

To Tell a Good Story of Yunnan-----Research on the Storytelling Strategy of Ecological Civilization Construction

Shuqing Qian

Yunnan Jiaotong College, Kunming, Yunnan 650101, China

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Abstract: This paper systematically discusses how to tell a good story of the ecological civilization construction in "Telling A good Chinese Story in English" of Yunnan. Through the exploration of the strategies for the storytelling based teaching mode for Yunnan ecological civilization construction in English, the language skills, cross-professional awareness, cross-cultural literacy and communicative competence of students can be improved. As a result, the proper spread of Chinese culture can prop up students' intercultural communication ability and build cultural sentiment.

1. Introduction

The cultural ecology of English teaching in China is in an unbalanced state, which was made with more emphasis on the input of social culture from English-speaking countries and ignores the output of Chinese culture by English expression.[1-2] With the further enhancement of China's comprehensive national strength, China's influence in the world is rapidly increasing. Therefore, it is necessary enable the China's excellent cultural traditions to be universally known by foreign countries. Through the background of "Telling the Story of China and Spreading the Voice of China" and the opportunity of the Forthcoming UN Biodiversity Conference (COP15) in Yunnan, this study studied the strategy of teaching students to tell the story of ecological civilization construction in Yunnan. Research in Chinese culture aphasia and defects in English culture teaching research in China [4] began in 2000 with focuses on the "investigation and study, the present situation to reflect, the solving strategy, research new perspective" and other issues. However, the researches on how to teaching, and the training in cultural output ability of higher vocational college students are rarely conducted .Therefore, this study is conducted to cultivate the ability of cultural output of higher vocational students in English. In this study, paradigm narrative theory is used to teach intercultural communication competence and translation strategies in task-based language teaching. This paper expounds the research background, current situation and significance of inquiry, and discusses the selection of materials, material processing and strategies of language communication ability cultivation. Finally, the research results are presented through the scale data.

2. Exploration of Teaching Mode Strategies

2.1 Improvement of Students' Ability to Collect and Organize Materials

Narrative content consists of three dimensions: material, text and story. Story is the result of material extraction and processing. It is the interaction of the three dimensions to jointly express and trigger emotions for the purpose of communication. [10-11] An attractive story must be characterized with warmth, three-dimensional and comprehensive. It is the result of communication with time, which can reflect both the past, and the present, and foretells the future. Besides, the story should embody the national spirit and typical Chinese characteristics in the new era. The identity, characteristics, hobbies and acceptability of the audience directly impose influence on the choice of the story. The choice of a story must firstly be based on the ability, experience and feelings of the narrator, and only by triggering resonance in emotion can the audience show their

reason. The narrator must have a in-depth understanding of the story material, so that the audience can be touched when telling the story. For example, the simple description of the status quo of animal resources in Yunnan in a speech with the theme of animal protection will inevitably seem to be vague with generality. Therefore, the characteristics of this major can be integrated to tell how to achieve harmony between man and nature in the process of ecological civilization construction in Yunnan, reflecting the win-win concept of symbiosis between modernization and environmental protection. For example, students majoring in highway engineering construction can tell the story of constructing a special elephant passage to protect elephant groups during the construction of Sixiao Highway in Yunnan province.

2.2 Improvement of Students' Language Narrative Ability

In classical narratology, Prince (2011:152) made a systematic study of the narration of word patterns that express time-series situations and events. From the perspective of narratology mode and category, he studied the narrative of a particular combination and improved the nature, form and function of narration. Therefore, narration must follow the narrative strategy:

2.2.1 Focus on Narrative Rhetoric

Narration is the behavior of processing and beautifying the existing stories, and it is the behavior of persuading the audience to identify with or guide the audience to have emotional resonance. To tell a good story of ecological civilization construction in Yunnan can be made based on the authentic and reliable story and appropriate use of literature rhetoric strategy, making the story not only endowed with both the authenticity and rationality. More importantly, the story is vividly presented thus to impress the audience with a "good" story emotional resonance and won audience's emotion recognition to spread the story of ecological civilization construction in Yunnan. As a result, the world can have a clear understanding of Yunnan and listen to the story of Yunnan about deeds of the protection and construction of ecological civilization.

2.2.2 Establishment of Correct Viewpoints, Angles and Stance

Different perspectives affect people's understanding of things. The perspective is mainly composed of the identity or occupation of the narrator. The identity of the speaker determines the characteristics of discourse, and different discourse strategies derive from specific identity. Therefore, it is particularly important to correctly understand one's own identity and view things. Similarly, in the process of telling, students should learn about positive and energetic stories, establish correct life values, and guide students to spread positive Chinese stories. Telling the story of China is not the ultimate goal, but to convey China's ideas through storytelling. It is a new bridge for us to connect with the rest of the world. Through training the students to tell the story of Yunnan ecological civilization well in English to tell the story of other aspects of Yunnan well, such as national unity, poverty alleviation and finally to tell the story of China well.[7]

2.2.3 Analysis of the Narrative Audience

A good interpretation of Chinese views can be achieved with the discourse system that foreigners can understand.[5] First of all, we should understand the Western discourse system, construct China's foreign discourse system for the integration of Chinese and Western cultures. When we tell the story of Yunnan's ecological civilization construction to the world, our goal is to transform cultural information, not just the conversion of words. We should convey the message in a language that the foreign people understand. Different language styles and language systems can be used to tell the story according to the characteristics of different groups. Even if the same story, the language reorganization and the change in narrative structure should be made for different audiences.

2.3 Improvement of Students' Language Communication Ability

The goal of English language and culture teaching is to improve students' acuity and resolution capability to cultural differences between China and foreign countries. Language teaching is

divided into three levels: language competence, communication competence and sociocultural competence.

2.3.1 Improvement of Reading, Writing and Translation Skills

Through reading classic English literature and writing Chinese story books in English, students can improve their reading ability and accumulate relevant language knowledge. Through the enrichment of classroom and extracurricular cultural knowledge, students' knowledge of ecological civilization and professional knowledge can be enriched. Students' translation ability can be improved by teaching translation principles and skills. [6] In classroom activities, words and sentence patterns related to ecological civilization construction can be covered as to the largest extent, and students' cross-disciplinary knowledge and awareness are promoted by linking their majors in the content from a cross-cultural perspective. New ideas and relevant knowledge in teaching should be introduced to improve the timeliness of students' knowledge so that students can know more about relevant cutting-edge ideas and events in the world, and avoid being separated from their cross-major and cross-cultural communication in terms of knowledge and concepts.

2.3.2 Improvement of Language Communication Skills

Designing exercises and activities to explore cultural issues in teaching. [9] To design classroom activities to explore the construction of ecological civilization. In order to fully develop students' language communication skills, real communication speech or debate activities can be added, and narrative activities related to ecological civilization construction can also be added with contextual meaning such as sharing personal experience, expressing opinions and attitudes, entertaining audiences, etc.

2.3.3 Improvement of Cross-Cultural Literacy

In recent years, the phenomenon of "Chinese cultural aphasia" has turned into a better result to some extent. Foreign media begin to pay attention to the introduction of traditional Chinese culture. For example, BBC published a documentary about Du Fu. Hello China, also published by The State Administration of Radio, Film and Television, selected 100 Chinese words representing the essence of traditional Chinese culture, and reflecting the broad and profound Chinese culture from different aspects. All these have enhanced the understanding of China and Chinese culture among foreign people. The learning of systematic English knowledge and skills of traditional Chinese culture and cross-cultural courses can improve students' ability to tell Chinese stories well in English. [8] In this study, as we learn how express Chinese culture, at the same time, the English expression and structure of ecological civilization construction should be constructed. Besides, students should learn to accurately introduce the ecological civilization construction in Yunnan in English and tell the ecological civilization construction stories related to my major in English. Finally, through the comparison between the two languages and cultures, students will understand and master the cultural connotation of relevant language knowledge and specific stories and discover their similarity and individuality with the purpose to promote English learning and understanding of Chinese and Western culture.

2.4 Quantitative Evaluation

Before, during and after the study, the Chinese English Proficiency Rating Scale jointly released by the Ministry of Education and the State Language Commission in 2018 was used to quantify oral description, oral discourse, oral interaction and other oral expression abilities. Students can basically reach level 6, that is, they can discuss with others on hot social issues or topics familiar with their professional fields, and they can express their personal opinions on designated topics related to society and study to a certain extent. They can fluently express their thoughts with rich forms of language styles [3].

This study is conducted with 162 students majoring business English in Yunnan Communications Vocational and Technical College as the objects based on a questionnaire survey. Pre-research, in-research and post-research were conducted to quantify the level of the English proficiency. The

quantified results are shown in Table 1:

Table 1. Quantitative Comparison of English Proficiency

	Linguistic capability	Ability in oral expression	Structuring ability	Pragmatic competence
Pre-research	Level 2	Level 2	Level 3	Level 4
In-research	Level 3	Level 3	Level 4	Level 5
Post-research	Level 4	Level 5	Level 5	Level 8

Through three stages of quantifying English ability, it is obvious that students' language ability to understand simple language materials, to obtain factual information and to grasp major contents in level 2 to lifted to level 5 that demonstrates students capability to exchange, discuss and negotiate some topics and explicitly show their attitude and views related to learning, working and others on relatively similar occasions can be understood from the secondary simple daily life common language materials, basic factual information, grasp the main content, implement basic communication eye to five more familiar situation about study, work and so on topic to communicate, discuss, negotiate and show views and attitudes.

The oral expression ability has been improved from level 2 to level 5, which signifies the ability of students to carry out basic daily communication in simple language with clear pronunciation and correct intonation. After preparation, students can briefly express personal opinions on topics related to their major.

From level 3, the restructuring ability is developed and students can use common words to express meaning. Besides, if level 5 is reached, students can express their views and conduct discussion with proper words on familiar topics.

From level 4, students can develop pragmatic competence to understand the intention expressed by the other party in general social communication. At level 7, students can communicate with others on different topics and effectively express their own opinions, feelings and attitudes by choosing appropriate language forms. Besides, their expressions are made in accordance with their identity and social and cultural norms, thus achieving smooth communication.

3. Conclusion

Under the national strategic background of "Chinese culture going global" and "Realizing the Chinese dream of the great rejuvenation of the Chinese nation", English education in higher vocational colleges should be implemented by inheriting excellent culture and telling Chinese stories in a good manner. The systematic framework of Chinese stories should be actively explored and constructed to develop the expression and discourse system with local characteristics. Besides, the narrative strategy consistent with different occasions and audience habits can be adopted to improve the communication effect, and enables the world to hear the good stories of China and Yunnan.

Project

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