources, this study ensures a comprehensive understanding of the role of Guangdong Yueju Opera in enhancing musical literacy.

Research Design

The combination of field observations, interviews, and document analysis ensured a triangulated approach, enhancing the reliability of the study findings. As shown in Table 1, the study utilized multiple qualitative methods to capture diverse aspects of Guangdong music's role in musical literacy.

Data Collection

The study used three methods to collect data on the role of Guangdong Yueju Opera in education and cultural literacy. Field observations were conducted at cultural centers, schools, and public performances, focusing on student engagement, integration, and community performances. Semi-structured interviews were conducted with a cultural practitioner specializing in Guangdong music education, highlighting the educational significance of traditional music, barriers to learning, and potential strategies for improving musical literacy. Document analysis was conducted to supplement these data, analyzing archival documents, educational materials, and government policies on Guangdong music. Key documents included government policy reports, school music textbooks, and historical archives, which provided insights into institutional efforts to preserve and promote musical literacy through traditional music education.

Data Analysis

The study employed thematic analysis to identify key themes related to musical literacy, cultural transmission, and accessibility of Guangdong music in modern society. Thematic coding allowed categorizing and interpreting data from observations, interviews, and documents. The key themes identified from the analysis are shown in Table 2.

RESULTS

The results indicate that structured learning environments, community participation, and public performances play crucial roles in fostering musical literacy. However, limited media exposure and shifting youth interests remain obstacles to broader dissemination. The following subsections discuss the primary themes identified from the study.

Educational Impact of Guangdong Yueju Opera

The findings indicate that Guangdong Yueju Opera significantly enhances musical literacy by providing structured learning environments, fostering community engagement, and offering informal education opportunities. Schools incorporating Cantonese opera and Guangdong music into their curricula report improved student engagement in music theory, historical storytelling, and performance skills. By integrating these traditional art forms into classroom settings, students develop a deeper understanding of musical literacy, including note recognition, rhythm interpretation, and lyrical comprehension. Moreover, cultural literacy is enhanced as students engage with the historical and ethical themes embedded in the musical narratives.

A key informant, a music educator from Guangdong Dabu Experimental Primary School, shared insights into how traditional music and opera improve students' musical literacy. According to the informant, "Integrating Cantonese opera into the curriculum allows students to develop literacy in music and cultural history. They learn about traditional scales, rhythm structures, and narrative techniques while also understanding the historical context behind the compositions." The informant also highlighted that students who engage in traditional music demonstrate greater appreciation for music notation and improvisation skills, as they must learn to adapt to the flexible rhythms and melodies inherent in Guangdong opera.

As shown in Table 3, the educational benefits of Guangdong Yueju Opera are categorized into three key areas: technical musical literacy, cultural literacy, and performance

Table 1. Research design and data collection methods

| Method | Description | Purpose |
|----------------------------|--|---|
| Field Observations | Conducted at Guangdong cultural centers, opera performances, and schools integrating traditional music | To observe engagement with Guangdong music in educational and cultural contexts |
| Semi-structured Interviews | Conducted with a key informant to gather insights on music education and transmission | To understand the role of traditional music in musical literacy development |
| Document Analysis | Reviewed government policies, textbooks, and historical records related to Guangdong music | To examine institutional efforts in promoting traditional music education |

Table 2. Themes Identified from data analysis

| Theme | Description |
|------------------------|--|
| Educational Impact | Guangdong Yueju Opera develop foundational musical literacy skills |
| Cultural Transmission | Traditional music serves as a medium for cultural education and identity formation |
| Barriers to Engagement | Limited exposure in schools and declining interest among younger generations |

Table 3. Educational benefits of Guangdong Yueju Opera

| Literacy Aspect | Educational Contribution |
|----------------------------|--|
| Technical Musical Literacy | Enhances students’ ability to read and interpret traditional music notation, rhythm structures, and melodic variations |
| Cultural Literacy | Provides historical knowledge and ethical values embedded in Guangdong Yueju Opera narratives |
| Performance Literacy | Develops vocal and instrumental proficiency, expression techniques, and stage performance skills |

literacy. These aspects demonstrate how structured learning environments contribute to students’ comprehensive understanding of music.

Figure 1 shows observations at Guangdong Dabu Experimental Primary School, further confirming these findings. The image captures students actively participating in an opera workshop, where an instructor guides them in movement and posture. This hands-on learning approach enables students to experience the nuances of traditional performance styles while improving their musical literacy. The structured environment of such classes allows students to gain foundational skills in rhythm, melody, and lyrical interpretation, which are essential for fostering a deeper understanding of music education.

Moreover, informal learning environments also contribute to the development of musical literacy. Many students develop an appreciation for traditional music outside of school settings by engaging in community performances and cultural events. As indicated in the interviews, exposure to traditional music outside structured lessons helps students improve their auditory skills and interpret complex melodies intuitively. A student participant expressed, “Before learning Cantonese opera in school, I never really understood how music could tell a story. Now, I can follow the lyrics and rhythm while feeling the emotions behind the performance.” This testimony highlights how Guangdong Yueju Opera contributes to technical literacy and developing interpretative and expressive skills.

Additionally, a document analysis of educational policies in Guangdong Province supports the integration of traditional music and opera into school curricula. Policies to preserve cultural heritage emphasize enhancing students’ musical literacy by incorporating regional music traditions. Schools that have adopted these policies report increased student participation in music classes, stronger appreciation



Figure 1. The students actively participate in an opera workshop in the classroom

Source. Lili Wang, from fieldwork in July 2024

for local heritage, and improved performance in music-related subjects.

Cultural Identity and Preservation

The research findings indicate that Guangdong Yueju Opera significantly reinforces cultural literacy and identity, fostering a deep appreciation for regional heritage among younger generations. Musical literacy in this context extends beyond technical proficiency and includes the ability to interpret and internalize cultural narratives embedded in traditional music. Educators and cultural practitioners interviewed emphasized that engaging with Guangdong Yueju Opera allows students to develop cultural literacy, which is essential in preserving Lingnan traditions’ historical and artistic values.

A key informant, a Cantonese opera performer and instructor, highlighted the role of Guangdong music in strengthening cultural identity: “Learning Cantonese opera helps students acquire cultural literacy by connecting them with historical narratives, regional dialects, and traditional performance aesthetics. Through opera, they understand the moral and ethical themes central to Guangdong’s heritage.” The informant also noted that students who regularly participate in Guangdong music programs exhibit a stronger awareness of their cultural roots as they engage with scripts, melodies, and vocal techniques that reflect centuries-old traditions.

As shown in Table 4, the Guangdong Yueju Opera enhances cultural identity through three main literacy dimensions: historical literacy, linguistic literacy, and artistic literacy. These dimensions contribute to developing a strong regional identity and cultural appreciation.

Observations at cultural centers and school programs confirmed that exposure to traditional Guangdong music cultivates a sense of identity and belonging. During performances, students engage in lyrical storytelling, which enhances their ability to interpret historical narratives and understand their cultural implications. A student participant shared, “Before learning Cantonese opera, I only spoke

a little Cantonese at home. However, singing and reading scripts taught me new words and expressions that helped me understand my heritage better.” This finding underscores the role of linguistic literacy in cultural preservation, as music serves as a medium for language retention and intergenerational communication.

In addition to school-based programs, community events are crucial in promoting cultural literacy. Interviews with event organizers revealed that public performances of Guangdong Yueju Opera serve as informal educational platforms where audiences, particularly young people, are engagingly introduced to cultural themes. These events reinforce historical literacy by dramatizing historical events and folklore, allowing audiences to experience traditional narratives in a musical format.

Further analysis of policy documents related to cultural education in Guangdong Province suggests that integrating regional music traditions into educational curricula is a key strategy for sustaining cultural literacy. Government initiatives supporting Cantonese opera in schools aim to preserve traditional art forms while fostering a sense of pride among students. As a result, institutions that have adopted such programs report an increase in student interest in local history and a greater willingness to participate in cultural activities.

Accessibility and Public Engagement

The research findings suggest that accessibility and public engagement with Guangdong Yueju Opera enhance musical literacy. Community performances, cultural festivals, and public engagement activities provide informal educational opportunities for audiences of all ages. Through these events, individuals, especially children, gain exposure to traditional musical structures, instruments, and performance techniques, contributing to the development of musical literacy beyond formal education. However, despite these efforts, limited media representation and a decline in youth interest present ongoing challenges in disseminating Guangdong Yueju Opera.

An informant, a community event organizer, highlighted the role of public performances in expanding musical literacy: “Guangdong Yueju Opera performances in public spaces serve as open classrooms. Even those unfamiliar with art can gradually develop musical literacy by repeatedly hearing and

experiencing the performances’ structure, rhythm, and expression.” The informant further noted that festivals create a participatory environment where audience members engage with musicians, ask questions about instruments, and learn about different compositions’ historical and cultural context.

As Table 5 shows, public engagement with Guangdong Yueju Opera enhances musical literacy through three primary mechanisms: exposure to musical concepts, hands-on participation, and community learning.

As shown in Figure 2, Observations at cultural festivals confirm that public events serve as informal learning spaces where individuals encounter traditional music engagingly and immersively. The festival showcased various forms of Guangdong opera and folk music, attracting a diverse audience that included students, local artists, and elderly practitioners. A young attendee shared, “I had never seen a live opera before, but watching it at the festival helped me understand how music tells stories. The sounds and movements made it easier to follow the plot, even though I knew little about Cantonese opera.” This demonstrates how direct engagement with live performances enhances auditory and interpretive musical literacy.

Despite these positive impacts, challenges in media representation limit the reach of Guangdong Yueju Opera to broader audiences. Interviews with musicians and educators suggest that traditional performances struggle to compete with modern entertainment formats, such as digital media and pop music, which dominate younger audiences’



Figure 2. The Dongguan city drama and art festival
Source: Lili Wang, from fieldwork in July 2024

Table 4. Contributions of Guangdong Yueju Opera to cultural literacy

| Literacy Aspect | Contribution to Cultural Identity and Preservation |
|---------------------|--|
| Historical Literacy | Familiarizes learners with historical events, traditional folk narratives, and societal values preserved in Cantonese opera scripts |
| Linguistic Literacy | Strengthens the ability to comprehend and articulate Cantonese dialects, reinforcing local language preservation |
| Artistic Literacy | Enhances the ability to interpret traditional performance styles, stagecraft, and costume symbolism, deepening cultural appreciation |

Table 5. Impact of public engagement on musical literacy

| Literacy Dimension | Contribution to Accessibility and Engagement |
|------------------------------|--|
| Exposure to Musical Concepts | Audiences passively acquire knowledge of melody, rhythm, and tonality by listening to live performances |
| Hands-on Participation | Community events allow participants to try instruments like the erhu and yangqin, fostering an active learning experience |
| Community Learning | Engaging in cultural discussions and interacting with performers strengthens understanding of Guangdong music’s social and historical significance |

attention. A music educator noted, “Traditional opera and folk music are rarely featured in mainstream media, making it harder for younger generations to develop an interest in learning them. Without proper exposure, musical literacy related to traditional forms will continue to decline.” The informant emphasized the need for digital integration, suggesting that incorporating Guangdong music into online educational content and social media platforms could help bridge the accessibility gap.

Policy documents and cultural reports further support the idea that expanding public engagement through digital initiatives can enhance literacy in traditional music. Some ongoing projects aim to create interactive learning experiences, such as augmented reality (AR) applications that allow users to explore the sounds and history of Guangdong instruments in an engaging, modernized format. Such initiatives align with the broader goal of making traditional music education accessible to younger audiences while preserving cultural value.

DISCUSSION AND CONCLUSION

The findings of this study demonstrate that Guangdong Yueju Opera plays a significant role in enhancing musical literacy, particularly through its educational, cultural, and social functions. The results confirm previous research asserting that traditional music is essential for transmitting cultural values and historical knowledge (Campbell, 2017; Leung, 2015). Similar to studies highlighting the pedagogical potential of traditional music education (Howard, 2016; Luo & Leung, 2023), this research found that structured learning environments integrating Guangdong opera improve students’ technical, cultural, and performance literacy. Schools that include traditional Guangdong music in their curriculum reported increased student engagement, improved music reading abilities, and a deeper understanding of historical and ethical themes embedded in the musical narratives. These findings align with cultural preservation theories that emphasize the role of music in sustaining historical memory and fostering a shared sense of identity (Bresler, 2021; Weng, 2016).

However, a significant challenge remains in accessibility and engagement among younger generations, as digital entertainment and globalized music trends dominate youth preferences. The research findings are consistent with studies that indicate a decline in traditional music engagement due to digital distractions and lack of institutional support (Bauer, 2020; Crawford, 2017). Despite cultural education policies supporting the integration of Cantonese opera and folk music into school programs, practical implementation remains limited. Many schools prioritize Western music education, leading to reduced exposure to regional musical traditions and their associated literacy skills (Chen, 2024; Shi & Nicolas, 2023). This inconsistency between policy and practice suggests more structured curriculum reforms that integrate traditional music into modern educational frameworks while utilizing innovative teaching approaches.

Moreover, the research highlights that public performances and cultural festivals serve as informal but effective

platforms for musical literacy development. These findings are consistent with studies demonstrating that community participation in folk music traditions fosters an appreciation for regional music styles, oral transmission methods, and interactive learning experiences (Laing & Mair, 2015; Robinson, 2016). Observations at Guangdong cultural festivals revealed that exposure to live performances enhanced audience comprehension of musical structure, rhythm, and storytelling techniques, reinforcing that engagement with live traditional music contributes to auditory and interpretative literacy (Yu & Chuangprakhon, 2025). However, unlike previous studies that emphasize the power of digital media in promoting cultural heritage (Cen et al., 2024), this study found that traditional Guangdong music still lacks strong digital representation, limiting its reach among tech-savvy youth. Expanding online accessibility through social media, interactive platforms, and digital archives may be essential to bridging this gap.

Expanding on the discussion of digital engagement, recent studies indicate that the integration of social media and online music platforms can significantly enhance the preservation and promotion of traditional music (Cen et al., 2024). For instance, efforts to popularize Cantonese opera through YouTube and Bilibili have introduced younger audiences to traditional melodies, performance techniques, and historical narratives (Chen, 2024). Interactive learning tools, such as gamified mobile applications and augmented reality (AR) experiences, have also been used to teach students about Chinese folk music in an engaging way, improving their musical literacy (Bauer, 2020). Compared to other regional Chinese operas, such as Peking opera and Kunqu, which have benefited from extensive digital preservation projects, Guangdong Yueju Opera remains relatively underrepresented in digital formats. International examples, such as Ireland’s integration of traditional folk music into digital platforms for classroom learning (Robinson, 2016), further demonstrate how regional music traditions can thrive through modern technology. These insights suggest that digital engagement should be a key focus for sustaining Guangdong music education.

Furthermore, the study suggests that linguistic literacy is another crucial component of musical literacy in Guangdong Yueju Opera. Unlike Western classical music, which relies on standard notation systems, Guangdong music incorporates oral transmission, symbolic gestures, and dialect-specific expressions, reinforcing language skills through performance (Rehfeldt et al., 2021). These findings support the argument that learning traditional music contributes to language preservation by maintaining dialects such as Cantonese, Teochew, and Hakka, which are often embedded in opera scripts and folk lyrics (Cheung, 2019; Luo & Leung, 2023).

In conclusion, the study highlights the importance of Guangdong Yueju Opera in enhancing musical literacy through formal and informal educational platforms. It emphasizes the role of music education in fostering technical, cultural, performance, and linguistic literacy, allowing students and community members to engage with Guangdong’s rich musical heritage. However, the limited presence of

Guangdong music in structured school curricula poses challenges to its transmission. The findings suggest that schools should use innovative teaching strategies, such as interactive workshops and digital learning tools, to make traditional Guangdong music more appealing and accessible. To engage broader audiences, cultural institutions and policymakers should also explore integrating Guangdong music into online platforms, social media, and interactive museum exhibits.

Future research should explore the impact of digital media and online learning on preserving and transmitting Guangdong music. Given the increasing reliance on technology for education, it would be beneficial to examine how social media platforms, music streaming services, and digital storytelling methods influence traditional music engagement. Interactive educational technologies like augmented reality, virtual reality, and mobile applications could provide innovative methods for engaging young audiences.

Comparative studies between Guangdong music education and other regional folk music traditions could also provide a broader perspective on cultural education models. For example, analyzing how Kunqu and Peking opera have successfully adapted to digital learning environments could provide insights for Guangdong music educators. Another important research area is linguistic literacy in music education. Since traditional Guangdong opera and folk music are deeply connected to Cantonese, Hakka, and Teochew dialects, future studies could examine how integrating language and music education influences students' comprehension and appreciation of traditional cultural forms.

Finally, longitudinal studies assessing the impact of Guangdong music education initiatives on student learning outcomes could provide empirical evidence on curriculum reforms and guide the development of sustainable cultural education programs.

By implementing these strategies, traditional Guangdong music and opera can continue to enrich musical literacy, foster cultural appreciation, and remain relevant in contemporary education and society. By embracing both heritage and modernity, Guangdong music can continue to inspire new generations, fostering deeper connections between past and present in China's evolving musical landscape.

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