

Teaching Resource of Chengdu Popular Music for Fostering Literacy and Cultural Education in China

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ABSTRACT

Chengdu's popular music, with its profound historical and cultural significance, serves as an educational resource at the intersection of music, literacy, and cultural education. This research aims to propose guidelines for the teaching resource of Chengdu popular music for fostering literacy and cultural education. Located in the culturally diverse Sichuan Province, Chengdu boasts a rich tapestry of musical traditions, from folk to hip-hop, making it an ideal research site. Two key informants, experts in folk and hip-hop music, provide valuable insights into Chengdu's musical evolution. Data analysis involves thematic analysis of questionnaires and interviews, offering a comprehensive understanding of the city's music culture. The study reveals Chengdu's historical role as a cultural crossroads and the evolution of its pop music into a distinctive force within China's music landscape. Advocating for the integration of Chengdu popular music into educational curricula, this research emphasizes the need for well-structured teaching resources to capture its cultural authenticity. The benefits of cultural education include fostering diversity appreciation, enhancing cultural understanding, promoting literacy skills, cultivating emotional intelligence, strengthening cultural identity, and inspiring creativity and expression. Chengdu popular music offers a transformative approach to fostering cultural literacy, empowering students to thrive in a globalized world.

Key words: Chengdu Popular Music, Cultural Education, Literacy Skills, Teaching Resources, Cultural Awareness

INTRODUCTION

Music holds a unique place in the realm of education, transcending mere entertainment to become a powerful tool for fostering literacy and cultural understanding. The vibrant city of Chengdu, located in southwestern China, has a rich musical heritage and a contemporary pop music scene that reflects its cultural diversity and historical significance. In recent years, Chengdu's popular music has gained prominence not only as a form of artistic expression but also as a valuable educational resource (Walker, 2007; O'Neill, 2012; Ho, 2015; Tan & Maneewattana, 2022).

The intertwining of music, literacy, and culture presents an exciting opportunity for educators to engage students in meaningful learning experiences. Chengdu's popular music, with its unique regional character and cultural influences, serves as an ideal medium for achieving these educational objectives (Dillon, 2009; Campbell et al., 2016). This research endeavors to explore the development and utilization of Chengdu popular music as a dynamic teaching resource to enhance literacy and foster cultural understanding in educational settings (Ho, 2018; Bartleet et al., 2020; Shi & Nicolas, 2023; Zhou & Chuangprakhon, 2023).

Chengdu, the capital of Sichuan Province, boasts a rich cultural tapestry that has nurtured a thriving popular music scene. Over the years, this city has been a melting pot of diverse musical traditions, from traditional Chinese folk music to modern rock and hip-hop (Fung, 2008; De Kloet, 2005; Moore, 2009; Howard & Ingram, 2020). The emergence of Chengdu's popular music as a prominent cultural force has not only contributed to the city's vibrant arts and entertainment sector but has also provided a valuable resource for educators seeking innovative ways to engage students in literacy and cultural education (De Kloet, 2005; Liu & Cai, 2014; Woodward, 2017; McKoy & Lind, 2022).

The influence of popular music on language and culture is well documented. Lyrics, melodies, and rhythms are powerful mediums through which individuals can connect with their language, heritage, and societal values. By harnessing the educational potential of Chengdu's popular music, educators have an opportunity to create dynamic and culturally relevant teaching resources that resonate with students (Patel & Daniele, 2003; Mayer et al., 2008; Bond, 2017).

Despite the potential benefits of using Chengdu popular music in education, there is a notable gap in the availability of comprehensive teaching guidelines that cater specifically

to this unique genre. Educators may struggle to effectively integrate Chengdu popular music into their curricula, and students may miss out on opportunities to develop literacy skills and cultural awareness through this engaging medium. To address this gap, this research aims to propose guidelines for the teaching resource of Chengdu popular music for fostering literacy and cultural education (Lam, 2014; Tu, 2022; Wang, 2022).

This research holds significant implications for educators, students, and the broader field of education and literacy studies. By developing guidelines for the use of Chengdu popular music in the classroom, educators can harness the cultural and linguistic richness of this genre to create engaging and impactful learning experiences. Students, in turn, can benefit from a more immersive and culturally relevant educational environment that enhances their literacy skills and fosters a deeper appreciation of Chengdu's cultural heritage (Song et al., 2022; Zou, 2019; Yu, 2022; Zhong, 2023).

Furthermore, this research contributes to the broader discourse on the role of popular music in education. It sheds light on the potential of music as a dynamic teaching resource, transcending traditional pedagogical boundaries. As such, it opens new avenues for future research exploring the intersections of music, culture, and education in diverse global contexts. Ultimately, the proposed guidelines for utilizing Chengdu popular music in education represent a valuable resource that can enrich literacy and cultural understanding, both within and beyond the classroom.

Research Question

- How can Chengdu popular music be effectively incorporated into educational practices to foster literacy development and enhance cultural understanding?

LITERATURE REVIEW

The intersection of music, education, and culture has long been a subject of scholarly inquiry, and the utilization of popular music as a teaching resource has garnered increasing attention in the fields of education and literacy studies. This literature review delves into key concepts, research findings, and theoretical underpinnings relevant to the research objective of proposing guidelines for the teaching resource of Chengdu popular music for fostering literacy and cultural education.

Music in Education: A Powerful Pedagogical Tool

Music has been recognized as a potent medium for facilitating learning across various educational domains. Researchers emphasize its potential to enhance literacy skills, including reading, writing, listening, and comprehension. The National Association for Music Education (NAfME) highlights that music's engagement with language, rhythm, and melody can stimulate cognitive development and promote language acquisition. Moreover, music's ability to evoke emotions and connect individuals with cultural narratives adds depth to its educational value (Holcomb, 2019; Runfola, 2019).

Music and Cultural Understanding

The role of music in fostering cultural understanding and appreciation is well documented. Music serves as a bridge between individuals from diverse backgrounds, allowing them to connect on a profound cultural level. Ethnomusicologists have explored how music embodies cultural norms, values, and identities. When integrated into educational contexts, music can facilitate discussions about cultural diversity, heritage, and social issues (Lee, 2002; Crawford, 2020).

Popular Music in Education

Popular music, including genres such as rock, hip-hop, and folk, holds a unique appeal for students due to its relevance to contemporary culture. Research suggests that incorporating popular music into the curriculum can motivate and engage students, enhancing their enthusiasm for learning (Bennett, 2001; Graves, 2016). In the context of fostering literacy, popular music's lyrics offer a rich source of textual material that can be analyzed for literary elements, figurative language, and rhetorical devices (Moore, 2003).

Regional Music and Identity

The use of regional music as an educational resource offers an opportunity to explore local identities and cultural heritage. Regional music reflects the unique traditions, dialects, and histories of specific geographic areas, making it a valuable tool for cultural education (Brandellero & Janssen, 2014). When learners engage with regional music, they gain insights into the diverse cultural tapestry of a particular locale.

Research Theory

The role of music in education and cultural understanding is a subject of increasing interest in the fields of education and literacy studies. Music, as a powerful medium for conveying cultural narratives and fostering literacy skills, has gained recognition for its potential to enhance students' cultural awareness and language proficiency. In this literature review, we delve into the theories of Musicology and Music Education to provide a theoretical foundation for our research, as shown in Table 1.

METHOD

Selection of Research Site

Chengdu, the historic and culturally rich capital of Sichuan Province, China, is chosen as the primary research site. Chengdu's heritage spanning over 2,300 years has endowed it with a unique cultural significance, acting as a cultural crossroads that has absorbed and amalgamated diverse musical traditions, including Central Plains music, Tibetan and Qiang music, and religious music. Historically, Chengdu has played a central role in national music culture, becoming a melting pot for multifaceted musical traditions. Its abundant musical materials and cultural resources, particularly in the

realm of folk music, make it a prime location for this research. Additionally, the evolution of Chengdu pop music over the past few decades, transforming it into a central hub of popular music in China, further underscores the relevance and significance of studying Chengdu’s musical development, representative songs, and singing experiences within the context of literacy and cultural education, the map is shown in Figure 1.

Selection of Key Informants

Two key informants were selected to provide valuable insights and expertise. The first key informant is a renowned Chengdu pop musician with a deep-rooted passion for folk music and a comprehensive understanding of the city’s

Table 1. The research theory used

Theory	Description
Musicology	Musicology is the scholarly study of music, encompassing its historical, cultural, and societal dimensions. It aids in understanding how music embodies cultural identities and narratives, which is crucial for promoting cultural understanding (Bergeron & Bohlman, 1992)
Music Education	Music education theory focuses on pedagogical strategies, curriculum development, and the educational benefits of music. It explores how music can enhance literacy skills, promote language acquisition, and contribute to cultural education within academic contexts (Burnard, 2007).

music culture. Their expertise and experiences provide a well-rounded foundation for developing effective teaching guidelines incorporating Chengdu popular music into literacy and cultural education, as shown in Table 2.

Research Tools and Data Analysis

Two primary research tools were employed: questionnaires and interview forms, as shown in Table 3.

RESULTS

The city’s rich music culture, rooted in ancient dynasties, has evolved. The research, based on insights from key informants, highlights the role of music in nurturing cultural literacy. The study advocates for the seamless integration of Chengdu popular music into educational curricula, enhancing students’ cultural awareness and literacy skills. The findings provide guidelines for harnessing the power of music in education.

The Cultural Significance of Chengdu Music

The research has cast a spotlight on the profound historical and cultural significance embedded within Chengdu’s music heritage. With a lineage that stretches back throughout ancient dynasties, this musical tradition has been interwoven into the very fabric of Chengdu’s identity. Its roots reach deep into the fertile soil of Chinese history, forming an integral part of the city’s cultural tapestry.

Throughout the Tang and Song dynasties, Chengdu emerged as a veritable epicenter of national music culture,



Figure 1. Map of chengdu city, sichuan province, china
Source: China discovery (n.d.)

Table 2. Key informants

Key Informant	Expertise
Key Informant 1	A prominent Chengdu pop musician, brings a wealth of experience and passion for folk music, making her an invaluable source for understanding the evolution of Chengdu's music culture
Key Informant 2	A dedicated advocate for hip-hop music in Chengdu, offering unique insights into the contemporary music scene. His active involvement in the local hip-hop community provides essential perspectives on the cultural significance of this genre in Chengdu

Table 3. Research tools and data analysis

Research Tools	Create and Use	Data Analysis
Questionnaires	Questionnaires were designed and distributed to educators and students to collect qualitative data on their perceptions of the effectiveness and impact of integrating Chengdu popular music into literacy and cultural education	Qualitative data obtained from the questionnaires were analyzed to identify recurring themes, insightful feedback, and recommendations provided by respondents
Interview Forms	Interview forms were created and utilized to conduct in-depth interviews with key informants, these interviews aimed to gather qualitative insights into their experiences and perspectives on Chengdu's music culture and its cultural significance	Qualitative data from the interviews were subjected to thematic analysis to identify recurring themes, meaningful insights, and recommendations related to the role of Chengdu popular music in cultural education

attracting diverse influences and cultural expressions. Its role as a gathering place for multifarious musical cultures from across the region rendered it a crucible of artistic innovation. As a result, Chengdu's music culture became a symbol of artistic richness, diversity, and depth.

This rich and storied history provides a wealth of resources for cultural education. It offers a unique vantage point from which to explore not only the music itself but also the broader cultural context in which it thrived. Students engaging with Chengdu's music are presented with an opportunity to delve into the cultural dynamics that have shaped the city and its people over centuries.

By recognizing Chengdu's music as a cultural treasure trove, educators and learners alike can unlock its potential as a teaching resource to foster both literacy and a deeper understanding of Chengdu's cultural heritage. This cultural

significance serves as a compelling foundation upon which the proposed guidelines for utilizing Chengdu popular music as an educational tool for fostering literacy and cultural education are built.

Chengdu's Pop Music Evolution

Chengdu's pop music, as the research has illuminated, has undergone a remarkable transformation in recent decades, evolving into a formidable cultural asset of considerable significance. While the city's musical roots run deep, it is only in the past few decades that Chengdu's pop music has emerged as a prominent and distinctive force within China's cultural landscape.

The journey of Chengdu's pop music began in the early part of the last century, but it was not until the last two decades that it truly found its stride. In the initial two decades, Chengdu pop music largely occupied a passive position, absorbing influences from musical hubs like Hong Kong, Taiwan, and Beijing. During this period, it had not yet defined its unique characteristics or labels. However, this was to change dramatically in the subsequent two decades.

Over the last 20 years, Chengdu's pop music has made its mark as one of the central pillars of China's popular music scene. It has ventured into uncharted territories, crafting its distinct identity, and carving a niche in the music world. This period of rapid development and transformation has seen the emergence of a vibrant and diverse musical ecosystem that encapsulates the spirit and character of Chengdu.

From the innovative sounds of folk music to the rhythm and flow of hip-hop, Chengdu's pop music has cultivated a rich and multifaceted musical landscape. Artists have embraced and celebrated the city's unique cultural elements, integrating them into their music. The result is a genre that captures the essence of Chengdu: its laid-back lifestyle, its artistic ambiance, and its deep-rooted cultural traditions.

The evolution of Chengdu's pop music is a testament to the city's capacity for creative expression and cultural innovation. It has not only added a new dimension to the city's cultural identity but also presented educators with a potent tool for fostering literacy and cultural understanding. By recognizing and harnessing the unique journey of Chengdu's pop music, educators can leverage this dynamic resource to engage students in a profound exploration of the city's cultural evolution. The research underscores the value of this evolution in the development of guidelines for utilizing Chengdu popular music as an educational asset for fostering literacy and cultural education.

Key Informants' Insights

Central to this study's findings are the invaluable insights drawn from two prominent figures in Chengdu's vibrant music scene. As key informants, their perspectives and experiences have illuminated the pivotal role that Chengdu popular music plays in fostering cultural literacy.

The key informant, with a lifelong devotion to folk music, has emerged as a crucial voice in the realm of Chengdu's music culture. Her passion for pop singing and her deep

connection to folk music has shaped her unique perspective on the city's musical heritage. Interviews highlighted the profound resonance between Chengdu's laid-back, artistic lifestyle and the emotional expressions and literary lyrics inherent in folk music. This cultural alignment, she emphasized, forms the bedrock of Chengdu's folk music, making it an integral part of the city's cultural tapestry. Her insights have underscored the organic fusion of folk music with Chengdu's ethos, making it a compelling tool for nurturing cultural literacy.

On the other hand, affinity for hip-hop music has provided a distinct lens through which to view Chengdu's music landscape. His active participation in the local music scene, particularly in bars and live performances, has given him a front-row seat to the evolution of hip-hop in Chengdu. Through interviews, illuminated how the 2017 broadcast of "The Rap of China" catapulted Chengdu's hip-hop scene into the national spotlight. Chengdu's rap musicians, with their unique local accents, humor-laden expressions, and charismatic personas, captured the hearts of audiences across the nation. The insights highlight how hip-hop music became an integral part of Chengdu's musical identity and a reflection of its regional culture. The juxtaposition of local dialect and global hip-hop standards showcased Chengdu's confidence in its cultural identity.

Together, the perspectives of key informants serve as a testament to the profound cultural and literary value embedded within Chengdu's popular music. Their insights reinforce the importance of acknowledging and preserving this musical heritage as an educational resource. Chengdu's popular music, through their eyes, emerges as a powerful tool for nurturing cultural literacy, enriching students' understanding of the city's cultural evolution, and fostering an appreciation for its unique musical identity. These insights have played a pivotal role in shaping the proposed guidelines for the integration of Chengdu popular music into educational curricula, ultimately contributing to the promotion of cultural literacy and understanding among students.

Educational Integration

One of the paramount findings of this research underscores the compelling case for the integration of Chengdu popular music into educational curricula. Recognizing its potential as a dynamic teaching resource, this study advocates for the inclusion of Chengdu popular music to enhance students' cultural awareness and literacy skills.

Chengdu, with its rich musical heritage dating back thousands of years, offers a unique opportunity for educational institutions to tap into this cultural goldmine. By introducing Chengdu's popular music into classrooms, educators can provide students with a gateway to understanding the city's historical and cultural evolution. Through the melodies, lyrics, and rhythms of Chengdu's music, students can embark on a journey that transcends textbooks and lectures, immersing themselves in the vibrant cultural landscape of the city.

The incorporation of Chengdu's popular music as a teaching resource has the potential to engage students on multiple levels. It goes beyond traditional teaching methods,

creating a dynamic and interactive learning experience. Students can explore the rich tapestry of Chengdu's music, from the soul-stirring folk melodies to the rhythmic beats of hip-hop, and gain a deeper understanding of the city's cultural diversity.

Furthermore, Chengdu's popular music serves as a bridge between the past and the present, allowing students to trace the city's musical evolution over time. This historical perspective fosters a sense of cultural continuity and instills a profound appreciation for the city's heritage.

Crucially, integrating Chengdu popular music into educational curricula aligns with the broader goal of nurturing cultural awareness and literacy skills. Students exposed to the city's music are not only enriched culturally but also develop a heightened sensitivity to diverse forms of artistic expression. They learn to appreciate the nuances of storytelling through music, analyze lyrics for their literary value, and decode the cultural messages embedded in melodies.

In essence, the educational integration of Chengdu popular music offers a multifaceted approach to fostering cultural literacy. It empowers students to become culturally literate individuals who can navigate an increasingly interconnected world with a deep understanding of Chengdu's unique cultural identity. This research highlights the immense potential of Chengdu's popular music as a transformative teaching resource, paving the way for enriched educational experiences and the cultivation of culturally aware and literate citizens.

Teaching Resource Development

The research findings emphasize the pressing need for the development of structured teaching resources that effectively harness Chengdu's music culture while aligning with educational objectives. These resources play a pivotal role in facilitating the integration of Chengdu's popular music into educational curricula and ensuring a meaningful learning experience for students.

Chengdu's music culture is a multifaceted treasure trove, encompassing a wide array of genres, styles, and historical influences. To leverage this cultural richness as an educational tool, it is imperative to create teaching resources that resonate with both educators and students. The research underscores the significance of designing materials that strike a balance between authenticity and pedagogical effectiveness.

Structured teaching resources should encompass a comprehensive range of elements, including lesson plans, learning activities, multimedia content, and assessment tools. These resources should be meticulously crafted to cater to different educational levels, from primary schools to higher education institutions, ensuring that Chengdu popular music can be integrated seamlessly into diverse academic settings.

Moreover, the development of teaching resources should be a collaborative effort involving educators, curriculum designers, musicians, and cultural experts. This interdisciplinary approach ensures that the resources not only meet educational standards but also capture the essence of Chengdu's music culture authentically. It encourages the inclusion of local musicians and artists who can provide valuable insights and contribute to the creation of engaging content.

The research findings also stress the importance of adaptability in teaching resource development. Chengdu's music culture is dynamic and ever evolving, with new genres and artists emerging regularly. As such, teaching resources should be designed with flexibility in mind, allowing educators to incorporate the latest developments in Chengdu's music scene into their lessons.

Furthermore, these resources should emphasize experiential learning, enabling students to actively engage with Chengdu's popular music through hands-on activities, workshops, and creative projects. By immersing themselves in the music-making process, students can develop a deeper connection with Chengdu's music culture and enhance their cultural literacy.

In summary, the research findings underscore the critical role of well-structured teaching resources in the successful integration of Chengdu popular music into educational curricula. These resources should be dynamic, culturally authentic, and adaptable, providing educators with the tools they need to foster cultural awareness and literacy skills among students effectively. The development of such resources represents a significant step toward realizing the potential of Chengdu's popular music as a transformative educational tool.

Cultural Education Benefits

The research findings highlight a multitude of potential benefits associated with using Chengdu popular music as an educational tool, underscoring its capacity to significantly impact students' cultural awareness, understanding, and literacy skills. These benefits not only enrich the learning experience but also contribute to broader educational and societal objectives.

- 1) **Enhancing Appreciation of Cultural Diversity:** Chengdu popular music serves as a gateway to a rich tapestry of cultural diversity. By engaging with this music, students are exposed to a wide spectrum of musical styles, linguistic nuances, and regional influences. This exposure fosters an appreciation for the multifaceted nature of culture, encouraging students to embrace and celebrate differences. It promotes a sense of inclusivity and respect for diverse cultural traditions, an essential skill in an increasingly globalized world.
- 2) **Fostering Cultural Understanding:** Music has a unique ability to transcend language barriers and convey complex emotions and narratives. Chengdu popular music, with its deep cultural roots, offers students a medium through which they can explore the cultural nuances, histories, and stories embedded in the music. This exploration leads to heightened cultural understanding as students gain insights into the values, beliefs, and experiences of the Chengdu community and its broader cultural context.
- 3) **Promoting Literacy Skills Through Music:** Music education has been shown to have a positive impact on literacy skills, including reading, writing, and critical thinking. Chengdu's popular music, when integrated into educational curricula, provides an engaging

platform for literacy development. Lyrics, song analysis, and creative writing activities centered around the music enhance students' language proficiency. Additionally, critical listening and interpretation skills are honed, contributing to improved comprehension and analytical abilities.

- 4) **Cultivating Emotional Intelligence:** Music is a powerful medium for emotional expression and empathy. Through exposure to Chengdu popular music, students can connect with the emotions conveyed in the music. This connection fosters emotional intelligence, enabling students to better understand and navigate their feelings and those of others. It promotes empathy and compassion, skills essential for building harmonious relationships in society.
- 5) **Strengthening Cultural Identity:** For students with Chengdu or Sichuan heritage, Chengdu popular music provides a means to connect with their cultural roots and heritage. It instills a sense of pride and belonging, reinforcing cultural identity. This connection can be a source of inspiration and motivation for students, encouraging them to explore and actively contribute to their cultural heritage.
- 6) **Inspiring Creativity and Expression:** Music is inherently creative, and Chengdu popular music's distinctiveness encourages students to explore their creativity. Engaging with music can inspire students to compose their songs, create artwork, or write narratives, allowing them to express their thoughts and emotions in innovative ways. This creative outlet enhances their ability to communicate effectively and think outside the box.

In conclusion, the research results emphasize that Chengdu's popular music holds immense potential as an educational tool for enhancing students' cultural awareness, understanding, and literacy skills. By harnessing the cultural education benefits it offers, educators can create enriching learning experiences that extend beyond the classroom, nurturing well-rounded individuals capable of thriving in a diverse and interconnected world.

DISCUSSION AND CONCLUSION

As highlighted in the literature review, music has been recognized as a potent pedagogical tool for promoting literacy skills and cultural understanding (NAfME, 2019; Lee, 2002). Moreover, the literature review emphasized the importance of cultural synchronization in music education (De Kloet, 2005), the role of popular music in motivating and engaging students (Bennett, 2001; Graves, 2016), and the significance of regional music in exploring local identities (Brandellero & Janssen, 2014). These theoretical principles formed the foundation for this research.

The research site of Chengdu, with its deep-rooted musical traditions and evolving pop music scene, was selected based on its rich cultural significance and potential for serving as a cultural education resource (Chengdu Maps, n.d.; Bond, 2017). Two key informants, one with expertise in folk music and the other in hip-hop, were chosen to provide

valuable insights and perspectives that align with the diverse musical genres found in Chengdu (Liu & Cai, 2014; Tan & Maneewattana, 2022). The research methods employed, including questionnaires and interviews, were designed to gather qualitative data from educators, students, and key informants. The analysis of this data was conducted thematically, as recommended in the literature (Lam, 2014; Mayer et al., 2008).

The research findings shed light on several critical aspects. Firstly, Chengdu's music culture was found to hold profound historical and cultural significance, deeply embedded in the city's identity (Campbell et al., 2016). The study emphasized the role of Chengdu as a cultural crossroads throughout history, making it a potent resource for cultural education.

Furthermore, the research revealed the evolution of Chengdu's pop music from its initial stages to becoming a distinctive and influential force in China's music landscape (Fung, 2008). The study recognized the pivotal role of hip-hop and folk music in shaping Chengdu's musical identity and fostering cultural literacy (Ho, 2018; Graves, 2016). The insights from the key informants highlighted the organic fusion of folk music with Chengdu's ethos and the unique regional characteristics of hip-hop in the city (De Kloet, 2005; Shi & Nicolas, 2023). These perspectives underscored the cultural and literary value embedded within Chengdu's popular music.

The research strongly advocated for the integration of Chengdu popular music into educational curricula, aligning with the theoretical principles outlined in the literature review. The study argued that Chengdu's rich musical heritage offers a unique and engaging platform for students to explore cultural diversity, deepen their cultural understanding, and enhance their literacy skills (Bond, 2017; Ho, 2015). By incorporating Chengdu's popular music, educators can create dynamic and interactive learning experiences that transcend traditional teaching methods (O'Neill, 2012).

Additionally, the research highlighted the importance of developing well-structured teaching resources that authentically capture Chengdu's music culture while remaining adaptable to its dynamic nature (Walker, 2007). These resources should encompass various elements such as lesson plans, multimedia content, and assessment tools, ensuring that Chengdu popular music can be effectively integrated into diverse academic settings (McKoy & Lind, 2022).

The cultural education benefits of using Chengdu popular music as an educational tool were also emphasized in the research findings (Graves, 2016). These benefits included enhancing appreciation for cultural diversity, fostering cultural understanding, promoting literacy skills through music, cultivating emotional intelligence, strengthening cultural identity, and inspiring creativity and expression (Woodward, 2017; Patel & Daniele, 2003). The research posited that by harnessing these benefits, educators could nurture culturally aware and literate individuals capable of thriving in a globalized world.

In conclusion, the research explores the relationship between music, education, and culture in Chengdu,

highlighting the potential of popular music as a tool for promoting literacy and cultural education. The city's historical and cultural significance, along with its evolving pop music scene, make it an ideal location for such endeavors. The study emphasizes the importance of integrating Chengdu's music culture into educational curricula to enhance student's cultural awareness and literacy skills. Key informants' insights underscore the cultural and literary value of popular music, emphasizing the need for well-structured teaching resources that authentically capture the city's music culture. The research highlights the cultural education benefits of using Chengdu popular music as an educational tool, offering a multifaceted approach to fostering cultural literacy.

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