

Traditional Chinese Art Forms: A Literacy Case Study of Song Ci Art Songs

Tingting Shen^{1*}, Peerapong Sensai², Khomkrich Karin¹

¹College of Music, Mahasarakham University, Thailand

²Faculty of Fine-Applied Arts and Cultural Science, Mahasarakham University, Thailand

Corresponding author: Tingting Shen, E-mail: 65012061045@msu.ac.th

ARTICLE INFO

Article history

Received: December 20, 2024

Accepted: March 07, 2025

Published: March 31, 2025

Volume: 13 Issue: 2

Conflicts of interest: None

Funding: None

ABSTRACT

Song Ci art songs, originating during the Song Dynasty (960–1279 CE), represent a harmonious blend of classical Chinese poetry and traditional music, embodying profound cultural, historical, and artistic significance. This study investigates the educational significance of Song Ci art songs, focusing on their role in fostering literacy within traditional Chinese art forms. Literacy, in this context, extends beyond reading and writing to encompass cultural interpretation, critical thinking, and artistic appreciation. Adopting a qualitative case study approach, this research was conducted at a cultural education institution in Xuzhou City, Jiangsu Province, renowned for its active engagement with Song Ci art songs. Data were collected through in-depth interviews with four key informants, document analysis, and thematic observation of workshops and performances. The findings reveal that Song Ci art songs enhance cultural literacy by engaging learners with the historical, linguistic, and emotional dimensions of Chinese heritage. These songs also promote interdisciplinary learning by integrating poetry, music, and visual arts, while fostering linguistic proficiency, analytical thinking, and artistic creativity. Despite challenges in accessibility due to their complexity, the study highlights the potential of multimedia tools and interactive learning strategies to address these barriers. The research underscores the significance of Song Ci art songs as a medium for preserving cultural heritage and enriching education, offering insights for integrating traditional art forms into modern curricula. Future research should explore cross-cultural applications and technological innovations to further enhance their educational impact.

Key words: Song Ci Art Songs, Musical Literacy, Traditional Chinese Art Forms, Interdisciplinary Learning, Music Education

INTRODUCTION

Traditional Chinese art forms are a cornerstone of China's cultural heritage, reflecting the profound history, philosophy, and aesthetics of its civilization. Among these art forms, Song Ci art songs stand out as a harmonious blend of classical Chinese poetry and music, embodying a rich artistic and educational essence. Originating during the Song Dynasty (960–1279 CE), these compositions were not only a mode of entertainment but also a means to express emotional depth and philosophical thought (Deng, 2020; Ye, 2019; Zheng, 2024). Over the centuries, Song Ci art songs have played a pivotal role in preserving the cultural legacy of Chinese poetry and music. Despite their historical and artistic importance, their potential as tools for promoting literacy in traditional Chinese art forms has not been fully examined. In this study, literacy encompasses more than just reading and writing; it involves the capability to interpret and engage with cultural artifacts, fostering a deeper appreciation for their intrinsic values (Zeng & Onlamul, 2023; Zhang et al., 2021; Zhang & Chonprirot, 2024).

The modern educational landscape presents unique challenges in connecting students with traditional art forms. Globalization and the pervasive influence of popular culture have led to the marginalization of traditional Chinese art in mainstream education. The intricate language and melodic structures of Song Ci art songs may appear inaccessible to younger generations, contributing to a gap in understanding and appreciation (Holroyde, 2017; Huat, 2015). This detachment poses a risk of losing the cultural nuances embedded in these art forms, as well as the skills and values they transmit. The absence of a structured approach to incorporate Song Ci art songs into educational settings further exacerbates the problem, leaving their potential to enrich literacy and cultural understanding untapped (Bokiev et al., 2018; He et al., 2024; Wang & Thotham, 2024).

This study aims to investigate the educational significance of Song Ci art songs, focusing on their role in fostering literacy within traditional Chinese art forms. Specifically, it examines how these songs can enhance learners' ability to engage with and appreciate the cultural, historical, and

artistic dimensions of classical Chinese poetry and music. By exploring the intersection of music and language, this research seeks to highlight the pedagogical value of Song Ci art songs, offering insights into their integration into contemporary curricula. The research objective, therefore, is to assess how these songs promote literacy and cultivate a deeper understanding of traditional Chinese culture.

The significance of this research lies in its potential to contribute to the preservation and revitalization of traditional Chinese culture. As a medium that combines artistic expression and educational utility, Song Ci art songs offer a unique platform for engaging learners in a holistic manner. By promoting literacy in traditional Chinese art forms, these songs can foster cultural pride and identity, inspiring a new generation to embrace their heritage (Olsen, 2024; Xiao, 2025). Furthermore, the findings of this study can serve as a foundation for developing innovative teaching strategies that bridge the gap between traditional art forms and modern education. In doing so, this research not only aims to safeguard the legacy of Song Ci art songs but also to enrich global understanding of the educational value inherent in traditional Chinese art.

Research Question

- How do Song Ci art songs promote literacy and enhance the educational understanding of traditional Chinese art forms?

LITERATURE REVIEW

Song Ci art songs, with their origins in the Song Dynasty, represent a unique confluence of classical Chinese poetry and traditional music. Their lyrical elegance and musical depth have made them an enduring cultural artifact, deeply interwoven with the historical, philosophical, and aesthetic traditions of Chinese civilization. While their artistic and cultural significance is well-documented, their potential role in education, particularly in fostering literacy within traditional art forms, remains underexplored. This review examines the theoretical frameworks and existing research that underpin the relationship between Song Ci art songs, literacy, and education, providing a foundation for understanding their educational significance.

Cultural and Historical Literacy through Song Ci Art Songs

Song Ci art songs are a rich tapestry of Chinese poetic and musical heritage, offering a rich tapestry of cultural and historical narratives. Literacy in traditional art forms goes beyond reading and writing, encompassing the ability to interpret and engage with cultural, historical, and artistic elements. Song Ci art songs provide a medium for learners to explore the interplay between language and melody, fostering an understanding of traditional Chinese aesthetics. By engaging with these compositions, learners can decode the values, philosophies, and emotions conveyed through poetic language and musical expression, enriching their cultural

literacy and connection to Chinese heritage (Yao et al., 2023; Xie & Punvaratorn, 2024; Zhang, 2024). The linguistic structure of Song Ci art songs is particularly significant, as classical Chinese poetry employs tonal patterns, metaphorical imagery, and rhythmic structures, requiring a nuanced understanding of the language.

Like Song Ci art songs, other traditional and global art forms, such as Western art songs, Japanese gagaku vocal compositions, and Persian classical poetry-music traditions, have historically been essential in promoting cultural literacy. Western art songs, particularly those from the Romantic and Baroque periods, blend poetic storytelling with musical expression, enhancing interpretative skills among learners. Japanese gagaku, an imperial court music tradition, fuses vocal performance with deep poetic and philosophical meaning, offering another example of music-based literacy transmission. Likewise, Persian classical poetry set to music, as seen in the works of Rumi and Hafez, demonstrates how oral and musical traditions contribute to preserving linguistic and cultural heritage (Harrison, 2023; Keister, 2022; Lancashire, 2003; Ramazani, 2019). These parallels indicate that Song Ci art songs are part of a broader global phenomenon where music and poetry serve as vehicles for literacy and cultural education.

Educational Significance of Literacy in Traditional Art Forms

Traditional art forms, such as Song Ci art songs, have a significant educational value as they connect learners with their cultural roots, and develop critical thinking, and interpretive skills. These art forms, which combine poetry and music, promote analytical and creative engagement. Literacy in these forms involves understanding the content and interpreting the social, historical, and cultural contexts in which the art was created. This approach aligns with modern educational goals, emphasizing holistic learning and cultural competence development. Song Ci art songs also offer a unique opportunity to cultivate emotional intelligence and aesthetic appreciation. The emotive power of music and the intellectual depth of poetry encourage the exploration of complex themes, fostering empathy and emotional resonance (Bin, 2024; Bonetti et al., 2021; Gong et al., 2024; Lebaka, 2022). The performative aspect of these art songs also allows learners to engage with the material and internalize its significance.

Comparing Song Ci art songs with global educational traditions that integrate music, and literacy further strengthens their pedagogical value. The Kodály method in Hungary, for instance, emphasizes folk music as a literacy tool, training students to understand rhythm, tone, and phonetics through singing. Similarly, African oral storytelling traditions use song and chant to convey moral and historical lessons, much like the didactic nature of Song Ci poetry. Additionally, Native American and Andean musical traditions interweave songs with cultural narratives, reinforcing indigenous linguistic and historical knowledge (Paschal-Mbakwe & Okoronkwo, 2024; Rodriguez, 2022; Torras Vila, 2021). These international comparisons suggest that Song Ci art

songs, as an educational tool, contribute to a universal model of literacy development through artistic expression, reinforcing their potential for interdisciplinary learning and cultural preservation.

Challenges and Opportunities in Promoting Literacy through Song Ci Art Songs

Song Ci art songs have significant educational potential, but they face challenges in accessibility due to their linguistic and musical complexity. Modern learners may find them daunting, especially those unfamiliar with classical Chinese language and traditional musical structures. The limited integration of traditional art forms into contemporary curricula also hinders their potential for literacy promotion. Despite these obstacles, Song Ci art songs offer opportunities for innovation in education through multimedia and digital platforms, interactive learning experiences, and performances (Champadaeng et al., 2023; Gong et al., 2024; Law & Ho, 2015; Lulu et al., 2024). These methods can effectively promote literacy and cultural heritage appreciation, fostering a renewed appreciation for traditional Chinese art forms.

The challenges associated with Song Ci art songs mirror those found in other traditional literacy-based art forms worldwide. For instance, Shakespearean verse in Western education is often viewed as difficult due to its archaic language and stylistic complexity, much like classical Chinese poetry. Similarly, the transmission of Middle Eastern maqam music, which relies on intricate melodic structures and poetic lyrics, faces accessibility issues in contemporary pedagogy. Efforts to revitalize these traditions through interactive learning, community engagement, and technology-based platforms suggest viable pathways for integrating Song Ci art songs into modern education (Driver, 2022; Farraj & Shumays, 2019; Olvera-Fernández et al., 2023). Implementing similar strategies, such as digital archives, gamification, and interdisciplinary workshops, can bridge the gap between traditional and contemporary educational practices, ensuring these art forms remain relevant to future generations.

Theoretical frameworks and existing research underscore the significant role of Song Ci art songs in promoting literacy within traditional Chinese art forms. By combining the aesthetic and intellectual dimensions of poetry and music, these compositions offer a unique avenue for cultural and educational enrichment. However, their full potential remains untapped, necessitating innovative approaches to integrate them into modern educational practices. This literature review provides a foundation for exploring how Song Ci art songs can serve as a bridge between tradition and education, fostering a deeper understanding of Chinese cultural heritage.

METHOD

This study adopts a qualitative research design to explore the educational significance of Song Ci art songs in promoting literacy within traditional Chinese art forms. Using in-depth interviews, document analysis, and thematic exploration,

the research investigates how Song Ci art songs influence cultural literacy and educational understanding (Hatch, 2023; Mackieson et al., 2019; Qiu et al., 2024). The qualitative approach allows for a nuanced understanding of the experiences and perceptions of individuals involved in the study, emphasizing the interpretive and contextual nature of literacy promotion through traditional art forms. The research design, site, informants, data collection, and analysis methods are outlined below.

Research Design

The research employs a case study design to provide an in-depth analysis of Song Ci art songs as a medium for promoting literacy. This approach is suitable for examining the complex interplay between educational practices and traditional Chinese art forms. The case study design facilitates the exploration of individual and collective experiences, offering insights into the educational significance and cultural implications of Song Ci art songs.

Research Site

The research site is a cultural education institution specializing in traditional Chinese music and art forms in Xuzhou City, Jiangsu Province, China. This location was chosen for its active engagement with Song Ci art songs through performances, workshops, and educational programs. The institution provides a rich context for understanding the intersection of music, poetry, and literacy, as shown in Table 1.

Key Informants

Four informants were selected using purposive sampling to provide diverse perspectives on the educational role of Song Ci art songs. They include one key informant, two casual informants, and one general informant. Their selection was based on their expertise, experience, and engagement with Song Ci art songs, as shown in Table 2.

Data Collection

The study used multiple qualitative data collection methods to understand the research question. In-depth interviews were conducted with four informants to explore their experiences and perceptions of Song Ci art songs. Document analysis was conducted to understand the literacy and educational significance of Song Ci art songs. Historical records, performance scripts, and educational materials were analyzed to examine the cultural context and tools used for literacy promotion.

Table 1. Research site

Feature	Description
Location	Cultural education institution focused on traditional Chinese music and art
Activities observed	Performances, workshops, and literacy-focused educational programs
Relevance	Prominent role in teaching and promoting Song Ci art songs

Thematic observation of workshops and performances was conducted to provide contextual insights into how Song Ci art songs are used to engage audiences and promote literacy. The study aimed to provide a comprehensive understanding of the topic.

Data Analysis

The data was reviewed repeatedly to ensure familiarity with the data. Key themes and patterns were identified based on their relevance to the research question and objective. Core themes were developed to address the relationship between Song Ci art songs, literacy, and education. The themes focused on cultural literacy, educational strategies, audience engagement, and the effectiveness of performances and workshops in promoting literacy. The themes were then interpreted to provide insights into the educational significance of Song Ci art songs, highlighting their potential for literacy promotion and cultural preservation.

RESULTS

The educational significance of Song Ci art songs lies in their ability to bridge the gap between cultural heritage and modern learning, offering a unique avenue for literacy development. These art songs encapsulate the essence of traditional Chinese poetry and music, serving as a vibrant medium to engage students with historical, linguistic, and artistic traditions. By combining the lyrical elegance of Song Dynasty poetry with the melodic richness of traditional Chinese music, Song Ci art songs foster a holistic appreciation for cultural literacy. This study investigates how these art songs promote literacy within traditional Chinese art forms, uncovering their role in cultural engagement, interdisciplinary learning, and skill development.

Cultural Engagement

The analysis of “Xing hua tian ying Lv si di fu yuan yang pu” reveals the critical role of Song Ci art songs in fostering cultural literacy and deepening engagement with Chinese

history and traditional art forms. Through its poetic structure and musical interpretation, Song Ci art songs provide a medium for students and audiences to connect with the cultural heritage embedded in classical Chinese poetry and music. Informants’ interviews emphasized that these songs serve as a bridge between historical context and modern appreciation, allowing learners to experience the emotional, linguistic, and artistic richness of Song Dynasty culture.

The prelude of the song, as presented in Figure 1, introduces the piece with flowing sixteenth notes that mimic the movement of water. This musical representation not only prepares listeners for the lyrical content but also serves as an auditory entry point into the cultural and natural imagery characteristic of Song Dynasty poetry. Informants highlighted how this prelude draws attention to the intricate interplay of music and nature, emphasizing the importance of musical phrasing in interpreting poetic themes. This aspect of Song Ci art songs enhances cultural literacy by encouraging listeners to appreciate the aesthetic and symbolic dimensions of Chinese art.

In Figure 2, which illustrates the melodic structure, the tonal shifts and phrase dynamics reflect the subtle emotions of longing and nostalgia embedded in the lyrics. Informants noted that singing this section required careful attention to the tonal inflections and rhythmic nuances inherent in the Chinese language. This practice fosters linguistic literacy, as students must not only master the technical aspects of

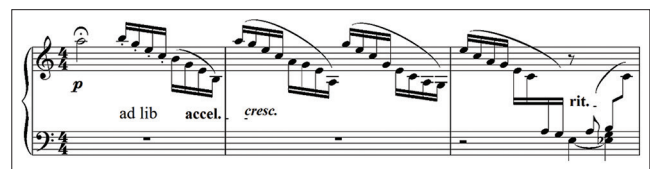


Figure 1. The prelude of “Xing hua tian ying Lv si di fu yuan yang pu”
Source: Tingting Shen, transcription from fieldwork in May 2024



Figure 2. A clip of “Xing hua tian ying Lv si di fu yuan yang pu”
Source: Tingting Shen, transcription from fieldwork in May 2024

Table 2. Criteria of key informants

Type of Informant	Description	Role
Key Informant	Expert in Song Ci art songs and their educational applications	Provides in-depth insights into the literacy and educational value
Casual Informants	Two individuals engaged in performing and teaching Song Ci art songs	Share practical experiences in promoting literacy
General Informant	Audience member with exposure to Song Ci art song performances	Offers perspectives on audience reception and literacy impact

singing but also internalize the emotional resonance of each word. Additionally, the alternation between ascending and descending melodies reflects the author's fluctuating emotional state, helping students and listeners to engage with the poet's perspective and cultural context more deeply.

In Figure 3, highlights the heightened emotional intensity as the melody ascends to its peak. The dramatic shifts in vocal range and dynamics require performers to combine technical skill with emotional interpretation. Informants reported that this section was particularly effective in developing expressive literacy, as it required them to convey the deeper layers of meaning embedded in the lyrics and melody. For example, phrases like "Spring Breeze" and "Waiting to Leave" are performed with a sense of yearning and anticipation, which aligns with the broader cultural themes of impermanence and introspection in Song Dynasty poetry.

Interviews with key informants, including vocal instructors and students, revealed that Song Ci art songs enhance cultural literacy by offering a multidimensional approach to learning. Students reported that their understanding of traditional Chinese culture deepened as they engaged with the poetic text, musical composition, and performance techniques. This holistic learning experience allowed them to internalize not only the artistic elements of Song Ci art songs but also the historical and cultural narratives they represent.

Interdisciplinary Learning

The interdisciplinary nature of Song Ci art songs plays a vital role in promoting literacy by combining elements of poetry, music, and visual arts, encouraging a holistic appreciation of traditional Chinese art forms. Educators and informants repeatedly emphasized how these artistic forms converge to create a powerful educational tool that enhances students' understanding and engagement with Chinese cultural heritage.

Figure 3. A clip of “Xing hua tian ying Lv si di fu yuan yang pu”
Source: Tingting Shen, transcription from fieldwork in May 2024

Literacy through integration of artistic disciplines

Song Ci art songs exemplify the union of classical Chinese poetry with traditional musical structures, enabling students to approach literacy from multiple angles. One educator highlighted in an interview how the textual richness of Song Ci poetry, paired with its musical expression, deepens students' interpretative skills. The poetic elements in Song Ci, such as precise word choice and rhythmic patterns, offer students opportunities to decode linguistic subtleties, while the accompanying music provides emotional and contextual depth.

Informants noted that the tonal variation and phrasing within Song Ci art songs mirror the emotional essence of the poetry, creating a unique pedagogical space for students to explore how textual and musical elements interact. For instance, the melody's soft and plaintive quality often reflects the melancholy or nostalgic themes of the lyrics, enhancing students' ability to connect textual meaning with musical interpretation.

Encouraging interdisciplinary exploration

Song Ci art songs also introduce students to visual arts, further broadening their literacy experience. Educators explained how these art songs are often accompanied by visual depictions of the lyrical themes, such as traditional Chinese landscape paintings or calligraphic renderings of the lyrics. One informant described classroom activities where students analyzed these visual elements in tandem with the music and poetry, gaining insights into how ancient Chinese art forms complemented each other to convey complex narratives and emotions.

Through this interdisciplinary approach, students not only develop literacy in individual art forms but also gain an appreciation for the interconnectedness of cultural expressions. As one educator remarked, “Understanding how poetry, music, and visual art intertwine gives students a comprehensive view of traditional Chinese aesthetics, enhancing their cultural literacy and critical thinking skills.”

Enhancing creative and analytical skills

The integration of multiple disciplines within Song Ci art songs provides students with creative opportunities to engage deeply with traditional Chinese art. Informants shared examples of creative assignments where students were asked to compose new melodies for existing Song Ci lyrics or create visual presentations that interpreted the songs' themes. These activities required students to employ both analytical and creative thinking, bridging the gap between understanding and application.

One educator pointed out that these assignments often led to profound discussions about cultural heritage and identity. For instance, students examined how Song Ci art songs preserved traditional poetic and musical practices while adapting to contemporary forms of performance, thereby gaining a broader perspective on the evolution of Chinese cultural literacy.

Promoting a holistic educational experience

The interdisciplinary learning fostered by Song Ci art songs contributes significantly to their educational value. By integrating poetry, music, and visual arts, these art songs create a learning environment that is both engaging and intellectually stimulating. Informants noted that this approach not only enhances students' appreciation for traditional Chinese art forms but also equips them with skills in critical analysis, creativity, and cultural interpretation.

Skill Development

The educational application of Song Ci art songs significantly contributes to the development of students' skills in various domains, including linguistic proficiency, analytical thinking, and artistic creativity. These skill-building opportunities enhance literacy by fostering a deeper understanding of traditional Chinese culture and its nuanced expressions. Informants emphasized how singing, interpreting, and engaging in creative assignments centered on Song Ci art songs serve as a foundation for cultivating these skills, equipping students with tools to appreciate and articulate cultural nuances.

Enhancing linguistic literacy

One of the key skills developed through Song Ci art songs is linguistic proficiency, particularly in understanding the intricacies of classical Chinese. Informants highlighted that the lyrical content of Song Ci art songs demands careful attention to diction, tone, and syntax. Students were required to engage with the poetic text, deciphering its meaning and context to align their singing with the emotional intent of the lyrics. One educator noted, "Singing these art songs requires students to internalize the tonal and rhythmic qualities of classical Chinese poetry, which directly improves their ability to interpret and articulate complex linguistic structures."

The unique emphasis on accurate pronunciation and tonal variations, inherent in Song Ci art songs, further refines students' linguistic abilities. Informants described how students developed an ear for subtle differences in tone, an essential skill for accurately conveying the poetic meaning in song. This linguistic literacy extended beyond the classroom, enabling students to better understand the broader landscape of classical Chinese literature.

Developing analytical thinking

Song Ci art songs also encourage the development of analytical skills by requiring students to interpret the layers of meaning embedded in both the poetry and the accompanying music. Informants shared how students were guided to analyze the interplay between the textual and musical elements. For example, the soft and plaintive melody often mirrors the themes of longing or melancholy present in the lyrics, prompting students to explore how music reinforces poetic narratives.

One educator explained, "When students analyze how the melodic progression supports the emotional arc

of the lyrics, they engage in a critical examination of the relationship between text and sound." This analytical exercise helps students grasp the cultural and historical contexts of the art form, deepening their appreciation for its aesthetic and educational value. Informants further noted that this process equips students with critical thinking skills applicable to broader areas of study.

Cultivating artistic creativity

The creative assignments associated with Song Ci art songs provide a platform for students to explore and express their artistic talents. Informants emphasized that these activities, such as composing original melodies for existing Song Ci lyrics or visually representing the themes of the songs, foster artistic literacy by blending traditional and contemporary modes of expression. These assignments encourage students to interpret cultural artifacts creatively while remaining grounded in their historical and cultural significance.

One informant shared an example where students were tasked with designing multimedia presentations that combined their own artwork, original musical arrangements, and recitations of Song Ci art songs. These projects not only required artistic creativity but also demonstrated the students' ability to synthesize their understanding of different art forms. As a result, students developed a multifaceted appreciation for traditional Chinese culture and gained confidence in their ability to reinterpret and present cultural works.

Building holistic cultural literacy

The integration of singing, interpretation, and creative assignments ensures that skill development through Song Ci art songs extends beyond the technical and academic. Informants noted that these activities help students cultivate a sense of cultural identity and pride in their heritage. By engaging deeply with the art form, students develop a more comprehensive literacy that encompasses cultural, linguistic, and artistic dimensions.

DISCUSSION AND CONCLUSION

This study highlights the educational significance of Song Ci art songs in promoting literacy within traditional Chinese art forms. The findings reveal that these art songs serve as a holistic medium for cultural engagement, interdisciplinary learning, and skill development, consistent with theoretical principles of integrating traditional art forms into education (Olsen, 2024; Yao et al., 2023). By combining the lyrical elegance of classical Chinese poetry with the melodic richness of traditional music, Song Ci art songs provide a multidimensional learning experience, enhancing students' ability to connect with historical and cultural contexts.

While previous research on Chinese folk music has largely focused on preservation, performance practices, and historical evolution, this study differentiates itself by emphasizing the role of Song Ci art songs in fostering literacy. Unlike studies that primarily document the transmission of

Chinese folk music traditions (Champadaeng et al., 2023; Zeng & Onlamul, 2023), this research explores how Song Ci art songs function as pedagogical tools for literacy development. The integration of poetry and music in Song Ci art songs offers a distinctive approach to literacy education, going beyond verbal and textual literacy to encompass musical, cultural, and interpretative dimensions. Additionally, this study contributes new insights into how Song Ci art songs serve as a bridge between historical cultural knowledge and modern educational contexts, an aspect underexplored in prior research on Chinese folk music (Gong et al., 2024; Wang & Thotham, 2024).

The role of Song Ci art songs in fostering cultural engagement aligns with prior studies emphasizing the importance of integrating traditional art forms into curricula to preserve cultural heritage (Champadaeng et al., 2023; Zeng & Onlamul, 2023). Informants reported that engaging with the poetic and musical elements of these songs deepened their understanding of Chinese heritage, consistent with Gong et al.'s (2024) assertion that traditional music fosters cultural pride and identity. However, the study also highlights challenges in accessibility, particularly for younger generations unfamiliar with classical Chinese language and musical structures, as noted by Wang and Thotham (2024).

The interdisciplinary learning facilitated by Song Ci art songs resonates with theories emphasizing the integration of multiple art forms in education to foster creativity and analytical thinking (Bonetti et al., 2021; Zhang, 2024). Informants' experiences demonstrated how these songs bridge the gap between textual, musical, and visual elements, encouraging holistic learning. Activities such as composing melodies and analyzing visual arts associated with Song Ci enhanced students' critical thinking and cultural literacy. These findings are consistent with Bin (2024), who emphasized the value of traditional Chinese poetry and music in developing emotional intelligence and aesthetic appreciation.

From a pedagogical perspective, interdisciplinary learning frameworks such as arts-based education (Marshall, 2014) and multimodal literacy (Becker, 2020) provide a useful lens for understanding the impact of Song Ci art songs. Arts-based education posits that engaging students in artistic and cultural practices fosters deeper learning and critical inquiry, a principle evident in how Song Ci art songs facilitate connections between poetry, music, and visual art. Furthermore, multimodal literacy theory underscores the importance of using multiple forms of representation—such as text, sound, and imagery—to enhance learning experiences. This study aligns with these frameworks by demonstrating how Song Ci art songs enable students to develop literacy skills across different domains, from textual interpretation to musical expression. Unlike conventional literacy models that focus on reading and writing, interdisciplinary approaches encourage holistic engagement with cultural materials, making Song Ci art songs a valuable educational resource (Xiao, 2025; Gong et al., 2024).

The study also highlights the development of linguistic literacy through Song Ci art songs, which aligns with Zhang and Chonprirot's (2024) findings on the pedagogical value

of classical Chinese poetry in music education. Informants noted that mastering the tonal and rhythmic nuances of these art songs improved students' linguistic and interpretative skills. However, the need for more accessible teaching methods, such as multimedia platforms, underscores the importance of modernizing the approach to teaching traditional art forms (Lulu et al., 2024).

This research concludes that Song Ci art songs are a valuable tool for promoting literacy within traditional Chinese art forms, fostering cultural engagement, interdisciplinary learning, and skill development. The findings affirm the theoretical principles of holistic and culturally responsive education, emphasizing the integration of art, history, and language to cultivate a deeper appreciation of Chinese heritage. By bridging the gap between tradition and modernity, Song Ci art songs offer a unique educational framework for engaging students with traditional art forms. However, challenges such as linguistic complexity and limited curricular integration hinder the full potential of these songs in education. The study suggests that incorporating innovative teaching strategies, such as multimedia and interactive learning, can enhance their accessibility and impact.

Future research should explore the effectiveness of Song Ci art songs in promoting literacy, the impact of digital tools like virtual reality and AI on teaching, their cross-cultural applications in non-Chinese educational settings, and the long-term effects of engaging with these art forms on students' cultural and linguistic literacy. Additionally, longitudinal studies should be conducted to evaluate the long-term effects of engaging with Song Ci art songs on students' education. Developing pedagogical frameworks that integrate these art forms into modern curricula can enhance educational outcomes.

REFERENCES

- Becker, P. A. (2020). Teaching language and literacy through the visual arts: An interdisciplinary, literature-based approach. *Teaching exceptional children*, 52(3), 166-179. <https://doi.org/10.1177/0040059919894736>
- Bin, F. (2024). The Application and Inheritance of Chinese Ancient Poetry and Art Songs in Vocal Teaching. *Art and Performance Letters*, 5(4), 1-6. <https://doi.org/10.23977/artpl.2024.050401>
- Bokiev, D., Bokiev, U., Aralas, D., Ismail, L., & Othman, M. (2018). Utilizing music and songs to promote student engagement in ESL classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 314-332. <https://doi.org/10.6007/IJARBS/v8-i12/5015>
- Bonetti, L., Brattico, E., Vuust, P., Kliuchko, M., & Saarikallio, S. (2021). Intelligence and music: lower intelligent quotient is associated with higher use of music for experiencing strong sensations. *Empirical Studies of the Arts*, 39(2), 194-215. <https://doi.org/10.1177/0276237420951414>
- Champadaeng, S., Chuangprakhon, S., Sriphet, K., & Sirifa, S. (2023). Literacy Transmission of Isan Lam's Melodies to Inherit MoLam's Performing

- Art. *International Journal of Education and Literacy Studies*, 11(2), 30-38. <https://doi.org/10.7575/aiac.ijels.v.11n.2p.30>
- Deng, H. (2020). *Making the Intangible Tangible: Rediscovering Music and Wellbeing through the Guqin Culture of Modern China*. The Florida State University.
- Driver, D. (2022). Shakespeare's education and what it teaches us. *Changing English*, 29(3), 310-322. <https://doi.org/10.1080/1358684X.2022.2025764>
- Farraj, J., & Shumays, S. A. (2019). *Inside Arabic Music: Arabic maqam performance and theory in the 20th century*. Oxford University Press.
- Gong, Y., Jirajarupat, P., & Zhang, Y. (2024). Music Form and Performance Techniques of Bayu Folk Songs. *International Journal of Education and Literacy Studies*, 12(3), 50-57. <https://doi.org/10.7575/aiac.ijels.v.12n.3p.50>
- Harrison, L. (2023). Japon: Le Gagaku/Japan: Gagaku (review). *Asian Music*, 54(1), 155-158. <https://doi.org/10.1353/amu.2023.0009>
- Hatch, J. A. (2023). *Doing qualitative research in education settings*. State university of New York Press. <https://doi.org/10.1515/9781438494623>
- He, Q., Attan, S. A., Zhang, J., Shang, R., & He, D. (2024). Evaluating music education interventions for mental health in Chinese university student: a dual fuzzy analytic method. *Scientific Reports*, 14(1), 19727. <https://doi.org/10.1038/s41598-024-70753-4>
- Holroyde, P. (2017). *Indian music: a vast ocean of promise*. Routledge. <https://doi.org/10.4324/9781315265599>
- Huat, C. B. (2015). Conceptualizing an East Asian popular culture. In K. Chen & B. H. Chua (Eds.), *The Inter-Asia cultural studies reader* (pp. 131-155). Routledge. <https://doi.org/10.4324/9780203960981-11>
- Keister, J. (2022). Gagaku, Ensemble OnoTeruhisa Fukuda, maître de shakuhachi. *Offrande musicale. Ethno-Musicology*, 66(1), 207-216. <https://doi.org/10.5406/21567417.66.1.18>
- Lancashire, T. (2003). World music or Japanese - the gagaku of Tôgi Hideki. *Popular Music*, 22(01), 21-39. <https://doi.org/10.1017/S0261143003003027>
- Law, W. W., & Ho, W. C. (2015). Popular music and school music education: Chinese students' preferences and dilemmas in Shanghai, China. *International Journal of Music Education*, 33(3), 304-324. <https://doi.org/10.1177/0255761415569115>
- Lebaka, M. E. K. (2022). Informal Learning of Indigenous Music and Dance Through Observation and Imitation: The Case of Bapedi Children's Musical Arts. *European Journal of Language and Literature Studies*, 8(1), 55-67. <https://doi.org/10.26417/658qju31>
- Lulu, W., Sensai, P., & Homhuan, W. (2024). Education and Literacy Transmission of Chinese Pansori in Chaoxian Ethnic Group. *International Journal of Education and Literacy Studies*, 12(4), 185-192. <https://doi.org/10.7575/aiac.ijels.v.12n.4p.185>
- Mackieson, P., Shlonsky, A., & Connolly, M. (2019). Increasing rigor and reducing bias in qualitative research: A document analysis of parliamentary debates using applied thematic analysis. *Qualitative social work*, 18(6), 965-980. <https://doi.org/10.1177/1473325018786996>
- Marshall, J. (2014). Transdisciplinarity and art integration: Toward a new understanding of art-based learning across the curriculum. *Studies in Art Education*, 55(2), 104-127. <https://doi.org/10.1080/00393541.2014.11518922>
- Olsen, D. (2024). *Media Arts Education: Transforming Education Through Multimodal Cognition, Holistic Learning, and Techno-Embodiment*. Taylor & Francis. <https://doi.org/10.4324/9781003430834>
- Olvera-Fernández, J., Montes-Rodríguez, R., & Ocaña-Fernández, A. (2023). Innovative and disruptive pedagogies in music education: A systematic review of the literature. *International Journal of Music Education*, 41(1), 3-19. <https://doi.org/10.1177/02557614221093709>
- Paschal-Mbakwe, D., & Okoronkwo, E. J. (2024). The Relevance of Folktale as a Genre of Folklore and Stimulus for Moral Lessons in African Society. *Awka Journal of English Language and Literary Studies*, 11(1), 120-136.
- Qiu, L., Chuangprakhon, S., & Jian, S. (2024). Qualitative analysis of the transmission and preservation strategies for Qin'an Xiaoqu folk music in Gansu, China. *Multidisciplinary Science Journal*, 6(4), 2024048-2024048. <https://doi.org/10.31893/multiscience.2024048>
- Ramazani, J. (2019). Persian Poetry, World Poetry, and Translatability. *University of Toronto Quarterly*, 88(2), 210-228. <https://doi.org/10.3138/utq.88.2.09>
- Rodriguez, M. F. G. (2022). *Indigeneity in Latin American Cinema*. Bloomsbury Publishing USA. <https://doi.org/10.5040/9781501384660>
- Torras Vila, B. (2021). Music as a tool for foreign language learning in Early Childhood Education and Primary Education: Proposing innovative CLIL Music teaching approaches. *CLIL: Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 4(1), 0035-47. <https://doi.org/10.5565/rev/clil.60>
- Wang, Y., & Thotham, A. (2024). Literacy transmission of Chinese folk songs in Southern Shaanxi. *International Journal of Education and Literacy Studies*, 12(3), 143-149. <https://doi.org/10.7575/aiac.ijels.v.12n.3p.143>
- Xiao, L. (2025). Historical analysis of the evolution of local music culture in college Music appreciation courses in China. *Cultura: International Journal of Philosophy of Culture and Axiology*, 22(1), 421-445.
- Xie, X., & Punvaratorn, M. (2024). The study of Vocal Music in the context of Ancient Chinese poetry. *Asia Pacific Journal of Religions and Cultures*, 8(1), 278-295.
- Yao, L., Sensai, P., & Junkate, K. (2023). Nurturing cultural engagement and learning among youth through Jingyun Dagu traditional Chinese folk songs in Tianjin Municipality: Cultural engagement and learning among youth. *International Journal of Curriculum and Instruction*, 15(3), 1845-1859.

- Ye, Z. (2019). *Four art songs by guo zurong: art song with classical Chinese poetry*. The University of Memphis.
- Zeng, A., & Onlamul, K. (2023). Historical Development in Education and Cultural Literacy of Chinese Tujia Working Songs in Chongqing. *International Journal of Education and Literacy Studies*, 11(4), 218-224. <https://doi.org/10.7575/aiac.ijels.v.11n.4p.218>
- Zhang, H. (2024). Multimedia technologies for presenting poetry in online educational blogs: interpreting the poems of Chinese poets in contemporary music of China. *Education and Information Technologies*, 29(10), 12001-12021. <https://doi.org/10.1007/s10639-023-12340-0>
- Zhang, R., & Chonprirot, J. (2024). Vocal Techniques and Musical Literacy in the Singing of Chinese Gu Shi Ci Art Songs. *International Journal of Education and Literacy Studies*, 12(3), 135-142. <https://doi.org/10.7575/aiac.ijels.v.12n.3p.135>
- Zhang, W., Ma, Q., Pan, R., & Chen, W. (2021). Visual storytelling of song ci and the poets in the social-cultural context of song dynasty. *Visual Informatics*, 5(4), 34-40. <https://doi.org/10.1016/j.visinf.2021.12.002>
- Zheng, X. (2024). Theoretical evaluation of art education from the perspective of traditional Chinese philosophy. *Trans/Form/Ação*, 47(4), e02400123. <https://doi.org/10.1590/0101-3173.2024.v47.n4.e02400263>