

Research and Practice of Telling Chinese Stories in English in College English Teaching

Dan Li^{1,a,*}, Lijun Yuan^{1,b}

¹English Department, Liaoning University of Science and Technology, Benxi, China

^a1003916998@qq.com, ^b727817719@qq.com

*Corresponding author

Abstract: This paper probes into the application and practice of "telling Chinese stories well in English" in college English teaching. First, it introduces the importance and value of Chinese stories, and why Chinese stories should be emphasized in English teaching. Second, it puts forward some effective teaching methods and strategies, such as using multimedia resources, organizing lectures and seminars, holding group discussions, etc., to help students better understand and express Chinese stories. Then, it discusses the role and responsibility of teachers in the teaching process, such as stimulating students' interest, providing relevant background knowledge, guiding students to think and discuss. Finally, some possible challenges and solutions are summarized, such as language barriers and cultural differences. Through reasonable application and practice, it can help students better understand and spread Chinese culture, improve their language ability and cross-cultural communication ability.

Keywords: Tell Chinese Stories in English, Intercultural Communication Competence, Teaching Strategies and Methods, Roles and Responsibilities of Teachers

1. Introduction

China is a country with a long history and rich culture, and its stories and traditions have attracted the attention of people all over the world. The research and practice of Chinese stories in college English teaching is a subject of great concern. With the development of globalization, there is an increasing demand for knowledge and understanding of Chinese culture. As an important part of Chinese culture, Chinese stories can not only help students improve their English level, but also enhance their awareness and interest in Chinese culture. Therefore, it is of great significance and value to study how to use Chinese stories in college English teaching and to apply them to teaching practice. In college English teaching, the application and practice of "telling Chinese stories well in English" is not only a teaching method, but also a way to cultivate students' intercultural communication ability and expand their horizons. By telling and disseminating Chinese stories, students can better understand Chinese culture, increase their interest and curiosity about China, and improve their language skills in the English learning process. Therefore, it is crucial to emphasize the importance and value of Chinese stories in college English teaching. Through discussion and analysis, this paper will introduce some effective teaching methods and strategies, as well as the role and responsibility of teachers in the teaching process, so as to help students better apply and practice the concept of "telling Chinese stories well in English".

2. The Significance of The Application of Chinese Stories in English Teaching

Chinese stories are of great significance and value in college English teaching. First, China is a country with a long history and rich culture, and its stories represent the wisdom, values and way of life of the Chinese people. By telling Chinese stories, students can have a better understanding of Chinese culture and enhance their knowledge and understanding of China. Chinese stories are of great significance to cross-cultural communication. In today's era of globalization, intercultural communication competence is regarded as an important competence. By learning and sharing Chinese stories, students can broaden their horizons and enhance their communication and exchange skills with the Chinese people. This is essential to develop students' cross-cultural awareness and respect for other cultures. Chinese stories can also stimulate students' creativity and imagination. The plot, characters,

and conflicts in the story inspire students to think, ask questions, and explore answers. By analyzing and interpreting Chinese stories, students can develop critical thinking and logical thinking skills and improve their analytical and reasoning skills. In college English teaching, "Telling Chinese stories well in English" is of great significance and value. As a teaching method and strategy, it can not only increase students' understanding and interest in Chinese culture, but also help students improve their English listening, speaking, reading and writing ability, cultivate students' cross-cultural communication ability, and promote the communication and understanding between Chinese and foreign cultures[1].

2.1. To Increase Students' Understanding and Interest in Chinese Culture

By telling Chinese stories well, students can gain a deeper understanding of Chinese history, culture, traditions and values. This can not only broaden students' knowledge, but also stimulate their interest and love for Chinese culture, thus improving their enthusiasm and initiative in learning English[2]. China is a country with a long history and rich culture. For thousands of years, China has accumulated unique cultural traditions, including language, art, philosophy, religion and so on. For students, understanding and exploring Chinese culture can not only broaden their horizons, but also cultivate their cross-cultural communication skills. By telling Chinese stories, we can provide students with an engaging avenue to stimulate their interest in Chinese culture. When choosing a story, teachers need to take into account its appeal, ease of understanding, and ability to showcase Chinese cultural characteristics. By telling these stories, students can better understand Chinese values, traditional customs and ways of thinking, thereby developing an interest in Chinese culture[2].

When interpreting the cultural elements in the story, we can deeply analyze the characters, plots and backgrounds in the story to help students better understand Chinese culture. First, we can explain the main characters in the story, whose characteristics and behaviors reflect certain values in Chinese culture. For example, in the story of *The Monkey King*, the Monkey King is brave, clever and playful, which reflects the pursuit of courage, wisdom and free personality in Chinese culture. Secondly, we can interpret the traditional customs and ways of thinking revealed in the plot. For example, in *The Legend of the White Snake*, the story presents Chinese cultural reflections on love, morality, and fate, triggering an in-depth discussion of human nature, good and evil, and destiny. Finally, we can also introduce the historical and social context reflected in the background of the story so that students can better understand the environment and context in which the story takes place.

2.2. To Help Students Improve Their English Listening, Speaking, Reading and Writing Ability

By telling Chinese stories well, students can have access to a wide variety of English language materials, thereby improving their listening comprehension and speaking skills. At the same time, by reading and discussing the story content, students can improve their reading comprehension and writing expression skills. It is an effective way to improve college students' English listening, speaking, reading and writing ability by telling Chinese stories. China has a long and rich cultural heritage, which contains many instructive stories. These stories not only help students expand their vocabulary and enhance listening and reading comprehension, but also develop their creativity and critical thinking. However, for most non-native English speaking college students, understanding and using these stories may present certain challenges. Therefore, the teaching method based on Chinese stories can help college students achieve better results in English learning.

2.3. To Cultivate Students' Intercultural Communication Ability

Telling Chinese stories well can help students understand Chinese people's way of thinking, behavior habits and social etiquette, so as to enhance their cross-cultural awareness and adaptability when communicating and cooperating with Chinese people. It is of great significance to cultivate students' intercultural communication ability and expand their international vision. Telling Chinese stories in English helps improve students' communication skills. As a rich and colorful cultural heritage, Chinese stories can not only arouse students' interest, but also help them expand their vocabulary, improve their oral expression skills and cultivate creativity. By telling Chinese stories, students can practice their language skills and learn how to organize their thoughts and express their opinions. In addition, by sharing and discussing stories with other students, students are also able to promote cooperation and interaction, further improving their communication skills. Therefore, by telling Chinese stories in English, it can provide students with an opportunity to fully develop their language

communication skills[3].

2.4. To Promote Cultural Exchanges and Understanding Between China and Other Countries

By telling Chinese stories well, students can introduce Chinese cultural traditions and modern developments to foreigners, thus promoting cultural exchanges and understanding between China and foreign countries. This will help break down cultural barriers and misunderstandings and promote friendly and cooperative relations between different countries and nations. The importance and value of Chinese stories in college English teaching cannot be ignored. By telling Chinese stories well, students can better understand and spread Chinese culture, improve their language skills and cross-cultural communication skills.

3. Teaching Methods and Strategies

There are many effective teaching methods and strategies to apply and practice the method of "Telling Chinese stories well in English" in college English teaching. First of all, teachers can use multimedia resources to present Chinese stories, such as using pictures, videos and audio to display relevant content, so that students can more intuitively understand and feel the charm of Chinese stories. Secondly, organizing lectures and seminars is also a good way to invite experts or people with relevant experience to share their insights and experiences, thus enabling students to have a deeper understanding and awareness of the Chinese story. In addition, group discussion is also an effective teaching strategy, which allows students to exchange and share their understanding and feelings about Chinese stories in a group, and also cultivates students' ability of cooperation and expression. Through the application and practice of these teaching methods and strategies, students can better understand and express Chinese stories and improve their language ability and cross-cultural communication ability [4].

3.1. Choose the Right Story Content and Material.

In the teaching of telling Chinese stories well, teachers should choose story content and materials that are suitable for students' age, learning level and cultural background according to their background and interests. At the same time, the story should be representative and reflect the characteristics and values of Chinese culture. Teachers need to choose the right story according to the teaching objectives and the age characteristics of the students. China has rich traditional culture and story resources. Teachers should choose suitable stories according to students' cognitive level and interests. Screen story content to ensure it has educational and positive values. Teachers should pay attention to the educational significance and positive values of stories when choosing stories. The story should contain a positive attitude towards life, correct values and the spirit of inheriting Chinese culture. At the same time, the content of the story should also be in line with the psychological development characteristics of students, and can trigger their resonance and thinking.

For example, in teaching the topic of "Cultural Diversity", the teacher could divide the readings for this module into two parts: The first part is cultural diversity, which means that different countries and regions have cultural differences in different aspects. The second part is cultural diversity, which means that different countries and regions have different cultural differences in the same aspect. When learning the content of this unit, students can first learn about the topic of cultural diversity through pictures and videos, and then discuss and think based on their own understanding of the text content.

3.2. Create a Variety of Teaching Activities and Tasks.

Teachers can stimulate students' learning interest and participation by designing diversified teaching activities and tasks. For example, students can discuss storylines and themes in small groups, perform role plays and performances, write reviews and impressions, produce multimedia presentations, etc. In the teaching of "Telling Chinese Stories in English", a wide range of innovative teaching activities include multimedia based teaching activities. Through the use of rich photo, video and audio materials, Chinese culture and history can be vividly displayed. Teachers can use projectors or electronic whiteboards to display these materials, so that students can better understand and feel the characteristics of China through visual and auditory ways. In the teaching of "Telling Chinese Stories in English", role playing and drama performance is one of the innovative and extensive teaching activities. Through role play, students can experience Chinese culture and history in an immersive way. They can

choose to play historical figures or literary characters, such as Confucius, Li Bai, Liang Shanbo and Zhu Yingtai, to understand Chinese culture and values through performance. By playing different roles, students can gain a deeper understanding of the characters' thoughts, emotions and backgrounds, thereby improving their oral English skills and cultural awareness. Through role play and drama, students can get more interaction and involvement in the language learning process. They can not only improve their oral English and expression skills, but also gain an in-depth understanding of the connotation and characteristics of Chinese culture. This innovative teaching activity can not only stimulate students' interest in learning, but also cultivate their cooperation, creativity and self-confidence[5].

3.3. Use Multimedia Technology and Interactive Teaching Tools [5].

Teachers can make use of multimedia technology and interactive teaching tools, such as projectors, electronic whiteboards, online resources, etc., to enhance teaching effectiveness and interest. Through the presentation of pictures, audio, video and other forms, the charm and uniqueness of Chinese culture can be more intuitively displayed.

In addition, the use of interactive software and applications is also an innovative teaching method. Teachers can use online education platforms or teaching applications to interact and learn with students in real time. For example, through online games, online Q&A or online discussion, students can actively participate and communicate in English. This interactive teaching method not only increases students' interest and engagement, but also deepens their understanding of Chinese culture. Through multimedia based teaching activities, students can gain a deeper understanding of the Chinese story through visual, auditory and interactive means. This innovative teaching method can stimulate students' interest in learning and improve their learning effect.

3.4. Students are Encouraged to Participate in Discussion and Interaction.

In the teaching of telling Chinese stories well, teachers should encourage students to actively participate in discussions and interactions, ask questions, share ideas, and express opinions. Through the communication and interaction between students, they can promote their understanding and thinking of the story content, and deepen their knowledge and experience of Chinese culture. In this teaching activity, students are encouraged to express their understanding and feelings about Chinese culture through writing. Students can choose to write stories, poems or short essays about China, they can describe their knowledge of Chinese history, traditions, customs, etc., or tell their own experiences and experiences related to Chinese culture. Through such creative activities, students can not only improve their English writing skills, but also gain an in-depth understanding of Chinese culture and have the opportunity to share and discuss with other students. In addition to writing, students are encouraged to create paintings, music or dance in the Chinese style. Students can demonstrate their understanding and expression of Chinese culture by studying art forms such as Chinese painting and paper cutting. In addition, students can also learn the basics of Chinese music, play Chinese instruments or sing Chinese songs, or learn the basic movements and choreography of traditional Chinese dance. Such creative activities can not only cultivate students' artistic talents, but also help them feel and understand the unique features of Chinese culture more deeply.

4. Roles and Responsibilities of Teachers

Teachers play an important role in college English teaching, especially in the teaching of "telling Chinese stories well in English". First, teachers need to stimulate students' interest and curiosity in Chinese stories. By introducing interesting storylines and displaying wonderful pictures and videos, teachers can attract students' attention and stimulate their enthusiasm for learning[6].

Teachers need to provide relevant background knowledge to help students better understand the story content. Teachers can briefly introduce the background and historical context of the story and explain the cultural elements and values involved. In this way, students can better understand the meaning and connotation of the story.

Teachers need to guide students to think and discuss, and develop their critical thinking skills. Teachers can ask open-ended questions to encourage students to think deeply and discuss the themes of morality and humanity in the story. At the same time, teachers can organize group activities, so that students can discuss Chinese stories together in the group and share their understanding and views, so

as to improve their expression ability and teamwork ability [7].

Through the fulfillment of teachers' roles and responsibilities, students can better understand and spread Chinese culture in college English teaching, and improve their language ability and intercultural communication ability.

5. Possible Challenges and Solutions

In the course of teaching, there may be some challenges, especially in teaching involving cross-cultural communication. Here are some possible challenges and their solutions:

5.1. Choosing Suitable Chinese Stories in Teaching is Crucial to Increase Students' Understanding and Interest in Chinese Culture

First, we need to realize the Chinese story's importance and understand the audience's background. China has a long history and a rich and diverse culture, and its stories carry unique values and ideas. We should take into account the age, cultural background and interests of our audience to ensure that the stories we choose resonate with them and provoke deep thought. To address these challenges, teachers can adopt a range of strategies. First of all, before introducing Chinese stories, some pilot activities can be carried out, such as showing relevant pictures, videos or audio, so that students can understand Chinese culture and history. This helps students build background knowledge related to the story and increases their interest and motivation to learn. Students are encouraged to read and write more to develop their reading and writing skills in order to better understand and express Chinese stories.

Second, the content of the story should also be consistent with the teaching objectives and values, such as conveying positive values such as kindness, bravery, respect and solidarity. Through careful screening and evaluation, we can choose the most suitable Chinese stories for the audience to teach. Understanding cultural differences is crucial when telling Chinese stories. Chinese and other cultures have unique characteristics and values, so we need to conduct in-depth research and understanding. This avoids misunderstandings or misinterpretations of the Chinese story and ensures we treat different cultural ideas and practices respectfully and tolerably. In addition, teachers can make use of multimedia resources and interactive teaching tools to help students better understand the linguistic and cultural elements of the story through audio-visual materials, games and group discussions. It is also very important to create a learning environment with high student engagement, where teachers can encourage students to discuss, communicate and share in order to promote their understanding and thinking about the story. In addition, in order to adapt to the different levels of students, teachers can provide a range of adaptable tasks and activities, including listening exercises, reading comprehension and writing tasks, so that students can learn and practice at different levels[8].

5.2. Address Cultural Differences and Explain Specific Concepts and Values in the Chinese Story [7]

There are often some hidden meanings and unique expressions in Chinese stories that are different from those in Western cultures. These meanings and ways may require additional interpretation and exploration to help students better understand the implications of the story. We can appropriately provide some cultural background knowledge and explain the meaning of some common symbols and idioms so that students can understand the story more comprehensively. Students are encouraged to make cross-cultural comparisons to help them understand the differences and commonalities between different cultures.

Through the above solutions, teachers can help students overcome language barriers and cultural differences, making them more confident in communicating and discussing Chinese stories. At the same time, it also helps improve students' language and cross-cultural communication abilities.

6. Conclusions

By summarizing the previous content, we can summarize the application and practice of "Telling Chinese stories well in English" in college English teaching, emphasizing its promoting role in cultivating students' comprehensive language ability and cultural literacy. By telling Chinese stories well, students can not only improve their English, but also increase their understanding and

appreciation of Chinese culture. By telling Chinese stories well, we can inject more cultural elements into college English teaching. By learning about China's stories, students can gain insight into the wisdom, courage and creativity of the Chinese people, and at the same time experience the unique charm of Chinese culture. These stories contain a wealth of moral concepts and values, which can guide students to think about the meaning of life and social responsibility. It is hoped that by telling Chinese stories well, students can develop their global vision and cross-cultural communication skills, so that they can become comprehensive talents with international competitiveness.

References

- [1] Brown, H. D. (2016). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education.
- [2] Cheng, L. & Xu, Z. (2018). *Using Chinese Culture in English Language Teaching: A Case Study of Chinese Calligraphy*. *English Language Teaching*, 11(4), 86-94.
- [3] Li, D. (2017). *Bridging the Gap between Language and Culture: Integrating Chinese Culture into College English Teaching*. *Journal of Language Teaching and Research*, 8(3), 516-522.
- [4] Wang, Y. (2019). *The Application of Chinese Folk Tales in College English Teaching*. *Journal of Language Teaching and Research*, 10(6), 1229-1234.
- [5] Zhu, Y., & Guo, J. (2017). *Integrating Chinese Traditional Culture into College English Teaching: A Case Study of the Analects of Confucius*. *Journal of Language Teaching and Research*, 8(3), 523-529.
- [6] Byram, M., & Feng, A. (2006). *Living and studying abroad: Research and practice*. *Multilingual Matters*.
- [7] Chen, X., & Zhou, Y. (2018). *Integrating Chinese culture into EFL classroom: A case study of using Chinese stories*. *Journal of Language Teaching and Research*, 9(2), 436-443.
- [8] Li, D., & Zhu, Y. (2015). *Using Chinese stories in English classes: A case study of college English teaching in China*. *Journal of Language Teaching and Research*, 6(5), 1095-1102.
- [9] Wang, Y., & Zhang, J. (2019). *Enhancing cultural understanding through the integration of Chinese stories in university English teaching*. *Journal of Language Teaching and Research*, 10(2), 365-372.