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Approaches to “Communicate China Stories well” in College English Teaching

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Abstract: At the 20th CPC National Congress, Xi Jinping proposed to build cultural confidence and strength, and secure new successes in developing socialist culture. As English is an international language, it is very important to tell the story of China and convey the voice of China. It is crucial to integrate “communicate the China stories well” into college English classroom teaching. It is worth thinking about how to solve the problems of students’ lack of cultural self-confidence and poor oral English ability, poor quality of teaching materials and some teachers’ lack of understanding of China culture. This paper will analyze the shortcomings and countermeasures of telling Chinese stories in English classroom teaching in colleges and universities, hoping to provide feasible reference for the current English classroom teaching reform in colleges and universities.

Keywords: Communicate China Stories well; College English; Classroom Teaching

1. Introduction

The Chinese story is a matter or event related to the cultural traditions and values of the Chinese people and the Chinese nation. The Chinese story originated in China but belongs to the world, and is based on history but leading the future^[1]. The Chinese story contains the history, present and future of the Chinese nation. We should have confidence in the path, theory, system, and culture of socialism with Chinese characteristics. In the global context, English is the international lingua franca, and it is also the most effective language for telling Chinese stories and conveying the voice of China. A search of the theme of "Tell the stories of China well" showed that there were more than 2, 000 articles. The literature on "telling China's story well" was first studied in the media sector. Most of them discuss the principles, strategies and paths of external publicity from the perspective of external communication and journalism. Through reading the literature, the research on telling Chinese stories well in English classrooms mostly stays at the theoretical level, and less on practical teaching operations, showing the great imbalance of research in this area. Research on the path of integrating "telling the Chinese story" in the English classroom is conducive to improving students' cultural identity, enhancing their cultural confidence, promoting Sino-foreign exchanges, and increasing China's cultural soft power.

2. The Situation of “Communicate the Chinese Story well”

At present, there are various influences and shortcomings in how to cultivate the ability to tell Chinese stories for the unique group in universities, and focusing on the following issues will help to play an important role in telling Chinese stories in the English classroom.

2.1 Poor understanding of Chinese stories

Due to external reasons such as social environment, family atmosphere and internal reasons, some students in China still do not know much about Chinese traditional culture and only blindly identify with western culture, ignoring the excellent culture of their own nation and lacking cultural confidence. Although the Internet is now developed, few students take the initiative to learn the profound connotation of Chinese culture. As a result, their knowledge of Chinese culture is generally not deep enough to tell Chinese stories, and they cannot vividly portray the connotations of Chinese stories when telling them. Most of our college students learn English as a unilateral import of Western culture, without exporting our excellent traditional culture, and most of them lack the awareness of comparison between Chinese and Western cultures and critical thinking, and neglect the cultivation of cross-cultural communication skills when cultivating English proficiency.

2.2 Lack of high-quality materials in English textbooks

The long-standing philosophy of foreign language education and teaching, the compilation of college English textbooks generally tends to introduce and interpret Western language and culture, so the content of Western language and culture is predominant, while the content of traditional Chinese culture is lacking, the concept of nurturing people is insufficient, and there is a lack of Civic and Political elements in the

curriculum. English textbooks are mostly focused on the culture of British and American countries, and the reading materials are all foreign, neglecting the combination of Chinese culture and English, and failing to exercise students' cross-cultural ability.

2.3 Insufficient knowledge of Chinese culture in teaching

In addition to college students being the main body, teachers also play an important role in telling the Chinese story, so they also need to have some knowledge of Chinese culture and integrate it into their daily teaching. However, in the current situation, some teachers' classroom teaching will ignore the due Chinese culture, and the classroom pattern is traditionally fixed, without updating the lecture content in real time according to the times, so that students do not get the content from the teacher's end that is conducive to cultural confidence, leading to the phenomenon of local cultural aphasia, which further affects the enhancement of China's cultural soft power.

3. Approaches to "Communicate the Chinese Story well"

"Communicate the Chinese Story well" is a multi-dimensional and comprehensive process that not only concerns the inheritance and innovation of culture but also involves the enhancement of international communication capabilities and the deepening of educational reforms. To achieve this goal, we need to engage in richer expansion and deepening from the following aspects.

3.1 Reconstruction of cultural confidence

To tell the stories of China and promote the excellent Chinese culture, we need to know China extensively and increase our understanding of China culture. Teachers need to understand Chinese culture and choose a story with Chinese characteristics that is in line with the national conditions of China. In the classroom, the teacher guides the students to find China by themselves. It can be the story of the Spring and Autumn Period and the Warring States Period, the story of China people's unity in repelling the invaders, the story of fighting poverty, and the story of the medical workers and China people fighting against the epidemic situation. Let students understand that the "Chinese story" we want to tell is not only a story, but also a spirit with indomitable spirit, and that the Chinese culture has accumulated the deepest spiritual beliefs of the Chinese people.

3.2 Usage of cross-cultural way to "Communicate the Chinese Story well"

Interculturalism is a way of looking at things, a way of thinking, learning to see things from the audience's point of view. We should use speaker-oriented and oral language-based expressions to make it easy for the other party to understand, and reduce misunderstanding and misinterpretation^[2]. There are many ways to tell China's story. Besides written expression, students can also have oral communication. Teachers can also tell stories of China through movies, plays, music, dance, painting, etc. In today's globalization era, students can combine their ability to tell story of China with the acceptability of the West and China, and use various online media to integrate China story into their daily lives, telling story of China in a "silent" way, helping to improve the cultural soft power of China. Teachers can assign a variety of assignments that bring their expertise to bear on telling the Chinese story. For example, students can make a Chinese story into an English drama and make a short film to be posted on various video platforms, which will test your intercultural communication skills and English proficiency, and how to tell the Chinese story to foreigners in an easy-to-understand way. Therefore, this task not only examines the students' language expression skills, but also improves the intercultural communication skills and cultural confidence of the students. It makes English learning no longer boring textbook knowledge, but an interesting task, learning and telling the stories of China, and spreading the excellent culture of China to the outside world.

3.3 Reformation of education

At the textbook level, we should add multicultural material, including local culture, to solve the problem of students' lack of cultural self-confidence when telling China stories in English, and actively guide students to dialectically look at the cultural differences between China and the West, so as to enhance their cultural self-confidence and self-improvement. Teaching materials need to keep pace with the times, introduce elements of China culture, so that teachers and students can "communicate the story of China well". The elements of "China story" should be incorporated into the content of teaching materials, and the compilation idea should be updated, the design should be optimized, the integration mode should be emphasized, and a reasonable proportion should be allocated to enhance the interest, readability and acceptability of teaching materials. At the teacher level, it is important to establish Chinese cultural awareness, improve one's political literacy, strengthen the knowledge of Chinese language and culture, read a lot of books on various aspects of politics, economy and culture, dig deeper to understand the Chinese story, and integrate Chinese culture into daily teaching. At the university level, universities should make full use of new media technology resources, hold some speech contests, vlog video collection activities, online and offline practice activities of "telling the stories of China", etc. so as to enrich students' study and life on campus, and make better use of new media environment to carry forward the excellent traditional Chinese culture, broaden students' access to information and understand the cultural connotation of communication^[3]

4. Conclusion

“Communicate Chinese stories well” is one of the important links to firmly establish cultural self-confidence and enhance the cultural soft power of our country. Improving students' ability to tell Chinese stories in English classroom teaching can not only firmly establish cultural self-confidence and enhance cultural identity, but also strengthen the influence of Chinese culture in the world. However, from the current situation, there are still difficulties to improve students' ability to tell Chinese stories in English classroom teaching. Therefore, teachers should guide students to tell the story of China's peaceful development and win-win cooperation, and let the world know a three-dimensional and colorful China. Teachers in colleges and universities should continue to discover more excellent Chinese cultures, integrate them into classroom teaching, strengthen guidance for students to attach importance to Chinese culture, enhance their cross-cultural communication skills and awareness, and showcase a great nation to the world.

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