

The Integrated Application of Chinese Baijiu Culture and Storytelling in Teaching Chinese as a Second Language

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Abstract. The enhancement of intercultural communicative competence is emphasized as one of the objectives of Second Language Acquisition. Recognizing the cultural knowledge and spiritual values carried by the target language texts is an effective way to improve learners' daily communicative competence and cultivate a sense of cultural identity. As a part of traditional Chinese culture, Baijiu culture and its textual carriers also have unique teaching functions. This study applies the integration of Baijiu culture stories and storytelling pedagogy in the Teaching Chinese as a Second Language (TCSL) practice, for the purpose of exploring the effectiveness of Baijiu cultural story in Second-language acquisition(L2). Through theoretical analysis and teaching practice, it is found that the integrated application of Chinese Baijiu cultural story and storytelling method can comprehensively improve learners' language skills and enable them to better engage in intercultural dialogue in an inclusive manner.

1. Introduction

The global development initiative of "One Belt, One Road" continues to drive a boom in Chinese language learning, with more and more learners focusing on Chinese society, learning the Chinese language, and getting to know Chinese culture. Culture provides the tools that allow us to organize and understand the world in a communicative way. Learning and thinking are also always situated in cultural situations which will always depend on the use of cultural resources^[1]. Culture collision, as an unavoidable phenomenon in the communication process of individuals in different cultural backgrounds, may often trigger a series of cross-cultural communication barriers and misunderstandings. These barriers and misunderstandings may not only hinder the effective transmission of information, but also destroy the trust and understanding between the two parties, thus seriously affecting the healthy development of intercultural interpersonal relationships. Therefore, it is crucial for L2 learners to have an in-depth understanding of the customs and culture of the target language group.

Chinese baijiu culture, as a bright pearl in the long history and splendid civilization of the Chinese nation, is a unique material existence of the Chinese nation, and a spiritual and cultural symbol deeply imprinted in the national bloodline. This unique and charming culture is undoubtedly an important theme that foreign learners cannot miss when exploring the Chinese. In the long history, Chinese Baijiu culture has given birth to countless wonderful stories and texts related to it, which not only show the brewing techniques and tasting art of Baijiu, but also contain a wealth of historical information, humanistic

feelings, and philosophical reflections.

Therefore, how to skillfully apply this combination of culture and stories in teaching Chinese as a second language is an important topic worthy of every teacher's in-depth study and attention. By incorporating stories and texts related to the culture of baijiu, it can not only stimulate students' interest in learning and help them better understand and memories their Chinese knowledge, but also transmit the cultural essence and values of the Chinese nation in a subtle way and promote cross-cultural communication and understanding. Chinese Baijiu culture, as a unique material existence and spiritual cultural symbol of the Chinese nation, is a language and cultural theme that foreign learners cannot miss. This culture has left many story texts related to Chinese Baijiu in the long history. It is worth every teacher's attention to find out how to apply this combination of culture and storytelling in TCSL.

2. Applied basis for the integration of Chinese Baijiu culture and storytelling in the TCSL

2.1. Natural integration of language knowledge and cultural elements through storytelling

Stories and storytelling are widely used as a pedagogical strategy and an effective teaching method/tool^[2]. Storytelling, as a unique teaching method, is centered on the use of carefully selected story texts as the basic material for teaching, while the teaching process revolves around the core activity of storytelling. In this method, teachers not only need to explain the story vividly, but also need to analyze the content of the story in depth, and even

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organize role-playing and other forms of rehearsal to achieve the set teaching objectives. This teaching method is deeply inspired by the rule of language acquisition, which emphasizes language learning in a natural context rather than mechanical memorization of grammar rules and words. Through storytelling, students can meet and understand the language in a relaxed and enjoyable atmosphere, and then master the language skills without realizing it. More importantly, storytelling aims to achieve the goal of natural communication. In the process of storytelling, students not only learn the language knowledge, but also get to know the cultural elements behind the stories, to enhance their understanding and recognition of the target language and culture. This teaching method skillfully integrates language knowledge and cultural elements into storytelling, so that students can appreciate the charm of different cultures while learning the language. With the long-term exploration and practice of teaching, the use of story texts and storytelling as a teaching tool has been a more mature and effective teaching mode^[3], and the advantages of using the story teaching mode to teach a second language have become more and more prominent^[4]. Teachers rely on story plots and logic to implement language teaching, which enhances the fun of teaching and realizes the teaching objectives and achieves the educational purpose of teaching for fun. The method plays a positive role in TCSL. Storytelling is increasingly being used in TCSL, and theoretical and practical research on storytelling is also getting richer^[5]. Teachers can effectively stimulate students' interest in learning and improve their four comprehensive skills of listening, speaking, reading, and writing in Chinese through this method, so as to achieve better teaching results.

2.2. Advantages of Chinese Baijiu culture stories as teaching materials in TCSL

Baijiu culture is a culture developed based on liquor, blending of brewing techniques, rituals and customs, historical heritage and philosophical thinking and other aspects of cultural essence, which is not only carries the historical memory of the Chinese nation, but also with the changes of the times and constantly renewed vitality. As a product of multidisciplinary fusion, Baijiu culture is rich in connotation and wide-ranging. It is the crystallization of chemistry and biology, reflecting the continuous exploration and improvement of brewing technology; it is also the embodiment of art and philosophy, through the taste and appreciation of Baijiu, conveying people's pursuit of a better life and yearning. Therefore, Baijiu culture has a cultural gene that is integrated into various fields, and its dissemination and inheritance is of great significance to enhance cultural exchange and promote cultural diversity.

In TCSL, stories of Baijiu culture have significant advantages as teaching materials. Firstly, these stories can provide learners with rich knowledge of Chinese language. For example, the character for "酒" was originally written as "酉", and in the process of creating Chinese characters, people often use "酉" as a radical to form Chinese characters related to wine, such as "醉(drunkness)", "酌

(drink)", "酗(alcoholism)", and so on. This teaching method not only helps students to understand the structure of the Chinese characters, but also helps them to remember these wine-related characters. Secondly, Baijiu culture stories usually contain rich cultural connotations and historical backgrounds, and learners can learn about traditional Chinese culture and history through studying these stories. For example, from the story of Du Kang's liquor-making, they can learn about the origin of Baijiu, and discover the national spirit of reverence for nature and the courage to explore the unknown in Chinese culture. In addition, Baijiu culture stories often contain some practical knowledge of social skills and etiquette, such as rules at the table and ways of making a toast. By learning this knowledge, students can understand the rules of communication and cultural customs in Chinese society and improve the practical ability of cross-cultural communication. In today's globalization, cultural exchanges and mutual understanding have become an important driving force for world development. By learning and spreading the story of Baijiu culture, it can let more people understand the charm of Chinese culture and enhance the understanding and respect between different cultures.

3. Applied principles for the integration of Chinese Baijiu culture and storytelling in TCSL

3.1. Targeted selection of Baijiu culture stories as teaching materials

Targeted teaching materials help to improve the quality and effectiveness of teaching^[6]. Selecting specific Baijiu culture stories as teaching materials needs to take into account a number of aspects such as target audience, content quality, language difficulty and cultural connotation. Only by taking these factors into consideration can teachers choose appropriate story materials that are suitable for students: 1) Understanding learners' needs and interests: through pre-course communication, find out what aspects of Baijiu culture students wish to learn, what historical backgrounds they are interested in, and what Baijiu rituals and customs they want to learn about. Make specific choices based on students' feedback. 2) Selecting representative Baijiu culture stories: Stories that reflect the core values and customs of Chinese Baijiu culture should be included. For example, stories about the development of Baijiu-making technology, traditional customs involving Baijiu etiquette, and historical famous drinker. Through these stories, teachers can introduce students to the historical origins, cultural connotations, and social significance of Baijiu culture. 3) Considering the language level and learning objectives of the learners: different types of Baijiu culture story materials are chosen for different audiences. For beginners, simple cultural stories that introduce drinking etiquette and table rules can be chosen. Learners can be allowed to acquire the culture through simulated scenarios; for advanced learners, more complex Baijiu culture stories

involving the development of Baijiu in Chinese history and culture can be included. Teachers can use these stories to guide learners to think about deeper cultural issues and develop their intercultural communication skills and critical thinking.

In promoting the culture of Chinese baijiu in TCSL, we have learnt that it is crucial to meet the needs and interests of learners. By carefully selecting representative baijiu culture stories and considering the learners' language level and learning objectives, we can build a baijiu culture teaching system that is rich in depth and breadth. This can not only deepen learners' understanding of liquor culture, but also enhance their intercultural communication skills and develop critical thinking. Therefore, our teaching focus should be on personalized teaching, so that each learner can find his or her own interest in the charm of baijiu culture, and then improve his or her personal cultural literacy and language ability. Such a teaching method not only contributes to the inheritance and development of baijiu culture, but also promotes the personal growth and improvement of learners.

3.2. Continuous stimulation of learners' interest in storytelling practice

Learning interest refers to the performance of students' interest in learning, which is the result of the joint action of learners and learning activities. Learning interest is the psychological characteristic of an individual's tendency to recognize and study to obtain certain knowledge, which is an inner force that drives the individual to keep curiosity, from the perspective of educational psychology^[7]. The cultivation of learning interest has always been the focus of education. In the teaching practice, ensuring the interest of Baijiu culture story teaching requires teachers to carefully choose teaching materials, adopt diversified teaching methods, promote students' participation and innovative evaluation methods. These measures can effectively stimulate students' learning interest and creativity, and then improve the effect and quality of Baijiu culture story teaching: 1) Choosing interesting stories is the basis for ensuring the fun of teaching Baijiu culture stories. Teachers can choose some stories with vivid plots, distinctive characters, and humorous language as teaching materials according to students' interests and needs. At the same time, teachers can also combine the local Baijiu culture characteristics and choose some stories with local characteristics to increase students' understanding of and interest in the local culture; 2) Adopting diversified teaching methods can increase the fun of teaching Baijiu culture stories. Teachers can combine pictures, videos, audio, and other media to present the storyline and characters through multimedia means. Besides, teachers can also organize students to carry out role-playing and scene simulation activities, so that students can experience the storyline and increase the interactivity and fun of learning; 3) Guiding students to participate in sharing is the key to ensuring that the teaching of Baijiu culture stories is interesting. Encourage students to share the Baijiu culture of their own countries, such as the types of Baijiu, brewing methods, Baijiu

vessels, uses of Baijiu, Baijiu etiquette and so on, and deepen their knowledge and understanding of the culture and customs of different regions through the comparison of Baijiu culture among different ethnic groups; 4) Innovative evaluation methods can stimulate students' motivation and interest in learning. A variety of evaluation methods are used, such as group discussion, individual report, team performance, etc., so that students can show their learning achievements and talents in the evaluation. At the same time, appropriate rewards and encouragement will be given in combination with students' performance and learning achievements to stimulate students' self-confidence and enthusiasm for learning.

4. The effects of integrative application of Chinese Baijiu culture and storytelling in TCSL

4.1. Enrichment of cultural teaching content

Teaching the culture of Chinese liquor plays an important role in TCSL, not only helping learners to gain a deeper understanding of Chinese culture, but also facilitating their understanding of the language and characters. Although the culture of Baijiu and Chinese culture and language and writing seem to be two separate but interrelated fields, in the actual teaching process, the clever penetration of cultural stories can often produce twice the effect with half the effort. In Taoism, Chinese Baijiu is regarded as a symbol of a free and unrestrained attitude to life. In Buddhism it represents desire and trouble, and abstaining from alcohol is a way of cultivation. In Confucianism, Baijiu represents harmony, order, and respect as a symbol of etiquette. It is not only a beverage, but also a cultural symbol that carries the spiritual pursuit, values, and lifestyle of the Chinese. Baijiu is regarded as a kind of spiritual food, which can inspire and stimulate emotions. Literati and writers often expressed their emotions and inspired their creativity with the help of liquor, leaving behind many masterpieces that have been passed down through the ages. One example is Li Bai, the Tang Dynasty poet known as the "酒仙(splendid drinker)". If learners don't understand the culture, they will not be able to appreciate the emotion of "dispel melancholy by drinks" and unwillingness to bow to the darkness of his "backbone". Specifically, when we introduce rich stories about the culture of Baijiu while teaching Chinese, learners are often able to naturally absorb and understand cultural connotations that might otherwise be abstract or elusive in a relaxed and enjoyable atmosphere. These stories are like a key that opens the door to the depths of Chinese culture, allowing learners to glimpse its mysteries and charms. More importantly, by infusing cultural stories into TCSL, we found that the students' language output became more authentic and their ability to cite quotes in communication was significantly enhanced. This is because cultural stories not only provide rich language materials, but also help students establish a close relationship between language and culture. While learning the language, they are also learning how to use the language to express and pass on

the culture, and this comprehensive learning approach makes their language proficiency improve in a comprehensive way.

4.2. Enhancement of cultural identity

When cultural stories with positive spirit are told, it will have a positive effect on learners and enhance learners' cultural identity subconsciously^[8]. In teaching practice, the author guides students to think about the symbol of Baijiu (representing loyalty, friendship and unity) reflected in the story of "Three Bold Spirits Plight Mutual Faith in the Peach Garden" (which is about Liu Bei, Guan Yu and Zhang Fei drinking together in the Peach Garden, swearing to live and die together), encourages students to explore stories in their own culture that have the same cultural meaning. An American student shared the story of the U.S. Declaration of Independence. During the signing of the Declaration of Independence, John Adams and Thomas Jefferson discussed and drafted this important document in a Philadelphia tavern. This story shows the importance of tavern culture in American history and the cooperation and wisdom of friends. Undoubtedly, learners can have a deeper understanding of Chinese culture and at the same time better recognize and identify with their own culture through such comparisons and reflections. In TCSL, the stories of Baijiu culture are cleverly interspersed, not only providing learners with a window into Chinese culture, but also serving as an important tool for them to explore culture commonalities and differences. These stories are like a bridge connecting learners from different cultural backgrounds, allowing them to savour the richness and history of liquor while at the same time reflecting on the uniqueness and commonalities of their own cultures. In the process of comparison and connection, students gradually realize the similarities between different cultures, thus enhancing their sense of cultural identity.

5. Suggestions for Integrating Baijiu Culture and Storytelling in TCSL

5.1. Multi-modal teaching approach

In the practice of teaching Chinese Baijiu culture stories by storytelling, it is recommended to make use of visual, auditory, and other multi-sensory experiences to help students understand Baijiu culture comprehensively. For example, through pictures and videos to show the production process of Chinese liquor and the form of utensils, and through audio to let students understand the history and legends of liquor. With the approval of the institution and students, adult learners can experience the taste and aroma of Baijiu through appropriate tasting activities, helping learners form a three-dimensional impression of Baijiu culture in multi-modal experiences.

5.2. Integration of interdisciplinary educational resources

Reasonable utilization of teaching materials can make the

teaching effect do more with less. To achieve the teaching objectives, it is suggested that teachers can teach through the integration of interdisciplinary educational resources, such as adding history, literature and art into the story of Baijiu culture, explaining the evolution of wine culture in combination with historical events, analyzing the imagery and symbolism of wine in literary works, or exploring the artistic design of bottles and labels, and so on.

6. Conclusion

Cross-cultural dialogue with equal status and inclusive attitude is an important principle in the process of cross-cultural communication. Although cultural differences are an obstacle to cross-cultural communication, they are also the basis and driving force of cross-cultural activities. Taking Chinese Baijiu culture as an example, all countries in the world have unique and long-lasting liquor cultures based on their own historical traditions. Applying stories of Baijiu culture in TCSL, using storytelling as a method of language and culture acquisition, focuses on understanding the food culture of the target language countries and the values behind it with an equal perspective and an open mind. Reflect on oneself while getting to know the other nation and engage in intercultural dialogue with a positive attitude. Through the study of the integration of Baijiu culture and storytelling pedagogy in TCSL, this thesis hopes that it can serve as a stimulus for deeper thinking and practice in teaching culture in TCSL.

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