

# Addressing Issues Related to International Students' Chinese Cultural Cognition, Learning Interest and Cross-Cultural Adaptation by Developing Chinese Traditional Music Module in Higher Vocational Colleges of China

Wang Qiang<sup>1,\*</sup> & Salmiza Saleh<sup>1</sup>

<sup>1</sup>School of Educational Studies, Universiti Sains Malaysia, 11800 USM Penang, Malaysia

\*Correspondence: School of Educational Studies, Universiti Sains Malaysia, 11800 USM Penang, Malaysia. Tel: 86-182-8006-0536. E-mail: wangqiang@student.usm.my

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## Abstract

The increasing number of international students is not only conducive to promoting the international development of Chinese higher vocational education, but also brings greater challenges in terms of education of international students. According to the main problems international students encountered in Chinese higher vocational colleges, this study developed the Chinese traditional music module to enhance Chinese culture cognition, learning interest and cross-cultural adaptation of international students. Five kinds of music training were applied in developed module including listening training, dancing training, spoken word training, rhythm training, and improvisation training. Teaching content of developed module contained Chinese music from 960 to 1912 in Song Dynasty, Yuan Dynasty, Ming Dynasty and Qing Dynasty. The developed Chinese traditional music module was discussed in detail. Five kinds of music training combined with Chinese cultural stories behind music have improved the teaching effectiveness of module. Cultural education is of great significance for the development of international education.

**Keywords:** international students, Chinese traditional music, Chinese culture cognition, learning interest, cross-cultural adaptation

## 1. Introduction

China has become the second largest country in the world of the number of international students in 2016 (Wang, 2019). For international students from different countries in China, their culture backgrounds are different from Chinese culture. It is difficult for them to adapt to Chinese campus and social environment without the knowledge of Chinese culture (Zhu, 2019). Culture is a group (i.e. a country, a region, an organization) of common values, attitudes, beliefs, practices, thoughts and behaviors (Wang, 2020). Chinese culture reflects Chinese history, values and behavior standards of Chinese people, life style, way of thinking and so on (Huang, 2020). In order to improve the Chinese culture understanding of international students, "Study in China Plan" issued by Ministry of Education of the People's Republic of China puts forward that: "Strengthen education on excellent Chinese culture for helping international students understand Chinese society objectively and deeply" (Dai & Zha, 2013; Peng & Li, 2012). Therefore, how to develop Chinese culture course for enhancing Chinese culture cognition of international students has become a new mission in international education of China (Wu & Cong, 2020).

As an apart of Chinese culture course, Chinese traditional music comes from different ethnic groups in China. In the long-term life, Chinese people from different ethnic groups show their own characteristic culture and emotions in the form of music, including folk songs, opera music and etc. (Wang, 2021). Chinese traditional music vividly reproduces the life characteristics and folk stories of different ethnic groups in China (Li, 2020). Besides, efficient music teaching has a great impact on learning interest of international students and make them study hard (Long, 2020).

However, most Chinese higher vocational colleges lack experience in training international students and ignore the improvement of students' interest in learning (Sun, 2020; Mo, 2019). Zhai, Zhuang, Lei and Chen (2017) pointed out that the teaching of Chinese culture course including Chinese music teaching is not effective in most of Chinese higher

vocational colleges. In the research of Wang (2020), it shows that most international students are in a passive acceptance state when learning Chinese culture course. Teachers have always ignored the students' main learning status, resulting in many students' low interest in learning. According to the relevant research, Chinese culture cognition and learning interest of international students were generally low at present (Wang, 2019; Zhang, 2016; Li, 2015). At the same time, the differences between Chinese culture and the culture international students have led to the problem of cross-cultural adaptation (Hao, 2015; Chen, 2020). The low level of cross-cultural adaptability had caused a lot of pressure of international students in China, which led to their unwillingness to communicate with others from different culture background (Liu & Cao, 2021; Mu et al., 2021).

Class teaching is the main way for international students to acquire Chinese culture (Luo, 2022). In order to further improve the teaching quality and efficiency of Chinese traditional music teaching, Chen (2021) found that teachers need to change the traditional teaching method. Through integrating language, music, dance and movement, international students will be interested in music learning music actively (Li, 2020). Based on teaching them fully understand Chinese traditional music and related Chinese culture, the problems of cross-cultural adaptation of international students could be solved as much as possible and improve their Chinese culture cognition (Zhou, 2020).

## 2. Research Objective

This study tried to enhancing international students' learning interest in learning Chinese music and culture by developing Chinese traditional music module in Chinese higher vocational colleges. Besides, international students' understanding of Chinese culture was expected to be improved through developed Chinese traditional music. In addition, the developed module tried to help international students adapt learning and living environment in China.

## 3. Research Question

Based on the objective, how to develop the current Chinese traditional music module for enhancing Chinese culture cognition, learning interest and cross-cultural adaptation of international students in Chinese higher vocational colleges.

## 4. Methodology

In this study, five kinds of music training could be used to develop Chinese traditional music module including Listening Training, Dancing Training, Spoken Word Training, Rhythm Training and Improvisation Training. Through these five training, it can effectively drive students' enthusiasm and actively interact with teacher, so as to improve their learning interest and cross-cultural communication. Tian (2021) also pointed out that the use of spoken word training, rhythm training and improvisation training, can improve students' interest in music and learning interest. These training can effectively increase students' participation in the class and achieve their efficient music learning by enhancing their learning interest (Yu, 2021). Based on applying these five training below, the teaching of Chinese traditional music module is expected to be effective.

Listening Training: Guide students to listen to music and achieve the effect of music therapy. Spoken Word Training: Start from learning the lyrics, on the basis of understanding the meaning of the lyrics, use students' own emotions to read and experience the lyrics. Rhythm Training: Stimulate rhythm instinct of students and let them feel rhythm with body movements. Starting from the most common walking, running and jumping, and gradually extending it to clapping hands, stamping feet, clapping legs, twisting fingers. Simple movements with music can attract the participation of students. Dance Training: Through the perception of music, student express their real inner feelings and imagination of music by dance. Improvisation Training: Let students give full play to their imagination and show their own understanding of music culture. Stimulate their music instinctive reaction and music perception ability to singing, dancing and performing with music.

Applying these five training into module accurately, students can directly feel Chinese music and have a passion to explore Chinese music culture. At the same time, through PowerPoint slides, music video display and teachers' explanation, students can have a deeper understanding of the historical and cultural background of Chinese music, and finally further improve their Chinese culture cognition (Wang, 2021).

Besides, five teaching training allows students to actively participate in class. Passive learning of students will be transformed into active learning. Based on the music training, not only students' ability to perceive and understand music will be improved, but also students' learning interest and learning interest will be enhanced (Zhang, 2021). Teacher creates an open and pleasant learning atmosphere through the five training, so that students can organically

integrate music, dance, movement and so on. Under this teaching method, learning interest and learning efficiency of students will be greatly improved (Yang, 2021).

Moreover, students are able to get emotional experiences such as freedom, happiness and self-confidence from the music training, which helps to release their cross-cultural pressure (Li, 2021). Each student's participation in music activities and communication with others has improved. Those five music training treats students' bad psychology such as low self-esteem effectively and improve their adaptability to the new environment (Li, 2012). In this way, the cross-cultural adaptability of international students can be enhanced.

## 5. Findings

The outline of developed Chinese traditional music module could be seen as below:

- The rise of Shuo Chang music in Song and Yuan Dynasty (from 960 to 1368).
- Musical instruments in Song and Yuan Dynasties.
- The rise of opera in Song and Yuan Dynasty (from 960 to 1368).
- Musical thoughts in Song and Yuan Dynasties.
- Shuo Chang in Ming and Qing Dynasties (from 1368 to 1912).
- Opera in Ming and Qing Dynasties (from 1368 to 1912).

### 5.1 Before Each Class

Improve Chinese culture cognition (send Chinese key words & questions): Teacher sends the Chinese key words and questions of the coming class to students for preview and preparing before class. It will help students understand the Chinese culture and music knowledge in class easily and deeply.

### 5.2 During Class: The First Class of Chinese Traditional Music

Improve learning interest (video & questions): At the beginning of the class, teacher plays the video of "Xi Xiang Ji" for students to appreciate and encourages them to feel the rhythm by clapping hands, stamping feet or clapping legs. "Xi Xiang Ji" is one of the four classic traditional dramas in China. After watching the video, teacher asks students the following questions about Chinese traditional music: "What is Chinese traditional music? How do you feel about this music? Can you try to describe the story behind the music?" Based on playing the video and asking questions, students' learning interest in this class will be improved.

Improve Chinese culture cognition and cross-cultural adaptability (Chinese traditional drama: "Xi Xiang Ji"): After students answer the questions based on what they know, teacher introduces the basic information and culture behind "Xi Xiang Ji" with picture. "Xi Xiang Ji" mainly praises the pure love and reflects the rebellious spirit of breaking away from the shackles of feudal ethics. Specifically, it shows the conflict that the person young people love is not the one approved by their parents. Teacher could explain the Chinese culture around "Xi Xiang Ji" to students for improving their Chinese culture cognition. In Chinese traditional culture, parents' opinions play an important role in love and marriage person selection of young people. Young people are taught to respect their elders and listening to parents' suggestions is a way to show respect for them. Similarly, students need to have a respectful attitude towards their teachers and staff need to have a respectful attitude towards the leaders of the company in China. Besides, although many manners are changing in modern society, students still need to pay attention to obey classroom discipline and school management in China. It is very impolite and against the school rules to be late and leave early in class. In this way, students will know more about the classroom discipline and behavior norms that college requires in China, which will improve their cross-cultural adaptability in studying.

Improve learning interest and Chinese culture cognition (evaluate homework): Teacher praises the student who completed homework best in class and asks the student to show the homework to other students. In this way, teacher encourages students to better complete their homework through their own efforts to improve their learning interest. After that, teacher asks students question about the content of last class and guides students to review the key learning content of last class briefly. In this way, students' knowledge of Chinese music and culture will be strengthened.

Improve Chinese culture cognition (historical and cultural background behind the rapid development of Shuo Chang music): Teacher introduces Shuo Chang music in Song and Yuan Dynasty with picture. The historical and cultural background behind the rapid development of Shuo Chang music will be explained by teacher, so that students can better understand Chinese culture. Therefore, some of the four great inventions in ancient China will be introduced in

detailed in this part, which could be seen as below:

Improve Chinese culture cognition and cross-cultural adaptation (one of the four great inventions in ancient China: Movable Type Printing): Teacher introduces movable type printing with picture and video. Bi Sheng was the first person in the world to invent movable type printing in Song Dynasty. Printing creates conditions for the wide spread and exchange of knowledge. Printing and its worldwide spread reflect that the exchange of different cultures and technologies makes the world develop together. Therefore, teacher encourages students to learning the culture and technology of other countries and do more cross-cultural communication with other people from different cultural backgrounds. In this way, students' Chinese culture cognition and cross-cultural adaptability will be enhanced.

Improve Chinese culture cognition and cross-cultural adaptation (one of the four great inventions in ancient China: Gunpowder): Teacher introduces gunpowder with picture and video. The invention of gunpowder is the result of people's long-term practice of alchemy and pharmacy, which has a history of more than 1000 years. It has promoted the progress of human civilization and the development of economy, science and culture. Teacher could emphasize that Chinese people love peace and college attaches importance to creating a more harmonious environment for students. Students need to keep a peaceful and open mind when dealing with people from different cultural backgrounds, which will improve their cross-cultural adaptability.

Improve Chinese culture cognition and cross-cultural adaptation (one of the four great inventions in ancient China: Compass): Teacher introduces compass with picture and video. In ancient China, the compass was used for sacrifice, etiquette, military affairs, divination and geomancy. Now it is often used in navigation, geodesy, travel and military. In modern society, students basically use mobile navigation to guide themselves to the places they want to go. Teacher could explain the cultural differences between the north and the south in China, which will improve students' Chinese culture cognition. If students ask the way in the north of China, people are used to describing the route by north, south, west and east. If students ask the way in the south of China, people will describe the route in terms of left and right. Besides, teacher suggests that students should contact your classmates or teachers in time when encountering problems on the road, which is helpful to enhance students' cross-cultural adaptability.

Improve Chinese culture cognition (picture & video & question): "Dong Xi Xiang" is the only complete work of "Zhu Gong Diao" (a form of Shuo Chang) in the Song and Jin Dynasties. It has an important influence on Wang Shi Fu's "Xi Xiang Ji". Teacher asks students if they still remember the "Xi Xiang Ji" they have learned before. In this way, students' memory of Chinese music and culture knowledge will be strengthened. After the introduction, teacher plays the video of "Dong Xi Xiang" for students to watch. Besides, teacher shows the picture of "Drum Beating and Shuo Chang figurine" to students. It depicts the image of an ancient artist who is performing Shuo Chang. Students will understand Chinese music and culture deeply through video and pictures.

Improve Chinese culture cognition, learning interest and cross-cultural adaptation (Mu Lan Shi: Picture & Video & Question & Practice): Yue Fu is an organization to collect poetry of Han nationality in various places. Based on the collected poetry, Yue Fu creates music to singing. The songs of Yue Fu with female themes occupy an important position. "Mu Lan Shi" are the most famous poetry, which performed by Yue Fu. Teacher introduces "Mu Lan Shi" in detailed with picture. Teacher interacts with students by asking students whether they have seen the Disney movie 'Mu Lan' (it is adapted from the story behind "Mu Lan Shi"). If the answer is yes, teacher asks one student to introduce this movie. "Mu Lan Shi" is a long narrative poem. It tells the story of a girl named Mu Lan, who disguised herself as a man and joined the army in place of her father. She made contributions to the battlefield. "Mu Lan Shi" warmly praised the woman's brave and kind character. Based on "Mu Lan Shi", teacher could introduce more Chinese culture to students. Great importance is attached to gender equality in modern China. The word "Pa Er Duo" is very popular In Sichuan province of China, which means that the husband listens to his wife very much. Although the description is exaggerated, the gentleman spirit is advocated. Students should help each other regardless of whether they have the same cultural background. In this way, it will enhance the cross-cultural communication and friendship between students. After watching the video "Mu Lan Shi", teacher asks students to read aloud the following sentences from "Mu Lan Shi" with emotions: "Ji Ji Fu Ji Ji, Mu Lan Dang Hu Zhi. Bu Wen Ji Zhu Sheng, Wei Wen Nv Tan Xi. Xiong Tu Jiao Pu Shuo, Ci Tu Yan Mi Li. Shuang Tu Bang Di Zou, An Neng Bian Wo Shi Xiong Ci." Students read it based on their understanding of "Mu Lan Shi". This practice will deepen students' understanding of Chinese music and culture. Meanwhile, their participation in class will be increased and learning interest will be improved. In addition, students can express their feelings and relieve cross-cultural pressure when reading aloud.

Improve cross-cultural adaptability and encourage students to express their own culture (Chinese musical instrument: Hu Qin): Teacher introduces the musical instruments in Song and Yuan Dynasties Hu Qin with picture and video. Hu

Qin is both bowed stringed instrument and plucked stringed instrument in the Song Dynasty. Through the innovation, Wutong wood is gradually used as the vibration panel, and steel wire is used as the string instead of silk. Xuzhou city of China held the International Hu Qin Art Festival, which brought the performance of Hu Qin to the Musikverein of Austria to show the charm of the Chinese Hu Qin art. Based on the international art festival introduced, students are encouraged to express and share their own music culture with others from different cultural backgrounds. In this way, students could build confidence in their own culture in cultural exchanges and deeply understand the excellent traditional culture of other countries.

Encourage students to attach importance to culture learning and the inheritance of their own culture (Chinese musical instrument: San Xian): Teacher introduces the musical instruments in Song and Yuan Dynasties “San Xian” with picture and video. San Xian is a Chinese traditional plucked stringed instrument. San Xian in the north are generally 122 cm long, called the “Big San Xian”. While San Xian in the south are generally 95 cm long, called the “Small San Xian”. San Xian is an indispensable instrument for Chinese traditional Shuo Chang music. Nowadays, there are fewer young people learning “San Xian” in China. The inheritance of traditional culture requires young people to attach great importance to it. Students need to strive to inherit and spread the excellent traditional culture of their country.

### *5.3 During Class: the Second Class of Chinese Traditional Music*

Improve learning interest (video & questions): At the beginning of the class, teacher plays the video of “Zhao Shi Gu Er” for students to appreciate and encourages them to feel the rhythm by clapping hands, stamping feet or clapping legs. “Zhao Shi Gu Er” is one of the four tragedies of “Yuan Za Ju” in Yuan Dynasty. After watching the video, teacher asks students how they feel about this traditional music and encourages them to describe the story behind the music. Playing video and asking questions are helpful to improve students' learning interest in class.

Improve Chinese culture cognition and cross-cultural adaptability (Chinese traditional drama: “Zhao Shi Gu Er”): After students answer the questions based on what they know, teacher introduces the basic information and related culture behind “Zhao Shi Gu Er” with picture. “Zhao Shi Gu Er” is an opera created by Ji Junxiang of the Yuan Dynasty. The content of “Zhao Shi Gu Er” reflects that villains are finally punished and justice can be achieved, which conforms to the Chinese traditional thinking mode “Yin Guo Bao Ying”. Based on the introduction, students' Chinese culture cognition will be improved. Besides, teacher needs to tell students that if they have conflicts with other students, revenge is not a good solution. Teacher encourages students to solve the problems through friendly communication with other students. Especially when communicating with people from different cultural backgrounds, there will inevitably be differences in the way of expression. Teacher advises students to communicate with each other in a peaceful manner to make their relationship better. In this way, the cross-cultural adaptability of students will be enhanced.

Improve cross-cultural adaptability by interacting with students and encouraging them to express their own culture: Teacher introduces the development of opera in Song and Yuan Dynasty in China. Chinese traditional opera, Ancient Greek tragicomedy and Indian Sanskrit opera are called “The three great ancient opera cultures in the world”. After the knowledge explained, teacher asks students to introduce the opera in their countries. In this way, students have more opportunities to participate in class and share their own culture to other students, which will improve their cross-cultural communication. Besides, they will have a deeper understanding of their own culture by preparing the answer and exploring more about their culture. Therefore, their cross-cultural adaptability will be enhanced.

Improve Chinese culture cognition (one of the four great masters of Yuan Opera: Guan Han Qing): “Dan Dao Hui” is a Yuan Za Ju of Guan Hanqing in the Yuan Dynasty. It tells the story of Guan Yu who went to the banquet set by Lu Su and finally returned safely with his wisdom and courage during the Three Kingdoms Period in ancient China. After the basic knowledge introduction with picture, teacher plays the video for students to watch “Dan Dao Hui”. Based on the introduction of “Dan Dao Hui”, teacher introduces a Chinese idiom “Dan Dao Fu Hui” from this Yuan Opera to students with picture and video for further improving their Chinese culture cognition. This Chinese idiom generally refers to a person taking risks to keep an appointment. It is used to praise the wisdom and courage of those who attend the appointment.

Improve Chinese culture cognition and cross-cultural adaptability (one of the four great masters of Yuan Opera: Ma Zhi Yuan): “Han Gong Qiu” is a Yuan Za Ju created by Ma Zhiyuan in the Yuan Dynasty. It is known as one of the four tragedies of Yuan Opera. The play is adapted from the history event of “Zhao Jun Chu Sai”. It is very different from the official history. Teacher introduces “Han Gong Qiu” with picture and video. After introducing “Han Gong Qiu”, teacher could introduce the real history event behind “Han Gong Qiu” for improve students' Chinese culture cognition. “Zhao Jun Chu Sai” is a famous cross-cultural communication in history, which reflects the good

exchange and integration of different cultures. Teacher encourages students to actively share their own culture with people from different cultural backgrounds and learn the excellent cultures of other countries. In this way, students will further improve their Chinese culture cognition and cross-cultural adaptability.

Improve Chinese culture cognition (one of the four classic Nan Xi: Bai Yue Ting): Nan Xi is the earliest opera of Han nationality in southern China from the end of the Northern Song Dynasty to the end of the Yuan Dynasty. “Bai Yue Ting” is one of the four love masterpieces of Nan Xi, which is written by Guan Hanqing in Yuan Dynasty. Teacher introduces the basic information and culture background of “Bai Yue Ting” with picture and video. According to the love story described in “Bai Yue Ting”, teacher could explain the China's marriage ideology and standard “Men Dang Hu Dui” to students. It means that the wealth, education background and social status of both sides must be similar if they want to get married. Otherwise, they will be unhappy after married and have a bad ending. For Chinese young people, this view becomes less important. Nowadays, young people in China are more concerned about whether the personalities of both sides are appropriate and whether they are both working hard to make their future life better. Based on understanding of Chinese marriage values, the Chinese culture cognition of students will be enhanced.

Improve learning interest and cross-cultural adaptability by interacting with students and encouraging them express their own culture (one of the four classic Nan Xi: Bai Tu Ji): “Bai Tu Ji” describes a happy ending story about family separation and final reunion. Teacher introduces the basic information of “Bai Tu Ji” with picture and video. After introduction, teacher asks question to students “Do you know any operas about family or marriage in your country?” In this way, teacher increases the interaction with students in class and provides them the opportunity to express their own culture to other students. Students will prepare the answer to the question before class through their own efforts. The learning interest and cross-cultural communication of students will be enhanced.

#### *5.4 During Class: The Third Class of Chinese Traditional Music*

Improve learning interest (video & questions): At the beginning of the class, teacher plays the video of “Tao Hua Shan” for students to appreciate and encourages them to feel the rhythm by clapping hands, stamping feet or clapping legs. “Tao Hua Shan” is the masterpiece of Chinese Kun Opera. After watching the video, teacher asks students their feeling about “Tao Hua Shan”. Meanwhile, teacher encourages students to try to describe the story expressed in ‘Tao Hua Shan’. The video vividly shows the learning content, which will enhance students’ interest in learning this lesson. Besides, teacher increases interaction with students by asking questions, which will improve students’ participation in class and learning interest.

Improve Chinese culture cognition (Chinese Kun Opera: “Tao Hua Shan”): After students answer the questions based on what they know, the history and culture background of “Tao Hua Shan” will be introduced for improving their Chinese culture cognition. “Tao Hua Shan” is a story that happened in Nanjing city of China at the end of the Ming Dynasty. With Hou Fangyu and Li Xiangjun's love stories as the main line, it shows the social reality of Nanjing in the late Ming Dynasty and revealed the reasons for the decline and fall of Hongguang political power. “Tao Hua Shan” praises the national heroes and the lower classes who were loyal to the country.

Improve learning interest and interact with students to strengthen the knowledge they learned (Shuo Chang in Ming and Qing Dynasties: Gu Ci): Teacher introduces the basic knowledge and culture background of Gu Ci with pictures and videos. San Xian is the main accompaniment instrument in Gu Ci. Teacher asks students to recall what they have learned about San Xian and introduce it to strengthen their Chinese music knowledge. Besides, teacher introduces “Xi He Da Gu” and “Jing Yun Da Gu”, which are the main performance forms of Cu Ci. After watching the music video of “Jing Yun Da Gu”, teacher plays another San Xian music and encourages students to create their own lyrics to sing by learning the singing form of “Jing Yun Da Gu”. In this way, the learning interest of students will be enhanced by actively participating in class learning and making their own efforts to singing “Jing Yun Da Gu”.

Improve learning interest & cross-cultural adaptability and encourage them to express their own culture (Shuo Chang in Ming and Qing Dynasties: Tan Ci): Teacher introduces the basic information and culture background of Tan Ci with picture and video. Tan Ci is a traditional performance form of Shuo Chang, which is popular in southern China and extremely prosperous in the Qing Dynasty. Listening to Tan Ci is a daily entertainment activity of ancient people. Teacher introduces students about the entertainment activities of current Chinese college students. If international students do not know what topic to chat with Chinese students, music, TV series and movies are good topics. Understanding how to chat with Chinese students will help international students improve their cross-cultural adaptability. Besides, teacher asks students to introduce the performance form similar to “Shuo Chang” in their countries by singing, dancing and performing. In order to share their own culture, students will explore and learn more about their own culture, which is helpful for enhancing the culture cognition of their own country and their

cross-cultural adaptability. Moreover, students make their own efforts to prepare the answer to the question before class, which will improve their learning interest. In addition, students' cross-cultural adaptability will be enhanced through cross-cultural communication in class.

Interaction with students to strengthen the Chinese music knowledge they learned and improve their learning interest (Kun Opera in Ming and Qing Dynasties): Teacher introduces the basic information and representative work of Kun Opera in Ming and Qing Dynasties. "Mu Dan Ting" has almost become a synonym for Kun Opera. Teacher introduces "Mu Dan Ting" with picture and video. After watching the video, teacher encourages students to sing a little part of "Mu Dan Ting" by learning the singing way of Kun Opera. The famous singing part of "Mu Dan Ting" for students to practice is "Bu Dao Yuan Lin, Zen Zhi Chun Se Ru Xu". Students' Chinese music and culture knowledge will be strengthened by participating in class practice. At the same time, students try to learn to sing Kun Opera through their own efforts and understanding, which will enhance their learning interest. Besides, teacher introduces the basic information and culture background of another masterpiece of Kun Opera "Chang Sheng Dian". Because "Tao Hua Shan" and "Chang Sheng Dian" are the two masterpieces of Chinese Kun Opera, teacher asks students do they still remember 'Tao Hua Shan' they have learned before and could they briefly introduce it. In this way, students' Chinese music and culture knowledge will be strengthened.

#### *5.5 After Explaining all the New Knowledge of Each Class*

Improve Chinese culture cognition, learning interest and cross-cultural adaptability (group discussion & answer questions): Students are divided into groups (6-8 students per group) to discuss for answering questions after all the new knowledge explained. The group is divided according to the students' answers to the cross-cultural adaptation questionnaire before the module implementation. Teacher needs to ensure that each group has both high cross-cultural adaptability students and low cross-cultural adaptability students, so that the high cross-cultural adaptability students can help and encourage the low cross-cultural adaptability students during the group discussion. Teacher prepares two questions about Chinese traditional music for group discussion in each class. For each question, the students discuss it in groups and choose a student in the group to answer the question. The student who answers the question in one group need to change at each time. In the process of student discussion, the teacher observes the enthusiasm of each student to participate in the group, and encourages students with poor performance. In group discussion, students' Chinese music knowledge will be strengthened and their Chinese culture cognition, learning interest and cross-cultural adaptability will be enhanced.

#### *5.6 At the End of Each Class*

Teacher asks students to make self-evaluation on learning interest and cross-cultural adaptability in three parts: Has their cross-cultural pressure been relieved through Chinese traditional music lesson? Has their learning interest been improved? Has their cross-cultural communication with their classmates and teacher been increased? After that, students evaluate their classmates with what they have learned, which will consolidate their knowledge about Chinese traditional music. Based on increasing the interaction between students, it will improve students' cross-cultural communication.

The teacher makes a summary about the key content of this class. Besides, the teacher praises the group for their good performance and encourages students to relieve psychological pressure to enjoy the lesson. Moreover, the teacher encourages students to increase cross-cultural communication in the class and use new knowledge to solve problems in their life. In addition, the teacher assigns homework to strengthen students' knowledge of Chinese traditional music. The homework is "Introduce a famous traditional opera from your own country by comparing similarities and differences with Mu Dan Ting, Xi Xiang Ji or Dou E Yuan".

#### *5.7 After Each Class*

Improve Chinese culture cognition by sending relevant learning materials: After class, teacher sends learning materials including teaching PowerPoint and video link to students for reviewing. It will strengthen students' understanding of the knowledge about Chinese traditional music.

## **6. Discussion and Conclusion**

Five music training is helpful to stimulate learning interest of students and relieve cross-cultural pressure (Ma, 2020; Chen, 2017). Moreover, five music training break the boring traditional teaching method and improve students' learning efficiency of Chinese music (Zhao, 2020). Combined with the teaching content of Chinese culture stories behind the music, Chinese culture cognition and cross-cultural adaptability of international students will be enhanced (Wang, 2020). This study agrees that the teaching method of integrating Chinese culture into Chinese music is too

simple in Chinese higher vocational colleges at present, which leads to poor teaching effect (Yan, 2022). This study suggests that teaching methods need to be improved to cover more interactive activities besides listening training, such as singing training, dancing training, rhythm training and improvisation training.

This study developed a Chinese traditional music module for improving international students' learning interest in Chinese music and culture. Based on interactive teaching methods, international students in Chinese higher vocational colleges understand Chinese music deeply and desire to explore Chinese culture. Meanwhile, culture knowledge is helpful for improving their cross-cultural adaptability. In conclusion, integrating culture education into the international education system is one of the most important and effective ways to deal with cross-cultural issues of international students. This is because effective culture education lays a good foundation for international students to successfully adapt to the local cultural environment. Therefore, this study makes a significant contribution to the literature on culture education of international students. It is worth emphasizing that cultural education needs to pay attention to the teaching methods, culture cognition, learning interest and cross-cultural adaptability. This enables international students to have an interest in local culture, deeply understand and compare cultural differences, and overcome problems in the cross-cultural environment.

## 7. Limitations and Recommendations

The limitation of this study is the need for further adjusting the developed module in the next stage. Besides, this study could be conducted in other countries to observe international students' understanding of local culture, learning interest and ability to solve cross-cultural problems. In addition, as a part of Chinese culture education, Chinese traditional music module can be used as one of the starting points and teaching methods to solve culture education problems. Therefore, listening training, dancing training, spoken word training, rhythm training and improvisation training should be introduced to Chinese culture course teacher in China.

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## Authors contributions

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