

Development of the Chinese Pop Music Module in Enhancing Chinese Culture Cognition, Learning Motivation, and Cross-cultural Adaptability of International Students in Chinese Higher Vocational Colleges

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Abstract

Under the Belt and Road initiative, the number of international students in China has grown significantly. How to help international students improve their low level of Chinese culture cognition, learning motivation, and cross-cultural adaptability in China has become a hot topic. This study developed the current Chinese pop music module to solve the main problems faced by international students in the first academic year of Chinese higher vocational colleges. The ASSURE model was used to develop the teaching process of the current Chinese pop music module to achieve the teaching objective and improve teaching effectiveness. Teaching content of the developed module included Chinese campus music, Chinese minority music and dance, Chinese rock music, Chinese rap, Chinese-style songs, and Chinese R&B. The Chinese pop music module with improved teaching content was then discussed in detail.

Keywords: international students, Chinese pop music, Chinese culture cognition, learning motivation, cross-cultural adaptability

1. Introduction

As international students' populations are increasing in large proportions in higher education in many countries, some colleges and universities have begun to find ways to deal with the problems caused by cultural differences (Shen et al., 2022). Under the Belt and Road (B&R) initiative, China promotes the sharing of high-quality educational resources with other countries to try to build China into a popular destination for students from B&R countries (Ding & Zhao, 2018). The B&R initiative is associated with the Silk Road Economic Belt and the 21st century Maritime Silk Road, which are two important routes of trade and civilization that connect China with the world (Zhao, 2017). The B&R initiative is committed to enhancing China's cooperation with other countries along the Silk Road Economic Belt and Maritime Silk Road in the areas of education and cultural exchanges, agriculture, finance, and science and technology (Zhou, 2019). With the development of the B&R initiative, the number of international students in China has grown significantly (Min et al., 2019). The education problems of international students in Chinese higher vocational colleges have gradually become apparent to many people. How to help international students adapt to the new learning and cultural environment as soon as possible and enhance their interest and enthusiasm in learning in China has become a hot topic at this stage (Wang, 2020).

In 2018, the 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 a Chinese culture course should be provided to international students in the first academic year who are under higher education (Ge & Li, 2019). This course aims to improve international students' Chinese culture cognition and cross-cultural adaptability by actively learning Chinese culture (Zhang, 2021). Chinese pop music is one of the favorite modules of international students in China (Zhao & Luo, 2019). Its melody is easy to follow, and its lyrics are close to the experiences of young people (Tang, 2019). Wen (2020) pointed out that history has proven that music, as one of the main characteristics of cultural exchanges, is an appropriate carrier to undertake cultural exchange. Zhong and Ge (2019) showed Chinese music can promote cultural exchanges between China and other countries so that foreign people can understand China more and better. Therefore, the Chinese pop music module is expected to help freshmen understand Chinese culture and adapt to the cross-cultural environment. Qiu (2020) found actively guiding students from B&R countries to experience Chinese

pop music was not only conducive to enhancing their Chinese music knowledge, but also for stimulating their learning interest in Chinese culture and encouraging them to further explore Chinese culture. Many new international students in Chinese higher vocational colleges have a low level of Chinese proficiency (Song, 2018). The implementation of Chinese pop music teaching can obtain a better teaching effect than other parts of a Chinese culture course with higher language requirements (Xu, 2018).

Although the Chinese pop music module is taught for international students in Chinese higher vocational colleges, the teaching effectiveness of the current module is not good (Liu & Liu, 2020). For the teaching method, Zhang and Meng (2017) found many teachers applied a teacher-centered teaching method, and students passively obtained the knowledge in the Chinese pop music module. International students needed to remember and understand a lot of knowledge in a short time without interacting with teachers or other students. Chen and Tian (2020) pointed out most teachers complete the teaching task only by explaining boring theoretical knowledge or simply by letting freshmen listen to Chinese music. It fails to combine the learning needs and psychological expectations of freshmen. Therefore, it was found the current Chinese pop music module is not able to effectively improve the Chinese culture cognition and learning motivation of international students.

For the teaching content, Zhou (2019) pointed out many teachers only focused on music knowledge introduction in the current module. They neglected to explain the Chinese culture related to the music, which made it difficult for international students to understand Chinese culture and improve their cross-cultural adaptability. Zheng and Fang (2018) found there was a phenomenon of emphasizing music theory over music practice and emphasizing knowledge over culture in the Chinese music module. Wu (2022) conducted a study around a Chinese culture course including Chinese music taught for international students from Thailand at the Wuhan Railway Vocational and Technical College. The study found the current teaching content could not attract students' attention. It was necessary to add more Chinese culture knowledge to make it interesting.

1.1 Research Objective

The objective of this study is to develop the current Chinese pop music module to improve the Chinese culture cognition, learning motivation, and cross-cultural adaptability of international students in Chinese higher vocational colleges.

1.2 Research Question

Based on the research objective, this study was guided by the following research question: How to develop the current Chinese pop music module to improve the Chinese culture cognition, learning motivation, and cross-cultural adaptability of international students in Chinese higher vocational colleges.

2. Methodology

In this study, the ASSURE model was used to develop the teaching process of the Chinese pop music module. The ASSURE model was proposed by Robert Heinich and Michael Molenda of Indiana University and James D. Russell of Purdue University (Li, 2014). This model is learner centered. It emphasizes the systematization to step-by-step of the whole instruction, its system design, and its implementation (Huang, 2020). Each letter in the ASSURE model represents a step of instructional design: analyze learners; state objectives; select methods, media, and materials; utilize materials; require learners' performance; and evaluate and revise (Cai, 2019). According to the ASSURE model, the teaching process is a dynamic and creative interactive activity or dialogue among designers, media, and situations, whereas learning is a process of interaction between learners and environment to construct internal psychological representation (Heinich et al., 1999).

In the analyze learners stage of the ASSURE model, it is important to understand international students' different cultural backgrounds to improve the current Chinese pop music module. In the state objectives stage, it is necessary for teachers to deeply investigate the current module and find out the teaching problems. In the selecting teaching methods, media, and materials stage, the developed module makes international students express music through dancing, singing, and performance according to their understanding of music and the cultural background of songs. The developed module tries to increase interaction between teacher and students, which aims to deepen their understanding of what they learned and enhance their learning motivation and cross-cultural communication in class. At the same time, PowerPoint slides, pictures, audio, and videos are applied in the developed module. In addition, the songs played in the developed module are mainly from famous Chinese singers found on ranking lists on the main Chinese music players (e.g., QQ Music, NetEase CloudMusic, Ku Gou Music). In the utilize materials stage, the teacher formulates a teaching plan and makes teaching courseware. Meanwhile, teaching auxiliary materials are prepared, including pictures, reading materials, videos, questions, and homework. In addition, the teacher sends relevant new Chinese

words and class questions to students before class for previewing. In this stage, a computer and effective internet are needed in teaching. At the require learner participation stage, the teacher encourages students to participate in class. The teacher also improves students' learning motivation and cross-cultural communication by playing audio and video materials, organizing group discussions and group performances, applying readings and singing and dancing training, asking questions, and introducing the cultural story behind a piece of music. In addition, the teacher provides students with opportunities to share their own cultures via music. The teacher also asks students to make a comparison between their own culture and Chinese culture and summarize the similarities and differences. In the evaluate and revise stage, the students carry out self-evaluations and mutual evaluations between student groups. Then the teacher reviews the key knowledge and praises student groups who performed best in the class. After that, the teacher will revise teaching details based on the evaluation results.

3. Findings: Developed Chinese Pop Music Module

The teaching content of Chinese pop music contains Chinese campus music, Chinese minority music and dance, Chinese rock music, Chinese rap, Chinese-style songs, and Chinese R&B. According to the ASSURE model explained above, the core teaching content and key activities developed in Chinese pop music are shown below.

3.1 Before Each Class

The teacher encourages students to use various ways (e.g., acting, speaking, singing, dancing) to show their understanding of Chinese music and culture in class. The teacher stimulates students' reactions and perceptions to music by letting them give full play to their imagination. Students complete activities through communicating with other students from diverse cultural backgrounds. Chinese key words and questions will be given to students before teaching. Students could preview and prepare them for better understanding of the lesson and interacting with the teacher in the upcoming class.

3.2 During Class: The First Class of Chinese Pop Music (45 Minutes)

Improve learning interest (video and questions): At the beginning of the class, the teacher plays the music video "Ping Fan Zhi Lu" for students to appreciate. "Ping Fan Zhi Lu" is the theme song of the Chinese movie *Hou Hui Wu Qi*. After watching the video, the teacher asks students the three following questions: What is Chinese pop music? How do you feel about the music you heard just now? Can you try to describe the story behind the music? The teacher encourages students' learning interests and participation in class by playing videos and interacting with students.

Improve students' Chinese culture cognition, learning motivation, and cross-cultural adaptability (Chinese pop music: "Ping Fan Zhi Lu"): After students answer the questions based on what they know, the teacher introduces "Ping Fan Zhi Lu" with basic information and pictures. Based on the activity of analyzing the meaning of the lyrics, the teacher encourages students to learn the optimistic spirit expressed in this song. "Ping Fan Zhi Lu" encourages people to never give up and always have expectations for the future. Then the teacher guides students not to give up when encountering difficulties in study and to make great efforts toward achieving better results. The teacher also advises students not to be full of negative emotions when they cannot adapt to a new environment. The teacher encourages students to actively learn the cultures of other countries and solve the problems encountered in cross-cultural environments through communicating with people from different cultural backgrounds.

Improve learning motivation and Chinese culture cognition (evaluate homework): The teacher praises the students who complete the homework well and asks them to present their homework to other students. In this way, the teacher encourages students to better complete their homework by their own efforts, which will improve students' learning motivation. In addition, the teacher asks students questions about the learning content of the last class and guides students to review the key points briefly. As a result, the students' Chinese music and culture knowledge will be strengthened.

Improve Chinese culture cognition and learning motivation and relieve cross-cultural pressure (Chinese campus music: "Tong Nian"): The teacher introduces the Chinese campus song "Tong Nian" with pictures and videos. After the introduction, the teacher asks students to perform this song based on their feelings and understanding of it. According to the meaning of the lyrics, students use body language to express the story described in the song. Through performance practice, students' participation and learning motivation in class will be improved. In addition, the teacher encourages students to use their own understanding and imagination to act out the meaning of the lyrics, which will enhance students' understanding of Chinese music and culture. This performance activity indirectly helps students relieve the burden of cross-cultural pressure.

Improve Chinese culture cognition and cross-cultural adaptability (China minority music: Uyghur songs): The teacher introduces Uyghur songs with pictures and videos. After explaining the relevant basic knowledge and cultural

background, the teacher plays the music video “Xian Qi Ni De Gai Tou Lai” for students to appreciate. According to the story described in this song, the teacher introduces Chinese traditional wedding customs to improve students’ Chinese culture cognition and cross-cultural adaptability. On the wedding day, the bride’s head is covered with a unique piece of red silk, which is called a red veil. This red veil is only lifted by the bridegroom when they are in the bridal chamber.

Improve Chinese culture cognition and cross-cultural adaptability (China minority music: Mongols’ characteristic songs): The teacher explains the basic knowledge and culture background of Mongols’ characteristic songs with pictures and videos. After watching the music video “Tian Tang,” the teacher could introduce a popular saying in China—jin shan yin shan, bu ru lv shui qing shan—to improve the Chinese culture cognition of students. The popular saying means that a green mountain is better than gold and silver. A good ecological environment is a prerequisite for human survival and development. Now China has begun to implement garbage classification to improve the resource value and economic value of garbage. The teacher could play a video to let students know how to classify garbage for better adapting to cross-cultural life in China.

Improve Chinese culture cognition, learning motivation, and cross-cultural adaptability (Chinese minority music: Tibetan-style pop songs): The teacher introduces the basic knowledge and relevant culture of Tibetan-style pop songs by using pictures and videos. Based on Tibetan culture, the teacher could explain the etiquette culture in China to improve students’ Chinese culture cognition and cross-cultural adaptability. Bowing is a common body language to express gratitude or respect in China. When Tibetans see an elderly or a respected person, they will take off their hat and bow. The teacher could also encourage students to sing a song from a minority group in their country. Students’ learning motivation and cross-cultural communication will be enhanced by interacting with the teacher and expressing their culture to other students from diverse cultural backgrounds.

3.3 During Class: The Second Class of Chinese Pop Music (45 Minutes)

Improve learning interest (video and questions): At the beginning of the class, the teacher plays the music video “Shang Xin De Ren Bie Ting Man Ge” for students to watch. This song is sung by a Chinese rock band—Mayday—and is a Coca-Cola advertisement song from 2013. After watching the video, students are asked about their feelings and understanding of this song. Based on the activities of playing the video and interacting with students by asking questions, the students’ attention will be attracted, and their learning interest will be improved.

Improve cross-cultural adaptability and relieve cross-cultural pressure (Chinese rock song “Shang Xin De Ren Bie Ting Man Ge”): After students answer the questions based on what they know, the teacher introduces “Shang Xin De Ren Bie Ting Man Ge” using basic information and pictures. Based on analyzing the positive attitude expressed in this song, the teacher could guide students to avoid continuous depression when encountering difficulties in studies or in life and keep an optimistic attitude as expressed in the lyrics. The teacher could encourage students to communicate with their Chinese teachers or classmates when they encounter difficulties in the cross-cultural environment in China so they can better learn and live in China. In this way, students’ cross-cultural pressure will be relieved and cross-cultural adaptability will be improved.

Improve Chinese culture cognition and learning motivation and relieve cross-cultural pressure (Uygur dance): The teacher introduces the Uygur dance with pictures and videos. When explaining relevant knowledge and cultural background, the teacher asks students to introduce one Uygur song they learned in their last class to activate and strengthen their previous Chinese music knowledge. Then the teacher plays the Uygur dance video and encourages students to learn the Uygur dance by feeling out the dance movements. Through dancing practice, students work hard to learn the dance movements and actively participate in in-class learning. It is helpful to improve their learning motivation. Besides, students have a deeper understanding of Chinese music and culture by practicing Chinese dance, which will further improve their Chinese culture cognition. Moreover, students can relieve their cross-cultural pressure and release their emotions when dancing.

Improve Chinese culture cognition and learning motivation and relieve cross-cultural pressure (Mongolian dance): The teacher introduces the relevant knowledge and cultural background of the Mongolian dance with pictures and videos. The teacher encourages students to feel the dance movements and learn the Mongolian dance through video. When students make their own efforts to complete dance practice, their learning motivation will be enhanced accordingly. Moreover, students will deeply understand Chinese music and culture knowledge by actively participating in in-class learning, which is helpful for improving their Chinese culture cognition. In addition, when students dance to music in dancing practice, their cross-cultural pressure will be reduced and negative emotions will be released.

Improve Chinese culture cognition, learning motivation, and cross-cultural adaptability (Tibetan dance): The teacher introduces the basic knowledge and cultural background of the Tibetan dance with pictures and videos. In dancing practice, students learn the Tibetan dance by experiencing the dance movements and further exploring Tibetan culture. In this way, the Chinese culture cognition and learning motivation of students will be improved. At the same time, their cross-cultural pressure will be relieved and emotions will be released by actively participating in in-class learning and dancing to the music. The teacher will also ask students to teach each other the minority dances from their own countries. Students will get the opportunity to present their own culture and interact with others from diverse cultural backgrounds. The activity will help students develop and enhance their cross-cultural adaptability and communication skills.

Improve learning motivation (Chinese rock song “Fei De Geng Gao”): The teacher introduces the Chinese rock singer Wang Feng and his representative song “Fei De Geng Gao” with pictures and videos. The idea behind this song is to express that people can work hard to make progress every day. According to the meaning of the song, the teacher encourages students to maintain a positive attitude and make progress in their studies through their own efforts.

Improve cross-cultural adaptability (Chinese rock song “Ceng Jing De Ni”): The teacher introduces the Chinese rock singer Xu Wei and his representative song “Ceng Jing De Ni” with pictures and videos. The song “Ceng Jing De Ni” expresses that people should keep their courage and confidence to move forward no matter what happens. Based on explaining the meaning of this song, the teacher advises students not to be too depressed when encountering problems in a cross-cultural environment. The teacher encourages students to seek help from Chinese teachers or students when they are unable to solve problems. In this way, students’ cross-cultural adaptability will be enhanced by interacting with others from diverse cultural backgrounds.

Improve Chinese culture cognition and cross-cultural adaptability (Chinese rock song “Hua Fang Gu Niang”): The teacher introduces the Chinese rock singer Cui Jian and his representative song “Huang Fang Gu Niang” with pictures and videos. After the introduction, the teacher asks students to share their favorite rock songs and analyze the difference between Chinese rock music and rock music in their country. In this way, the teacher increases the interaction with students and provides an opportunity for students to express their own culture to other students from different cultural backgrounds. This is helpful for improving students’ cross-cultural adaptability in class. Also, students will explore and understand Chinese culture and music by comparing the differences in rock music in different cultures. As a result, their Chinese culture cognition will be further improved.

3.4 During Class: The Third Class of Chinese Pop Music (45 Minutes)

Improve learning interest and activate the knowledge students have learned (video and questions): At the beginning of class, the teacher plays the music video “Zai Mei Bian” for students to watch. The lead singer of Mayday wrote the lyrics of this song. The teacher asks students to introduce one song sung by Mayday they learned in the last class, which could activate and strengthen their knowledge of Chinese pop music. After listening to the song, the teacher encourages students to describe their feelings about this song and the content of song expression. The learning interest of students will be improved by watching music videos and interacting with the teacher.

Improve Chinese culture cognition and cross-cultural adaptability (Chinese rap song “Zai Mei Bian”): After students answer the questions based on what they know, the teacher introduces the song “Zai Mei Bian” with relevant cultural background and pictures. The creation of “Zai Mei Bian” is inspired by the traditional Kun opera Mu Dan Ting, which reflects that traditional culture can be inherited and continuously developed in a beneficial way. Meanwhile, “Zai Mei Bian” shows the perfect combination of Chinese traditional music and Western rap music. Based on the introduction of the song revolving around culture and music background, the teacher encourages students to inherit the excellent traditional cultures of their own country and constantly absorb the good cultures of other countries. In this way, students’ Chinese culture cognition and cross-cultural adaptability will be improved.

Improve Chinese culture cognition and cross-cultural adaptability (Chinese rap song “Fan Zhuan Di Qiu”): The teacher introduces the rapper Will Pan and his representative rap song “Fan Zhuan Di Qiu” with pictures and videos. The song “Fan Zhuan Di Qiu” conveys that many things cannot be judged simply by right or wrong. According to the meaning expressed in this song, the teacher tells students not to think that others’ cultures are bad just because they are inconsistent with your own culture. People from diverse cultural backgrounds have different values, expressions, and behaviors. The teacher encourages students to learn others’ cultures and communicate with others from diverse cultural backgrounds. In this way, students will improve their culture cognition of other countries and enhance their cross-cultural adaptability in a cross-cultural environment.

Improve Chinese culture cognition, learning motivation, and cross-cultural adaptability (Chinese rap song “Papillon”): The teacher introduces the rapper Jackson Wang and his representative rap song “Papillon” with pictures and videos. As expressed in the song “Papillon,” the final result is not so important as long as you work hard to pursue your dreams. The teacher encourages students to study hard through their own efforts and to not attribute good or bad results to luck, ability, or the external environment. In this way, students’ learning motivation will be enhanced. In addition, the teacher asks students to share their favorite rap songs in class and analyze the difference between Chinese rap and rap in their country. Students’ cross-cultural communication skills will be increased by interacting with the teacher and discussing their own culture with other people from diverse cultural backgrounds. In addition, students’ knowledge of Chinese music and culture will be strengthened by comparing rap music between diverse cultures, which will then enhance their Chinese culture cognition skill.

Improve Chinese culture cognition and learning motivation (Chinese-style song “Dan Yuan Ren Chang Jiu”): The teacher introduces the Chinese singer Faye Wang and her representative Chinese style song “Dan Yuan Ren Chang Jiu” with pictures and videos. The lyrics of “Dan Yuan Ren Chang Jiu” are adopted from a Chinese traditional poem from the Song Dynasty, which expresses best wishes for relatives during the Mid-Autumn Festival. Based on the activities of analyzing the lyrics and introducing the cultural background of this song, students are exposed to more Chinese cultural knowledge about Chinese traditional poems and festivals. In addition, the teacher encourages students to learn and sing a part of the Chinese-style song “Dan Yuan Ren Chang Jiu” after watching the music video. The singing part of this song for students to practice is as follows: ming yue ji shi you, ba jiu wen qing tian; bu zhi tian shang gong que, jin xi shi he nian. Students will have a deep understanding of Chinese pop music by practicing singing, which will help improve their Chinese culture cognition. Students will sing this song through their own efforts and understanding, which will enhance their learning motivation.

Improve Chinese culture cognition and cross-cultural adaptability (Chinese-style song “Ben Cao Gang Mu”): The teacher introduces the Chinese singer Jay Chou and his representative Chinese-style song “Ben Cao Gang Mu” with pictures and videos. According to the lyrics of this song, students can learn some names of Chinese traditional medicine and relevant Chinese culture. In modern society, the most common Chinese medicine is hot water. When others feel uncomfortable, the popular and useful suggestion is to have them drink more hot water. The introduction of this song helps students gain some knowledge of Chinese medicine and learn how to care about others in China. This activity would lift their Chinese culture cognition and cross-cultural adaptability skills.

Interact with students and encourage them to express their own culture (Chinese R&B song “Ting Ma Ma De Hua”): The teacher introduces the Chinese R&B song “Ting Ma Ma De Hua” with pictures and videos. Jay Chou wrote this song to express gratitude to his mother and tell everyone to love their parents. The teacher asks students to share their favorite R&B songs to other students in class. In this way, the interaction between the teacher and students will be increased by the questioning session. In addition, students’ cross-cultural communication will be improved through expressing their own culture to others from diverse cultural backgrounds. The activity also promotes students’ learning motivation with the use of multimedia teaching aids and using an active participation approach in class learning.

3.5 After Explaining All the New Knowledge of Each Class

Group discussion and answer questions: Students are divided into groups (about eight students per group) to discuss and answer questions. The teacher should ensure each group has both high cross-cultural adaptability students and low cross-cultural adaptability students. In this way, the high cross-cultural adaptability students can help and encourage the low cross-cultural adaptability students during the group discussion. The teacher prepares two questions or one activity about Chinese pop music for the student groups in each class. For each question, students discuss it in their group and choose one student in their group to answer the question. The student who answers the question in a group needs to change each time. As part of the group activity, students discuss how to perform the song through acting, dancing, speaking, or singing with other students in the group. Each group will perform one song for 2–3 minutes. The teacher observes the group discussion and encourages students to actively discuss the topic in the group. This group discussion and performance activity helps students improve their Chinese culture cognition, learning motivation, and cross-cultural adaptability skills.

3.6 At the End of Each Class

The teacher asks students to make self-evaluations in three parts: Do they release cross-cultural pressure in Chinese pop music? Do they improve learning interest in Chinese music and culture? Do they increase cross-cultural communication with others in class?

In addition to improving students' Chinese culture cognition and cross-cultural adaptability by mutual evaluation among student groups, students apply the knowledge they learned in class to evaluate their classmates, which will strengthen their understanding of Chinese pop music. Their cross-cultural communication is also improved by interacting with other students from diverse cultural backgrounds.

The teacher conducts a teaching evaluation to improve the Chinese culture cognition, learning motivation, and cross-cultural adaptability of students, and the teacher summarizes the key point of this class. Second, the teacher praises the student groups with good performances and guides students to attribute their learning success or failure to their own efforts. Third, the teacher encourages students to increase cross-cultural communication with the teacher and other students. Fourth, the teacher advises students to integrate what they have learned into their life and use it to solve cross-cultural problems.

3.7 After Each Class

Improve Chinese culture cognition (send relevant learning materials): The teacher sends learning materials including PowerPoint slides and video links to students for reviewing, which will help students better understand Chinese pop music.

4. Conclusion and Implications

This study is expected to benefit international students in China, teachers who teach the Chinese culture course, Chinese higher vocational colleges, and international education. The current Chinese pop music module does not only improve knowledge and understanding of Chinese music, but also enhances cognition of Chinese culture, which is helpful for studying and living in China. Besides, when the learning motivation of students is improved through the use of this module, it will have a positive effect on other courses they study in Chinese higher vocational colleges. Moreover, based on the interactive teaching methods proposed in this module, students are encouraged to explore more about Chinese culture, which leads to better understanding of the lessons. Their higher level of cross-cultural adaptability will lay a good foundation for their further study and work in China or other countries after graduation.

For the Chinese culture course teachers, they can teach Chinese pop music by using the module developed in this study to more effectively improve the Chinese culture cognition, learning motivation, and cross-cultural adaptability of international students. Besides, this module can be used as a good sample to teach international students in Chinese higher vocational colleges. Teachers can apply the teaching method of the Chinese pop music module to improve the teaching effect of other modules in Chinese culture courses in the future. A large number of ways of interaction between teachers and students not only helps to improve the friendly relationship between students and teachers in the cross-cultural environment, but also enables teachers to find students' learning problems in a timely manner. Moreover, based on encouraging international students to practice and perform in class, teachers make it easier for them to understand the knowledge deeply. In addition, teachers divide students into groups to discuss and answer questions in class, which establishes a form of cooperation and competition among students to stimulate their learning interest and consolidate what they have learned. Furthermore, teachers build a harmonious learning environment and encourage students to share their own culture in class. This helps students overcome the obstacles of cross-cultural communication and also enables teachers to have a further understanding of students' different cultural backgrounds. For those students with low Chinese or English proficiency levels, teachers can distribute preview materials to students before class and explain teaching content through pictures, audio, and video to improve their learning effectiveness in class.

For Chinese higher vocational colleges that are committed to the rapid development of education internationalization under the background of the B&R initiative, this study emphasizes developing Chinese music teaching. It also provides more knowledge for Chinese higher vocational colleges on how to help international students understand Chinese culture easier and more deeply, thereby improving their learning motivation and solving the problem of their poor cross-cultural adaptability through teaching via the Chinese pop music module. As a result, Chinese higher vocational colleges can further improve their level of international education and the quality of international talent training.

In addition, this study provides some useful information in the research area of international higher vocational education around the world. Aspects of culture and music were combined to overcome the obstacles faced by the teaching and management of international students, further adjust the curriculum and teaching methods for international students, and promote the development of international education.

5. Limitations and Suggestions

One limitation of this study is the need for adjusting the developed module for the next stage. The Chinese pop music module should be introduced into teachers' training curricula in China. Based on explaining the module around the

teaching plan, preparation before class, implementation in class, and evaluation after class, Chinese culture course teachers could have a clearer understanding of the detailed teaching process. Therefore, the ASSURE model should be expanded and promoted in higher vocational colleges in China.

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