

The Cultivation Model for English Majors' Ability to Tell Chinese Stories in English

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Abstract: *With the acceleration of globalization, cultivating university students' ability to tell China's stories in a foreign language has become increasingly important. This paper explores the connotation, significance, and cultivation methods of English majors' ability to tell China's stories in a foreign language. Telling China's stories in a foreign language involves not only language expression skills but also cross-cultural communication and cultural identity. The study finds that through innovative teaching modes such as project-based learning, cultural immersive teaching, and cross-cultural dialogue, students can improve their foreign language expression and cultural understanding abilities, thereby effectively telling China's stories in the context of globalization. In addition, this paper proposes an ability evaluation system based on language fluency, cultural understanding, and cross-cultural communication skills, and discusses the role of extracurricular activities and information technology in enhancing students' abilities. Finally, this paper points out that future efforts should further deepen teaching model innovations and strengthen the construction of practical platforms to provide English majors with more opportunities to showcase Chinese culture.*

Keywords: *English majors; foreign language; Chinese stories; cross-cultural communication; teaching model; ability cultivation*

Introduction

In the context of deepening globalization, telling China's stories in a foreign language has become an important way to enhance the country's soft power and international discourse power. As cultural ambassadors of international communication, English majors carry the mission of transmitting China's history, culture, and contemporary achievements. This paper aims to explore the ability cultivation for English majors to tell China's stories in a foreign language, analyzing its connotation and its relationship with cross-cultural communication skills and foreign language expression abilities, and proposes innovative teaching models and methods. By cultivating this ability, it not only facilitates the effective dissemination of Chinese culture on the international stage but also enhances students' cross-cultural understanding and overall quality, laying a foundation for their international career development. Therefore, the study of cultivating English majors' ability to tell China's stories in a foreign language holds significant theoretical and practical value.

1. The Connotation and Significance of English Majors' Ability to Tell China's Stories in a Foreign Language

1.1 Basic Concept of Telling China's Stories in a Foreign Language

Telling China's stories in a foreign language refers to university students conveying China's history, culture, traditional values, and contemporary achievements through a foreign language, based on their fluent command of that language. This concept not only involves the direct expressive function of language but also includes deep cultural exchange and cross-cultural emotional resonance. Through the universally used tool of foreign language, telling China's stories overcomes cultural and language barriers, allowing the world to better understand China's unique cultural charm and development path. Therefore, telling China's stories in a foreign language is not just a language conversion, but a re-creation of cultural meaning. It requires English majors to possess a higher level of cross-cultural communication ability and a profound understanding of the Chinese cultural context^[1].

With the deepening of globalization, cultural exchange has become an essential part of national

diplomacy. The key to telling China's stories in a foreign language lies in the ability to accurately and vividly convey aspects of China's history and cultural background, social development, and values to a global audience. This not only helps enhance China's international image but also provides the international community with a more authentic and well-rounded impression of China. In this process, foreign language proficiency serves as a tool for effective communication, while cultural literacy is the core driving force behind successfully telling China's stories. Through language, English majors can not only spread knowledge but also convey emotions, values, and the unique cultural spirit of China. Therefore, cultivating their ability to tell China's stories in a foreign language is of great significance in the present era.

1.2 The Relationship between Cross-Cultural Communication Ability and Foreign Language Expression Ability of English Majors

There is a close interactive relationship between the cross-cultural communication ability and foreign language expression ability of English majors, with both complementing each other to promote effective cultural transmission. In the context of deepening globalization, cross-cultural communication ability is not only the ability to communicate in a language but also involves understanding and respecting cultural backgrounds, ways of thinking, and social norms. When telling China's stories in a foreign language, students need to effectively adapt to and interpret the values and customs of the target language culture. By being sensitive to and understanding cultural differences, they can avoid misunderstandings or conflicts caused by cultural misinterpretations. Therefore, cross-cultural communication ability is the prerequisite for telling China's stories. Only when students can express themselves freely in a cross-cultural context can they truly "tell China's stories well."

Moreover, improving foreign language expression ability also positively promotes the enhancement of cross-cultural communication skills. Foreign language expression is not only the use of language but also involves understanding and re-creating another cultural context. In telling China's stories, students must understand and apply the unique rhetorical methods and expression techniques in different language cultures to ensure the accurate transmission of information. Thus, the cultivation of foreign language expression ability cannot be separated from the enhancement of cross-cultural communication skills. The two interact with each other, enabling English majors to confidently tell China's stories on the international stage and bridge the gap between different cultures through the power of language^[2].

1.3 The Practical Significance of Cultivating English Majors' Ability to Tell China's Stories in a Foreign Language

Cultivating English majors' ability to tell China's stories in a foreign language not only has profound significance for cultural communication but also helps enhance China's soft power and international discourse power globally. As China's position in the international community gradually rises, telling China's stories has become an important component of the country's foreign cultural strategy. English majors, as future cultural ambassadors, carry the mission of spreading China's traditional culture and modern achievements to the world. By cultivating their ability to tell China's stories in a foreign language, it can promote the effective dissemination of Chinese culture on the global stage, enhance international understanding and recognition of Chinese culture, and eliminate prejudices and misunderstandings. In addition, it provides a positive boost to cultural exchanges in the context of globalization, facilitating the interaction and integration of different cultures.

In the accelerating process of globalization and internationalization, cultivating English majors' ability to tell China's stories in a foreign language also helps enhance their international competitiveness and overall quality. Through telling China's stories, students not only improve their foreign language skills but also broaden their horizons, cultivate critical thinking, and enhance their cross-cultural understanding. This not only has a profound impact on their personal career development but also helps cultivate young talent with a global vision, promoting the country's better self-presentation on the international stage. Cultivating this ability further enhances students' performance in international communication, cross-cultural cooperation, and other fields, making them internationalized talents with innovative thinking, cross-cultural communication skills, and a global perspective. Therefore, cultivating the ability of English majors to tell China's stories is not only a national cultural strategy requirement but also an inevitable need for the comprehensive development of university students.

2. Innovative Teaching Models and Methods for English Majors to Tell China's Stories in a Foreign Language

2.1 Project-Based Learning (PBL) Teaching Model

The project-based learning (PBL) teaching model provides a new educational approach for cultivating English majors' ability to tell China's stories in a foreign language. PBL emphasizes problem-driven learning, encouraging students to engage in practical, meaningful project tasks that help solve real-world problems, while improving their language expression and cross-cultural communication skills. In this model, students are no longer limited to traditional language classroom learning but instead participate in designing, implementing, and presenting projects related to Chinese culture, thereby developing their ability to express China's stories in a foreign language. For instance, students can participate in cross-cultural exchange activities centered on Chinese historical events, social changes, or traditional culture, presenting Chinese stories through multimedia, speeches, or reports, which enhances their practical language application skills^[3].

The innovation of this teaching model lies in its close integration of foreign language learning with real-world application, encouraging students to use foreign languages for expression in authentic situations. Project-based learning not only helps students accumulate cultural knowledge in a cross-cultural context but also deepens their understanding of Chinese culture. By collaborating with students or experts from different cultural backgrounds, students can receive feedback from various perspectives, further enriching their expression and cross-cultural communication abilities. In the teaching process, the role of the teacher shifts from being a traditional knowledge transmitter to a guide and collaborative partner, helping students engage in critical thinking and cultural exchange during project execution, thus gradually improving their ability to tell China's stories in practice.

2.2 Application of Cultural Immersion Teaching Method

The cultural immersion teaching method places students in the cultural environment of the target language, stimulating their interest and motivation to actively learn the language, while deepening their understanding of that culture. This method emphasizes promoting language learning and cultural internalization through immersive experiences and engagement with the target culture. In the process of cultivating English majors' ability to tell China's stories in a foreign language, the cultural immersion method is particularly important, as it helps students experience the unique charm of Chinese culture and gain inspiration and material for telling China's stories. Through activities such as visiting Chinese historical sites, participating in traditional festivals, and experiencing Chinese cuisine, students can gain a more intuitive understanding of the values and historical context behind Chinese culture, enabling them to more accurately convey the essence of Chinese culture in their foreign language expression^[4].

Additionally, the cultural immersion method enhances students' cross-cultural communication skills. By interacting with classmates, teachers, or international friends from different cultural backgrounds, students can deepen their understanding of cultural differences and learn how to overcome these differences in foreign language communication. Outside the classroom, teachers can design cultural experience activities, such as appreciating Chinese films, calligraphy, or opera performances, allowing students to immerse themselves in the diversity and richness of Chinese culture. Through this immersive learning approach, students not only improve their language skills but also deepen their emotional connection to Chinese stories and cultural heritage, allowing them to speak about China with cultural confidence and pride.

2.3 Cross-Cultural Dialogue and Cooperative Learning Strategies

Cross-cultural dialogue and cooperative learning strategies aim to enhance students' foreign language skills and cross-cultural communication abilities by fostering interaction among students from different cultural backgrounds. In the process of telling China's stories, students must possess strong cross-cultural adaptability, understanding and respecting other cultures, while accurately expressing the uniqueness of Chinese culture. Through cross-cultural dialogue, students can gain multidimensional perspectives on Chinese culture and learn how to effectively express cultural ideas in a foreign language. Cooperative learning emphasizes students working together in small groups to solve problems, utilizing collective intelligence and resources to explore and present China's stories.

The innovation of this strategy lies in combining cooperation and dialogue, creating a multi-interactive learning environment that encourages students to stimulate new ideas and ways of expression through cultural collision and integration. In the classroom, teachers can organize cross-cultural discussions, role-plays, cultural exchanges, and other activities, allowing students to practice expressing China's stories in a foreign language within different cultural contexts. Through collaboration with foreign classmates, students can better understand the significance of Chinese stories in different cultural contexts and learn how to present China's cultural characteristics more vividly and distinctively in their foreign language expression. Moreover, cross-cultural dialogue and cooperative learning strategies can help students develop an international perspective, enhancing their cultural competitiveness in the globalized context and making them global ambassadors of Chinese culture.

Through this comprehensive teaching strategy, English majors can not only cultivate their foreign language skills in cross-cultural communication but also continuously improve their skills in telling China's stories in a foreign language through practice. Ultimately, this cultivates a culturally confident mode of expression. This innovative teaching model provides students with more diverse learning paths and lays a solid foundation for telling China's stories effectively.

3. Evaluation System and Pathways for Enhancing English Majors' Ability to Tell China's Stories in a Foreign Language

3.1 Framework and Indicators for Evaluating Ability

In the process of cultivating English majors' ability to tell China's stories in a foreign language, establishing a scientific and comprehensive evaluation system is crucial. An effective evaluation system should cover multiple dimensions of students' performance, including language expression, cultural understanding, and cross-cultural communication skills. First, the evaluation framework should be based on students' fluency in foreign language expression, accuracy, and their deep understanding of cultural background. Fluency in foreign language expression not only reflects students' language proficiency but also their ability to convey the emotional and spiritual essence of China's stories. Accuracy emphasizes students' capacity to accurately convey the essence of historical, cultural, and contemporary issues when telling China's stories, avoiding cultural misunderstandings or distortions.

The evaluation system's indicators should include key elements such as language expression ability, cultural understanding ability, cross-cultural communication ability, and innovative expression ability. In terms of language expression ability, the focus is on whether students can naturally organize and express their thoughts in foreign language communication, and whether they can effectively use the grammar and vocabulary of the target language. In terms of cultural understanding ability, the assessment evaluates whether students can deeply understand and convey the cultural context and core values of China's stories. Cross-cultural communication ability focuses on evaluating students' adaptability in multicultural settings, and whether they can appropriately address cultural differences to achieve effective communication. Innovative expression ability measures students' creativity in telling China's stories, and whether they can engage the audience in a creative way, enhancing the expressiveness and emotional impact of the stories. Through such an indicator system, a comprehensive and systematic assessment of students' overall abilities in telling China's stories in a foreign language can be made, providing valuable feedback and guidance for teaching^[5].

3.2 Construction of Extracurricular Activities and Practical Platforms

The construction of extracurricular activities and practical platforms provides English majors with an important channel to apply language and cultural knowledge in real-life contexts. By establishing practical platforms, students can transform the language and cultural knowledge they have learned in class into actual language output and cross-cultural communication skills. To enhance students' ability to tell China's stories in a foreign language, schools should encourage and support students to participate in various extracurricular activities, such as language exchanges, international cultural festivals, foreign language speech competitions, and cross-cultural lectures, providing rich opportunities for cultural display and exchange. In these activities, students can continuously improve their skills in telling China's stories in a foreign language through practical exercises, while also absorbing the essence of other cultures through interaction, thus strengthening their cross-cultural understanding and expression skills.

In addition, schools can establish international cultural exchange and cooperation platforms by

collaborating with off-campus organizations or institutions. Through partnerships with universities or cultural institutions in other countries, students can engage in more international practice projects, directly exchanging language and culture with foreign students and telling China's stories. Through such practical platforms, students can not only enhance their language proficiency and cultural literacy but also improve their international communication and cultural dissemination skills in a globalized context, laying a foundation for them to become global ambassadors of Chinese culture in the future^[6].

3.3 Pathways for Enhancing Ability with the Aid of Information Technology

In modern education, information technology has become an important tool for enhancing English majors' ability to tell China's stories in a foreign language. The application of information technology provides rich learning resources and interactive platforms, significantly enriching students' learning experiences and improving their language skills and cultural literacy. Through online learning platforms, language learning software, and international communication networks, students can study and practice foreign languages anytime and anywhere, further enhancing their language expression skills. On these information platforms, students can access a large amount of foreign language learning materials, such as films, lectures, and news reports related to Chinese culture, which help them deepen their understanding of China's stories in diverse contexts.

Information technology also facilitates cross-cultural communication and cooperative learning. For instance, through online international cultural exchange platforms, students can engage in language exchanges and cultural interactions with classmates from all over the world, share Chinese stories, and learn about the cultural backgrounds and stories of other countries. In this interactive learning, information technology not only breaks through the limitations of time and space but also provides students with a global cultural exchange platform, helping them enhance their ability to tell China's stories in a foreign language within the context of globalization. Moreover, teachers can use information technology tools for personalized teaching and assessment, providing real-time feedback on students' progress and performance, and adjusting teaching content and methods to maximize the improvement of students' language expression and cross-cultural communication abilities.

The use of information technology, combined with big data analysis and intelligent educational platforms, can accurately identify students' weaknesses in the foreign language learning process, provide personalized learning suggestions and resources, and help students rapidly improve their language skills and cultural literacy. In future education, information technology will become a powerful support for cultivating students' ability to tell China's stories in a foreign language, offering an important pathway to cultivate talents with international perspectives and cross-cultural communication skills.

Conclusion

This study explores the ability of English majors to tell China's stories in a foreign language and its cultivation pathways, proposing innovative teaching models such as project-based learning, cultural immersion teaching methods, and cross-cultural dialogue strategies. These methods not only help improve students' foreign language expression skills but also enhance their cross-cultural communication abilities, thus promoting the accurate transmission of culture. Future research should further improve the comprehensive evaluation system and build more diversified practical platforms to enhance students' performance in real-life applications. Additionally, integrating information technology to drive teaching innovation and using virtual platforms for international cultural interaction will provide students with richer learning resources and practical opportunities. Strengthening international cooperation and cultural exchange and promoting global cultural dissemination projects will further enhance college students' ability to tell China's stories in a foreign language, providing new momentum and perspectives for the dissemination of Chinese culture in the era of globalization.

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