

Transmission of Huayin Laoqiang through Chinese Folk Music Literacy

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ABSTRACT

Huayin Laoqiang is a unique and historically rich Chinese folk music genre from Shaanxi Province, characterized by powerful vocals, rhythmic intensity, and deep storytelling traditions. This study investigates the role of Chinese folk music literacy in transmitting Huayin Laoqiang within contemporary educational contexts. Using a qualitative research approach, field observations, semi-structured interviews, and document analysis were conducted in Huayin City and Xi'an, with three key informants including master performers and educators. The findings indicate that oral transmission, while effective in traditional learning, conflicts with formal education systems emphasizing Western classical music. Challenges such as the lack of trained instructors, limited student engagement, and the absence of structured curricula hinder efforts to integrate Huayin Laoqiang into mainstream education. The study suggests developing digital resources, interdisciplinary collaborations, and training programs to enhance folk music literacy and promote cultural sustainability. These findings contribute to broader discussions on music education, heritage preservation, and innovative pedagogical strategies for traditional arts.

Key words: Cultural Identity, Oral Tradition, Music Pedagogy, Heritage Conservation, Educational Reform

INTRODUCTION

Huayin Laoqiang is a unique and powerful form of traditional Chinese folk music, originating from Huayin City in Shaanxi Province. It is widely recognized for its bold and rugged vocal style, fast-paced rhythms, and energetic performances. With deep historical roots, Huayin Laoqiang was traditionally performed as an accompaniment to shadow puppetry and later evolved into an independent musical genre. The music is known for its strong storytelling elements, often recounting historical battles, folklore, and moral lessons (Gao, 2016; Pan, 2024; Zhao, 2018). Traditionally performed by male musicians using simple instruments such as the yueqin, wooden clappers, and drums, Huayin Laoqiang embodies the spirit of the Shaanxi region. Despite its rich cultural significance, this musical tradition faces numerous challenges in contemporary times. With rapid urbanization, changing musical tastes, and the influence of popular music, younger generations are becoming less engaged in learning and preserving Huayin Laoqiang (Becker, 2019; Li, 2024; Révész, 2024). This raises concerns about its long-term survival and calls for new strategies to ensure its continued transmission.

The primary challenge in preserving Huayin Laoqiang lies in the lack of structured educational programs integrating folk music literacy into contemporary learning environments. Traditionally, the transmission of Huayin Laoqiang relied on oral teaching methods within families

or apprenticeship models, where experienced musicians passed down knowledge informally to younger generations (Bauer, 2020; Jian et al., 2024; Leung, 2015). However, as contemporary educational systems prioritize Western music training, traditional Chinese folk music often receives limited attention in school curricula. The absence of formalized teaching materials, notation systems, and structured courses makes it difficult for students to engage with and understand the musical and lyrical elements of Huayin Laoqiang. Additionally, while some folk musicians continue to teach informally, their methods may not align with contemporary pedagogical approaches, further widening the gap between traditional and contemporary education (Green, 2017; Lee, 2019; Sriken & Seekhunlio, 2024; Yu & Chuangprakhon, 2025). Given this situation, it is crucial to explore how folk music literacy can bridge this gap and facilitate the effective transmission of Huayin Laoqiang within schools, universities, and community-based learning settings.

This study investigates the role of Chinese folk music literacy in transmitting Huayin Laoqiang within contemporary educational contexts. Specifically, this study seeks to understand how literacy in folk music encompassing musical notation, aural skills, historical knowledge, and performance techniques can contribute to the preservation and teaching of Huayin Laoqiang. By analyzing existing educational programs, interviewing key informants such as folk musicians and educators, and examining student engagement in

learning Huayin Laoqiang, this research aims to provide insights into how traditional folk music can be effectively integrated into contemporary educational frameworks. Furthermore, the study explores how innovative teaching methods, such as digital platforms and cross-disciplinary collaborations, can enhance the accessibility of Huayin Laoqiang for younger generations (Downie et al., 2021; Ho, 2022; Hou & Seekhunlio, 2023; Mabingo, 2020).

This study holds significant implications for cultural preservation, music education, and literacy development. As an integral part of Chinese intangible cultural heritage, Huayin Laoqiang represents a musical tradition and a historical and social legacy. Understanding the role of folk music literacy in its transmission can contribute to broader discussions on how traditional arts can adapt and thrive in contemporary society. Additionally, integrating Huayin Laoqiang into educational curricula can enhance students' appreciation of their cultural heritage, fostering a deeper connection with China's rich folk music traditions. From an academic perspective, this research also contributes to music pedagogy by offering new approaches for incorporating folk music literacy into formal education (Fan & Chuangprakhon, 2024; Howard, 2016; Kelly, 2018). Ultimately, by identifying effective strategies for transmitting Huayin Laoqiang, this study aims to support its continued vitality, ensuring that future generations can experience and engage with this distinctive art form.

Research Question

- How is Huayin Laoqiang transmitted through Chinese folk music literacy within contemporary educational contexts?

LITERATURE REVIEW

The study of folk music literacy in the transmission of Huayin Laoqiang highlights the relationship between cultural preservation and education. Traditional Chinese folk music has historically relied on oral transmission, but in contemporary contexts, structured educational approaches have become essential for sustaining these musical traditions. As a unique and powerful folk music genre, Huayin Laoqiang embodies Shaanxi Province's cultural identity, yet it faces significant challenges in its preservation. This section reviews three key areas relevant to the study: the role of music literacy in folk music transmission, the historical and musical characteristics of Huayin Laoqiang, and the challenges of transmitting traditional music in contemporary education.

The Role of Music Literacy in Folk Music Transmission

Music literacy is essential for preserving and continuing traditional music; it includes reading, interpretation, and performance skills, along with understanding its cultural and historical significance. Chinese folk music encompasses oral traditions, aural skills, and the ability to internalize and reproduce musical expressions (Campbell, 2017; Zhu & Sornyai, 2024). Traditional learning methods rely on imitation and

practice, but these can be limited in contemporary education because of formal curricula and structured assessments. Integrating folk music literacy into contemporary educational systems has been an ongoing effort in China, with some scholars arguing that literacy-based approaches can help preserve traditional music forms. This integration includes understanding rhythmic structures and the contextual significance of performance traditions (Du & Leung, 2022; Tang & Sornyai, 2023; Yang & Welch, 2023). Mastering unique vocal techniques, instrumentation, and performance styles is crucial for developing literacy in Huayin Laoqiang, which can be enhanced through structured lessons and formal education programs.

Historical Context and Musical Characteristics

Huayin Laoqiang, a traditional form of Chinese folk music, is a bold and expressive style that originates from shadow puppet theater and military chants. It is frequently performed during local festivities, temple fairs, and theatrical productions, serving as a medium for storytelling. The genre includes instruments such as the yueqin, wooden clappers, drums, and gongs, which together create a dynamic and percussive musical experience. The unique vocal techniques and rhythmic variations of Huayin Laoqiang make it challenging to teach in traditional classroom settings (Feldman et al., 2020; Jingfang, 2023). However, there is a growing interest in integrating Huayin Laoqiang into formal music education to preserve the intangible cultural heritage. Educational institutions are examining methods to incorporate this tradition into their curricula, though effectiveness depends on the availability of trained instructors, appropriate teaching materials, and student engagement (Conway, 2020; Singh & Hurley, 2017). Understanding the historical and musical components of Huayin Laoqiang is crucial for developing effective educational strategies.

The Challenges of Transmitting Traditional Music in Education

Huayin Laoqiang, a traditional form of Chinese folk music, faces challenges in contemporary educational settings due to a decline in young practitioners and the predominance of Western music education in Chinese school curricula. Traditional Chinese folk music is frequently overlooked in favor of more globally recognized genres, while standardized training in notation, harmony, and instrumentation has marginalized it further (Christophersen & Gullberg, 2017; Law & Ho, 2015; Yu & Leung, 2019). Government initiatives and cultural preservation programs have been established to encourage the inclusion of folk music in education, with Huayin Laoqiang being recognized as a National Intangible Cultural Heritage in 2007. Community-driven efforts, such as local music workshops and university-based research centers, strive to develop accessible educational resources. However, more structured strategies, like standardized teaching materials and interactive learning methods, are necessary to ensure the preservation and promotion of Huayin Laoqiang.

METHOD

This study employs a qualitative research approach to investigate the role of Chinese folk music literacy in the transmission of Huayin Laoqiang within contemporary educational contexts. The research focuses on understanding how folk music literacy is integrated into formal and informal learning environments and how it contributes to preserving this unique traditional music form. The study combines field observations, semi-structured interviews, and document analysis to comprehensively understand Huayin Laoqiang's transmission in educational settings (Bresler & Stake, 2006; Busetto et al., 2020; Kallio et al., 2016).

Research Design

A qualitative research methodology was selected to explore the cultural and educational significance of Huayin Laoqiang. The study applies a case study approach, focusing on how this traditional folk music is transmitted through music literacy. These methods were selected to provide a holistic understanding of the educational significance and contemporary transmission practices of Huayin Laoqiang. The research design is shown in Table 1.

Research Site and Participants

The study was conducted in Huayin City, Shaanxi Province, and Xi'an, where Huayin Laoqiang performances and training programs are actively maintained. These locations were chosen because they serve as key cultural centers for Huayin Laoqiang, featuring both traditional performance settings and modern educational initiatives.

The participants were carefully selected to include a diverse group of stakeholders involved in the transmission of Huayin Laoqiang. Three master performers, each representing a significant lineage of the tradition, served as key informants. They were selected based on their expertise, role in preservation, and teaching experience.

Data Collection

Data collection involved three primary methods: field observations, semi-structured interviews, and document analysis. Each method provided complementary insights into the role of music literacy in Huayin Laoqiang transmission. The

Table 1. Research design and data collection methods

| Method | Purpose | Data Collected |
|----------------------------|---|--|
| Field Observations | Examine the performance and learning process | Performance techniques, audience reception, learning materials |
| Semi-structured Interviews | Gather insights from performers and educators | Perspectives on music literacy and transmission |
| Document Analysis | Analyze formal education materials and policies | Textbooks, curriculum guides, policy documents |

interviews explored methods of Huayin Laoqiang instruction, challenges in folk music literacy, and student engagement. The data collection process is shown in Table 2.

Data Analysis

The data were analyzed using thematic analysis, which identified key themes related to music literacy and Huayin Laoqiang transmission. The analysis focused on three main themes, as shown in Table 3.

RESULTS

The results are derived from field observations, semi-structured interviews, and document analysis. They provide insights into how Chinese folk music literacy supports the learning and dissemination of Huayin Laoqiang within contemporary educational contexts. The findings also underscore the challenges that educators and students face in integrating this folk music tradition into formal learning environments.

The Role of Music Literacy in Learning Huayin Laoqiang

Music literacy plays a crucial role in the transmission of Huayin Laoqiang, as it enables learners to internalize its musical structure, vocal techniques, and rhythmic patterns. Unlike Western classical music, which relies on written notation, Huayin Laoqiang is transmitted orally, making aural skills, memorization, and cultural familiarity essential literacy components in this tradition. Educators emphasize the need for listening-based literacy, where students develop a deep understanding of Huayin Laoqiang through repeated exposure rather than reading sheet music. A music educator

Table 2. Data collection methods

| Data Collection Method | Focus Areas |
|----------------------------|--|
| Field Observations | Performance techniques, teaching methods, student engagement |
| Semi-structured Interviews | Perspectives on folk music literacy, transmission challenges |
| Document Analysis | Review of textbooks, policies, and curriculum materials |

Table 3. Thematic analysis process

| Analysis Category | Focus Areas | Outcome |
|------------------------|---|--|
| Pedagogical Methods | Teaching strategies, oral vs. literacy-based learning | Insights into best practices for Huayin Laoqiang education |
| Curriculum Development | Integration into music education, policy review | Identification of curriculum gaps and recommendations |
| Student Engagement | Interest levels, learning challenges | Understanding barriers to student participation |

from Weinan Normal University highlighted the challenges faced by students unfamiliar with oral transmission:

“Many students are trained in Western musical literacy, where they depend on sheet music. But in Huayin Laoqiang, everything is learned by ear. Without developing strong aural literacy, they struggle to grasp the melodies and rhythmic structures”

Teachers incorporate listening exercises, lyric interpretation, and rhythmic training into their lessons to bridge this gap, helping students build the necessary literacy skills for performing Huayin Laoqiang, as shown in Table 4.

Table 4. Key Components of Music Literacy in Huayin Laoqiang

While music literacy enhances the ability to perform and appreciate Huayin Laoqiang, the study found several challenges that hinder its transmission in formal educational settings. One key difficulty is the disconnect between traditional and modern learning approaches. A master performer and inheritor of Huayin Laoqiang expressed his concerns:

“Young students today are used to following printed scores. But in our tradition, you must listen, watch, and repeat. If they rely on reading, they will never understand the true spirit of Laoqiang”

Another significant challenge is the generational gap in literacy transmission. Traditional folk artists and masters often lack formal teaching methods that align with contemporary education systems, making it difficult for them to communicate effectively with younger learners. This generational divide affects how students develop their literacy skills in Huayin Laoqiang, as shown in Table 5.

Despite these challenges, educators are experimenting with innovative approaches to improve music literacy for Huayin Laoqiang in contemporary classrooms. Some

institutions have introduced digital learning resources, such as video tutorials and interactive listening modules, to help students develop aural skills. Additionally, collaborations between folk artists and academic institutions aim to modernize teaching methods while preserving the authenticity of oral transmission. One educator shared their approach to enhancing literacy skills among students:

“We record live performances and break them down into sections. Students listen, repeat, and practice, allowing them to develop their aural skills without relying on written notation”

Through these efforts, music literacy gradually bridges traditional oral transmission and modern music education, ensuring that Huayin Laoqiang continues to be passed down effectively to future generations.

School-Based Initiatives for Huayin Laoqiang Transmission

Several educational institutions have incorporated Huayin Laoqiang literacy into their music education programs in response to the need for structured learning environments. These initiatives aim to bridge the gap between oral folk traditions and formal music education by providing structured exposure to Huayin Laoqiang’s musical and cultural elements. However, the level of implementation varies across institutions, with some offering performance-based workshops while others focus solely on music appreciation courses. The study found that while these programs introduce students to Huayin Laoqiang literacy, the lack of standardized curricula, trained instructors, and performance opportunities limits their effectiveness. An instructor from Weinan Normal University described the

Table 4. Key Components of music literacy in huayin laoqiang

| Component | Description | Challenges Faced by Students |
|----------------------|--|---|
| Aural Literacy | Developing the ability to internalize melodies, rhythms, and vocal techniques through listening and repetition | Students accustomed to written scores struggle with memorization and intonation |
| Lyric Interpretation | Understanding the meaning of historical and poetic lyrics, which often contain dialectal expressions and cultural references | Many younger students lack familiarity with regional dialects and the cultural background of the lyrics |
| Rhythmic Literacy | Mastering the unique rhythmic patterns of Huayin Laoqiang, which often differ from Western musical structures | The absence of time signatures and reliance on oral counting methods pose difficulties for students used to metrical notation |

Table 5. Challenges in music literacy development for huayin laoqiang

| Challenge | Impact | Potential Solutions |
|-------------------------------|---|---|
| Reliance on Written Notation | Students struggle with oral memorization, which is essential in Laoqiang transmission | Incorporating aural training exercises and interactive listening activities |
| Generational Teaching Gap | Traditional artists lack experience in structured teaching, making it hard for students to learn systematically | Training folk musicians in modern pedagogy to adapt their teaching methods |
| Dialect and Cultural Barriers | Lyrics are in local dialects and contain historical references unfamiliar to younger learners | Providing language support and cultural background lessons alongside musical training |

challenges of teaching Huayin Laoqiang literacy in a formal setting:

“Many students are eager to learn about Huayin Laoqiang but lack exposure to its traditional oral transmission methods. We have introduced workshops where students learn through listening and imitation, but their learning remains superficial without experienced folk musicians as full-time teachers”

Educational institutions have adopted two primary approaches to address these challenges: workshops, performance-based learning, and folk music appreciation courses.

At Weinan Normal University, students engage in specialized workshops where they practice traditional vocal techniques, rhythmic patterns, and storytelling elements under the guidance of experienced practitioners. These workshops serve as a foundation for Huayin Laoqiang literacy, as students are encouraged to develop their aural recognition, memorization, and cultural understanding.

Figure 1 illustrates one such campus workshop, where students participate in interactive sessions with folk music instructors. These hands-on learning experiences allow students to internalize the stylistic nuances of Huayin Laoqiang through guided vocal exercises and rhythmic training. Despite the effectiveness of these workshops, instructors report that they only reach a small number of students due to limited resources and teaching personnel.

At the primary education level, schools such as Huashan Town Primary School have integrated folk music appreciation courses into their curriculum. These courses introduce students to the historical background and cultural significance of Huayin Laoqiang, emphasizing literacy in traditional Chinese folk music. However, practical training and performance opportunities remain limited due to a lack of specialized teachers and structured lesson plans. A primary school music teacher commented on the effectiveness of these courses:

“We teach students about the history and importance of Huayin Laoqiang, but without proper instruments and experienced performers, we cannot provide an immersive learning experience. Many students learn about the music theoretically but never have the opportunity to sing or perform it”



Figure 1. Huayin laoqiang campus activities
Source: Yanya Zhu, from fieldwork in March 2024

This gap in experiential learning affects students' ability to develop full literacy in Huayin Laoqiang. While they may understand its cultural significance, they lack the practical skills to engage with the tradition as performers or practitioners.

Huayin Laoqiang literacy faces challenges in mainstream education, including limited student engagement, a lack of formalized curriculum, and insufficient funding and resources. Many primary-level students are more interested in contemporary music genres, making folk music literacy less relevant. Schools struggle to hire qualified folk music instructors, and traditional instruments like the yueqin are often unavailable. Despite these obstacles, educators are working to expand workshops, train teachers, and develop innovative teaching materials to enhance Huayin Laoqiang's transmission in contemporary educational contexts.

Barriers to Effective Transmission

Despite increasing awareness and educational efforts, several challenges persist in transmitting Huayin Laoqiang literacy in contemporary educational settings. While some schools and universities have integrated Huayin Laoqiang into their curricula, the effectiveness of these initiatives remains limited due to low student participation, the absence of a formalized curriculum, and generational gaps in teaching methods. These barriers have slowed the process of ensuring that younger generations acquire the necessary literacy skills to sustain and engage with this traditional music form.

One primary obstacle this study identified is the lack of student participation in folk music literacy programs. Younger generations are more attracted to contemporary music styles and often view traditional folk music as outdated. As a result, Huayin Laoqiang struggles to maintain interest among students who do not see its relevance in modern music culture. An informant, a middle school music teacher, expressed concern over this trend:

“Students today are deeply influenced by pop and digital music. Even when we introduce Huayin Laoqiang into the curriculum, their enthusiasm fades quickly because they find it difficult to relate to the style and performance techniques”

This declining interest among youth suggests a shift in educational approaches is needed to make folk music literacy more appealing and accessible.

Another significant challenge is the lack of a formalized curriculum for teaching Huayin Laoqiang in schools. Although some institutions have workshops and short-term programs, there is no standardized educational framework for developing structured literacy in this folk tradition. Unlike Western classical music, which has a well-documented system of notation and pedagogy, Huayin Laoqiang relies on oral transmission and aural skills, making it difficult to fit into conventional school curricula. Without clear learning objectives, lesson plans, and assessment criteria, students struggle to develop comprehensive literacy in this musical form. A university professor specializing in folk music education noted:

“We see a growing interest in preserving folk music, but our teaching efforts remain scattered without a

structured curriculum. Students often receive fragmented knowledge, and many leave without fully grasping the intricacies of Huayin Laoqiang”

The generational gap in transmission further complicates the effective teaching of Huayin Laoqiang literacy. Traditional masters and inheritors often favor oral teaching methods and face-to-face transmission, which are difficult to integrate into modern classroom-based education. Many master’s programs hesitate to adapt to textbook-based instruction, making it challenging for students accustomed to learning through written resources. One informant, an experienced folk artist, explained:

“In the past, we learned Huayin Laoqiang by listening, watching, and practicing for years under a master. But today, students expect written materials and structured lessons. This makes it difficult to pass down the tradition as it was originally meant to be learned.”

The differences in learning expectations between traditional practitioners and contemporary students highlight a fundamental gap in pedagogical approaches. This gap requires new strategies to bridge oral and written literacy in folk music transmission.

Interviews with folk music educators and students revealed that while there is enthusiasm for preserving and revitalizing Huayin Laoqiang literacy, structural barriers in curriculum development and student engagement continue to pose obstacles. Some educators suggested that modernizing teaching methods, such as integrating digital tools, recordings, and interactive learning materials, could enhance accessibility and foster greater student interest. Using online platforms, visual aids, and blended learning models could help bridge the gap between oral tradition and formal education, making Huayin Laoqiang literacy more adaptable to contemporary teaching environments. While these efforts are still in their early stages, they represent promising pathways for addressing the barriers to effective transmission and ensuring the continued vitality of Huayin Laoqiang in educational contexts.

DISCUSSION AND CONCLUSION

The findings of this study highlight the challenges and opportunities in the transmission of Huayin Laoqiang through folk music pedagogy. As an essential part of Shaanxi Province’s folk music heritage, Huayin Laoqiang has historically relied on oral transmission, where apprentices learn through repetition and direct engagement with master performers. However, the modern educational system primarily emphasizes Western classical music, which has led to a decline in student engagement with traditional Chinese folk music. This study’s results are consistent with previous research suggesting that the marginalization of folk traditions within formal education frameworks hinders the effective transmission of indigenous music (Green, 2017; Leung, 2015). While oral transmission remains effective in traditional learning environments, its integration into contemporary music education remains problematic due to the lack of structured curricula, trained instructors, and sufficient institutional support (Du & Leung, 2022; Law & Ho, 2015).

A key challenge identified in this research is the gap between traditional oral transmission methods and the pedagogical expectations of modern students. Many students today are accustomed to notation-based learning, which conflicts with the aural-based pedagogy of Huayin Laoqiang. This aligns with prior studies on folk music transmission, which argue that contemporary music education models do not adequately accommodate non-Western traditions (Campbell, 2017; Yang & Welch, 2023). Furthermore, regional dialects in Huayin Laoqiang lyrics create an additional barrier, as many younger learners lack the linguistic proficiency to comprehend and interpret traditional songs fully. This is consistent with the findings of Zhu and Sornyai (2024), who emphasized that language barriers often limit students’ engagement with regional folk music traditions. To address this, educational institutions must develop innovative strategies that integrate folk music literacy into contemporary pedagogical frameworks while preserving the authenticity of oral learning methods.

The study also underscores the role of digital learning platforms as a potential tool for bridging the gap between traditional and modern education. Institutions that introduced digital resources, such as video tutorials and interactive learning modules, reported higher levels of student engagement and improved comprehension of Huayin Laoqiang’s rhythmic and vocal structures. This finding is supported by research on technology-enhanced music education, which suggests that digital platforms can enhance accessibility and provide alternative learning pathways for students unfamiliar with oral transmission methods (Downie et al., 2021; Fan & Chuangprakhon, 2024). However, the effectiveness of digital learning remains limited by the lack of standardized teaching materials and the absence of trained instructors who can adapt folk music pedagogy to online platforms. Without proper guidance, students may struggle to fully grasp the nuances of Huayin Laoqiang, leading to an incomplete understanding of its cultural and musical intricacies.

In addition to digital interventions, interdisciplinary collaborations between folk musicians and academic institutions have emerged as a viable strategy for sustaining Huayin Laoqiang. This study found that universities working directly with traditional performers were more successful in engaging students, as these collaborations provided immersive learning experiences that combined theoretical knowledge with hands-on practice. This supports the work of Mabingo (2020), who argued that integrating folk artists into formal education can enrich music curricula and enhance students’ appreciation of cultural heritage. However, despite the benefits of such collaborations, many folk musicians lack formal teaching experience, making it difficult to align their instruction with academic standards. This highlights the need for teacher training programs that equip folk artists with modern pedagogical skills while maintaining the authenticity of their traditional teaching methods.

From a policy perspective, this study reveals that government-backed initiatives play a crucial role in promoting the inclusion of folk music in formal education. While Huayin Laoqiang has been recognized as a National Intangible

Cultural Heritage since 2007, its presence in school curricula remains minimal. This aligns with previous research indicating that heritage recognition alone is insufficient for sustaining traditional music; rather, active policy measures, such as curriculum development and funding for folk music education, are necessary to ensure long-term preservation (Howard, 2016; Yu & Leung, 2019). Without formalized support from educational authorities, efforts to integrate Huayin Laoqiang into mainstream music education will remain fragmented and inconsistent.

In conclusion, this study demonstrates that while Huayin Laoqiang remains a vital cultural tradition, its transmission faces significant challenges due to the incompatibility of oral learning methods with modern educational structures. The findings suggest that integrating folk music literacy into formal curricula, developing digital learning resources, and fostering interdisciplinary collaborations are essential steps for ensuring the continued vitality of Huayin Laoqiang. However, the effectiveness of these strategies depends on institutional support, teacher training, and student engagement. This study contributes to the broader discourse on music education and heritage preservation by providing insights into how folk music pedagogy can be adapted to contemporary learning environments.

Future research should explore the comparative effectiveness of different folk music transmission models across various cultural contexts. Investigating how other traditional music genres have successfully integrated into modern education may provide valuable insights for improving Huayin Laoqiang's sustainability. Additionally, further studies should examine the long-term impact of digital learning tools on student engagement and retention in folk music education. Research into policy-driven interventions and their role in shaping the future of traditional music education would also be beneficial in establishing sustainable frameworks for the preservation and transmission of China's rich folk music heritage.

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