

Research on the Integration Path of Chinese Folk Craft Culture and English Reading Teaching in Junior Middle School

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Abstract: This paper aims to explore the strategies and methods of effectively integrating Chinese folk craft culture into junior middle school English reading teaching. By analyzing the unique charm of folk craft culture and its fit with English teaching, a series of innovative teaching strategies are proposed. Through vocabulary teaching, reading material design, role-playing and other methods, students' English interest and cross-cultural communication ability are enhanced, aiming to provide new teaching ideas and methods for English teaching.

1. Introduction

With the development of globalization, cross-cultural communication ability has become an essential quality for talents in the 21st century. As an international common language, English plays an important role in cross-cultural communication. However, traditional junior middle school English teaching often only focuses on imparting language knowledge and neglects the learning of the target language within the cultural context of the entire target language[1], setting up obstacles for the development of students' cross-cultural abilities. As one of the treasures of Chinese culture, Chinese folk craft culture carries a long history, exquisite craftsmanship and unique humanistic sentiments. Integrating Chinese folk craft culture middle school English reading teaching can not only enhance students' cultural perception and e into junior xpression skills, but also promote the inheritance and development of China's excellent traditional culture. Therefore, this article will explore how to effectively integrate Chinese folk craft culture into junior middle school English reading teaching, aiming to achieve the dual teaching goals of improving students' English skills and cultural inheritance.

2. Overview of the Current Situation of the Fusion of Junior Middle School English Reading and Traditional Folk Craft Culture

2.1. Research on the Current Situation of English Reading Teaching in Junior Middle Schools

At present, the excellent traditional Chinese cultural elements have not yet been fully integrated into junior middle school English teaching. For a long time, due to the dominant influence of Western

culture, the proportion of Western culture in junior middle school English teaching and teaching materials has been relatively large. However, in recent years, domestic scholars have increasingly recognized the importance of carrying forward China's excellent traditional culture, and have launched many practical explorations to address the phenomenon of "Chinese cultural aphasia". These studies mainly focus on the higher education level, but there is still insufficient research on how to effectively integrate the excellent traditional Chinese culture at the junior middle school level[2].

2.2. Characteristics of Folk Craft Culture and Its Fit with English Teaching in Junior Middle School

Chinese folk craft culture, with its diversity, regionality, inheritance and practicality, has significant fit with junior middle school English reading. In reading teaching practice, teachers can choose articles introducing Chinese folk crafts as reading materials, such as the origin, production process and performance form of shadow play, so as to enrich students' reading content and enhance their understanding of folk crafts. At the same time, by comparing Chinese and Western cultures, such as comparing Chinese paper cutting with Western paper cutting art and analyzing the similarities and differences, students can deepen their understanding of the unique charm of Chinese folk craft culture.

For example, the reading material for Paper Cutting: Paper cuts refer to handicrafts made by cutting paper with scissors to form different patterns and pasting them on walls, windows, doors, and ceilings. With a long history, paper cuts originated in China and have been very popular among the ordinary people. The first paper cut can be traced back to the Northern and Southern Dynasties (386-581). Paper cuts are rich in content. The auspicious designs symbolize good luck and the avoidance of evil. Different areas have different characteristics in paper cuts. For example, Shanxi window paper cuts are simple and bold; paper cuts from Hebei Province and Shanxi Province are bright in color; paper cuts in southern provinces are delicate and fine.

This English reading material about the art of Chinese paper-cutting introduces in detail the history, origin, production technology and characteristics of paper-cutting in different regions. It is mentioned in the reading materials that paper-cutting originated in China and has a long history. Paper can be cut into various patterns with scissors and used to decorate walls, windows, etc. Paper-cut styles vary from region to region. Through reading, students can gain an in-depth understanding of the historical and cultural connotations of Chinese paper-cutting art, and be able to describe the paper-cutting production process in English, including material selection, design, cutting, mounting and other aspects. This will help improve their English expression skills, especially the ability to describe and explain. Under the guidance of teachers, students can also compare Chinese paper-cutting art with Western paper-cutting or similar handicrafts and analyze the similarities and differences between the two, which will help cultivate their cross-cultural awareness and international perspective. In summary, the combination of Chinese folk craft culture and junior middle school English reading not only enriches the content of reading teaching, but also effectively improves students' cross-cultural communication abilities and language skills.

2.3. The Purpose and Significance of Integrating Traditional Folk Craft Culture into English Reading in Junior Middle School

Integrating traditional folk craft culture into junior middle school English reading teaching is of great significance. It helps to promote China's excellent traditional culture and improve students' cross-cultural communication skills, ideological concepts and cultural literacy[3]. At the same time, in English teaching, it can also enrich the teaching content and stimulate students' interest in learning

English[4]. For example, in terms of promoting traditional culture, traditional folk craft culture is an important part of China's excellent traditional culture, which carries rich historical information and national wisdom. Integrating these cultural elements through English reading can enable students to understand and inherit these precious cultural heritages from a new perspective. Introducing traditional Chinese folk crafts such as paper-cutting, embroidery, and ceramics in English reading materials not only allows students to learn relevant English vocabulary and expressions, but also allows them to deeply feel the cultural connotation and artistic value behind these crafts. In terms of improving students' cultural literacy, understanding traditional folk craft culture in reading will help to comprehensively improve students' cultural literacy. Cultural literacy includes not only language knowledge and ability, but also cultural understanding and appreciation. By reading articles about traditional folk crafts, students can learn about the historical origins, production techniques, artistic characteristics, and other aspects of these crafts, thereby broadening their cultural horizons. In terms of cultivating cross-cultural communication skills, while learning Western languages, students can integrate Chinese traditional culture, which helps to cultivate students' cross-cultural awareness and ability[5]. For example, when discussing China's traditional folk crafts in English class, students can use the English knowledge they have learned to introduce these crafts and share the beauty of Chinese culture with foreign friends. This communication process not only helps to improve students' English oral expression skills, but also enhances their cultural confidence and cross-cultural adaptability. In terms of enriching teaching content, there are many types of traditional folk craft culture, such as paper-cutting, embroidery, clay sculpture, ceramics, calligraphy, Chinese painting, etc. Each craft contains rich historical background, production technology and artistic value. These elements can become valuable materials for English reading teaching. In addition, integrating traditional folk craft culture into English reading can design a variety of teaching activities, such as group discussion, role-playing, hand-made, etc. These activities can greatly enhance the interactivity of the classroom.

3. Effective Strategies for Integrating Traditional Folk Craft Culture into English Teaching in Junior Middle School

3.1. Select Traditional Folk Craft Culture Materials to Enrich Reading Teaching Content

In order to enrich the content of junior middle school English reading teaching, teachers can select some folk craft culture materials and integrate them into English reading teaching. First, select English articles related to folk craft culture. Teachers can look for some English articles or stories that introduce Chinese folk craft culture and use them as reading materials to let students understand the historical origins and unique charm of folk craft culture. Secondly, teachers can use folk craft culture elements to design reading tasks. Teachers can design reading tasks related to folk craft culture based on the content of the reading materials, such as drawing process flow diagrams, choosing correct craft descriptions, answering questions about folk crafts, etc., so that students can deepen their understanding of folk craft culture by completing tasks. In addition, English practice activities can be carried out in conjunction with folk craft culture. Organize English practice activities related to folk craft culture, such as making folk crafts by hand, displaying crafts and introducing them in English, etc., so that students can experience and learn folk craft culture in practice. In addition, multimedia and other teaching resources can also be used to display folk craft culture. Multimedia teaching resources are used to display the exquisite works and production processes of folk craft culture, allowing students to more intuitively appreciate the essence and beauty of folk craft culture[6].

3.2. Design Targeted Reading Tasks to Improve Students' Reading Comprehension Abilities

According to the content of the reading materials, teachers can design a series of reading tasks

related to folk craft culture. Let's take the material Paper Cutting in the above text as an example. The first step is information matching. The teacher can ask students to skim the article and then provide several pictures of folk crafts, asking students to match the crafts mentioned in the article with the pictures. The second step is detail understanding: After students read the article, the teacher can ask questions such as: Where did paper cuts originate? What do the auspicious designs symbolize?, etc., to check students' reading comprehension. The third step is role playing: participants use the materials provided by the teacher to create paper cutting according to their own interests. The teacher can provide some creative inspiration and suggestions. After completing the work, participants enter the role playing session, simulate the identity of paper cutting artists, show their works to other participants, and share the stories and inspirations behind the creation.

3.3. Combine Traditional Folk Craft Culture and Carry out Practical Activities

Combined with reading materials, teachers can organize students to carry out practical activities related to folk craft culture. For example: handmade. Instruct students to make simple folk handicrafts, such as paper cutting, Chinese knots, etc., and introduce each step in English during the production process. Show and share. Let students show their works and give a brief introduction and sharing in English to practice their oral expression skills.

3.4. Use Multimedia Resources to Enrich Teaching Methods

Use multimedia teaching resources, such as videos, audios, pictures, etc., to demonstrate the unique charm and production techniques of traditional Chinese folk craft culture. This can not only attract students' attention and improve their interest in learning, but also allow students to understand the connotation and significance of folk craft culture more intuitively. For example, teachers can play an English introduction video about the art of paper-cutting, allowing students to listen and watch it to understand the history, production techniques and representative works of paper-cutting. At the same time, students can also be guided to imitate the paper-cut artist in the video and introduce the characteristics and meaning of paper-cut art in English.

4. Conclusion

In the context of globalization, it is of great significance to integrate Chinese traditional folk craft culture into junior middle school English reading teaching. By studying Chinese folk craft culture, students can gain a deeper understanding of China's history, culture and values, and thus be able to convey their thoughts and opinions more accurately when communicating with people from different cultural backgrounds, while also being able to better understand and respect the culture and values of others. This kind of cross-cultural understanding and respect is the core of cross-cultural communication skills and an important quality for talents in the era of globalization. In the future, we can further explore how to apply modern technological means, such as virtual reality (VR), augmented reality (AR), etc., to the integration of Chinese folk craft culture and junior middle school English reading teaching to create a richer and more vivid learning experience.

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