

**THE DEVELOPMENT AND EVALUATION OF A
CHINESE CULTURAL MUSIC MODULE ON
CHINESE CULTURE COGNITION, LEARNING
MOTIVATION AND CROSS-CULTURAL
ADAPTABILITY AMONG THE FRESHMEN FROM
‘THE BELT AND ROAD’ COUNTRIES IN CHINA’S
HIGHER VOCATIONAL COLLEGE**

WANG QIANG

UNIVERSITI SAINS MALAYSIA

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by

WANG QIANG

**Thesis submitted in fulfilment of the requirements
for the degree of
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TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xvii
LIST OF ABBREVIATIONS.....	xix
LIST OF APPENDICES.....	xx
ABSTRAK.....	xxi
ABSTRACT.....	xxiii
CHAPTER 1 INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the Study.....	3
1.2.1 ‘The Belt & Road’ Initiatives.....	3
1.2.2 Chinese Higher Vocational College in ‘B&R’ Initiative.....	5
1.2.3 Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	6
1.2.4 The Current Chinese Music Module in Chinese Higher Vocational Colleges.....	9
1.2.5 Chinese Culture Cognition of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	12
1.2.6 Learning Motivation of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	14
1.2.7 Cross-cultural Adaptability of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	16
1.3 Problem Statement.....	19
1.4 Aim of the Study.....	23
1.5 Objectives of the Study.....	23

1.6	Research Questions.....	25
1.7	Research Hypotheses.....	28
1.8	Significance of the Study.....	31
1.8.1	For ‘B&R’ Students in China.....	31
1.8.2	For Teachers.....	32
1.8.3	For Curriculum.....	33
1.9	Operational Definition.....	34
1.9.1	Chinese Culture Cognition.....	34
1.9.2	Learning Motivation	36
1.9.3	Cross-cultural Adaptability.....	36
1.10	Summary.....	38
CHAPTER 2 LITERATURE REVIEW.....		39
2.1	Introduction.....	39
2.2	‘The Belt & Road’ Initiative.....	40
2.3	Chinese Higher Vocational Colleges under ‘B&R’ Initiative.....	46
2.4	Freshmen from ‘B&R’ countries in Chinese Higher Vocational Colleges.....	51
2.5	Cultural Background of the Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	56
2.6	The Current Chinese Music Curriculum for Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges)	60
2.7	Culture and Music Teaching Studies for International Students in the World and Relevant Cross-Cultural Issues.....	67
2.8	The Way to Developing Current Chinese Music Module Effectively (The Developed Module)	70
2.9	The Comparison between Current Module (Chinese Music Module) and Developed Module (Chinese Cultural Music Module)	76
2.10	Chinese Cognition of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	79
2.11	Learning Motivation of Freshmen from ‘B&R’ Countries in Chinese Higher	

Vocational Colleges.....	85
2.12 Cross-cultural Adaptability of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	90
2.13 Theoretical Framework of the Study.....	98
2.13.1 Bloom’s Revised Taxonomy.....	98
2.13.2 Weiner's Attribution Model.....	105
2.13.3 Cross-cultural Adaptation Modes of John Berry.....	111
2.13.4 Merrill’s Principles of Instruction.....	116
2.13.5 ASSURE Model.....	121
2.14 Theoretical Framework.....	127
2.15 Conceptual Framework.....	129
2.16 Summary.....	130
CHAPTER 3 CHINESE CULTURAL MUSIC MODULE DEVELOPMENT..	131
3.1 Introduction.....	131
3.2 Developing Teaching Process of Chinese Cultural Music Module.....	132
3.2.1 Analyze Learners.....	133
3.2.1(a) General Characteristics of Students.....	133
3.2.1(b) Entry Competencies of Students.....	140
3.2.1(c) Learning Style of Students.....	140
3.2.2 State Objectives.....	140
3.2.3 Select Methods, Media and Materials.....	146
3.2.3(a) Select the Teaching Methods.....	146
3.2.3(b) Select the Teaching Media.....	147
3.2.3(c) Select the Teaching Materials.....	148
3.2.4 Utilize Materials.....	167
3.2.5 Require Learner Participation.....	167

3.2.6	Evaluate and Revise.....	172
3.2.6(a)	Evaluate.....	172
3.2.6(b)	Revise.....	175
3.3	Reliability of the Developed Module.....	175
3.4	Improvements of Chinese Cultural Music Module.....	177
3.5	Core Teaching Content and Key Activities of Developed Module to Improving Chinese Culture Cognition, Learning Motivation and Cross-cultural Adaptability of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges.....	183
3.5.1	Chinese Classical Music.....	183
3.5.1(a)	Before Each Class.....	184
3.5.1(b)	During Class: The First Class of Chinese Classical Music.....	184
3.5.1(c)	During Class: The Second Class of Chinese Classical Music.....	187
3.5.1(d)	During Class: The Third Class of Chinese Classical Music.....	191
3.5.1(e)	After Explaining All the New Knowledge of Each Class.....	196
3.5.1(f)	At the End of Each Class.....	197
3.5.1(g)	After Each Class.....	198
3.5.2	Chinese Traditional Music.....	198
3.5.2(a)	Before Each Class.....	199
3.5.2(b)	During Class: The First Class of Chinese Traditional Music.....	199
3.5.2(c)	During Class: The Second Class of Chinese Traditional Music.....	205
3.5.2(d)	During Class: The Third Class of Chinese Traditional Music.....	208
3.5.2(e)	After Explaining All the New Knowledge of Each	

	Class.....	211
3.5.2(f)	At the End of Each Class.....	212
3.5.2(g)	After Each Class.....	213
3.5.3	Chinese Modern Music.....	213
3.5.3(a)	Before Each Class.....	214
3.5.3(b)	During Class: The First Class of Chinese Modern Music.....	214
3.5.3(c)	During Class: The Second Class of Chinese Modern Music.....	218
3.5.3(d)	During Class: The Third Class of Chinese Modern Music.....	222
3.5.3(e)	After Explaining All the New Knowledge of Each Class.....	225
3.5.3(f)	At the End of Each Class.....	226
3.5.3(g)	After Each Class.....	227
3.5.4	Chinese Pop Music.....	227
3.5.4(a)	Before Each Class.....	228
3.5.4(b)	During Class: The First Class of Chinese Pop Music....	228
3.5.4(c)	During Class: The Second Class of Chinese Pop Music.....	232
3.5.4(d)	During Class: The Third Class of Chinese Pop Music.....	235
3.5.4(e)	After Explaining All the New Knowledge of Each Class.....	239
3.5.4(f)	At the End of Each Class.....	240
3.5.4(g)	After Each Class.....	241
3.6	Summary.....	241
CHAPTER 4 METHDOLOGY.....		244
4.1	Introduction.....	244

4.2	Research Approach – A Quantitative Study.....	248
4.2.1	Research Design.....	249
4.2.2	Research Variable.....	252
4.2.2(a)	Dependent Variables.....	252
4.2.2(b)	Independent Variable.....	253
4.2.3	Population, Sampling Technique and Sample.....	253
4.2.4	Research Instrument.....	255
4.2.4(a)	Chinese Culture Cognition Questionnaire.....	256
4.2.4(b)	Learning Motivation Questionnaire.....	259
4.2.4(c)	Cross-cultural Adaptation Questionnaire.....	260
4.2.5	Validity of the Instrument.....	266
4.2.6	Pilot Study.....	269
4.2.7	Reliability.....	270
4.2.7(a)	Reliability of Chinese Culture Cognition Questionnaire.....	270
4.2.7(b)	Reliability of Learning Motivation Questionnaire.....	271
4.2.7(c)	Reliability of Cross-cultural Adaptation Questionnaire.....	272
4.2.8	Improvements of Questionnaires.....	272
4.2.9	Research Validation.....	273
4.2.9(a)	Internal Validity.....	273
4.2.8(b)	External Validity.....	275
4.2.10	Procedure of Research.....	275
4.2.10(a)	Teacher Training.....	275
4.2.10(b)	Pretest (Control group & Experimental group).....	276
4.2.10(c)	Module Implementation.....	277
4.2.10(d)	Post-test (Control group & Experimental group).....	281

4.2.10(e)	Quantitative Data Analysis.....	281
4.3	Outline of the Study.....	284
4.4	Summary.....	286
CHAPTER 5 RESULTS AND FINDINGS.....		287
5.1	Introduction.....	287
5.2	Demographic Findings.....	291
5.2.1	Demographic Findings of Chinese Culture Cognition Questionnaire.....	291
5.2.2	Demographic Findings of Learning Motivation Questionnaire.....	295
5.2.3	Demographic Findings of Cross-Cultural Adaptation Questionnaire.....	299
5.3	Effectiveness of Chinese Cultural Music Module in Enhancing the Chinese Culture Cognition of Freshmen from the ‘B&R’ Countries in Chinese Higher Vocational Colleges (RQ2).....	306
5.3.1	Descriptive Statistics.....	307
5.3.2	Assumptions Tests for Multivariate Analysis of Covariance (MANCOVA).....	311
5.3.3	Multivariate Analysis of Covariance on Post-test Scores and Four Parts of Module: Chinese Classical Music, Chinese Traditional Music, Chinese Modern Music and Chinese Pop Music.....	317
5.3.4	Summary on Effectiveness of Chinese Cultural Music Module in Enhancing Chinese Culture Cognition of Freshmen about Chinese Music (Answering RQ2).....	324
5.4	Effectiveness of Chinese Cultural Music Module in Enhancing Learning Motivation of Freshmen from the ‘B&R’ Countries in Chinese Higher Vocational Colleges (RQ3).....	326
5.4.1	Descriptive Statistics.....	328
5.4.2	Assumption Tests for Multivariate Analysis of Covariance (MANCOVA).....	333
5.4.3	Multivariate Analysis of Covariance (MANCOVA) towards Learning Motivation Questionnaire of Freshmen.....	338
5.4.4	Summary of Statistical Analysis on Effectiveness of Chinese Cultural Music Module in Improving Learning Motivation of Freshmen	

	(Answering RQ3).....	347
5.5	Effectiveness of Chinese Cultural Music Module in Enhancing Cross-cultural Adaptability of Freshmen from the ‘B&R’ Countries in Chinese Higher Vocational Colleges (RQ4a & RQ4b).....	349
5.5.1	Analysis of the Cross-cultural Adaptation Modes of Freshmen (RQ4a).....	350
5.5.2	Summary the Effectiveness of Chinese Cultural Music Module in Improving Freshmen’s Cross-cultural Adaptation Modes (Answering RQ4a).....	353
5.5.3	Analyzing the Related Four Dimensions of Freshmen’s Cross-cultural Adaptability (RQ4b).....	354
5.5.3(a)	Descriptive Statistics.....	355
5.5.3(b)	Assumptions Test for Multivariate Analysis of Covariance (MANCOVA).....	358
5.5.3(c)	Multivariate Analysis of Covariance (MANCOVA) on Post-test Scores and Four Dimensions of Cross-cultural Adaptability.....	363
5.5.3(d)	Summary of Statistical Analysis on Effectiveness of Chinese Cultural Music Module in Improving the Freshmen’s Cross-cultural Adaptability in Four Dimension(Answering RQ4b).....	368
5.6	Summary.....	370
CHAPTER 6 DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS.....		375
6.1	Introduction.....	375
6.2	Exploring the Related Culture Backgrounds of ‘B&R’ Freshmen and Their Perception of Current Chinese Music Module to Develop Chinese Cultural Music Module in Chinese Higher Vocational Colleges.....	376
6.3	Chinese Culture Cognition of Freshmen from the ‘B&R’ Countries Improved with the Module Implementation.....	382
6.4	Learning Motivation of Freshmen from the ‘B&R’ Countries Improved with the Module Implementation.....	391
6.5	Cross-cultural Adaptability of Freshmen from the ‘B&R’ Countries Improved by Module Implementation.....	400

6.6	Implication of the Study.....	411
6.6.1	For ‘B&R’ Students in China.....	412
6.6.2	For Teachers.....	413
6.6.3	For Curriculum.....	414
6.7	Limitations, Recommendations and Suggestions.....	416
6.8	Summary.....	418
	REFERENCES.....	418
	APPENDICES	
	LIST OF PUBLICATIONS	

LIST OF TABLES

	Page
Table 3.1 Interview Protocol of ‘B&R’ Freshmen’s Culture Background.....	135
Table 3.2 Revised Interview Protocol of ‘B&R’ Freshmen’s Culture Background...	136
Table 3.3 Different Cultural Backgrounds of ‘B&R’ Freshmen.....	138
Table 3.4 Interview Protocol of the Current Chinese Music Module.....	141
Table 3.5 Revised Interview Protocol of the Current Chinese Music Module.....	142
Table 3.6 The Interview Responses of the Current Chinese Music Module from ‘B&R’ Freshmen.....	143
Table 3.7 The Example of Key Words and Questions Sent to Students for Preview Before Class.....	178
Table 4.1 The Design of Chinese Culture Cognition Questionnaire.....	258
Table 4.2 The Design of Learning Motivation Questionnaire.....	260
Table 4.3 John Berry's Method of Dividing the Cross-cultural Adaptation Modes...	262
Table 4.4 Judgement Questions in the First Part of Cross-cultural Adaptation Questionnaire.....	263
Table 4.5 The Level of Four Cross-cultural Adaptation Modes.....	263
Table 4.6 Single Choice Questions in the Second Part of Cross-cultural Adaptation Questionnaire.....	266
Table 4.7 The Comments from Experts on Three Questionnaires in This Study	268
Table 4.8 The Cronbach Alpha Value of Chinese Culture Cognition Questionnaire.....	271
Table 4.9 The Cronbach Alpha Value of Learning Motivation Questionnaire...	271
Table 4.10 The Cronbach Alpha Value of Cross-cultural Adaptation Questionnaire.....	272

Table 4.11	The Statistics Method and Data Analyses Applied on the Results of Chinese Culture Cognition Questionnaire, Learning Motivation Questionnaire and Cross-cultural Adaptation Questionnaire.....	283
Table 4.12	The Outline of This Study.....	284
Table 5.1	Chinese Culture Cognition Questionnaire: Freshmen's Chinese Culture Cognition about Chinese Music in Different Age.....	291
Table 5.2	Chinese Culture Cognition Questionnaire: Freshmen's Chinese Culture Cognition about Chinese Music in Gender.....	294
Table 5.3	Learning Motivation Questionnaire: Learning Motivation of Freshmen in Different Age.....	295
Table 5.4	Learning Motivation Questionnaire: Learning Motivation of Freshmen in Gender.....	297
Table 5.5	The First Part of Cross-cultural Adaptation Questionnaire: Changes of Freshmen's Cross-Cultural Adaptation Mode in Age.....	299
Table 5.6	The First Part of Cross-cultural Adaptation Questionnaire: Changes of Freshmen's Cross-cultural Adaptation Mode in Gender.....	301
Table 5.7	The Second Part of Cross-cultural Adaptation Questionnaire: Changes of Freshmen's Cross-Cultural Adaptability in Age.....	303
Table 5.8	The Second Part of Cross-cultural Adaptation Questionnaire: Changes of Freshmen's Cross-cultural Adaptability in Gender.....	305
Table 5.9	Chinese Culture Cognition Questionnaire: Descriptive Statistics of Freshmen's Chinese Culture Cognition about Chinese Music.....	308
Table 5.10	Chinese Culture Cognition Questionnaire: Descriptive Statistics for Four Parts of Chinese Music.....	309
Table 5.11	Kurtosis and Skewness Values of Overall and Four Parts of Control Group and Experimental Group in Pretest and Post-test (Chinese Culture Cognition Questionnaire).....	312
Table 5.12	Multivariate Test for No Treatment—Covariate Interaction.....	314
Table 5.13	Homogeneity Test of Covariance Matrices.....	316
Table 5.14	Summary on the Levene's Test of Equality of Error Variance.....	316

Table 5.15	Results of Multivariate Test.....	317
Table 5.16	Test of Between-Subjects Effects.....	318
Table 5.17	Estimated Marginal Means of Chinese Culture Cognition in the Control Group and Experimental Group.....	323
Table 5.18	Descriptive Statistic of Overall Learning Motivation.....	329
Table 5.19	Descriptive Statistic for All the Six Factors in Learning Motivation Questionnaire.....	331
Table 5.20	Kurtosis and Skewness Values of Overall and Six Factors in Pretest and Post-test scores of Learning Motivation Questionnaire.....	334
Table 5.21	Multivariate Test for No Treatment—Covariate Interaction.....	336
Table 5.22	Homogeneity Test of Covariance Matrices.....	337
Table 5.23	The Levene’s Test for Equality of Error Variance.....	338
Table 5.24	Results of Multivariate Test.....	339
Table 5.25	Test of Between-Subjects Effects.....	340
Table 5.26	The First Part of Cross-cultural Adaptation Questionnaire: Identify the Cross-cultural Adaptation Modes of Freshmen from ‘B&R’ Countries....	350
Table 5.27	The Results of the First Part in Cross-cultural Adaptation Questionnaire Before Module Implementation.....	351
Table 5.28	The Results of the First Part in Cross-cultural Adaptation Questionnaire After Module Implementation.....	353
Table 5.29	The Second Part of Cross-cultural Adaptation Questionnaire: Descriptive Statistics of Freshmen’s Cross-cultural Adaptability.....	356
Table 5.30	The Second Part of Cross-cultural Adaptation Questionnaire: Descriptive Statistics of Four Dimensions of Cross-cultural Adaptability between Control Group and Experimental Group in Pretest and Post-test.....	358
Table 5.31	Kurtosis and Skewness Values of Overall and Four Dimensions Scores of Cross-cultural Adaptability in Pretest and Post-test.....	359
Table 5.32	Multivariate Test for No Treatment—Covariate Interaction.....	361
Table 5.33	Homogeneity Test of Covariance Matrices.....	362

Table 5.34	Summary on Levene's Test of Equality of Error Variance.....	362
Table 5.35	Multivariate Test Results.....	363
Table 5.36	Test of Between-Subjects Effects.....	364
Table 5.37	All the Hypotheses in the Study (Accepted or Rejected).....	371

LIST OF FIGURES

	Page
Figure 2.1 Theoretical Framework of the Study.....	127
Figure 2.2 Conceptual Framework of the Study.....	129
Figure 3.1 Introduction to Chinese Classical Musical Instrument Pipa.....	148
Figure 3.2 The Definition of Chinese Classical Music.....	151
Figure 3.3 The Definition of Chinese Traditional Music.....	151
Figure 3.4 The Definition of Chinese Modern Music.....	152
Figure 3.5 The Definition of Chinese Pop Music.....	152
Figure 3.6 The Definition & Outline & Key Point in Chinese Classical Music Class.....	156
Figure 3.7 Evaluate Homework of Chinese Modern Music at the Beginning of Chinese Pop Music Class.....	160
Figure 3.8 Music Played for Freshmen at the Beginning of Chinese Traditional Music Class.....	161
Figure 3.9 Three Questions Asked at the Beginning of Chinese Traditional Music Class.....	162
Figure 3.10 Introduction to Shuo Chang in Ming and Qing Dynasties in Chinese Traditional Music Class.....	164
Figure 3.11 Question for Group Discussion after Explaining All the New Knowledge in Chinese Modern Music Class.....	165
Figure 3.12 A Chinese Pop Song ‘Zai Mei Bian’ Played for Freshmen to Appreciate at the Beginning of Chinese Pop Music Class.....	169
Figure 3.13 The Appreciation of Uygur Song in Chinese Pop Music Class.....	170
Figure 3.14 The Practice of Uygur Dance in Chinese Pop Music Class.....	170
Figure 3.15 The Group Activity Conducted After Completing the Teaching Content of Chinese Pop Music.....	171

Figure 3.16	Freshmen Conducted Self-Evaluation by Three Questions.....	172
Figure 3.17	More Pictures Added in Teaching PowerPoint of Chinese Classical Music Lesson.....	179
Figure 3.18	Some Music Video Links of Chinese Classical Music Sent to Freshmen for Review.....	182
Figure 4.1	Phase One and Phase Two Conducted to Answer All the Research Questions.....	248
Figure 4.2	Quasi-Experimental Research Design of This Study.....	251
Figure 4.3	John Berry's Theory Model of Cross-cultural Adaptation.....	261
Figure 5.1	The Linear Relationship between Groups Based on the Results of Chinese Culture Cognition Questionnaire.....	314
Figure 5.2	The Linear Relationship between Groups Based on the Results of Learning Motivation Questionnaire.....	335
Figure 5.3	The Linear Relationship between Groups Based on the Results of Cross-cultural Adaptation Questionnaire.....	360

LIST OF ABBREVIATION

B&R	The Belt and Road
MANCOVA	Multivariate Analysis of Covariance
SPSS	Statistical Package of the Social Science
CCM	Chinese Classical Music
CTM	Chinese Traditional Music
CMM	Chinese Modern Music
CPM	Chinese Pop Music
TD	Task Difficulty
P&M	Physical and Mental Condition
EE	External Environment
IM	Integration Mode
SM	Separation Mode
AM	Assimilation Mode
MM	Marginalization Mode
META	Metacognitive Dimension
COG	Cognitive Dimension
MOT	Motivational Dimension
BEH	Behavioral Dimension

LIST OF APPENDICES

Appendix A	Consent Form
Appendix B	The Interview Protocol for the Freshmen to Understand Their Different Culture Backgrounds
Appendix C	The Interview Protocol for the Freshmen to Understand the Current Chinese Music Module
Appendix D	Chinese Culture Cognition Questionnaire
Appendix E	Learning Motivation Questionnaire
Appendix F	Cross-cultural Adaptation Questionnaire
Appendix G	Check List of Chinese Culture Cognition Questionnaire
Appendix H	Check List for Learning Motivation Questionnaire
Appendix I	Check List for Cross-cultural Adaptation Questionnaire
Appendix J	Lesson Plans of Experimental Group
Appendix K	Lesson Plans of Control Group
Appendix L	Check List of Developed Chinese Cultural Music Module
Appendix M	Key Words and Questions of Chinese Cultural Music Module
Appendix N	Music Video Links of Chinese cultural music Module in Class
Appendix O	Q-Q Plots
Appendix P	Sample of Chinese Cultural Music Module (Teaching PowerPoint Slides)

**PEMBANGUNAN DAN PENILAIAN MODUL MUZIK KEBUDAYAAN CINA
TERHADAP KOGNISI BUDAYA CINA, MOTIVASI PEMBELAJARAN DAN
KEBOLEHSESUAIAN SILANG BUDAYA DALAM KALANGAN PELAJAR
TAHUN PERTAMA DARI NEGARA-NEGARA ‘BELT AND ROAD’ DI KOLEJ
VOKASIONAL TINGGI CHINA**

ABSTRAK

Kajian ini membangunkan modul muzik budaya Cina untuk menyelesaikan masalah utama tahap rendah kognisi budaya Cina, motivasi pembelajaran dan kebolehsuaian silang budaya yang dihadapi oleh pelajar baru dari negara 'The Belt and Road' di kolej vokasional tinggi Cina. Untuk membangunkan modul, temu bual satu sama satu dengan dua guru kursus budaya Cina dan 12 pelajar baru dari negara 'The Belt and Road' telah dijalankan untuk mengumpul maklumat berkaitan latar belakang budaya pelajar baru dan modul muzik Cina semasa. Model ASSURE telah digunakan untuk membangunkan proses pengajaran dan Prinsip Pengajaran Merrill digunakan untuk membuat rancangan pengajaran yang berkesan bagi modul yang dibangunkan. Buku teks 'Pengetahuan Umum Budaya Cina' telah dipilih untuk mengajar modul yang dibangunkan. Manakala buku teks muzik pengajian tinggi 'Chinese Music History' pula sebagai rujukan untuk menerangkan secara mendalam tentang muzik dan budaya Cina dalam pengajaran. Kandungan pengajaran modul yang dibangunkan termasuk muzik klasik Cina, muzik tradisional Cina, muzik moden Cina, muzik pop Cina. Penyelidikan kuasi eksperimen telah dijalankan untuk menilai kesan modul yang dibangunkan. Persampelan pelbagai peringkat telah digunakan dalam kajian ini. Penyelidik memilih

empat kolej vokasional tinggi secara rawak di Wilayah Sichuan, China. 106 pelajar baru dari negara 'The Belt and Road' yang menyertai kolej vokasional tinggi dibahagikan kepada dua kumpulan. Setiap kumpulan mempunyai 53 pelajar baru. Kumpulan kawalan mempelajari modul semasa dan kumpulan eksperimen mempelajari modul yang dibangunkan. Kedua-dua kumpulan mempelajari modul dalam talian oleh Tencent Meeting APP selama 12 minggu. Dua orang guru kursus budaya Cina dengan latar belakang akademik dan pengalaman kerja yang sama telah dipilih daripada kolej vokasional tinggi yang mengambil bahagian untuk mengajar modul yang berbeza. Bagi memastikan guru memahami sepenuhnya cara mengajar modul yang dibangunkan, latihan mengajar selama dua minggu telah dijalankan sebelum pengajaran modul. Soal Selidik Kognisi Budaya Cina, Soal Selidik Motivasi Pembelajaran dan Soal Selidik Adaptasi Silang Budaya telah dihantar kepada pelajar baru dalam talian sebelum dan selepas pelaksanaan modul, yang mengandungi soalan Skala Likert Lima mata dan soalan penghakiman. Statistik deskriptif dan statistik inferensi digunakan untuk menganalisis data kuantitatif soal selidik untuk membandingkan dan mengetahui perubahan pelajar baru dalam dua kumpulan. MANCOVA menunjukkan perbezaan yang signifikan dalam kognisi budaya Cina, motivasi pembelajaran dan kebolehsuaian silang budaya antara skor min dua kumpulan. Penemuan menunjukkan bahawa modul yang dibangunkan adalah lebih berkesan daripada modul semasa untuk meningkatkan kognisi budaya Cina, motivasi pembelajaran dan kebolehsuaian silang budaya pelajar baru dari negara 'The Belt and Road' di kolej vokasional tinggi Cina.

**THE DEVELOPMENT AND EVALUATION OF A CHINESE CULTURAL
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FRESHMEN FROM ‘THE BELT AND ROAD’ COUNTRIES IN CHINA’S
HIGHER VOCATIONAL COLLEGE**

ABSTRACT

This study developed a Chinese cultural music module to solve the main problems of low level of Chinese culture cognition, learning motivation and cross-cultural adaptability faced by freshmen from ‘the Belt and Road’ countries in Chinese higher vocational colleges. For developing the module, one-to-one interviews with two Chinese culture course teachers and 12 freshmen from ‘the Belt and Road’ countries were conducted to collect related information on the cultural backgrounds of freshmen and current Chinese music module. Besides, ASSURE Model was applied to develop the teaching process and Merrill’s Principles of Instruction was used to make the effective teaching plan of developed module. In addition, the textbook ‘General Knowledge of Chinese Culture’ was selected to teach the developed module. Meanwhile, the higher education music textbook ‘Chinese Music History’ was as a reference for explaining deeply about Chinese music and culture in teaching. The teaching content of developed module included Chinese classical music, Chinese traditional music, Chinese modern music, Chinese pop music. Quasi-experimental research was conducted to evaluate the effect of developed module. Multi-stage sampling was used in this study. Researcher randomly selected four higher vocational colleges in Sichuan Province of China. 106

freshmen from ‘the Belt and Road’ countries in participating higher vocational colleges were divided into two groups. Each group had 53 freshmen. Control group learned current module and experimental group learned developed module. Both groups learned module online by Tencent Meeting APP for 12 weeks. Two Chinese culture course teachers with similar academic background and working experience were selected from the participating higher vocational colleges to teach the different modules. To make the teacher fully understand how to teach the developed module, two weeks teaching training was carried out before module teaching. Chinese Culture Cognition Questionnaire, Learning Motivation Questionnaire and Cross-Cultural Adaptation Questionnaire were sent to freshmen online before and after module implementation, which contained Five-point Likert Scale questions and judgement questions. Descriptive statistic and inferential statistics were used to analyze the quantitative data of questionnaires for comparing and finding out freshmen’s changes in two groups. MANCOVA showed significant differences in Chinese culture cognition, learning motivation and cross-cultural adaptability between two groups' mean scores. Findings indicate that developed module is more effective than current module to improve Chinese culture cognition, learning motivation and cross-cultural adaptability of freshmen from ‘the Belt and Road’ countries in Chinese higher vocational colleges.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Two thousand years ago, ‘Silk Road Economic Belt’ and ‘Maritime Silk Road’ are two roads to connect China with other countries in Asia, Africa and Europe in terms of economic and cultural exchanges (Chen, 2021). Based on these two important ancient roads, Chinese government puts forward ‘Silk Road Economic Belt’ and the ‘21st century Maritime Silk Road’ cooperative initiative in 2013, which could be named as ‘the Belt and Road’ initiative (‘the Belt and Road’ abbreviated as ‘B&R’) (Ge et al., 2021).

The ‘B&R’ initiative is a mutually beneficial initiative, which aims to promote economic prosperity and strengthen exchange between China and different civilizations of countries along the two routes (Wang, 2020). According to the data provided in official BELT AND ROAD PORTAL website, China has signed ‘B&R’ cooperation agreements with 151 countries at the end of 2022. Those countries could be called as ‘B&R’ countries (Zhao, 2016), such as Thailand, Brunei, Turkey, Israel, India and Nepal (Zhang, 2022).

Under the ‘B&R’ initiative, China promotes to sharing of high-quality educational resources with ‘B&R’ countries and trying to build China into a popular destination for students from ‘B&R’ countries (Ding & Zhao, 2018). Many Chinese higher vocational

colleges begin to focus on carrying out degree education and short-term training for students from ‘B&R’ countries (Yu, 2019).

In recent years, more and more students from ‘B&R’ countries come to Chinese higher vocational colleges for studying (Yun & Zhu, 2017). Most of the freshmen from ‘B&R’ countries in Chinese higher vocational colleges have low level of Chinese culture cognition, learning motivation and cross-cultural adaptability (Chen, 2017).

For solving the problems ‘B&R’ students encountered and achieving talent training objective, Chinese higher vocational colleges offer Chinese culture course to freshmen from ‘B&R’ countries under the requirement of Ministry of Education of the People’s Republic of China from 2018 (Huang et al., 2020). As a part of Chinese culture course, Chinese music module aims to improve ‘B&R’ freshmen’s Chinese culture cognition and cross-cultural adaptability, which is helpful for them to adapt into campus and society smoothly in China (Wang & Li, 2020). In addition, learning motivation directly affects learning behavior of freshmen and their learning effective of Chinese music module. It is necessary to improve freshmen’s learning motivation to make them study the module hard (Chen, 2020).

At present, the teaching contents of Chinese music module are randomly selected online by most teachers without systematic and comprehensive guidance. Meanwhile, the teaching method and teaching process are completely dominated by teachers’ preferences (Zhang et al., 2018). The development of Chinese music module is in a state of ‘natural growth’ (Wang, 2013).

The ‘B&R’ initiative provides opportunities to curriculum development and proposes higher requirements for international education of Chinese higher vocational colleges (Zhang & Fei, 2018). For achieving better teaching effectiveness, this study proposes to develop the current Chinese music module in Chinese higher vocational colleges. The new module could be named as Chinese cultural music module, which is evaluated in the aspects of enhancing Chinese culture cognition, learning motivation and cross-cultural adaptability among the freshmen from ‘B&R’ countries. State Council of the People's Republic of China put forward that Sichuan Province is an important province for cooperation with the ‘B&R’ countries (Jian et al., 2023). This study will conduct module implementation and examine the teaching effectiveness of Chinese cultural music module in higher vocational colleges in Sichuan Province.

1.2 Background of the Study

1.2.1 ‘The Belt & Road’ Initiatives

The ‘Silk Road Economic Belt’ and the ‘Maritime Silk Road’ are ancient land economic route and maritime commercial trade route that originated in ancient China and connected Asia, Africa and Europe. In the Han Dynasty of China, Emperor Wu sent Zhang Qian to the western regions for establishing cooperative relations. The route started from today's Xi'an City of China, passed through Central Asian countries, Afghanistan, Iran, Iraq, Syria and finally reaching Ancient Rome, which could be called as ‘Silk Road Economic Belt’. Since 138 B.C., China has closer ties and more frequent trade with Central Asia, West Asia and even African and European countries (Chen,

2020). Besides, ‘Maritime Silk Road’ is the route of Zheng He’s voyage to visit other countries from 1405 to 1433, which marks the golden age of economic, political and cultural exchanges between China and West Asia, North Africa and southern Europe (Teng, 2019).

Chinese government puts forward the ‘B&R’ initiative in 2013 based on the concept and route of ancient ‘Silk Road Economic Belt’ and ‘Maritime Silk Road’ (Yin & Li, 2020). There are five major projects in ‘B&R’ initiative: Road Connection, Smooth Trade, Financial integration, Policy Coordination and Closer People to People Ties (Chen, 2020).

International education cooperation is an important part of ‘Closer People to People Ties’ in ‘B&R’ initiative, which is the cultural foundation for building ‘B&R’ initiative and written into ‘B&R’ agreement (Li & Yang, 2019). ‘B&R’ initiative provides a great opportunity to promote the opening up, exchange and cooperation of international education between China and ‘B&R’ countries (Li, 2021). In 2015, Ministry of Foreign Affairs of the People’s Republic of China and Ministry of Commerce the People’s Republic of China jointly issued ‘Vision and Action to Promote the Construction of the Silk Road Economic Belt and the Maritime Silk Road in Twenty-first Century’ (Wang, 2015). It emphasizes accelerating in-depth cultural exchanges, academic exchanges and talent exchanges between China and ‘B&R’ countries, which further promotes the development of ‘B&R’ initiative (Ying & Sheng, 2020).

According to the ‘B&R’ initiative, Chinese government has increased its support and set up ‘B&R government scholarship’ for 50000 students from ‘B&R’ countries

(Song, 2019). It attracts more students from ‘B&R’ countries to come to China for studying and the number increased significantly, which reached 207, 746 by the end of 2019. Students from ‘B&R’ countries accounts for 54.1% of the total number of foreign students in China (Li, 2021). Meanwhile, 54.6% of the students from ‘B&R’ countries come to China for higher education (Liu, 2021). For instance, Sichuan Province of China provided professional short-term training and trained 2,000 talents from ‘B&R’ countries in 2018. Fujian Province of China has established sister cities with provinces and cities in 43 ‘B&R’ countries to further expand educational cooperation (Huang & Luo, 2022).

1.2.2 Chinese Higher Vocational College in ‘B&R’ Initiative

According to the ‘B&R’ initiative, the Chinese Ministry of Education issued ‘Construction Promotion of the Belt and Road Education’ in 2016. It shows that China will comprehensively promote the accelerated development of international education with ‘B&R’ countries (Ma & Li, 2018).

Therefore, based on the international education orientation of Chinese Ministry of Education under the ‘B&R’ initiative, many Chinese higher vocational colleges begin to enroll a large number of students from ‘B&R’ countries (Sun, 2021). The latest data of 2019 China Higher Vocational Education Quality Annual Report shows that Chinese higher vocational colleges mainly recruit foreign students in ‘B&R’ countries. The forms of mutual visits and studying are diverse. The number of full-time students and

part-time students from ‘B&R’ countries in Chinese vocational colleges are both increasing (Bai & An, 2020).

Under the background of ‘B&R’ initiative, the overall goal of educating students from ‘B&R’ countries in Chinese higher vocational colleges is ‘Combined with professional knowledge education and the practical training to cultivate international high-quality technical and skilled talents with excellent Chinese for ‘B&R’ countries’ economic development’ (Zhou & Yang, 2019). In the education cooperation form for students from ‘B&R’ countries, Chinese higher vocational colleges mainly combine ‘diploma education’ with ‘training education and short-term exchange education’, so as to improve the quality and efficiency of talent training (Li, 2019).

For example, there were 68 higher vocational colleges in Sichuan province of China, of which 21 had close education cooperation with ‘B&R’ countries as of June 2019. International education partners are mainly distributed in Asia, such as Malaysia, South Korea, Singapore, Thailand and so on. In terms of cooperation content, it mainly includes degree education for students, short-term skill training and academic exchange between teachers (Pu et al., 2019).

For talent training of students from ‘B&R’ countries, many Chinese higher vocational colleges still apply traditional teacher-centered approach with only explaining the knowledge in the textbooks. The teaching method is needed to be improved for meeting the requirement and promoting the development of ‘B&R’ initiative (Liu, 2019).

1.2.3 Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges

Under the ‘B&R’ initiative, more and more students from ‘B&R’ countries to study in Chinese higher vocational colleges. In 2019, about 98% of foreign students in Chinese higher vocational colleges come from ‘B&R’ countries (Li, 2021). They are eager to learning Chinese language, Chinese culture and acquiring advanced skills (Yang & Xiao, 2019).

In order to provide more learning opportunities for students from ‘B&R’ countries, Chinese higher vocational colleges generally have low entry requirements for them. As long as students have a high school diploma, there are no other academic requirements, such as grade point average, Chinese language level (Gu, 2022).

Therefore, freshmen from ‘B&R’ countries in Chinese higher vocational colleges are generally with high school diploma only and aged 18 or above (Ma & Chen, 2019). They are the students who studying in the first academic year in China. Chinese culture course and Chinese language course are the two main courses they learned during this year.

For many ‘B&R’ freshmen in Chinese higher vocational colleges, it is their first time to China or even their first time to go abroad (Zhang & Wang, 2018). They need to know how to adapt to the cross-cultural environment quickly and learn the local culture knowledge with strong learning motivation, which could make them better live and study in China (You & Yang, 2022).

At present, the students from ‘B&R’ countries who studying in China come from more than 60 countries in Asia, Africa and Europe. The more countries involved, the

more complex the culture differences will be (Wang, 2020). The culture backgrounds of freshmen from 'B&R' countries are different, and their personal habits, lifestyles and cultural taboos are special (Zhu & Dong, 2021). Therefore, after students from 'B&R' countries gather in China, many problems will arise due to this different culture backgrounds.

In this research, it focuses on the impact of different cultures on learning habits. Generally speaking, because the geographical location is relatively close, compared with European and African students, the cultural background of 'B&R' freshmen from Asia is relatively close to Chinese culture (Lin & Chen, 2018). Some Asian students have been taught to be modest and implicit since childhood, such as Thai students. They are unwilling to express their inner feelings directly. They choose not to ask questions when they encounter problems in learning, which lead to the poor effect of learning in China (Zhao, 2016). Besides, some foreign students, such as those from Central Asia, take the initiative to interact with Chinese teachers. They are obviously unhappy with the lack of interactive teaching methods, and even refuse to complete some learning tasks (Wang & Wang, 2021).

Moreover, Europe is far away from China and has great differences in cultural customs and cognitive concepts, resulting in difficulty adaptation to life in China. European education emphasizes self-expression. European students are more optimistic about their learning ability. For example, by comparing the level of understanding of teaching content among foreign students in several universities in Xi'an province of China, the average score of European students is 7.19, which is higher than that of Asian

students by 5.62. The foreign students from Europe have better learning results in China (Wang, 2019)

In addition, many ‘B&R’ students from African countries do not adapt to the Chinese teaching methods due to the great differences in cultural customs and values. Their psychological expectations for learning in China deviate from the actual situation. The lack of interactive output of a large amount of knowledge content leads to their low learning motivation (Xu, 2020). Some of them are even absent from class or arrive late (Hong et al., 2019).

Chinese higher vocational colleges have relatively less experience in teaching foreign students than Chinese colleges and universities (Pan, 2021). Compared with students from ‘B&R’ countries who study in colleges and universities of China, ‘B&R’ freshmen obtain limited help from Chinese higher vocational colleges to improve their Chinese culture cognition, cross-cultural adaptability and learning motivation (Du, 2019).

Therefore, in the face of conceptual differences arising from different culture backgrounds, teachers should face up to these cultural differences with an equal and inclusive attitude and respect the values and cultural beliefs of freshmen from ‘B&R’ countries. Meanwhile, teachers should strengthen communication with freshmen from ‘B&R’ countries, understand their cultural background, and strive to create a harmonious class and campus atmosphere (Lu, 2019).

1.2.4 The Current Chinese Music Module in Chinese Higher Vocational Colleges

As the number of international students is growing rapidly in many countries, culture differences and difficult cross-cultural communication need a method to help international students adapt into a new academic and social environment. Educators across the world have called for curriculum development and implementation in this globalized world (Cheung & Wong, 2012). Effective culture teaching for international students becomes more and more important (Lu et al., 2016). For example, Leinonen (2018) applied integrate learning, cultural adjustment and student development theories into the curriculum to provide a basis for developing international student cultural acclimation course. After international students completed this course in their first semester at a university in the United States. university, they had more comfortable and successful living in the U.S..

In 2018, Ministry of Education of the People's Republic of China issued 'The Quality Standard of Higher Education for International Students in China'. It requires that Chinese culture course should be provided to foreign students who are under higher education. Therefore, it is the first time that Chinese culture course as a compulsory course for freshmen from 'B&R' countries in Chinese higher vocational colleges (Ge & Li, 2019). This course aims to improve 'B&R' freshmen's Chinese culture cognition and cross-cultural adaptability by actively learning Chinese culture (Zhang, 2021).

The culture course includes Chinese history module, Chinese literature module, Chinese sports module, Chinese music module and etc.. Chinese music module is one of the most favorite modules to freshmen (Zhao & Luo, 2019). The existing Chinese music

module mainly refer to applying a variety of classroom activities with cross-cultural exchanges to make freshmen from ‘B&R’ countries in China systematically and effectively realize the humanistic and aesthetic characteristics of Chinese music, so that they can learn the knowledge of Chinese culture actively and enhance their Chinese culture cognition (Jiao, 2020).

For the teaching method, teacher-centered approach is widely applied in existing Chinese music module. It shows that the time and activities for freshmen to participate in class and interact with teacher or classmates are limited. Many teachers are more concerned about freshmen remembering what they have learned than applying knowledge. Teachers generally adopt PowerPoint to teach ‘B&R’ freshmen without pictures or videos. As ‘B&R’ freshmen come from different countries, they have different culture backgrounds including different way of thinking and learning habits. Some Chinese higher vocational colleges are beginning to realize that it is necessary to find more suitable teaching method for teaching ‘B&R’ freshmen (Meng, 2021).

For the teaching content in Chinese music module, it mainly covers Chinese classical music, Chinese traditional music, Chinese modern music and Chinese pop music (Zhu & Zhu, 2021). Chinese culture course textbooks are increasing fast and the total number is more than 150 under the ‘B&R’ initiative, the selection of textbook has a great impact on the teaching effect (Liu & Li, 2020). In terms of readers, foreign students with middle and senior Chinese language level are treated as the main readers, such as ‘Chinese Culture’ written by Han Jiantang in 1999 (Liu, 2018). Besides, in terms of content, the most textbooks mainly introduce Chinese ancient culture. There are a few textbooks pay attention to Chinese culture in modern society. For example, ‘Talking

about Chinese Culture (2nd Edition)’ written by Wu Xiaolu and Cheng Zhaohui in 2008 and ‘Chinese Traditional Culture and Modern Life’ written by Zhang Ying and Jin Shunian in 2003 explain deeply about how to use Chinese culture to communicate with Chinese people in modern daily life. In addition, in terms of publishing languages, the most textbooks are mainly in Chinese with a small amount of English notes, such as ‘China Panorama’ (Guo et al., 2011).

Hu and Yuan (2012) surveyed a total of 200 foreign students in major universities in Guangzhou city of China. The study found that 88.88% of foreign students said they liked Chinese music very much, but only 16.16% said they could basically understand the meaning and culture behind Chinese music. It shows that many freshmen from ‘B&R’ countries are very interested in Chinese music, but they know little about the relevant Chinese culture involved in Chinese music.

For improving the teaching effectiveness of Chinese music module, it is necessary to develop this module by using appropriate teaching method and comprehensive teaching content. Based on that, Chinese culture cognition, learning motivation and cross-cultural adaptability of freshmen are expected to be enhanced.

1.2.5 Chinese Culture Cognition of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges

Culture is depended on human capacity and shaped by environmental constraints and affordances (Patel, 2018). Different ecologies have framed the evolutionary and historical emergence of myriad varieties of cultural expression (Cross et al., 2013). Due

to the ‘B&R’ initiative is a state project, Chinese culture in this study focuses on culture of China state behind Chinese music, including values and nonverbal behaviors, traditional festival, etiquette, marriage and minority customs in China.

Culture cognition refers to the process that people understand culture by acquiring knowledge, applying knowledge or processing information (Bao, 2011). Bloom (1989) believes that cognition process is the mutual integration of new knowledge and old knowledge, which starts from memory of knowledge, then develops to further understanding and analyzing knowledge, and finally tests the improvement of cognition through evaluation. It can be divided into six levels: remembering, understanding, applying, analyzing, evaluating, creating (Bloom, 1956).

Freshmen from ‘B&R’ countries in Chinese higher vocational college have completely different cultural backgrounds (Miao, 2022). The differences between their own culture and Chinese culture lead them difficult to understand Chinese culture. Most of them are generally with low level of Chinese culture cognition (Wang, 2019).

The Chinese culture course is the primary course for freshmen from ‘B&R’ countries to learning in China (Lu, 2015). As an important part of this course, a good Chinese music module is expected to help them understand Chinese culture deeply and finally improve their culture cognition (Zhang, 2020). In Chinese music module, freshmen’s Chinese culture cognition could be reflected in the culture cognition of Chinese classical music, Chinese traditional music, Chinese modern music and Chinese pop music (Yu & Yan, 2022). Chinese culture cognition can give freshmen strong sense of belonging, that will make their study and life in China more smoothly (Tao & Feng,

2020). Zhu and Yao (2019) conducted a cultural cognition survey of 286 foreign students in Shanghai. The results show that their cognition of Chinese culture is mainly concentrated in Chinese history, Chinese food, Chinese Kungfu and so on, while their cognition of other arts such as music is relatively low.

For improving Chinese culture cognition of students from ‘B&R’ countries, the teaching method of current Chinese music module is necessary to be adjusted appropriately (Chen, 2022). It needs to consider the cultural characteristics of ‘B&R’ students as much as possible and increase interactive activities in class, such as practice, performance and music appreciation (Guo, 2021).

Besides, the teaching content of Chinese music module needs to contain Chinese music and Chinese culture to enhance Chinese culture cognition of ‘B&R’ students (Cheng, 2022). Chinese music is bound to tell stories about Chinese history and culture. Choosing Chinese music that can not only represent Chinese music characteristics, but also resonate with different cultural learners to learn and tell the connotation of Chinese culture. The teaching of Chinese music needs to be fully combined with the Chinese culture behind the music, so that students from ‘B&R’ countries can have a deeper understanding of Chinese music culture and effectively stimulate their interest in learning Chinese music module (Yang, 2018). Chinese music module plays a key role in shaping freshmen’s Chinese culture cognition and enhancing their learning motivation (Du, 2020). Based on that, freshmen learn Chinese culture actively to make the culture truly spread and exchange between each other (Zhang, 2019).

1.2.6 Learning Motivation of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges

Learning motivation refers to a kind of dynamic tendency to trigger and maintain students' learning behavior and make it to a certain academic goal (Tu & Zhang, 2021). It is an important factor affecting behavior and achievement in learning (Mei, 2022). Weiner (1986) believes that everyone tries to explain and analyze the reasons of their behaviors in terms of ability, effort, task difficulty, luck, physical and mental condition, and external environment. Therefore, learning motivation is a key for freshmen to learn Chinese music module well.

At present, many freshmen from ‘B&R’ countries in China are lacking of learning motivation (Lan, 2022; Zhu, 2017). It even led to some of them being late for the class, leaving early and being absent from the class during their study in Chinese higher vocational colleges (Bo et al., 2022). Teng, Yang, Yuan and Li (2017) found that Chinese music is one of the most attractive area for ‘B&R’ students to learn Chinese culture after analyzing more than 3,100 questionnaires answered by young people from ‘B&R’ countries. It reflects that Chinese music module plays a great role in stimulating freshmen’s interest and motivation in learning.

Through literature review and interviewing foreign students, Huang (2022) pointed out that teaching effectiveness of current Chinese culture course including Chinese music module need to be improved by helping freshmen to increase their learning motivation, so as to promote their in-depth learning of Chinese culture and finally improve their Chinese culture cognition. The current Chinese music module has little

help to improve learning motivation of freshmen from ‘B&R’ countries (Lv, 2020). Teachers mostly apply teacher-centered teaching method by introducing basic knowledge of music without guiding students to explore Chinese culture around music in depth (Du, 2017).

Previous research shows that good teaching methods and contents can help students enhancing their learning motivation (Xia et al., 2022; Qiu & Lu, 2020). The selection of teaching content and the arrangement of teaching process are completely dominated by teachers, which need to be further improved for achieving better teaching effectiveness and improving learning motivation of students from ‘B&R’ countries (Wei & Zeng, 2019). Chinese music including Chinese classical music, Chinese traditional music, Chinese modern music and Chinese pop music from ancient time to modern time has a very important impact on improvement of students’ learning motivation (Xiang, 2016). Teachers need to pay equal attention to teaching these four parts in Chinese music module (Zhang, 2021).

It is necessary for teachers to optimize the teaching methods and expand the teaching content of Chinese music module. In this way, freshmen’s motivation in learning Chinese music and the culture behind music will be improved. It has a positive impact on broadening freshmen’s cultural horizons and enhancing their cross-cultural adaptability (Guan, 2022).

1.2.7 Cross-cultural Adaptability of Freshmen from ‘B&R’ Countries in Chinese Higher Vocational Colleges

Cross-cultural adaptability refers to the tendency to maintain individual's own traditional culture and the tendency to communicate with other cultural groups (Kelley & Meyers, 1995, Berry, 1980). High cross-cultural adaptability can increase mutual understanding, expand mutual respect and extend the space of mutual acceptance (Li & Li, 2020). John Berry believes that the high cross-cultural adaptability is Integration Mode, followed by Separation Mode, Assimilation Mode and Marginalization Mode (Gao et al., 2017). Integration Mode shows that individual actively learn other culture and maintain their own culture in new environment (Berry, 1997). Therefore, ‘B&R’ freshmen need to learn their own culture and Chinese culture for achieving high cross-cultural adaptability.

In recent years, cross-cultural adaptability of foreign students has gradually attracted people's attention (Li, 2019). Four dimensions including metacognition, cognition, motivation and behavior are widely used to analyze the cross-cultural adaptability of foreign students and understand their responses to external culture in different cultural environments (Earley & Ang, 2003). In detail, metacognitive dimension reflects whether students can recognize the similarities and differences between different cultures and whether they are able to adjust and check the accuracy of their cultural knowledge when they interact with people from different cultures. Cognitive dimension focuses on cultural knowledge students obtained. Motivational dimension covers that whether students are confident to socialize with people from different cultural backgrounds and deal with the stress in cross-cultural environment.

Behavioral dimension shows the verbal and nonverbal behaviors of students changed in cross-cultural communication (Zhong & Ren, 2021).

As increased students from ‘B&R’ countries to study in Chinese higher vocational colleges with totally different cultural background and education environment, how to improve cross-cultural adaptability of freshmen is the primary challenge to Chinese higher vocational colleges (Mu et al., 2020). Their cross-cultural adaptability directly affects their learning and living in China (Tan, 2020). Freshmen from ‘B&R’ countries often tend to communicate with students of the same nationality, culture, and language in China (Liu & Qian, 2020). Their cross-cultural adaptability needs to be enhanced (Wang, 2019). A good Chinese culture course with effective teaching method and attractive content will actively improve their cross-cultural adaptability (Liu et al., 2020).

As a part of Chinese culture course, Chinese higher vocational colleges provide Chinese music module to cultivating freshmen’s comprehensive ability and cross-cultural adaptability (Wang, 2020). Music has a strong cross-cultural artistic characteristic and could reduce students' psychological pressure in a cross-cultural environment (Sun & Jiang, 2010). The current teaching content and methods affect the enhancement of freshmen’s cross-cultural adaptability greatly (Yang, 2020).

Teachers need to increase students’ cross-cultural communication and relieve their pressure in cross-cultural environment by choosing effective teaching method in Chinese music module (Li & Zhu, 2021; Wang, 2020). Besides, it is necessary to emphasize on the introduction of Chinese culture behind Chinese classical music, Chinese traditional music, Chinese modern music and Chinese pop music to enrich teaching content and

help students adapt into China (Xiong, 2019). Based on that, students are able to further enhance their acceptance of Chinese culture and improve their cross-cultural adaptability (Li, 2019). Therefore, for enhancing the cross-cultural adaptability of freshmen efficiently, Chinese music module is necessary to be improved.

1.3 Problem Statement

Freshmen from ‘B&R’ countries in Chinese higher vocational colleges are obviously different from the undergraduates and postgraduates from ‘B&R’ countries who study in China. The former face much more serious problems in Chinese culture cognition, learning motivation and cross-cultural adaption (Fu et al., 2020).

Firstly, freshmen from ‘B&R’ countries in China do not have enough cognition of Chinese culture (Huang et al., 2018). Many of them know little or only know the surface of Chinese culture, but do not have enough understanding of the internal spiritual essence of Chinese culture, which hinders the actual cultural exchange (Tang, 2020). As most of the freshmen from ‘B&R’ countries are young and between the age of 18 and 25 years old, Jiang (2021) found that the culture cognition of 26-30 years old foreign students is higher than that of 18-25 years old foreign students based on a research about foreign students in Zhangjiakou city of China.

Secondly, many freshmen from ‘B&R’ countries in China have low learning motivation and interest. They lack the enthusiasm to participate in culture learning and exchange activities, resulting in their low level of understanding of Chinese culture and lack of cross-cultural ability. At the same time, the academic difficulties caused by

language barriers make them lose their original learning interest and motivation (Shen, 2018). The non-interactive teaching method in Chinese higher vocational colleges decreases the learning motivation of freshmen, which is reflected in the low attendance rate and bad learning effectiveness.

Thirdly, when students from ‘B&R’ countries first come to China, they may be at a loss in the face of a completely strange society culture (Gao & Ma, 2018). The lack of cross-cultural adaptability makes them fall into a passive situation (Duan & Hao, 2022). Different teaching methods in Chinese higher vocational colleges make it difficult for them to adapt. They are not willing to actively communicate with Chinese teachers or students and do not take the initiative to ask Chinese teachers or students for help in case of difficulties. When they meet difficulties in learning of the unfamiliar environment, they are prone to depression (Hou, 2020). It prevents the development of their cross-cultural adaptability and leads many psychological problems to some of them (He et al., 2020). Over time, freshmen will approach marginalization and automatically isolate themselves from Chinese society, resulting in certain psychological pressure (Wu, 2021). Different culture backgrounds lead to different learning habits. The non-interactive teaching methods of Chinese higher vocational colleges affects freshmen from ‘B&R’ countries to achieve good learning results (Yang, 2021). Some of them do not know how to communicate with Chinese teachers when they have questions in class (Sun, 2020). Some students lose their learning motivation because they are not able to be adapted into teaching methods in China. They are prone to being late for class or absenteeism (Sun, 2018). Therefore, an effective culture curriculum is needed to improve their learning results and make them integrate into campus life more smoothly (Ma et al., 2018).

Chinese music is an indispensable part of Chinese culture, which could enable foreign students to better experience and understand China (Zhang, 2020). Effective Chinese music module is conducive to eliminating the adverse effects of cultural differences and promoting the Chinese culture cognition of students from 'B&R' countries (Zhang, 2020). However, many Chinese higher vocational colleges lack the ability to teach foreign students (Huang & Ma, 2019). According to the survey result of the problems existing in Chinese music module in Chinese higher vocational colleges, 59.18% of students said that the teaching content of music they received was boring and monotonous. Meanwhile, 31.63% students said that the teaching method of music was not attractive (Chu et al., 2020). Although Chinese music module has been set up for freshmen from 'B&R' countries in Chinese higher vocational colleges, the current module is not effective to solve the problems freshmen faced.

Firstly, the use of teaching textbooks is different in teaching Chinese music module. Some teachers has even no textbook and only download some related contents they like online to teach (Zhu, 2019). Therefore, different Chinese higher vocational colleges have different teaching contents in Chinese music module (Zhu, 2020). With the development of 'B&R' initiative, a large number of Chinese culture textbooks have sprung up to meet the current culture teaching needs (Gong, 2019). The content of Chinese music module mainly consists of four parts: Chinese classical music, Chinese traditional music, Chinese modern music and Chinese pop music (Jia, 2020). However, some textbooks lack complete and systematic explanation of knowledge in Chinese music module (Li, 2015). Although Chinese higher vocational colleges offer Chinese music module for students from 'B&R' countries, the teaching content is unable to

introduce Chinese music and Chinese culture comprehensively and deeply (Shen, 2020). Many teachers only focus on playing Chinese music to freshmen for listening without explaining the Chinese culture behind music (Dong, 2018). The Chinese culture cognition, learning motivation and cross-cultural adaptability of freshmen has not been effectively improved by Chinese music module.

Secondly, the teaching method of current Chinese music module is usually based on teacher-centered instruction (Lin, 2008). The traditional teaching method cannot effectively distinguish the learning basis and interests of different freshmen (Wang & Ma, 2021). Most teachers complete the teaching task only by explaining boring theoretical knowledge or simply let freshmen listen to Chinese music. It fails to combine the learning needs and psychological expectations of freshmen (Chen & Tian, 2020). In another study, it was found that there was a phenomenon of emphasizing music theory over music practice and emphasizing knowledge over culture in Chinese music module. This teaching method resulted in the insufficiency of the Chinese culture content in the cultivation of foreign students, and the deep cultural connotation of Chinese music was not excavated (Zheng & Fang, 2018). Therefore, the current Chinese music module is not able to effectively improve Chinese culture cognition and learning motivation of freshmen from ‘B&R’ countries.

As the main field of educational cooperation with ‘B&R’ countries, higher vocational colleges should try to solve the problems in teaching as soon as possible (Li, 2020). An effective curriculum should meet the current demands of culture, society and students’ expectations (Alsubaie, 2016). Based on the problems above, a better Chinese music module with comprehensive teaching content and effective teaching method is

necessary to be developed for freshmen in Chinese higher vocational colleges from ‘B&R’ countries, which could be named as Chinese cultural music module. Freshmen’s Chinese culture cognition, learning motivation and cross-cultural adaptability are expected to be enhanced through Chinese cultural music module, which will help them study and live better in China.

1.4 Aim of the Study

To develop and evaluate a Chinese cultural music module in enhancing Chinese culture cognition, learning motivation and cross-cultural adaptability among the freshmen from the ‘B&R’ countries in Chinese higher vocational colleges.

1.5 Objectives of the Study

- 1.To develop the Chinese music module into Chinese cultural music module for enhancing Chinese culture cognition, learning motivation and cross-cultural adaptability among the freshmen from the ‘B&R’ countries in Chinese higher vocational colleges.
- 2.To evaluate the effects of the Chinese cultural music module in enhancing Chinese culture cognition about Chinese music of freshmen from the ‘B&R’ countries in Chinese higher vocational colleges.
 - i To evaluate the effects of Chinese cultural music module on the improvement of Chinese culture cognition about Chinese classical music.

- ii To evaluate the effects of Chinese cultural music module on the improvement of Chinese culture cognition about Chinese traditional music.
- iii To evaluate the effects of Chinese cultural music module on the improvement of Chinese culture cognition about Chinese modern music.
- iv To evaluate the effects of Chinese cultural music module on the improvement of Chinese culture cognition about Chinese pop music.

3.To evaluate the effects of the Chinese cultural music module in enhancing learning motivation of freshmen from the ‘B&R’ countries in Chinese higher vocational colleges.

- i To evaluate the effects of the Chinese cultural music module on Effort Factor of learning motivation of freshmen.
- ii To evaluate the effects of the Chinese cultural music module on Ability Factor of learning motivation of freshmen.
- iii To evaluate the effects of the Chinese cultural music module on Task Difficulty Factor of learning motivation of freshmen.
- iv To evaluate the effects of the Chinese cultural music module on Luck Factor of learning motivation of freshmen.
- v To evaluate the effects of the Chinese cultural music module on Physical and Mental Condition Factor of learning motivation of freshmen.
- vi To evaluate the effects of the Chinese cultural music module on External Environment Factor of learning motivation of freshmen.