

# Strategies for College Students to Tell Good Chinese Stories and Show Cultural Confidence through English Public Speaking Based on “Three-Wide Education” Philosophy

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**Abstract:** Based on “Three-Wide Education” philosophy, English public speaking, as an important practical means to cultivate college students’ cross-cultural public communication skills, requires them to uphold national consciousness, tell good Chinese stories, and show cultural confidence in their speeches. Guided by this concept, this paper describes the poor performance of college students in telling good Chinese stories and showing cultural confidence through English public speaking, analyzes the reasons for their poor performance, and finally proposes strategies for improving their performance.

**Keywords:** “Three-Wide Education” philosophy, English public speaking, tell good Chinese stories, show cultural confidence, strategies

## 1. Introduction

Since the 19th National Congress of the Communist Party of China, the Party and the government have attached greater importance to the role of ideological and political work in talent cultivation in universities, focusing on achieving the good effect of “Three-Wide Education” and continuously promoting the scientific construction of the “Three-Wide Education” pattern system in universities in the new era [1]. Based on “Three-Wide Education” philosophy, college students, as a new force in enhancing China’s international discourse power, should actively narrate China, tell the world Chinese stories, and show cultural confidence. English public speaking, as an important means of cross-cultural public communication, is an ideal medium for Chinese college students to tell good Chinese stories, show cultural confidence, and maintain China’s international discourse power. However, currently, college students’ performance in telling good Chinese stories and showing cultural confidence through English public speaking is poor. In view of this, this paper proposes relevant strategies to help college students better tell Chinese stories to the world via English public speaking, spread the core values of socialism with Chinese characteristics, show the strong confidence of Chinese culture, and thus make positive contributions to the “going global” strategy of Chinese culture.

## 2. Necessity of Integrating “Three-Wide Education” into College Students’ English Public Speaking Practice

The “Three-Wide Education”, a new mode of education, is the guiding ideology of higher education in the new era, including “full-staff education (the main body of education), whole-process education (the time of education), and all-round education (the space of education)” [2]. College students’ English public speaking practice, whether as an in-class or out-of-class activity, falls within the scope of students’ learning and growth. Therefore, the entire process of college students’ English public speaking practice should be guided by the philosophy of “Three-Wide Education”. Specifically, college students should be required to, adhering to the socialist core values, understand, study, interpret and promote China’s governing ideology, excellent culture, and fine traditions in the stages of researching, planning, writing and presenting English speeches. In this way, it can help students improve their political consciousness, cultivate their patriotism, deepen their understanding of Chinese ideology, style and stance, enhance their cognition and identification with Chinese culture, foster their cultural confidence, and raise their competence to express Chinese ideas and spread Chinese culture in English,

thus effectively integrating the “Three-Wide Education” into English public speaking practice.

### **3. Poor performance of College Students in Telling Good Chinese Stories and Show Cultural Confidence Through English Public Speaking**

#### ***3.1. Insufficient Evidence from Chinese Culture***

In cross-cultural English public speaking, college students’ use of evidence from Chinese culture is extremely sufficient. On the one hand, college students lack the awareness of actively using evidence from Chinese culture. When selecting evidence to support the ideas in their speeches, they often tend to use evidence from Western culture, with a much smaller proportion of evidence from Chinese culture. Even if evidence from Chinese culture is used, it is often limited to evidence from contemporary Chinese culture rather than that from modern or ancient Chinese culture. On the other hand, college students lack the competence to effectively use evidence from Chinese culture. Since they do not have comprehensive and deep insight into the profound cultural connotations of evidence from Chinese culture supporting ideas in their speeches, they often provide thin evidence by mechanically copying and simply reproducing the contents of materials they collected without specific, clear, rich, and creative explanations to make evidence reasonable and effective enough in support of ideas in their speeches to enhance the persuasiveness of their speeches. In addition, a small portion of college students do not conduct rigorous research on the authenticity and reliability of evidence from Chinese culture, resulting in the use of false evidence that are only rumored among the public rather than professionally validated.

#### ***3.2. Inadequate Elaboration of Chinese Culture***

In cross-cultural English public speaking, college students’ elaboration of Chinese culture is extremely inadequate. On the one hand, when it is necessary to introduce Chinese cultural phenomena in their speeches, college students often fail to introduce in a multi-perspective and multi-dimensional way. Specifically, they often simply describe the storyline or the historical background of Chinese cultural phenomena to be introduced instead of depicting them from different perspectives and dimensions by ingeniously designing the speech discourse based on the features of different speech types and purposes as well as those of different audience. Some even just present Chinese cultural phenomena to be introduced with a single and glancing mention in their speeches. On the other hand, when it is necessary to interpret Chinese cultural phenomena in their speeches, college students often fail to interpret in an in-depth and in-breath way. Specifically, they often explain Chinese cultural phenomena to be interpreted in a general and superficial way with their limited knowledge instead of illustrating their complex and multifaceted nature based on the features of different speech types and purposes as well as those of different audience, and analyzing their historical origins and practical significance with a broader vision, or making a comprehensive and specific comparison with other Chinese cultural phenomena.

### **4. Reasons for Poor performance of College Students in Telling Good Chinese Stories and Show Cultural Confidence Through English Public Speaking**

#### ***4.1. Weak Sense of Chinese Cultural Identity***

Strong sense of Chinese cultural identity is a prerequisite for college students to tell good Chinese stories through English public speaking. However, in the context of economic and cultural globalization, college students are increasingly exposed to the influence and infiltration of Western culture [3], thereby weakening their sense of identification with Chinese culture.

Take the influence of Western movies as an example. The movies produced by Hollywood, one of the representatives of Western movies, are always popular worldwide. These so-called “American blockbusters” promote American cultural values, with individualism and heroism being the most prominent. In the movies, the cool images of various heroes and the exciting stories of their great journeys precisely grasp the psychology of immature college students pursuing individuality and desiring to be heroes, winning their affection for the movies and imperceptibly influencing them with American values, and thus reducing their sense of Chinese cultural identity. In contrast, although Chinese movies are rich in themes, their special effects are relatively inferior to those of the West, and

the visual experience brought to the audience is slightly weak. Apart from this, the increasing utilitarianism of the entertainment industry has led movie producers into sole pursuit of fabulous special effects rather than creative script writing and careful character portrayal. As a result, it is not uncommon to see grandiose stories, illogical plots, unattractive characters and dull performances in Chinese movies. All these have greatly affected college students' affection for Chinese movies, which should have played an important role in constructing Chinese culture so as to weaken college students' admiration for Western culture as well as strengthen their sense of Chinese cultural identity.

#### ***4.2. Deficient Accumulation of Chinese Cultural Knowledge***

Abundant accumulation of Chinese cultural knowledge is a foundation for college students to tell good Chinese stories through English public speaking. However, in the process of learning English, college students lay much emphasis on the accumulation of English cultural knowledge, while neglecting the accumulation of Chinese cultural knowledge, resulting in a limited knowledge of Chinese culture.

From the perspective of education, the exam-oriented English language learning encourages college students to focus on acquiring language knowledge, mastering vocabulary and grammar, training listening, reading, writing and translation skills, rather than using English language skills to disseminate Chinese cultural knowledge consciously in the learning process. In addition, the need to create an English context for English language learning motivates college students to focus on understanding English cultural and pondering on whether the wording and rhetoric are in line with English cultural habits, neglecting the exploration of Chinese culture. From the perspective of individuals, there are diversified reasons for college students' poor knowledge of Chinese culture. Firstly, they do not have a high awareness of Chinese culture, not realizing the importance of Chinese culture, not being sensitive to Chinese culture, not having a deeper reflection on Chinese culture presented in class [4]. Secondly, they do not have a strong sense of responsibility of spreading Chinese culture, not feeling that they need to increase their knowledge of Chinese culture for shouldering the responsibility of disseminating Chinese culture. Thirdly, influenced by Western culture, they do not have a keen interest in Chinese culture, not desiring to gain abundant relevant knowledge in their learning. Fourthly, distracted by various entertainment and leisure apps, they can't always be absorbed in acquiring Chinese cultural knowledge.

### **5. Strategies for College Students to Tell Good Chinese Stories and Show Cultural Confidence Through English Public Speaking Based on "Three-Wide Education" Philosophy**

#### ***5.1. Consistent Adherence to Sense of Chinese Cultural Identity***

Cultural identity refers to an individual's attitude, cognition, emotions towards a specific group culture, measuring his or her acceptance and recognition of the characteristics of his or her own culture and the mainstream culture. [5] If college students hope to tell good Chinese stories and show cultural confidence through public speaking, they should adhere to the sense of Chinese cultural identity; that is, in the preparation and presentation of English speeches, college students should consciously learn and understand Chinese excellent culture, firm up confidence and pride in Chinese excellent culture, and have a sense of responsibility to spread and promote Chinese excellent culture, and fully express their love for Chinese excellent culture through meticulously designing speech discourse for presentation and body language for delivery.

To evoke their strong sense of identification with Chinese culture from the bottom of their hearts, college students should extensively read books themed on Chinese excellent culture, actively participate in training related to Chinese excellent culture, and acquire a large amount of knowledge of historical development, value orientation, characteristics, significance and influence of Chinese excellent culture, thus enhancing their knowledge as well as deepening their understanding of Chinese excellent culture. Simultaneously, they should vigorously develop various interests and hobbies concerning Chinese excellent culture, and engage in various related activities, thus deriving great pleasure from them and experiencing the unique beauty of Chinese excellent culture. With these methods, college students will surely have a strong sense of Chinese cultural identity, on the basis of which they'll be capable of telling good Chinese stories and showing cultural confidence through English public speaking.

### **5.2. Full Knowledge of Chinese Culture**

As a nation with old civilization, China has gone through thousands of years of historical changes and innovation. Today's Chinese culture is an integration of traditional cultures such as Confucianism, Mohism, Taoism and contemporary social culture with Chinese characteristics. [6] If college students hope to tell good Chinese stories and show cultural confidence through public speaking, they should have a full knowledge of Chinese culture so that they can use sufficient evidence from Chinese culture and give adequate elaboration of Chinese culture in their speeches.

To gain a full knowledge of Chinese culture, college students should actively cultivate a strong interest in keep learning Chinese culture in intuitive, vivid, and relaxed ways. Firstly, they can watch related movies and TV plays for increasing their appreciation of Chinese culture. Secondly, they can participate in relevant activities for personally experiencing the atmosphere and charm of Chinese culture. Thirdly, they can visit cultural sites for intuitively understanding the background and stories of Chinese culture. Simultaneously, they should deeply research various concepts in Chinese culture, comprehensively understand the glorious history of Chinese civilization, diligently explore the origins and stories behind each cultural image, and carefully summarize the wisdom and philosophy contained in various cultural phenomena from ancient to modern to contemporary times. With these methods, college students will surely have a full knowledge of Chinese culture, on the basis of which they'll be capable of telling good Chinese stories and showing cultural confidence through English public speaking.

### **5.3. In-depth Discovery of Chinese Stories**

Chinese stories are not only presented in classic books, but also hidden in every inch of the vast land of China, existing in various material and spiritual forms in the world. [7] If college students hope to tell good Chinese stories and show cultural confidence through public speaking, they should deeply discover Chinese stories, enabling the foreign audience to truly understand the good life of Chinese people nurtured by Chinese culture through authentic and vivid Chinese stories.

To tell vivid Chinese stories, college students should discover from three different aspects, that is, different periods, different fields, and different visions. Firstly, college students should be clear that there are different Chinese stories in different historical periods, and their spiritual connotations changed with the time. For historical stories, college students should, based on understanding the background of the times, uncover the core values contained in the stories that are still applicable to the new era and can inspire contemporary people. For contemporary stories, college students should keep up with current events, discover stories reflecting the achievements of socialist construction with Chinese characteristics in the new era and promote the core socialist values. Secondly, college students should be familiar with China's numerous achievements in different fields, and discover stories reflecting China's important contributions to the world in all these fields. In particular, they should consciously discover stories reflecting the diverse achievements of each field from multiple perspectives. Thirdly, college students should, with a combination of macro and micro vision, discover stories reflecting important national policies and philosophies as well as stories showcasing the happy life, vibrant spirit and good demeanor of the common people. With these methods, college students will surely discover true materials of Chinese stories, on the basis of which they'll be capable of telling good Chinese stories and showing cultural confidence through English public speaking.

### **5.4. Purposeful Innovation of Chinese Cultural Communication Techniques**

We need to use different speaking skills in different communicative contexts, and the communication won't be efficient if we fail to get familiar with the context. [8] If college students hope to tell good Chinese stories and show cultural confidence through public speaking, they should purposefully innovate Chinese cultural communication techniques; that is, according to the cross-cultural public communication context of English speeches, design public discourse communication techniques that are applicable to making English speeches and can be used to skillfully elaborate Chinese culture, so as to naturally construct a good image of Chinese culture in the minds of the foreign audience.

To effectively construct a positive image of Chinese culture, college students should innovate Chinese cultural communication techniques from three aspects, that is, identification by sympathy, identification by antithesis and identification by inaccuracy. First, college students should use the

technique of identification by sympathy in their speeches; that is, by emphasizing certain common emotions including feelings, values and goals, they manage to establish an emotionally connected and harmonious relationship with the foreign audience, constructing a positive image of Chinese culture in their minds. Second, college students should use the technique of identification by antithesis in their speeches; that is, by emphasizing common oppositional factors including person, idea, religion and surrounding, they manage to establish a united and friendly relationship with the foreign audience, eliminating the negative image of Chinese culture in their minds caused by misunderstanding. Thirdly, college students should use the technique of identification by inaccuracy in their speeches; that is, by often using the word “we” as the personal pronoun to tell Chinese stories, they manage to include different groups of the foreign audience into the category of “we”, stimulating their subconsciousness of common feelings or understandings connected with Chinese culture, enable their effective identification by inaccuracy with Chinese culture based on deeper insight into common responsibilities and interests of all humans, thus consolidating the positive image of Chinese culture in their minds. With these methods, college students will surely master innovative Chinese cultural communication techniques, on the basis of which they’ll be capable of telling good Chinese stories and showing cultural confidence through English public speaking.

## 6. Conclusion

Based on “Three-Wide Education” philosophy, college students, as inheritors, narrators and disseminators of Chinese culture, should shoulder the responsibility of the new generation in the new era, playing the role of Chinese storytellers through English public speaking, and showing strong cultural confidence with enthusiastic, scientific, vivid and ingenious interpretation, thereby successfully promoting the foreign audience’ identification with Chinese stories and Chinese culture as well as contributing to enhancing the international influence of Chinese discourse.

To effectively implement this philosophy in college students’ English public speaking practice, this paper proposes that specific strategies should be formulated from the aspects of consistent adherence to Chinese cultural identity, full knowledge of Chinese culture, in-depth discovery of Chinese stories, and purposeful innovation of Chinese cultural communication techniques to help college students achieve good results in telling good Chinese stories and showing cultural confidence through English public speaking. Of course, the effects of executing on the strategies still needs to be further explored and studied by observing college students’ English public speaking practice.

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