

Study on the Path of Combining Chinese Teaching as a Foreign Language and Tea Culture in Indonesia During the Post-Epidemic Period

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ABSTRACT

In the post-epidemic period, cultural teaching is still an important part of the process of teaching Chinese as a foreign language, as well as it is the starting point for communication and cooperation between countries and cultures. This paper discusses the current situation of the development of tea culture in China and Indonesia, and explores the realization path of tea culture exchange in teaching Chinese as a foreign language and the idea of combining tea culture in teaching design.

KEYWORDS

Post-Epidemic Period; Indonesia; Chinese-Teaching; Tea Culture.

INTRODUCTION

Since the post-epidemic era, the process of teaching Chinese as a foreign language is still a way to cultural communication and exchange between the different country and the nationality. For a long time, teaching Chinese as a foreign language attaches importance to the sharing and communication of Chinese culture, which is also determined by the cross-cultural nature of teaching Chinese as a second language and the fundamental purpose of cultivating learners' communicative competence in Chinese. China is the world's birthplace of tea, with the profound tea culture. Tea culture is an important part of Chinese traditional culture. Since modern times, tea culture has been displaying great vigor vitality. The tea culture of Associating with friends by tea and the Belt and Road are complementary to each other. It plays a huge role in cultural exchanges with countries along the routes. Indonesia is located in the key link of the Belt and Road in Southeast Asia, in which there has a relatively long history of tea tree planting and tea-drinking customs. Therefore, taking tea culture as the entry point of cultural exchange between China and Indonesia, which can be integrated into the process of teaching Chinese as a foreign language. With the in-depth exchanges between China and Indonesia, tea culture can open a special window to understand Chinese traditional culture in order to teaching Chinese as a foreign language in Indonesia. As Hua Ping puts it, "The communication between different cultures is guided by language contact. Therefore it determines that in the process of learning a second language... It is necessary to add relevant cultural teaching while carrying out the second language teaching."¹ Xie

¹ Hua Ping (2013). Research on Cultural Teaching in Teaching Chinese as a Foreign Language, Dissertation of Lanzhou University.

Lingling also says that "culture influences and restricts language."² This paper mainly explores the practical basis and the realization path of the combination of tea culture and teaching Chinese as a foreign language in Indonesia.

RESULTS AND DISCUSSION

First, the Practical Basis of Tea Culture Integrated Into Indonesia's Teaching of Chinese as a Foreign Language

1. Tea Culture is the Epitome of Chinese Excellent Culture

When it comes to tea culture, Yu Jiao indicates that: "Tea, as a combination of food and culture, integrates with philosophy, religion, folk-custom, Li Han, medicine, gardening and so on. It forms a unique Chinese tea culture ecological system with vast and complex, numerous branches, which spreads through the five thousand years of civilization in China."³ Chinese tea culture is an important part of Chinese traditional culture. The core of the development of tea culture is the process of tea blending with Chinese Confucianism, Buddhism and Taoism. Therefore, tea culture is not only the presentation of language, but also displays the unique etiquette, morality, art and so on. So the core of tea culture is called as "tea ceremony", which means tea can cultivate people's temperament and edify sentiment. Mr. Huang Zhigen indicates that: "the Buddhists promoted tea drinking to society. The literati and Confucians turned tea into a kind of culture. And Taoists were the first to entertain themselves with tea."⁴ He expounds the relationship between tea and the culture of the three most important religions in Chinese tradition in an extremely concise way. and the relationship between the Even though Chinese traditional culture is rich and colourful, there are not many cultures like tea that deeply influenced by Confucianism, Buddhism and Taoism. It is precisely because of this that "tea" has extremely rich connotations and expressions. For example, our "Zen tea" and common people's seven ones "firewood, rice, oil, salt, soy sauce, vinegar and tea" reflect the relationship between tea and Buddhist culture. The bitterness of tea is like the bitterness of life. Although tea tastes bitter, it has a sweet aftertaste, and life is the same.

Chinese scholar's seven daily necessities "music, chess, calligraphy, painting, poetry, wine and tea" embodies the combination of tea and Confucian spirit. Liu Zhenliang, a scholar of Tang Dynasty, put forward the ten virtues of drinking tea: "dispersing depression with tea, driving sleep with tea, nourishing vitality with tea, eliminating disease with tea, benefiting courtesy with tea, paying respect with tea, tasting taste with tea, nourishing the body with tea, practicing Tao with tea, and elegance with tea."

Tea is combined with the noble sentiments of literati. As for the combination of tea and Taoist culture, Mr. Huang Zhigen said: "Chinese tea ceremony should aim at the intangible, the intangible spiritual power is greater than the tangible program, which is the result of the influence of Taoism." Taoist thought emphasizes "harmony among heaven, earth and people", and the combination of tea and people born from heaven and earth is the best "harmony", which shows that tea culture is broad and extensive, and taking tea culture as the starting point is a very feasible and realistic basis for teaching Chinese as a foreign language in Indonesia. Wang Wenjie also believes that "it is obvious that tea culture is essential for the international cultural communication."⁵

² Lingling Xie (2012). An Analysis of the Culture-centered Chinese Teaching Model in the United States, Dissertation of Central China Normal University.

³ Jin Jiao (2015) Chinese Tea Culture and International Chinese Language Education, Graduate dissertation of Sichuan Normal University.

⁴ Zhigen Huang. Chinese Tea Culture. 《Zhejiang University Press》 No.2.

⁵ Wang Wenjie (2021). The Application of Tea culture in Teaching Chinese as a Foreign Language. Tea of Fujian, No.43.

2. *The In-Depth Economic Cooperation Between China and Indonesia Promotes the Exchange of Tea Culture*

With the development of economic globalization and the Belt and Road, the exchanges between China and the world are getting increasingly close. Xu Liang⁶ points out that Chinese tea has promoted economic and trade cooperation in regions along the Belt and Road, and creates a new path for harmonious coexistence between China and the Belt and Road region. Indonesia is an important country of the Belt and Road in South east Asia, which is bound to deepen cultural exchanges with China in the process of strengthening economic exchanges with China. Language is an indispensable bridge, and Chinese language teaching and inseparable from the cultural teaching. As LIU XUN puts it, "THE PRESERVATION OF CULTURE REQUIRES THE DOCUMENTATION OF LANGUAGE, ESPECIALLY WRITTEN LANGUAGE, and language is an important tool for the spread of culture across the time and space. Language and culture promote each other, restrict each other and depend on each other."⁷In order to strengthen the interest and enthusiasm of language learners who use Indonesian as their mother tongue in Chinese learning, it puts forward higher level requirements for the Chinese culture behind the Chinese language. In particular, advanced Chinese learners show strong curiosity and willingness to learn Chinese culture after they have mastery of certain basic language knowledge and skills. In the syllabus developed by the Sino-Foreign Language Exchange and Cooperation Center, tea culture with a long history is included in the teaching tasks about Chinese culture. At the same time, along the Belt and Road, including Indonesia, there has been initially formed a unique tea drinking culture system at present. And this is the tea culture of Associating with friends by tea." Du Jiahui also believes that "there are many cultural themes in tea culture, which can be applied to Chinese as a foreign language, and the cultural scope can be extended to a wide range. Taking tea culture as the starting point of teaching can not only enable students to understand all aspects of Chinese traditional culture and improve students' Chinese cultural literacy, but also help teachers and students to carry out cross-cultural communication."⁸ Tea" has become an important part of "communication".

3. *Tea Culture is the Commonality Between Chinese and Indonesian Culture*

Both China and Indonesia have a long history of tea planting and drinking. As Wang Xuerong puts it, "Countries in the East Asian cultural circle, have been influenced by Chinese culture since ancient times, and have relatively similar cultural deposits with China."⁹A nation that drinks and loves tea for a long time will gradually develop related cultural customs. Chinese tea culture is gradually developed in this way. Chinese people have always loved drinking tea since ancient times, Tea reflects the Chinese spirit of "benevolence", "tranquility" and "harmony". On the other hand, Indonesians like to drink milk tea, which is mixed with creamy candy and ice cubes. This is what is called tea drinking. Two countries that love tea are bound to have some convergent understandings of tea, and tea culture should also become a very important commonality between Chinese and Indonesian culture. For the two countries, the commonality will correspondingly reduce the

⁶ Xu Liang (2016). Under "the Belt and Road" strategy the idea of Chinese Tea Culture spreading abroad. 《Tea of Fujian》 No.12.

⁷ Liu XUN (2000) Introduction TO TEACHING Chinese AS A FOREIGN LANGUAGE, Beijing LANGUAGE AND CULTURE UNIVERSITY PRESS.

⁸ Du Jiahui (2020). On the Influence and Spread of Chinese Tea Culture Spirit in Teaching Chinese as a Foreign Language. Tea of Fujian, No.58.

⁹ Wang, Xuerong (2016). Curriculum design and teaching research on Tea Culture as a Foreign Language. Dissertation of Ludong University.

resistance in the process of communication. As Yu Jiao puts it: "in terms of spiritual form teaching of tea culture, what we need is to introduce the connotation of tea culture to learners along the Belt and Road route, which can save a lot of preparatory work in the early stage. It is the commonality of culture that reduces the resistance in the process of mutual learning of tea culture teaching."¹⁰Therefore, it is very beneficial and necessary to focus on the commonality of tea culture in teaching Chinese as a foreign language from the commonality of tea culture."It can resonate with learners along the Belt and Road to learn about tea culture."¹¹

Second, the Realization Path of Integrating Tea Culture Into Indonesian Teaching of Chinese as a Foreign Language

1. Master the New Characteristics of Tea Culture Development in the Post-Epidemic Era

The post-epidemic era has arrived. The COVID-19 outbreak in 2020 has greatly changed the mode of teaching Chinese as a foreign language and promoted the development of online teaching, which is both a challenge and an opportunity for tea culture teaching. As Liu Limin puts it: "this large-scale online education practice means that China may be experiencing the world's largest information infrastructure upgrading project and a training project for teachers and students to improve information literacy. The world's largest information-based teaching social experiment and an open education resources movement have revolutionary significance to the use of information-based means to promote the reform of education and teaching methods, and the most important thing is to greatly promote the transformation of educational concepts."¹²China and Indonesia are both populous countries. In the post-epidemic era, online teaching is bound to become one of the ways of teaching Chinese as a foreign language in the Internet era, which accelerates the large-scale network upgrade in Indonesia and laid a foundation for the subsequent development of Chinese teaching as a foreign language in Indonesia. Teachers also gradually explore the teaching mode and teaching method adapted to online teaching, and push online teaching and online communication to the process of normalizing to break the previous thinking limitation that only offline activities could be carried out. Zeng Huiyu said: "In order to introduce tea culture into teaching Chinese as a foreign language, the first thing to do is to infiltrate and spread tea culture to foreign students in teaching."¹³The teaching modes of teaching Chinese as a foreign language have been gradually enriched, including online live broadcasting, recording broadcasting or the combination of live broadcasting and recording broadcasting. The platforms for online education have also been enriched and improved, such as Zoom, Dingtai, Tencent Conference, Microsoft Teams, etc.

Generally speaking, the teaching of Chinese as a second language in Indonesia in the post-epidemic era has successfully broken through the limitations of time and space, and opportunities and challenges coexist in the teaching of tea culture. The opportunities are reflected in the fact that teachers can more conveniently borrow the abundant tea culture resources in China, such as tea gardens and tea rooms. The challenges are the sudden epidemic, which makes it difficult for students to realize many practical contents in tea

¹⁰ Jin Jiao (2015) Chinese Tea Culture and International Chinese Language Education, Graduate dissertation of Sichuan Normal University.

¹¹ Zhang Y S (2019). Study on the teaching model of Tea Culture in Teaching Chinese as a Foreign Language from the perspective of "The Belt and Road", China University of Petroleum (East China), 001379.

¹² Liming Liu (2020) This is the largest educational experiment in the world. 《Newspaper of the CPPCC》 No.3.

¹³ Zeng Huiyu (2020). Study on the Import of Chinese Tea Culture into Teaching Chinese as a Foreign Language. Tea of Fujian, No.42.

culture teaching. It is necessary to master the characteristics of the post-epidemic era, and actively explore the combination of tea culture teaching and network teaching.

2. *Analyze the Current Situation of Tea Culture Teaching and Explore New Paths*

In the present teaching Chinese as a foreign language and tea culture in the process of teaching, the existing teaching mode is still more traditional, which pay more attention to the interpretation of theoretical content, and is affected by the limited amount of class hours and the difficulty of cultural teaching at the same time. In the process of teaching Chinese as a foreign language, it is difficult to convey tea culture vividly and concretely to students. However, the relatively boring cultural teaching is difficult to attract students' interest in learning as well as weakens the unique flavor of the tea culture itself. In addition, the explanation of traditional culture is far too simplistic. If we only rely on students' independent exploration and learning, extensive and profound tea culture needs to be presented in reality, so there are still great difficulties and obstacles for students. Therefore, the following thoughts are made in the realization of tea culture and teaching Chinese as a foreign language:

2.1 *Continuously Improve the Professionalism of Tea Culture and Teaching for Teachers of Chinese as a Foreign Language*

Zhang Jiawei said, "Chinese international educators should play a more important role in the dissemination of education and bring Chinese tea culture to the world."¹⁴The professional knowledge of Chinese tea culture of teachers directly affects the presentation effect and communication content of tea culture classroom. Tea culture presented can be varied in form. For example, it can be presented in the form of tea art performance, tasting and serving tea, or eating tea to enjoy the taste of tea. Tea itself is a combination of elegance and beauty and real life characteristics. In the process of setting teaching elements of Chinese tea culture, teachers should combine theory with practice, so as to more beneficially show the culture and flavor of tea.

2.2 *Pay Attention to the use of Situational Teaching Method, Reasonable use of Location Advantages and Film and Television Resources*

Since the post-epidemic era, online teaching is most common way to carry out teaching Chinese as a foreign language in Indonesia. As a teacher, we can make full use of domestic rich and substantial film and television materials. Meanwhile, we can take advantage of the geographical advantages in China and use situational teaching method to arrange our own teaching environment and change our own teaching position. For example, when we introduce the tea set in the teaching classroom of tea culture, we can prepare a variety of tea sets in advance. when we explain the tea, we can prepare some tea leaves for observing. When we explain tearooms, we can take the students to visit the domestic tearooms. And it is not limited to traditional videos or pictures, as a consequence, we can fully mobilize the enthusiasm of students and arouse curiosity of students with the actual situation.

2.3 *In the Post-Epidemic Period, Teaching Should be Carried Out in a Combination of International and Domestic Ways*

Nowadays the epidemic has become a normal situation, and many teachers of Chinese as a second language are gradually familiar with online teaching courses. In the future, some teachers will certainly go to Indonesia to do quite a lot of teaching. They can cooperate with

¹⁴ Zhang, J. (2014). Application of Situational Approach in Teaching Tea Culture as a Foreign Language. Northwestern University dissertation.

domestic teachers who carry out the online teaching. For example, they need to carry out the courses of appreciating tea set. The teacher of online teaching can make use of domestic resources to prepare corresponding tea sets, and the teacher in Indonesia can organize on-site classroom activities to achieve better teaching effects. As Li Quan puts it, "Introducing an open, inclusive and culturally diverse image of contemporary China to Chinese learners is exactly the concept and strategy for cultural teaching and communication."¹⁵

2.4 Combine Tea Culture with other Traditional Cultures to Enhance Students' Realistic Experience

Tea culture can be combined with a now relatively mature Hanfu culture, which can help students to experience the feeling of making tea and drinking tea in Hanfu. Students "Through the understanding of tea culture, students can improve their own cultural level to achieve the synergistic improvement of Chinese learning efficiency and quality. "¹⁶ Furthermore, we encourage students to organize tea parties. Students can give performances in class so that they can enjoy the show and the scenery while making tea and drinking tea. Every time we can drink different kinds of tea. Chinese tea can be roughly divided into six categories according to the degree of fermentation. Each time, we can allow students to drink one or two kinds of tea. At the same time, students can identify the differences between different kinds of tea, and truly understand the relationship between tea and traditional Chinese culture.

2.5 To Realize the Mutual Exploration of Chinese Tea Culture and Indonesian Tea Culture

Both Chinese and Indonesians love tea. Chinese as a foreign language teachers can show the Chinese tea culture, and Indonesian students also can show the tea culture in Indonesia. They can make use of various forms such as classroom presentation, experiencing Indonesian milk tea production, introducing Indonesian tea trees and history of tea development in Indonesia, visiting tea factory, which can be used to promote the communication between Chinese tea culture and Indonesian tea culture, and even explore some similarities and differences between the two countries' tea cultures.

CONCLUSION

As an important integrator of Chinese traditional culture, tea culture has been continuously promoted with the deepening economic exchanges between China and Indonesia. In the meantime, both countries love tea and like drinking tea, so we can take tea culture as the breakthrough point of teaching Chinese as a foreign language to explore the realization path of tea culture in teaching Chinese as a foreign language in Indonesia. It not only can give a good Chinese narrative, but also can promote the in-depth cultural exchange and interaction between China and Indonesia.

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¹⁵ Li Quan, Ding Qiuhuai (2017). Teaching and Communication of Chinese Culture: Contemporary perspectives and connotations. *Language application* No.1.

¹⁶ Xiong Yirong, Xu Muzhu (2021). Research on the Dissemination of Chinese Tea Culture in Teaching Chinese as a Foreign Language. *Tea of Fujian*, No.43.

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