

A Study of College Students' Ability to Tell Chinese Stories in English in the Context of the Internet

Yan Xiao¹ Ying Chen² Jin Luo³ Li Tan⁴

^{1,2,3,4} Changsha Medical University, Changsha, Hunan 410219, China

⁴Corresponding author.

ABSTRACT

First of all, the purpose of this study is to utilize the internet as a learning tool to help students understand the current situation of traditional culture and enhance their English learning ability, enabling them to express Chinese stories in English. Secondly, it expounds the importance of telling Chinese stories well in English. Thirdly, it further analyzes the difficulties that college students encounter expressing themselves in English. Finally, some solutions to the above problems are given.

Keywords: Internet, College students, English, Chinese stories.

1. INTRODUCTION

With the continuous enhancement of China's comprehensive national strength, its fine traditional culture and the remarkable accomplishments in China's development have garnered increasing attention from people all over the world[10]. Therefore, in order to tell Chinese stories to people all over the world, they must unite college students as the main force of cultural communication. English, as one of the most commonly used international languages, should be the most effective way for them to share Chinese stories and communicate the Chinese voice. In the context of globalization, the Internet permeates deeply into students' daily lives and is closely intertwined with their experiences. By connecting the two, stories of China's excellent traditional culture can be told, helping Chinese students cultivate their cultural awareness and develop correct values and worldviews. However, college students will not use English to express the absence of their mother tongue culture and related vocabulary, their comprehension of traditional cultural knowledge is limited. By using the internet as a learning tool, students can gain a preliminary understanding of the current state of traditional culture and enhance their proficiency in English. For college students, telling Chinese stories well in English is not only a reflection of their language ability. It is also a demonstration of their cultural sophistication and global perspective.

2. THE IMPORTANCE OF TELLING CHINESE STORIES WELL IN ENGLISH

2.1 Improving Cultural Confidence

As an ancient civilization with a history of five thousand years, China's story is not only rich and colorful, but also contains profound cultural heritage and unique values. General Secretary Xi Jinping has repeatedly stressed the importance of firm cultural self-confidence, pointing out that "China has firm confidence in its roads, theories and institutions, Its essence is rooted in cultural confidence, which is based on the inheritance of more than 5,000 years of civilization"[11]. "Chinese culture has a long history, five thousand years of history have created countless excellent cultural achievements, leading to the creation of one Chinese story after another, these stories delve into multi-dimensional aspects of the Chinese spirit that underlie the excellence of Traditional Chinese culture, showcasing them at various levels so that people around the world can gain a better understanding of China and appreciate the strengths of its democratic system. Praise the great miracle created by the industrious Chinese people. "Cultural self-confidence refers to a country or a nation's full affirmation of its own cultural value and the firm belief in its cultural vitality"[12]. To tell Chinese stories well in a foreign language is to

learn and understand Chinese culture deeply, and language is the carrier of culture. It can deepen people's pride in culture itself, and enhance foreign friends' understanding and recognition of China, and promote exchanges and mutual learning between different cultures. In the collision of cultural exchanges between China and foreign countries, cultural self-confidence is strengthened and cultural identity is constantly enhanced.

General Secretary Xi Jinping stressed that "China's excellent traditional culture is the spiritual lifeblood of the Chinese nation and also serves as a solid foundation for them to stand firm amid the influences of global culture" [5]. "These wise and affectionate teachings of Chun Chun, are not only for Chinese people, but also carry the mission of showing and spreading Chinese culture to people all over the world. It serves as a bridge and window for the outside world to know and understand China.

2.2 *Being a Practitioner of Cultural Communication*

In today's globalized world, the exchange of cultural stories has become an important force in promoting mutual understanding and international cooperation. With the development of globalization, cultural communication has become an important issue in today's society. The report of the 19th CPC National Congress pointed out that "cultural confidence is a more fundamental, deeper and enduring force in the development of a country and a nation. Without a high degree of cultural confidence and without the prosperity of culture, there will be no great rejuvenation of the Chinese nation." [2] In the new era, college students, as the successors of socialism, should actively take on the responsibility of cultural communication and become practitioners in this field, and introduce Chinese traditional culture and modern social features to foreign friends. Through friendly exchanges, we should enhance mutual understanding and friendship, and promote two-way cultural communication and mutual learning.

Culture is the soul of a country and a nation; it encompasses history, traditions, beliefs, values and other aspects of content. Only by deeply understanding the characteristics of various cultures, grasping the differences, and making connections between cultures can they effectively spread cultural awareness. By utilizing various channels and platforms, such as social media, TV, radio, magazines, etc., in order to introduce and promote Chinese culture to a larger audience, college

students should strive to leverage their knowledge of English, understand the customs and etiquette of diverse cultures, and cultivate an open and inclusive mindset and cross-cultural communication skills. It is also the historical mission of every college student to play the main role in external communication, and effectively spread Chinese culture.

3. THE DIFFICULTIES COLLEGE STUDENTS ENCOUNTER IN THE PROCESS OF EXPRESSING THEMSELVES IN ENGLISH

With the promotion of China's international status and increasing discourse power on the world stage, China is placing greater emphasis on sharing Chinese stories. However, for a long time, college English courses in China have essentially been one-way, providing "input" to students from English-speaking countries. It is only by understanding English social culture that one can appreciate the input of excellent traditional Chinese culture. Moreover, college English teachers lack the awareness of combining English with traditional culture, which greatly reduces students' interest in understanding culture. This may lead to college students being unable to express Chinese stories in English, a condition also known as cultural "aphasia." Therefore, this paper conducted a simple online survey on college students' English learning, oral expression and understanding of Chinese stories. The valid results of the survey were 129.

According to the survey results, some college students think that it is difficult to tell Chinese stories well in English. There are various reasons for this. For example, many students have a limited understanding of Chinese stories, which is primarily attributed to a lack of English vocabulary due to insufficient after-school English learning. Additionally, their limited oral expression ability hinders their smooth retelling of Chinese stories, highlighting their shortage of English vocabulary. Therefore, it is necessary to improve the deficiencies in college students' English learning. The questionnaire shows that college students will seek help in the face of their shortcomings. In modern society, students mainly use the Internet to find the information they need and fill in the gaps to make up for any deficiencies. Therefore, college students need to improve their ability to express Chinese stories in English. ("Table 1")

Table 1. Investigation of the ability of college students to tell Chinese stories well in English in the context of the internet

Survey questions	Proportion	Proportion	Proportion
How confident it is to tell Chinese stories in English	Very confident 6.2%	General 68.21%	Inconfident 25.58%
How well do you think you know the Chinese story	Completely familiar 7.75%	General 82.94%	Unfamiliar 9.31%
Whether you can exercise your oral English	Yes 38.76%	NO 61.24%	—
Facing the shortcomings of English learning, will you use internet tools?	Yes 94.57%	NO 5.43%	—

3.1 Lack of Understanding of Traditional Cultural Knowledge

At present, college students' mastery of traditional cultural knowledge is not ideal. Many students' cognition of traditional cultural knowledge stays on the surface, and they lack a deep understanding of the important elements, core ideas and historical background of traditional culture. In addition, students' interest in traditional culture is not high, and the number of students participating in traditional culture activities and courses is relatively small. Many colleges and universities pay too much attention to professional courses in their curriculum setting and do not pay enough attention to the education of traditional cultural knowledge. This results in the lack of systematic and comprehensive study of traditional cultural knowledge. Some students lack initiative in learning traditional cultural knowledge, and often just passively accept the knowledge in class. They lack extracurricular tutoring and self-study awareness, hold a negative attitude toward traditional culture, blindly worship Western culture, pursue Western democracy and freedom, and excessively pursue Western festivals. Meanwhile, Western culture has gradually penetrated into their daily life. Therefore, telling Chinese stories well in English can cultivate the core socialist values of college students, and it provides an opportunity to get to know and understand traditional culture.

3.2 Lack of Vocabulary

Nowadays, in the process of English learning, college students pay more attention to the mastery of basic vocabulary and grammar, and less to the vocabulary related to the characteristics of Chinese culture. But in cross-cultural communication,

English serves as an important tool for Chinese college students to spread Chinese stories as an international common language. However, when some students tell Chinese stories in English, the lack of vocabulary makes it difficult for them to find the appropriate English words to express the cultural connotations and plot. Moreover, the words in Chinese stories are not simple words used in ordinary life, but proprietary terms are difficult to read and remember, and the sentences inside are even harder to understand. Therefore, students need to spend more time to overcome these difficulties, otherwise, it will be difficult to meet the requirements of telling Chinese stories in English.

3.3 The Lack of Expressive Ability in Telling Chinese Stories in English

With the development of globalization, Chinese traditional culture has gradually attracted more and more Westerners, and Chinese stories have been favored by more and more Westerners. However, many college students often find it challenging to translate words, language and current affairs with Chinese characteristics. When communicating with Westerners, they may struggle with idiomatic language expression and make errors in grammar and sentence patterns. These issues can impact the fluency and accuracy of their expression, while illogical English translations can confuse people. Due to the poor English expression abilities of current college students, there is a need to further strengthen their ability to effectively tell Chinese stories [6]. In addition, there is a lack of a real language environment in China. College students rely more on textbooks and teachers to explain their English learning, and their lack practical opportunities to use it. Therefore, it is difficult for them to improve their expression ability.

4. THE STRATEGY OF USING THE INTERNET TO PROMOTE COLLEGE STUDENTS' ENGLISH ABILITY

4.1 It Can Create an English Language Environment

With the continuous development and popularization of internet technology, the Internet has become an important tool in people's lives and work. At the same time, the Internet also provides a new learning environment for language learners and brings many conveniences and advantages to them. The Internet is a vast resource database containing a variety of language learning materials and resources. Learners can access rich audio, video, text, and other learning materials through the Internet platform, which can help them better understand and master language knowledge. In addition, online courses and video tutorials on the Internet also provide learners with a more flexible and efficient way of learning. At the same time, it can promote students' enthusiasm for learning English.

The Internet breaks the restrictions of place and time, allowing language learners to study without the limitations of traditional classrooms and courses, providing it with a convenient way to learn. In addition, learning platforms and applications on the Internet also provide learners with personalized learning plans and feedback to help them better master language knowledge.

4.2 Using Online Resources to Practice Output and Expression Skills

For different groups of students who are afraid to express themselves in front of others, using intelligent voice assistants such as Siri and Alexa can help them practice daily conversation and improve their oral English skills anytime and anywhere. They can also use social media, language learning applications (such as HelloTalk, Tandem, italki), and other platforms to find native language learning partners for language exchange. This not only helps exercise oral expression skills but also improves logical thinking ability. For example, Ted Talks, which are usually presented by outstanding individuals in various fields, cover a wide range of topics in a concise and illuminating

manner. They are suitable for the study of logical thinking expression, which is often lacking among Chinese students. Therefore, students need to imitate the expressions of their foreign friends and utilize methods that they can comprehend, in order to improve their output.

4.3 Improving Independent Learning Ability

At present, according to the survey and research, college students spend less time learning English after class. In the online environment, college students need to have a strong ability in independent learning. They should learn to make a reasonable study plan, allocate their study time reasonably, and choose their own study content and way. At the same time, college students should also pay attention to cultivating their own learning interests and motivation, and maintain continuous enthusiasm for learning. The Internet provides many real-time interactive learning platforms, such as online courses and social learning platforms. These platforms provide students with the opportunity to communicate with teachers and classmates in real time, which will help to enhance the learning experience and improve learning outcomes. In addition, students can also obtain real-time English news and cultural information through these platforms, which is helpful for improving the practical ability in using English. By making good use of the Internet as a tool and accessing rich learning resources, college students can effectively manage their time and place, choose suitable learning platforms, and select appropriate learning resources, thereby improving students' independent learning experience.

4.4 The Combination of Online and Offline Teaching Can Improve the Effect of English Teaching

College students' ability to learn English can also be evaluated from the perspective of classroom instruction, highlighting the crucial role that teachers play in the language acquisition process. If the teacher's classroom teaching is boring, it will further affect the students' learning enthusiasm, so the students' participation in the class is not high. Therefore they can try a hybrid teaching approach, which combines traditional in-person education with online learning. Mobile phones, as essential

tools for college students, can effectively facilitate online teaching. Against the backdrop of the Internet, college English teachers can utilize this model to seamlessly integrate classroom teaching with online teaching in order to achieve complementary benefits. Online teaching can provide personalized learning suggestions and exercises based on students' learning progress and needs through an intelligent learning system, without being limited by time and space constraints; whereas offline teaching facilitates communication between teachers and students through face-to-face interaction and guidance. teachers can promptly answer students' questions and assist them in overcoming learning challenges. This teaching mode is conducive to improving students' learning interest and self-learning ability, further improving students' learning needs and feedback, and providing better teaching services and support. At the same time, it also helps to improve teachers' teaching level and teaching quality.

5. CONCLUSION

In conclusion, this paper explores college students' ability to tell Chinese stories in English, and highlights their shortcomings and strategies in the process. By using the Internet as an effective learning tool, students can further improve their English learning ability. This not only makes it possible for students to express Chinese stories in English but also strengthens students' cultural identity and showcases the real China to the people of the world.

ACKNOWLEDGMENTS

Fund Project: Innovation and Entrepreneurship Fund Project for College Students in Hunan Province in 2024, Project Number: Xiangjiaotong [2024] No.191-5243: A Study of College Students' Ability to Tell Chinese Stories in English in the Context of the Internet.

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