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The Application Boundaries of Intangible Cultural Heritage Techniques in Chinese Vocabulary Teaching: A Compatibility Analysis from the Perspective of Grounded Theory

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Abstract: Under the influence of globalization and the Belt and Road Initiative, the demand for international Chinese education has surged, but traditional vocabulary teaching faces issues such as mechanical methods and limited resources. Intangible cultural heritage (ICH) techniques, as important carriers of Chinese culture, offer new possibilities for vocabulary teaching due to their cultural and practical attributes. However, existing research lacks a systematic analysis of the adaptability between these two. This study employs the grounded theory method, taking the international Chinese language classroom of a higher vocational college in Southeastern Chongqing as the research setting. It collects multi-dimensional data through interviews, classroom observations, and document analysis, and constructs a theoretical framework via open coding, axial coding, and selective coding.The results show that the application of ICH techniques in vocabulary teaching takes "cultural experience" as its core boundary, forming a "driving-interaction-effect" model. External drivers (atmosphere, opportunities, incentives) and internal drivers (motivation, ability) interact bidirectionally, ultimately achieving three-dimensional effects: vocabulary mastery, application, and cultural understanding. Adaptability analysis indicates that ICH techniques need to be compatible with teaching objectives, learners' cultural backgrounds and cognitive levels, as well as teaching environments and resources. Accordingly, innovative application methods are proposed: integrating modern technology, adopting project-based learning, deepening cultural immersion design, and constructing a dynamic evaluation system. This study provides new ideas and methods for the practice of international Chinese vocabulary teaching and also offers a reference for the integration of living heritage transmission and language education.

Keywords: Intangible Cultural Heritage; Chinese Vocabulary Teaching; Grounded Theory; Application Boundaries; Adaptability

1. Introduction

With the development of globalization, international Chinese language education promotes exchanges and mutual learning between different countries and cultures. Since the proposal of the "Belt and Road" Initiative, the global demand for learning Chinese has been increasing [1]. International Chinese language education is not only about language teaching but also undertakes the era mission of spreading Chinese culture.

Chinese vocabulary teaching is the basic stage of language learning, which is directly related to learners' language proficiency and cultural cognitive level. However, most traditional vocabulary teaching methods are limited to mechanical memorization and grammar exercises, making it difficult to arouse learners' interest and participation [2]. Therefore, how to carry out Chinese vocabulary teaching, innovate teaching methods, and enhance teaching effectiveness is an urgent problem to be solved in international Chinese language education.

Intangible Cultural Heritage (ICH) craftsmanship, as an important part of Chinese culture, has gradually attracted attention in international Chinese language education. The unique expression forms and practical characteristics of ICH craftsmanship can make up for the problem of single resources in traditional teaching and inject vivid cultural elements into vocabulary teaching [3]. At the same time, ICH craftsmanship helps to enhance learners' cultural experience, deepen their understanding of the

spiritual core of Chinese culture, and improve their learning interest and effects [4]. In addition, ICH craftsmanship also carries local cultural identity and national emotions, which can promote learners' respect and tolerance for multiculturalism and cultivate their global perspective.

2. Literature Review

ICH of traditional craftsmanship, as an important carrier of human cultural diversity, centers on manual labor and possesses historical inheritance and cultural value. Domestic scholars have established a systematic framework for related research: Ma and Chang defined ICH from the perspectives of inheritance subjects, cultural relevance, inheritance methods, and vitality [5,6]. Regions with distinct local characteristics have developed category systems tailored to their own contexts, and digital technologies can be used to record and preserve ICH as teaching resource databases and platforms [7].

International studies focus more on the role of ICH craftsmanship in cultural identity. Netleford pointed out that ICH craftsmanship carries cultural memories and community identity, serving as a link to maintain cultural diversity [8]. Pimporn P&Hanvedes D and LÜ argued that digital platforms provide new possibilities for the inheritance and innovation of ICH [9,10]. Loiacono & Gherardini and Marta et.al. noted that audiences from different cultural backgrounds vary in their understanding and acceptance of ICH [11,12].

Chinese vocabulary teaching is a fundamental module in Teaching Chinese as a Second Language (TCSL), which is closely related to the development of learners' Chinese proficiency. The Direct Method, Contextual Teaching Method, and Task-Based Language Teaching are commonly used approaches in current Chinese vocabulary teaching [13]. However, challenges such as the large vocabulary size, complex semantics, and profound cultural connotations of Chinese words still remain[14]. The integration of intelligent technologies driven by large language models, along with the integration of technology and humanities, has brought new vitality to traditional vocabulary teaching [15].

Existing studies mostly focus on the cultivation of single language skills, while there are few discussions on the integration of vocabulary teaching and ICH culture. As a vivid cultural carrier, ICH can stimulate learners' enthusiasm and deepen their recognition of the value of Chinese culture[16]. ICH activities themselves constitute a practical field for language input and output, which can promote the language progress of Chinese learners.

Regarding the current status of integrating ICH with Chinese vocabulary teaching, its limitations are evident: first, in the field of cultural teaching implementation, there is insufficient analysis on the adaptability of vocabulary teaching; second, there is a lack of systematic analysis of empirical data. This study uses the grounded theory method to analyze the adaptation scope and implementation boundaries of traditional craftsmanship in Chinese vocabulary teaching, aiming to open up new pathways for vocabulary teaching in TCSL.

3. Grounded Theory Research Method

3.1 Grounded Theory

Grounded Theory, a qualitative research method originating in the 1960s, was proposed by sociologists Glaser and Strauss. Its core principle is to generate theories inductively based on real scenarios through systematic data collection and analysis, rather than relying on pre-determined hypotheses or existing framework models [17].

Methodologically, it adheres to the orientation of "seeking knowledge from facts" that is, inducing theories from data instead of merely conducting simple verification or interpretation of data. Its advantage lies in the in-depth exploration of the dynamic mechanisms of complex phenomena, expanding cutting-edge theoretical understanding. In the field of international Chinese language education, which involves multi-level interactions between culture, language, and teaching, established methodologies face limitations in analyzing its systemic complexity. By adopting the Grounded Theory framework, core content can be screened from the teaching process, and the applicable boundaries and matching laws of ICH craftsmanship in Chinese vocabulary teaching can be identified.

3.2 Research Design

This study was conducted in a TCSL (Teaching Chinese as a Second Language) classroom of a higher vocational college in southeastern Chongqing, focusing on teaching cases that integrate ICH craftsmanship of southeastern Chongqing with Chinese vocabulary teaching.

Data collection targeted different teaching

models, cultural background differences among international students, and typical categories within the ICH resources of southeastern Chongqing. A combination of interview method, classroom observation method, and document analysis method was adopted.

In this study, Chinese teachers, ICH inheritors, and international students in China were selected as interview subjects to explore their personal experiences and evaluations of integrating ICH craftsmanship into vocabulary teaching. Classroom observations were used to analyze the design framework and implementation paths of ICH-integrated teaching, while recording the interaction between teachers and students as well as teaching effects.

A "rolling multi-node" approach was adopted to test theoretical saturation. After the first round of open coding, core categories had already repeated when the 8th interview was completed; when comparing 4 groups of teaching events with the same theme but different scenarios, no new main categories emerged. Finally, ICH experts, Chinese teachers, and international students were invited to conduct member checking to confirm that all experiences were covered by the main categories. After coding the 22nd interview, no new concepts were found in three consecutive texts, and theoretical saturation was determined.

3.3 Research Process

3.3.1 Open coding

Open coding is the first step in grounded theory analysis, aiming to decompose and refine the collected case data layer by layer to form preliminary concepts. In this study, open coding mainly focused on the application of ICH traditional craftsmanship in Chinese vocabulary teaching within international Chinese language education classrooms. A total of 20 initial concepts and 11 sub-categories were extracted. Partial results are shown in Table 1.

3.3.2 Axial coding

The axial coding stage involves correlating and clustering the concepts derived from open coding, aiming to induce categories with broader universality. This stage focuses on the correlation analysis between the cultural connotations of ICH and the semantics of vocabulary, integrating multiple main categories.

The establishment of these main categories not only clarifies the mechanism of how ICH craftsmanship functions in Chinese vocabulary teaching but also provides theoretical support for standardizing its application boundaries. Through axial coding, the internal connection between ICH projects and vocabulary teaching is further clarified, laying a solid foundation for selective coding. Results are shown in Table 2.

3.3.3 Selective coding

Selective coding constitutes the core stage of grounded theory analysis, focusing primarily on the definition of core concepts and the establishment of a theoretical framework. By systematically integrating the results of axial coding, selective coding clarifies the core application boundaries of traditional craftsmanship in Chinese vocabulary teaching.

The analysis shows that within the category centered on "cultural experience", the unique cultural value of ICH projects can significantly enhance learners' ability to understand and apply vocabulary. For example, the "craftsmanship spirit" embodied in Xilankapu craftsmanship achieves cultural resonance with the explanation of vocabulary such as "striving for perfection"and "inheriting and innovating" during vocabulary teaching.

Table 1. Classroom Observation Coding Table

No.	Classroom Case Fragments	Initial Concepts	Concept Categories
1	Explaining the weaving method of Xilankapu (Tujia brocade) characterized by "continuous warps and broken wefts as per pattern requirements"	Tongjing Duanwei (continuous warps and broken wefts)	Core Terminology of ICH Craftsmanship
2	Students recording the craftsmanship of Tujia brocade and describing its cultural affiliation in Chinese	Tujia Brocade	Terminology of Cultural Attributes of ICH Craftsmanship
3	Students learning needle-picking and embroidery techniques while accumulating relevant vocabulary	Needle-Picking Embroidery	Terminology of Operational Actions in ICH Craftsmanship
4	Students discussing and analyzing the meanings of Xilankapu patterns, and summarizing the cultural significance contained in the patterns	Pattern Implications	Terminology of Cultural Connotations in ICH Craftsmanship

5	Students learning the color matching logic of materials used in Xilankapu	Colored Thread Matching	Terminology of Material Matching in ICH Craftsmanship
6	Students making Xilankapu brocade and mastering vocabulary usage through hands-on practice	Hands-on Experience	Activity Forms of ICH Vocabulary Teaching
7	Teachers explaining the inheritance history of Xilankapu with historical stories; students recording and retelling the cultural background	Cultural Explanation	Activity Forms of ICH Vocabulary Teaching
8	Students discussing in groups whether "Xilankapu patterns should incorporate modern elements"	Interactive Discussion	Activity Forms of ICH Vocabulary Teaching
9	Students watching videos of Gaotai Lion Dance (lion dance on high platforms) and attempting to describe the movement details in Chinese	Lion Dance Performance Movements	Terminology of Operational Actions in Performing ICH
10	Displaying Gaotai Lion Dance props; students recording the prop characteristics and attempting to form attributive-head phrases (e.g., "lion dance costume")	Gaotai Lion Dance Prop Characteristics	Terminology of Props in Performing ICH
11	ICH inheritors demonstrating the complete process of Gaotai Lion Dance on site; students learning Chinese expressions for craftsmanship demonstrations	Craftsmanship Demonstration	Language Demand Scenarios in ICH Teaching
12	Students introducing the Xilankapu they wove in Chinese, describing the patterns, colors, and production experience	Finished Product Presentation	Language Demand Scenarios in ICH Teaching
13	Teachers explaining Langxi Zhubanqiao Papermaking; students recording the steps and explaining the process in Chinese	Process Explanation	Language Demand Scenarios in ICH Teaching
14	Analyzing the historical context of Shijituo Pottery; students searching for materials and tracing the cultural origin in Chinese	Cultural Origin Tracing	Language Demand Scenarios in ICH Teaching
15	After making gray tofu (a local traditional food), students writing down their experience feelings in Chinese	Handicraft Experience Feedback	Language Demand Scenarios in ICH Teaching

Table 2. Interview Coding for Teachers and Students

	Sub-Categories	Initial Concepts
Vocabulary Learning Motivation	Vocabulary Learning Interest	Students are interested in vocabulary related to the Tujia Baishou Dance in southeastern Chongqing; Students enjoy learning Chinese vocabulary related to Xilankapu
	Cultural Exploration Aspiration	Students hope to understand local culture by learning ICH-related vocabulary in southeastern Chongqing; Students want to grasp the stories behind ICH through vocabulary
	Self-Efficacy	Students believe that mastering ICH-related vocabulary helps improve their Chinese proficiency; Students are confident that learning vocabulary well enables better communication
Vocabulary Learning Ability	Professional Vocabulary Knowledge	Familiar with ICH-related professional vocabulary in southeastern Chongqing; Possess basic ICH-related vocabulary knowledge
	Vocabulary Application Skills	Able to accurately use vocabulary to describe movements of the Baishou Dance; Skilled in using vocabulary to explain the production process of Xilankapu
	Diligence in Vocabulary Learning	Willing to spend time memorizing ICH-related vocabulary; Not afraid of repeated practice of vocabulary pronunciation
	Innovative Application of Vocabulary	Attempt to use newly learned vocabulary to create essays related to ICH; Innovate the application of vocabulary in different scenarios
Vocabulary Learning Environment	Family Inheritance of Vocabulary Learning	Start learning vocabulary under the influence of elders' love for ICH in the family; There is an atmosphere of learning ICH-related vocabulary in the family
	Teachers' Guidance in Vocabulary Teaching	Systematically learn ICH-related vocabulary under Chinese teachers; Receive guidance on vocabulary learning from teachers
	Peer Mutual Assistance	Exchange experiences in learning ICH-related vocabulary in southeastern

	in Vocabulary Learning	Chongqing with classmates; Practice vocabulary pronunciation together
	Cultural Atmosphere Influence	The strong local ICH cultural atmosphere promotes vocabulary learning; Pay attention to ICH-related vocabulary under the influence of local cultural customs
Vocabulary Learning Opportunities	Vocabulary Competition Experience	Gain a sense of accomplishment by participating in ICH-related vocabulary competitions; Identify shortcomings in vocabulary learning during competitions
	Vocabulary Learning Training	Participate in Chinese ICH-related vocabulary training courses; Receive special guidance on vocabulary learning
	Vocabulary Application Platforms	Apply ICH-related vocabulary on international Chinese communication platforms; Improve vocabulary ability with the help of platforms
Vocabulary Learning Incentives	Recognition of Learning Achievements	Receive teachers' recognition for progress in ICH-related vocabulary; Be praised by classmates
	Honorary Rewards	Obtain certificates of excellence in ICH-related vocabulary learning; Be commended for ranking high in class vocabulary learning
Correlation Between ICH Cultural Connotations and Vocabulary Semantics	Correspondence Between Cultural Elements and Vocabulary	Vocabulary closely related to ICH cultural elements in southeastern Chongqing, such as vocabulary for Baishou Dance movements and vocabulary for the implied meanings of Xilankapu patterns
	Cultural Inheritance and Vocabulary Transmission	Learning ICH-related vocabulary achieves the inheritance of concepts related to ICH culture in southeastern Chongqing
Effectiveness of Teaching Strategies	Teaching Activity Forms and Participation Performance	Teaching activity forms (hands-on experience, cultural explanation, interactive discussion, etc.) and learners' participation (participation in interactive discussions, hands-on experience)
	Teaching Activities and Learning Effect Status	The role of teaching activities in vocabulary learning effects (vocabulary mastery level, improvement of application ability)

The application boundaries of traditional ICH craftsmanship need to focus on learners' emotional needs and cultural identity. Through in-depth analysis of the core of ICH culture, learners' curiosity and initiative can be strengthened. The definition of application boundaries centered on "cultural experience" is summarized as the key adaptation point for the application of ICH craftsmanship in Chinese vocabulary teaching. See Figure 1.

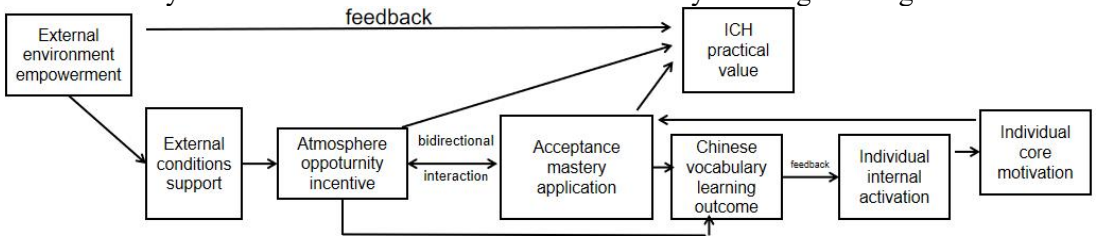

Figure 1. Theoretical Framework of ICH Craftsmanship Application Boundaries in Chinese Vocabulary Teaching

The core framework of this model is "Driver–Interaction–Outcome," following the logic chain "external environment empowerment-internal individual activation-bidirectional interaction reinforcement - learning outcome." External drivers are the "external conditions" that shape international Chinese vocabulary teaching; they supply learners with atmosphere, opportunity, and incentive for vocabulary acquisition. Internal drivers are the "individual core motivations" that determine how well learners accept, master, and apply Chinese vocabulary related to intangible cultural heritage (ICH). Bidirectional interaction is the pivotal link between the two: external factors can activate internal ones, while internal factors can feed back to optimize external conditions. The final outcome is the integration of "south-east Chongqing ICH crafts and Chinese-vocabulary learning," demonstrating the practical value of ICH crafts in vocabulary instruction.

4. Research Findings

4.1 External Drivers

External drivers constitute the environmental and conditional support for international Chinese-vocabulary teaching. By creating atmosphere, furnishing opportunities and supplying incentives, they generate the external conditions under

which learners can encounter and comprehend Chinese vocabulary related to intangible cultural heritage (ICH). These drivers are operationalized in three sub-dimensions comprising nine concrete influence items, see Table 3.

4.2 Internal Driving Factors

Internal driving factors serve as the core of individual motivation and ability for the effectiveness of international Chinese vocabulary learning. They determine whether learners can proactively and efficiently master ICH-related Chinese vocabulary, and specifically include 2 sub-dimensions and 7 specific influencing items. See Table 4.

4.3 Two-Way Interaction between External and Internal Factors

The core logic of the model lies in the two-way promotion—rather than one-way influence—between external and internal driving factors. The specific interaction is as follows:First, external factors activate internal factors. A favorable environmental atmosphere (A) can stimulate vocabulary learning interest (D1) and enhance self-efficacy (D3); abundant vocabulary learning opportunities (B) can practice vocabulary application skills (E2) and strengthen the "aspiration for cultural exploration" (D2); timely vocabulary learning incentives (C) can boost vocabulary learning motivation (D) and prompt learners to study vocabulary more diligently (E3).Second, internal factors exert a reverse effect on external factors. Strong vocabulary learning motivation (D) drives learners to proactively seek vocabulary learning opportunities (B) and even participate in creating a cultural atmosphere (A4); strong vocabulary learning ability (E) enables learners to perform better in vocabulary competitions (B1) and achievement demonstrations (C1), thereby gaining more incentives and forming a positive cycle of “ability → incentive → motivation → ability”.

4.4 Achievement of Learning Outcomes

The two-way interaction between external and internal driving factors ultimately jointly contributes to the learning outcomes (F) of integrating ICH craftsmanship with international Chinese vocabulary learning. Specifically, it is reflected in three outcome dimensions: First, vocabulary mastery outcomes: Learners can accurately memorize and understand ICH-related Chinese vocabulary (basic vocabulary, professional terms, cultural vocabulary);Second, vocabulary application outcomes: Learners can flexibly use the vocabulary in oral expression, written writing, and practical scenarios; Third, cultural understanding outcomes: Learners can understand the connotation of ICH culture behind the vocabulary through vocabulary learning, achieving the simultaneous improvement of "vocabulary learning" and "cultural cognition", and avoiding superficial learning where only the meaning of words is known but not the culture behind them.

Table 3. External Drivers of ICH Crafts in Vocabulary Instruction

External Driving Sub-dimensions	Core Connotation	Specific Influencing Items	Role in Vocabulary Teaching
Environmental Atmosphere (A)	The external environment and interpersonal interaction atmosphere formed by ICH craftsmanship that influences vocabulary learning	1. Vocabulary Learning Inheritance (A1): ICH craftsmanship inheritors promote the intergenerational transmission of relevant vocabulary 2. Teachers’ Guidance in Vocabulary Teaching (A2): Teachers integrate Chinese vocabulary teaching through the explanation of ICH craftsmanship 3. Peer Mutual Assistance in Vocabulary Learning (A3): Learners consolidate vocabulary through mutual assistance in ICH practice 4. Cultural Atmosphere Influence (A4): Scenarios such as ICH exhibitions and craftsmanship demonstrations enable learners to understand the connotation of vocabulary through cultural perception	Reduce the "cultural gap" in vocabulary learning, connect abstract vocabulary with specific scenarios and cultural backgrounds, and enhance the relevance of vocabulary memory
Vocabulary Learning Opportunities (B)	The external environment and interpersonal interaction	1. Vocabulary Competition Experience (B1): ICH-themed vocabulary competitions (e.g., "Dictation of ICH Craftsmanship Names", "Idiom Solitaire") 2. Vocabulary Learning Training (B2): Specialized training (e.g., "In-depth Explanation of ICH Cultural	Provide a "practical outlet" for vocabulary learning, prevent vocabulary learning from staying at the

	atmosphere formed by ICH craftsmanship that influences vocabulary learning	Vocabulary", "Teaching of Craftsmanship Operations and Corresponding Vocabulary") 3. Vocabulary Application Platforms (B3): Online and offline platforms (e.g., ICH craftsmanship practice workshops, ICH modules in Chinese vocabulary APPs)	"memorization" level, and promote the transformation of vocabulary from "passive memory" to "active application"
Vocabulary Learning Incentives (C)	Strengthen learners' motivation to learn ICH-related Chinese vocabulary through feedback and rewards	1. Recognition of Learning Achievements (C1): Evaluate and affirm learners' vocabulary application achievements (e.g., ICH-themed Chinese essays, craftsmanship introduction videos) 2. Honorary Rewards (C2): Award honors to those with excellent vocabulary learning performance (e.g., titles of "ICH Vocabulary Expert", "Cultural Communication Ambassador")	Meet learners' "need for a sense of accomplishment", strengthen the initiative of vocabulary learning through positive feedback, and reduce learning burnout

Table 4. Internal Driving Factors for the Integration of ICH Craftsmanship and Vocabulary Teaching

Internal Driving Sub-dimension	Core Connotation	Specific Influencing Items	Role in Vocabulary Learning
Vocabulary Learning Motivation (D)	Intrinsic psychological impetus that drives learners to actively engage in ICH-related Chinese vocabulary learning	1. Vocabulary Learning Interest (D1): Interest in vocabulary related to ICH craftsmanship (e.g., vocabulary for Tujia Baishou Dance, Xilankapu) 2. Cultural Exploration Aspiration (D2): Desire to understand local culture and stories behind ICH through learning ICH-related vocabulary 3. Self-Efficacy (D3): Belief that mastering ICH-related vocabulary can improve Chinese proficiency and communication skills	Stimulate learners' intrinsic enthusiasm for vocabulary learning, transform "passive learning" into "active exploration", and lay a psychological foundation for efficient vocabulary acquisition
Vocabulary Learning Ability (E)	Individual cognitive and practical capabilities that support the mastery and application of ICH-related Chinese vocabulary	1. Professional Vocabulary Knowledge (E1): Mastery of basic ICH-related professional vocabulary 2. Vocabulary Application Skills (E2): Ability to use vocabulary to describe ICH craftsmanship (e.g., explaining Xilankapu production processes) 3. Diligence in Vocabulary Learning (E3): Willingness to spend time on vocabulary memorization and pronunciation practice 4. Innovative Application of Vocabulary (E4): Ability to create ICH-themed content (e.g., essays) with newly learned vocabulary	Provide essential cognitive support for vocabulary learning, ensure learners can not only "memorize" vocabulary but also "understand and apply" it, and promote the in-depth mastery of ICH-related vocabulary

5. Analysis of the Compatibility between Intangible Cultural Heritage (ICH) Skills and Chinese Vocabulary Teaching

5.1 Compatibility between ICH Skills and Vocabulary Teaching Objectives

Intangible cultural heritage skills, with their profound cultural connotations and unique practical forms, provide diverse resources for Chinese vocabulary teaching. Their cultural characteristics are reflected in the historical memories, ethnic sentiments, and local features carried by these skills. These elements can spark learners' interest and help international students accurately grasp the cultural context and semantic nuances of vocabulary. The practical nature of ICH skills aligns closely with the "application" dimension of vocabulary teaching objectives. By personally engaging in ICH activities, learners reinforce vocabulary usage scenarios in practice, enhance their vocabulary application skills, and promote the development of language communication abilities [18]. The practice-oriented

approach of this teaching method is highly compatible with the needs of international Chinese education, as learners find it easier to grasp abstract language rules through hands-on experience.

However, the uniqueness of ICH skills means they cannot fully align with all vocabulary teaching objectives. For basic vocabulary teaching, ICH themes are often relatively complex and difficult to directly map to simple semantic categories. In practical application, differentiated selection based on vocabulary difficulty and ICH characteristics is necessary to optimize the alignment between the two.

5.2 Compatibility with Learners' Cultural Backgrounds and Cognitive Levels

Learners' mastery of ICH skill-related vocabulary varies significantly due to the influence of their cultural and cognitive backgrounds. Learners with diverse cultural backgrounds often exhibit positive attitudes toward ICH skills, and whether this interest translates into effective learning outcomes depends on their cognitive levels and acceptance of cultural differences [19]. For instance, learners with strong cross-cultural abilities find the cultural attributes of ICH skills to be a key link in vocabulary acquisition, whereas learners with insufficient cultural perception tend to experience a positive correlation between the complexity of ICH content and learning pressure, which may even lead to psychological resistance. Therefore, teaching design must fully consider learners' cultural backgrounds and cognitive levels to develop personalized teaching plans. Differentiated teaching arrangements should be formulated by comprehensively considering learners' cultural attributes and cognitive levels. For beginners, the focus should be on simple and highly demonstrative ICH projects, such as paper-cutting and embroidery. For advanced learners, more technically demanding ICH study modules, such as opera performance and instrument making, can be incorporated. The age factor of learners should also not be overlooked. Adult learners are more concerned with the cultural value and social significance of ICH, requiring teachers to balance entertainment and knowledge in their teaching.

5.3 Compatibility of Teaching Environment and Resources

The level of support from the teaching environment and resources is a crucial factor affecting the application of ICH skills in vocabulary teaching. In online teaching scenarios, virtual simulation technology and multimedia resources can partially compensate for the lack of hands-on experience but struggle to fully replicate the authenticity and immersion of ICH activities. For example, while videos demonstrating the production process of "Shijituo Pottery" can help learners understand the basic operational process, they cannot convey the gradual adjustment of textures in pottery making or the tactile differences in practical carving. Thus, online teaching should leverage technological means to develop course content with well-designed "human-computer interaction" and "interpersonal interaction" functions, along with strong visual appeal, to effectively enhance the output of vocabulary learning.

In offline teaching contexts, more possibilities for the application of ICH skills emerge. For instance, ICH inheritors can be invited to serve as practical mentors in the classroom, providing face-to-face guidance to international students in completing ICH practice projects. The quality and quantity of teaching resources directly impact the integration of ICH content with vocabulary teaching. For regions with limited resources, practical implementation faces significant challenges. Schools and relevant education departments should pool wisdom and efforts, integrating social forces to support the dissemination of ICH skills.

6. Innovative Application Methods

6.1 Integration of Modern Technological Means

Modern technological means have created new possibilities for the practice of integrating ICH skills with Chinese vocabulary teaching. The introduction of virtual reality (VR), augmented reality (AR), and artificial intelligence technologies can construct immersive ICH experience scenarios, allowing learners to gain direct and vivid cultural experiences. VR technology simulates the production processes of ICH crafts, enabling learners to "personally participate" in the operation of ICH projects and understand the cultural core and semantic elements of vocabulary through interaction. Simultaneously, using multimedia methods can enhance teaching effectiveness; the demonstration of resources like videos and audio helps learners establish connections between vocabulary and specific contexts. Modern technology not only promotes teaching models but also expands the forms of teaching resources,

deepens the connotation of learners' cultural experiences, and optimizes the efficiency and depth of vocabulary learning.

However, the use of modern technology should closely align with actual teaching needs, avoiding formalism or over-reliance on technological applications. In practice, teachers can select appropriate intelligent tools based on teaching objectives to form a well-structured teaching sequence. For example, when teaching vocabulary related to "ceramics," 3D modeling technology can be used to achieve a three-dimensional display of the ceramic production steps, combined with textual annotations and audio assistance, to promote international students' in-depth understanding of vocabulary meanings and their specific usage. Furthermore, internet-based online platforms have opened new spaces for the dissemination of ICH skills. Learners can access ICH content anytime through online courses, virtual museums, etc., expanding the boundaries of vocabulary learning.

6.2 Project-Based Learning Teaching Model

Project-Based Learning (PBL) is a student-centered teaching approach that effectively promotes learners' spontaneous exploration and practice, facilitating the establishment of an ICH knowledge system and the precise use of related vocabulary through project participation [20]. Teachers can design practical projects centered on ICH skills, guiding learners to master these skills through methods like research, practice, and achievement demonstration, thereby accumulating basic vocabulary related to crafts, such as "scissors," "pattern," and "symmetry" for paper-cutting. This teaching model can promote the development of international students' language skills and also enhance their cross-cultural communication skills and teamwork abilities in multicultural contexts.

Adopting an interdisciplinary teaching model also brings new perspectives to vocabulary teaching. Using an interdisciplinary approach to connect ICH knowledge with fields like history, art, and sociology, through multi-perspective teaching activities, helps international students build a three-dimensional understanding of the social significance of ICH [21]. For instance, when explaining vocabulary related to music, one can analyze the characteristics of ICH music melodies combined with music theory, guiding international students to use Chinese to describe auditory perceptions and cultural values, achieving deep absorption and effective output of vocabulary.

6.3 Deepening Cultural Immersion Design

ICH immersion teaching focuses on deeply embedding ICH cultural elements into all aspects of vocabulary teaching, allowing for the natural absorption of vocabulary within a comprehensive cultural experience. For example, when teaching vocabulary related to ICH traditional festivals, using the Tujia ethnic group's ICH festival "Sheba Day" as a vehicle, guide international students to participate in practices like hand-waving dance performances and tasting She fan (Sheba rice). Through cultural settings such as sacrificial ceremonies, song and dance performances, and communal meals, they directly experience and master the emotional connotations and contextual characteristics of the words. This breaks the traditional framework of "vocabulary definition + example sentences," allowing vocabulary to become a vehicle for cultural transmission rather than isolated linguistic symbols.

Furthermore, the participation of ICH inheritors can strengthen the effect of cultural immersion. Inviting inheritors of ICH skills like brocade weaving and pottery into the classroom to explain the stories of skill transmission in Chinese, while demonstrating steps and simultaneously explaining the origins and usage of professional vocabulary like "Tiao hua" (cross-stitch work) and "La pei" (clay throwing). Through interaction with the inheritors, international students learn vocabulary expressions, perceive the "craftsman spirit" and "cultural heritage" behind the vocabulary, achieving the dual goals of language learning and cultural identity.

6.4 Constructing a Dynamic Evaluation System

Based on the requirement for synergistic effectiveness between the "vocabulary dimension" and "cultural dimension" in the model, a dynamic evaluation system should be established to avoid single vocabulary testing. Evaluation content can include: accuracy in vocabulary application (correct use of terms like "batik," "forging"), depth of cultural understanding (the auspicious meanings behind "Xilan Kapu" patterns), and proactiveness in practical participation (actively using vocabulary to complete ICH research reports).

The evaluation method should combine "process recording + periodic showcases." Process recording, through means like learning logs and classroom interaction videos, tracks the progressive process of international students' vocabulary application and cultural understanding. Periodic showcases guide international students to present their ICH learning outcomes in Chinese, such as holding ICH vocabulary story-telling sessions or technical process explanation competitions in Chinese. This makes evaluation a catalyst for learning motivation, not merely a means.

7. Conclusion

This study, grounded in grounded theory, comprehensively analyzes the application scope and compatibility issues of intangible cultural heritage (ICH) skills in vocabulary teaching. Through coding analysis of practical examples from ICH-integrated Chinese language classes in vocational colleges, it delineates the core application boundaries of ICH skills in vocabulary teaching, primarily manifested in cultural experiences, vocabulary-semantic connections, and the design of practical teaching activities. ICH skills can not only enrich vocabulary teaching content but also enhance international students' motivation and classroom interaction, thereby improving the teaching level of linguistic elements. Through coding and categorization, the core matching elements for applying ICH skills to vocabulary teaching can be summarized as cultural consistency, cognitive alignment level, and supporting teaching resources.

This study proposes specific recommendations: prioritize ICH projects with strong cultural representativeness and easy integration into vocabulary teaching objectives; traditional crafts and folk activities can utilize methods involving physical objects or scenario recreation; instructional design must consider learners' cultural differences and comprehension levels; employ digital means like artificial intelligence to develop immersive teaching spaces for ICH terminology, particularly materials highly compatible with ICH teaching. However, the current research has several limitations. The empirical study focused on case examples from vocational colleges; future research could expand the categories of ICH projects and geographical scope to test teaching applicability. Furthermore, the external validity of the conclusions requires further investigation into the pathways through which differences in ICH teaching methods affect Chinese vocabulary acquisition outcomes. Therefore, it is necessary to further deepen and broaden perspectives to pave more dynamic development pathways for international Chinese education. of assessing outcomes, completing a positive cycle from "external drive to internal drive."

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