

Analysis of the Application of Tea Culture Experiential Courses in Teaching Chinese as a Foreign Language

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Abstract

Tea culture is closely related to Chinese traditional culture system. In teaching Chinese as a foreign language, applying tea culture experiential courses is of great significance for improving students' Chinese communication level. This paper analyzes the advantages of this experiential courses, and researches on the teaching content and teaching methods. In order to give full play to the role of tea culture experiential courses in improving learners' language use and expanding their cultural vision.

Keywords

Chinese teaching, Tea culture, Experiential Courses, Culture communication

Introduction

In recent years, with the upsurge of Chinese learning, teaching Chinese as a foreign language has developed rapidly (Qin, 2020). However, in the teaching process, more attention is paid to the teaching of Chinese vocabulary, grammar and pronunciation than the traditional culture contained in the Chinese language. The difficulties in learning Chinese are partly due to learners' lack of cognition of traditional Chinese culture, which makes it difficult to understand the deep meaning of Chinese in learning (Su, 2020). Tea culture is closely related to the traditional philosophy of Confucianism, Buddhism and Taoism in ancient China. In addition, the diversified forms of Chinese tea culture, such as The Classic of Tea, tea music, tea sets, tea poems and paintings, medical value of tea, which provide the rich teaching practicality. Therefore, taking tea culture as the entry point for foreign learners to understand Chinese culture can help foreign learners to understand Chinese traditional culture quickly.

The experiential courses studied in this paper is not a single course, but a series of courses integrated into different levels of Chinese teaching, which can be divided into 3 or more stages. From the initial stage to the advanced one matched with the different Chinese ability, these courses as a more intuitive and specific teaching method, can make learners feel the connotation of Chinese culture through real or simulated scenes (Lu, 2019).

Teaching Design of Tea Culture Experiential Courses

Educators must pay attention to carry out teaching design according to students' characteristics and learning needs, so as to ensure that the teaching content and difficulty presented by teachers are consistent with students' cognitive ability and learning ability. Besides, the teaching design needs to follow the practical principle. Teachers need to ensure that students can master the useful content for their own language ability development, physical and mental health development after receiving these courses.

The first stage of tea culture experiential courses focus on the hands-on experiences. For example, dress the tea costume which is called Hanfu, a kind of ancient Chinese clothes; take the specific spring water to make tea; use tea sets with different functions; enjoy the tea-houses activities which offer a variety of entertainment including local opera, the pouting-tea-into-cups skill not only combining teaching with entertainment, but also enlivening the curriculum atmosphere to a greater extent. For some knowledge that learners are not interested in or difficult to understand, students can transfer them in the process of experiential courses, so as to improve students' enthusiasm for learning Chinese culture. In this kind of communication atmosphere, some learners with poor Chinese proficiency can also communicate with others through practice, which can avoid the situation of not being serious in class. With the enhancing and consolidating of the learners' basic knowledge of Chinese, they have formed a preliminary cognition of relevant Chinese sentences and idioms (Hu, 2019).

The second stage requires the students to have a preliminary understanding of Chinese culture. The experiential courses are mainly about tea drinking custom of Chinese people. There are seven kinds of tea and ten famous teas in China. Every tea has its own effect on the body. Let the learners take the right tea at the matched time enabling them to understand the daily life style and behavior pattern of Chinese people, thus deepening their understanding of local culture (Ma, 2019). Under the teacher's demonstration and explanation, students' practice operation can strengthen their impression of Chinese in the most direct and real language environment. Meanwhile, by experiencing the rich and profound connotation of tea culture enables learners to gain new experience and boosts their knowledge understanding to achieve a more ideal teaching effect.

The third stage is the advanced level. The experiential courses cover all kinds of etiquette of tea culture which has permeated the ideological connotation of various schools since ancient times in China. On this basis, students can learn to write tea poems, tea jingles and so on. This experiential courses provide more space for learners to think in Chinese; transform a large amount of declarative knowledge into procedural knowledge through experiential activities, and enables learners to learn and accumulate knowledge in practice.

In this stage, the interpretation and performance of Chinese intangible cultural symbols are carried out in a practical way. Through the process of communication and demonstration, learners can understand and analyze the characteristics and values of Chinese language culture. The participants' emotion and intelligence are tested in the

process of display. Then the comprehensive and integrated results obtained are also a deep memory for learning, which deepens the students' understanding of Chinese culture and their comprehensive application ability. In Chinese teaching, learners' understanding of Chinese material cultural symbols and non-material cultural symbols mainly relies on learners' personal experience and participation to truly experience the Chinese cultural atmosphere and feel the charm of Chinese culture (Dong, 2019). In an active classroom atmosphere, learners merging boring theoretical knowledge with practice to realize the combination of speaking and practice, render Chinese knowledge learning and Chinese culture experiencing effective.

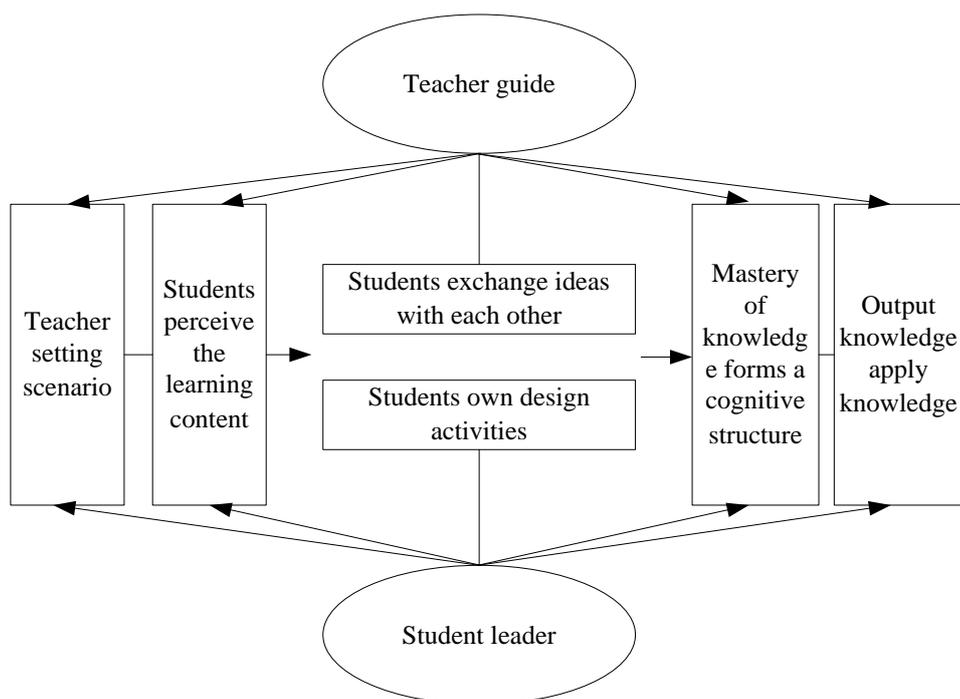


Figure 1. The structure of tea culture experiential courses

A Comparative Study of Traditional Teaching Method and Experiential Courses

As a supplementary course for teaching Chinese as a foreign language, tea culture experiential courses can make learners effectively apply what they have learned, combine Chinese learning with practice, and mobilize the enthusiasm of students (Sun, Wong & He, 2019). The practice courses take students as the main body, fully reflect the subjective initiative of learners, and make the knowledge of Chinese to be transformed.

Table 1. Comparison of the two teaching methods

Table 1	Experiential Teaching Method	Traditional Teaching Method
Test	Learning process orientation	Learning outcome - oriented
	Self-assessment process reflection	Achievement test standard - referenced test

Learning motivation	Intrinsic motivation	Outside of motivation
Learning process control	Independent learning	Structured learning
Learning experience	Learning process, skills, independent exploration	Learning content, facts, skills, concepts
Curriculum view	Dynamic, open, loosely organized	Static, structured, staged, closed
Knowledge view	A personal knowledge system	Unquestioned knowledge from books
Student role	Group work Independent discovering	Individual work Passively received information
Teacher role	Cooperating with students	Lectures provider
Classroom rights	Equality between teachers and students	Teachers have absolute authority
Learning view	Knowledge transformation	Teach knowledge

Through the analysis of the differences between these two teaching methods, it can be seen that experiential courses can effectively stimulate learners' thirst for knowledge and make learning in an active state. This approach is more effective for learners who are new to Chinese culture and whose Chinese is not very good, and they can enhance their understanding of Chinese in the process of interaction. After the tea culture experience, the students resonate with the cultural information they have acquired, compare the culture of their own country with that of China, and find the similarities and differences, not only consolidating the knowledge, but also stimulating new thoughts and ideas.

Conclusions

In the analysis of the tea culture experiential courses in teaching Chinese as a foreign language, the tea culture is taken as the carrier of the Chinese language learning, while the students are allowed to experience the Chinese language culture in the creation situation by the way of experiential courses. Through the analysis of the learners' age, educational background and cognitive level, the study contents of the courses are reasonably arranged and feasible learning objectives are formulated. The overall arrangement and design of tea culture experience are made through diversified teaching methods such as object display, teacher-student activities and experiential operation. Taking tea culture as the main body, the design experience class combines theoretical knowledge with tea art practice, which not merely includes tea classification, history, characteristics, but includes tea brewing procedures. By making use of the extensive knowledge involved in tea culture, learners can understand and use Chinese in the practice process and improve their understanding of Chinese.

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