Educational and Humanities
ISSN Print: 3104-4352
ISSN Online: 3104-4360
CD ISSN: 3104-4379
https://doi.org/10.63313/EH.9081

A Study on Strategies of Instructing Students to Tell China's Stories in English in the New Era

Xinran Zhang
China West Normal University, Nanchong 637009, China
Email: 2444977178@qq.com

How to cite this paper: Zhang, X. (2026). A study on strategies of instructing students to tell China's stories in English in the new era. Educational and Humanities, 3(3), 68–81. ISSN Print: 3104-4352, ISSN Online: 3104-4360.
https://doi.org/10.63313/EH.9081
Published: 2026-06-24

Copyright © 2026 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
http://creativecommons.org/licenses/by/4.0/
CC BY 4.0

Abstract

In the current wave of globalization, the connections among countries around the world are increasingly close. China is playing an increasingly important role on the international stage, and there is an urgent need to tell China's story, present China's image and spread Chinese culture to the world. The *General High School English Curriculum Standards (2017 Edition, 2025 Revision)* also put forward requirements for telling China's story well—having a certain ability to communicate and disseminate Chinese culture across cultures (Ministry of Education, 2020). English, as an international language, is an important medium for China to convey its voice to the outside world and plays a crucial role in cross-cultural communication. However, due to cultural differences and language barriers, there are certain limitations in the world's understanding of China. As English teachers, it is our responsibility to explore effective teaching methods to guide students to tell China's stories accurately and vividly in English, so that the world can better know and understand China. This article, guided by humanistic learning theory, the input and output hypothesis, and intercultural communication theory, explores this issue from the perspectives of what, why, and how.

Keywords

Background of the New Era; China's Stories; English teaching strategies

1. Concepts and Classifications of Socialism with Chinese Characteristics for a New Era and China's Stories

1.1. The Concept of Socialism with Chinese Characteristics for a New Era

Socialism with Chinese Characteristics for a New Era is the result of the combination of the basic principles of Marxism with China's specific realities, and it reflects that socialism with Chinese characteristics has entered a new stage of development. Socialism with Chinese Characteristics for a new Era is under the leadership of the Communist Party of China, the people of all ethnic groups in the country, in the new

historical position, based on the changes in the principal contradiction facing Chinese society, guided by Marxism, combined with the reality of contemporary China and the characteristics of the times, and comprehensively advanced in all fields including the economy, politics, culture, society and ecological civilization, an organic unity of theory and practice with the overarching goal of achieving socialist modernization and the great rejuvenation of the Chinese nation. Moreover, the core socialist values are an important spiritual force of thought on Socialism with Chinese characteristics for a New Era. They embody the spirit of contemporary China and embody the common value pursuit of all the people, and Socialism with Chinese Characteristics for a new Era provides practical soil for the cultivation and practice of the core socialist values. For instance, the great achievements made in economic construction and the increasingly improved security system in social construction are vivid teaching materials for cultivating and promoting the core values.

1.2. The Concept and Classification of China's Stories

Through the collation and analysis of relevant China's Stories, the types of China's Stories can be macroscopically classified into five categories (Yang Luna, 2022). First, the story of the Chinese path, namely the story of socialism with Chinese characteristics and the story of the governance of the Communist Party of China, showcases the Chinese system to the world. Second, the story of the Chinese Dream, the story of the Chinese people striving to achieve the great rejuvenation of the Chinese nation, shows China's strength to the world. Third, stories of the Chinese people, stories of the outstanding spirit of Chinese historical and modern figures, show the Chinese spirit to the world. Fourth, stories of Chinese culture, stories of Chinese traditions and fine culture, introducing Chinese culture to the world. Fifth, the story of China's development, that is, the story of China's peaceful development and win-win cooperation, conveys the Chinese solution to the world. To guide students to tell China's stories well in English in the context of the new era, that is, to mainly tell the above five types of stories.

Therefore, telling good China stories means being able to uphold patriotism and the subjectivity of Chinese culture, be confident in culture, have a full knowledge of Chinese and foreign cultures, develop an inclusive cultural attitude, and flexibly utilize cross-cultural strategies. The story of the Chinese path, the Chinese Dream, the Chinese people, the Chinese culture, and China's development is presented to the world in a way that foreign readers can understand and accept, thereby enhancing the world's understanding of China and expanding the influence of Chinese culture.

1.3. The Relationship between Socialism with Chinese Characteristics for a New Era and China's Stories

On the one hand, the practice and achievements of Socialism with Chinese Characteristics for a New Era are an important part of China's stories. At this stage, China's ideas and practices in various fields such as the economy, politics, culture, society and ecological civilization constitute rich narrative materials. For example, in the economic field, the story of China promoting high-quality economic development through supply-side structural reform and moving from "Made in China" to "Created in China"; in the social sphere, the great feat of poverty alleviation that lifted hundreds of millions of people out of poverty; in the cultural field, the creative transformation and innovative development of China's fine traditional culture are all wonderful stories worthy of being told to the world in English. These real and highly attractive materials bring China's stories to life and showcase the great achievements of Socialism with Chinese Characteristics for a New Era.

On the other hand, China's stories are also a vivid representation of Socialism with Chinese Characteristics for a New Era. By telling real stories, including stories of personal struggle, corporate innovation, cultural inheritance, etc., abstract theories and policies can be made concrete and tangible, helping audiences at home and abroad better understand the connotation and significance of Socialism with Chinese Characteristics for a New Era. At the same time, it can break down cultural barriers and language barriers, allowing the world to better understand China's development path and values in the new era, and enhance China's international image and international discourse power.

Also, the core socialist values provide the value core and spiritual guidance for telling China's story well. Values such as prosperity, democracy, civilization and harmony run through the stories of China's economic take-off, political progress, cultural flourishing and social harmony and stability. For example, when telling the story of the rise of China's technology enterprises, demonstrate the innovative vitality and development achievements under the pursuit of prosperity values; in stories of grassroots democratic elections and community self-governance, demonstrate the practical essence of democracy. Patriotism, dedication, integrity and kindness are embodied in countless individual deeds. From the selfless dedication of medical workers on the front lines of the fight against the epidemic to the small acts of kindness among ordinary people who operate with integrity and help each other, these stories vividly illustrate core values. By integrating the core socialist values into storytelling, China's Stories can be made more profound and touching, convey the Chinese spirit to the world, and enable the audience to deeply understand the charm and significance of the core socialist values in the stories, thereby enhancing their understanding and recognition of the Chinese path, the Chinese system, and the Chinese culture.

2. The Importance and Necessity of Guiding Students to Tell China's Stories Well in English in the Context of Socialism with Chinese Characteristics for a New Era

2.1. Importance

Under the background of Socialism with Chinese Characteristics for a New Era, guiding students to tell China's stories well in English is in response to the call of the Party and the state to enhance international communication capabilities. This not only contributes to the development of students' personal abilities, but is also of great significance for shaping the country's image and international communication. At the same time, developing students' ability to tell China stories well is also a process of developing students' core literacy, and there is an inherent consistency between the two (Tang Shuzhe, Xu Jian, 2024).

Firstly, by learning how to tell China's stories in English, students can gain a deeper understanding of China's history and culture, social progress, and the development path of socialism with Chinese characteristics, and enhance their national pride and cultural confidence. At the same time, it provides them with a platform to engage in dialogue with the world in a more open and confident manner, and to share China's experience and wisdom.

Secondly, it helps enhance students' English expression and cross-cultural communication skills, making them a bridge connecting Chinese and foreign cultures and promoting mutual understanding and respect among different cultures. In today's globalized world, such abilities are crucial for cultivating people with an international perspective.

Furthermore, encouraging students to tell China stories well in English is also to meet the international community's demand for understanding China. With China's rapid economic growth and rising international status, more and more foreigners want to know the real China. Stories told by the younger generation tend to resonate more, as they are often full of vitality and innovation, and can present a real, three-dimensional and comprehensive China.

Finally, doing so also helps to build a discourse system with Chinese characteristics and enhance China's international voice. On the international stage, China needs to make its voice heard and promote Chinese culture. Through promotion within the education system, a group of people who are both proficient in professional knowledge and skilled in international communication can be cultivated, thereby better presenting China's development concepts and achievements to the world and contributing to the building of a community with a shared future for mankind.

2.2. Necessity

The influence of Socialism with Chinese Characteristics for a New Era on English teaching is mainly reflected in the following aspects.

First of all, the new era has set new goals for English teaching. As socialism with

Chinese characteristics enters a new era, basic English education is given a new goal: to cultivate a new generation of Chinese people with patriotic feelings, international vision, international communication skills and cultural confidence. The new curriculum standards for compulsory education also define the nature of the English curriculum, emphasize the important role of English in international communication and cooperation, and put forward new requirements such as establishing an international perspective, cultivating a sense of family and country, and strengthening cultural confidence. Therefore, in the context of the new era, the English curriculum is no longer merely about imparting language skills, but also shoulders the responsibility of cultivating students' all-round qualities, and its nature has undergone profound changes. On the one hand, English courses should open the window of international vision for students, allowing them to learn about the cultures, customs and values of different countries and regions, and develop their cross-cultural communication skills, enabling them to have a confident dialogue with the world on the global stage. On the other hand, the English curriculum should be an important vehicle for nurturing a sense of home and country. By learning English, students can tell China's stories in the international language, spread Chinese culture, and enhance national pride and cultural confidence.

Secondly, the new era has put forward new requirements for the cultivation of English talents. Socialism with Chinese Characteristics for a New Era demands not only the quantity of English talents but also the quality of them, and the new era demands the cultivation of English talents for our own use. Marx and Engels believed that ideas cannot exist directly without language. Therefore, in the new era, English education in China should be cautious of the infiltration of Western ideology and values, so that the English talents cultivated are truly useful to us.

Finally, language form and language function should be given equal attention. Function is the purpose of form, and form is the means of function. The two are interdependent and cannot be biased. Focusing only on the communicative function of language, inaccurate language form can only cope with daily communication and cannot engage in important social and economic activities and high-precision scientific and technological work. On the contrary, the language form is precise, but it cannot communicate effectively, nor can it meet the requirements of China's development in the new era for English talents. Therefore, English teaching should focus on both language form and function, and neither should be neglected. In the teaching process, emphasis should be placed on both the accuracy of students' language expression and their practical communication skills, through activities such as English dialogues and debates that simulate real scenarios, allowing students to improve their language application skills in practice.

To sum up, guiding students to tell China's stories in English in the context of the new era is a very meaningful task that is in line with the requirements of the

national development strategy and is conducive to personal growth and social progress.

3. Practical Strategies

3.1. Input Strategy

3.1.1. Guide Students to Gain an In-depth Understanding of China's Stories

If students want to tell China's stories well in English, they first need to understand and value China's stories. Teachers should also broaden their academic horizons and enrich their knowledge of China's stories. On the one hand, students can gain a deeper understanding of Chinese culture, history, and human geography by reading related books, studying Chinese classical literature, watching documentaries, appreciating cultural works, and visiting museums. For example, reading historical works such as the Records of the Grand Historian and the Comprehensive Mirror for Aid in Government to learn about China's long history; studying books such as The Book of Songs, The Analects of Confucius, and Three Hundred Tang Poems to appreciate the wisdom and emotional expression of the ancients; watching documentaries such as "A Bite of China" to experience China's rich culinary culture and human geographical features; appreciating Chinese paintings, such as landscape and flower-and-bird paintings, and feeling their unique artistic charm. On the other hand, with the rapid development of society and the continuous emergence of new China's Stories, these China's Stories are contemporary and closely linked to social hot issues, and are excellent materials for students to feel society through the study of China's Stories. Therefore, students can also gain a deeper understanding of China's development through news platforms, government reports and documents, thematic exhibitions, etc., and strengthen the "Four Confidences." For example, by following the websites and social media accounts of official media such as Xinhua News Agency, People's Daily, and CCTV News, one can get the latest developments and social trends; Experience China's rapid development by visiting various exhibitions that showcase China's modern and contemporary history and development achievements, such as the "Marching into a New Era" thematic exhibition of achievements. In the process, Students can deeply understand the cultural heritage and values behind the stories, laying a solid foundation for telling China's stories well in English.

3.1.2. Explore Elements of China's Stories in English Textbooks and Select Appropriate Teaching Content

In English textbooks, there may be content related to traditional Chinese festivals, myths and legends, historical figures, and cultural customs, and achievements of contemporary China. Therefore, teachers should dig deep into the teaching materials to find these elements of Chinese culture, select appropriate teaching content, and ensure that these materials are both educational and engaging for students. Guide

students to study these contents in depth and understand the connotations and values of Chinese culture. But it's important to note that we emphasize "teaching with the textbook" rather than "teaching the textbook." Guided by the new curriculum textbook perspective, the selection of China's Stories should prioritize textbooks, but not be limited to them. At the same time, teachers should enhance the integration of English and ideological and political content in teaching, convey core socialist values through language teaching, enhance students' confidence in socialism with Chinese characteristics, and enable students to tell China's stories accurately and vividly in English and showcase the features of The Times in China.

First of all, when teaching, contents related to traditional Chinese festivals can be selected, such as the Spring Festival, the Mid-Autumn Festival, etc., to enable students to understand the historical origins, traditional customs and cultural connotations of these festivals. At the same time, introduce the features of these festivals, such as pasting Spring Festival couplets, setting off firecrackers, having a family reunion dinner, etc. In addition, other knowledge points can be linked and compared, such as comparing them with similar festivals in the West, comparing the Chinese Dragon Boat Festival with the Western Dragon Boat Festival, to help students understand the similarities and differences between different cultures, improve their English expression ability, and thus better spread China's stories.

Next, you can also choose content related to myths and legends in traditional Chinese culture, such as "Loong" (dragon), to let students understand that it is a mythical creature symbolizing auspiciousness, power and majesty in Chinese culture. At the same time, further introduce the translation of "Dragon" from "dragon" to "Loong", which reflects the growing influence of Chinese culture globally and the stronger say of China in international cultural exchanges, and enhances students' cultural confidence.

Also, you can choose content related to China's modern achievements and social hotspots. Society is evolving rapidly, and new China stories are constantly emerging. These China's stories are contemporary and closely linked to social hot issues, and they are excellent materials for students to feel society through learning China's stories. Such as China's modern achievements in science and technology innovation, green development, social progress, etc. At the same time, incorporate ideological and political education into English courses, namely "course-based ideological and political education," to convey core socialist values through language teaching, cultivate students' moral qualities and sense of social responsibility, and enhance students' confidence in socialism with Chinese characteristics. This is not only a supplement to traditional English teaching, but also an important direction of educational reform in the new era. For instance, China's high-speed rail technology, 5G communications, new energy vehicles and other technological innovations demonstrate China's vitality and strength in economic development; China's efforts in environmental protection and sustainable development, such as afforestation and

energy conservation and emission reduction, demonstrate China's contribution to the global ecological environment; China's political system and democratic practices, such as the system of people's congresses and grassroots democratic self-governance, allow the world to understand China's political development and democratic process. Through an in-depth understanding of modern China, students can vividly tell China's stories in English, showcase the contemporary features of China, and enhance their confidence in socialism with Chinese characteristics.

3.1.3. Emphasize the Accumulation of Basic Knowledge and the Explanation of Skills and Strategies

First, the accumulation of vocabulary patterns and the explanation of pronunciation techniques. In order to improve students' ability to tell China's stories in English, teachers should focus on students' vocabulary and sentence structure accumulation as well as pronunciation skills. In terms of vocabulary and sentence structure accumulation, teachers can organize high-frequency thematic words related to China's stories, such as "Confucius", "Terracotta Army", "Mid-Autumn Festival", etc. And help students master these words through word games, memory cards, etc. English storybooks and articles can also be provided, with more reading and practice, to expose students to a rich vocabulary and diverse expressions through reading, laying a solid foundation for telling China's stories in English. In terms of pronunciation skills training, teachers can specifically explain and practice the pronunciation of vowels and consonants in English, as well as phonetic phenomena such as stress and linking, to make students' English pronunciation more accurate and natural. At the same time, pay attention to students' pronunciation and intonation. For example, when reading the English story "Yu Gong was determined to move the mountains." For the sentence "Yu Gong was determined to move the mountains.", emphasize the word "determined" through stress to show Yu Gong's firm determination. When telling the climax of the story, use a rising tone appropriately to increase tension and appeal; use a falling tone at the end of the story to give a sense of stability and conclusion. By constantly explaining and accumulating, students will be able to use intonation more accurately, making the China's Stories they tell more vivid and interesting.

Next, explanations of grammatical structures and translation techniques. Here we need to start with the connection between language and culture. Language and culture are closely linked. Learning to tell China's stories in English enables students to deeply appreciate the differences between the two languages, Chinese and English, and the cultures they represent. English, as a Western language, has unique grammatical structures, lexical meanings and expressions. Chinese, on the other hand, carries China's long history and rich cultural connotations. When students tell China's stories in English, it is not just about the conversion of grammar and translation methods, but also about the exchange of ways of thinking and cultures behind the two different language systems. Teachers should emphasize the

differences in tenses, voices, sentence patterns, cultural backgrounds, etc. between Chinese and English, and improve the accuracy and fluency of students' translation and narration of China's Stories.

In terms of tense changes, Chinese verbs have no tense changes, but English verbs have various forms such as the past tense and the present perfect tense. Therefore, when telling a China's stories in English, the translator needs to carefully choose based on the timeline in order to accurately describe the time of events in the story; In terms of voice transitions, the passive voice is less common in Chinese than in English. Therefore, when translating, pay attention to changing the voice at the right time to make the narrative more diverse. For example, when telling the story of the ancient Chinese invention of paper-making, the simple past tense and passive voice can be used to describe "Paper was invented by Cai Lun." to improve the accuracy and fluency of China's storytelling. In terms of sentence structure, Chinese tends to rely on context for understanding, while English pays more attention to form, that is, to clarify logical relationships through conjunctions. Therefore, when translating, it is necessary to appropriately add conjunctions such as "and", "but", "because", etc. to construct a clear sentence structure. At the same time, since Chinese often omits the subject or object, when translating it into English, complete sentence components should be added as appropriate; In terms of cultural background, there are certain cultural differences between Chinese and English. For example, the meaning of the Chinese Dragon "Loong" is completely different from that of the Western dragon. Therefore, when translating, avoid literal translation and make appropriate adjustments based on the cultural context and expression habits of English, and try to use authentic English expressions as much as possible. For example, when telling a story about the Chinese Spring Festival, do not translate "New Year's Eve dinner" directly as "year night meal," but as "New Year's Eve dinner."

3.1.4. Build a Clear Story Structure

Guiding students to build a clear story structure is the key to telling China's stories well in English. Teachers can help students understand the importance of the introduction, body and ending of a story by analyzing excellent China's stories cases. In the introduction section, students can use concise language to introduce the theme and background of the story; the main body is the core of the story and should describe the plot and characters in detail; the ending can summarize the main idea of the story or pose some thought-provoking questions that resonate with the audience. In this way, students can better tell China's stories. Take the story of the Dragon Boat Festival as an example. The introduction can introduce the origin and time of the Dragon Boat Festival, the main body can describe in detail the story of Qu Yuan and the traditional customs of the Dragon Boat Festival, and the conclusion can summarize the significance of the Dragon Boat Festival, emphasizing Qu Yuan's patriotism and the inheritance of Chinese traditional culture.

3.2. Output Strategy

3.2.1. Create Scenarios and Role-play

Teachers can create scenarios to guide students in role-playing to enhance their English expression skills and understanding of China's stories. For example, set up a scene of a traditional Chinese festival and have students play different roles, such as family members during the Spring Festival, dragon boat riders during the Dragon Boat Festival, etc. By experiencing the atmosphere of traditional festivals in person, students can also better understand the essence of Chinese traditional culture. For instance, in the context of contemporary economic take-off and rapid transportation development, play the role of a traveler who benefits from the development of high-speed rail, and thus deeply experience the speed of a great nation and the reflection of China's railways on the road to national rejuvenation today.

3.2.2. Regularly Organize Speech and Debate Competitions

Regularly organize English speech or debate competitions centered around China's stories to develop students' logical thinking and public speaking skills. The speech contest provides a platform for students to showcase themselves. Students can carefully prepare their speeches and improve their speaking skills and expression abilities by telling China's stories. At the same time, foreign friends can be invited as judges or audiences to provide feedback from multiple perspectives.

3.2.3. Conduct Group Project-based Learning

Design tasks that require teamwork, such as co-creating a play script based on a China's Stories and performing it in English, to assess students' collaboration and collective wisdom. For example, each group presents festival stories and culture to the entire school in the form of speeches, performances, etc., and interprets the customs of paying New Year's greetings during the Spring Festival, stories of reunion during the Mid-Autumn Festival, etc. Students can also be encouraged to participate in drama festivals or cultural festivals, where they can bring China's stories to the stage and convey cultural information through performing arts. Through such project-based learning activities, students can improve their English expression skills in practice and better tell China's stories in English.

3.2.4. Utilize Multimedia Resources

Use video editing software, animation tools, etc., to instruct students to produce short videos, documentaries, or animated films about Chinese culture. And it can be uploaded to platforms such as YouTube, TikTok, Weibo, WeChat official account, etc., to expand the reach and increase the understanding and interest of international audiences.

3.2.5. Engage in Storytelling Creation and Sharing Activities

Encourage students to create English stories based on Chinese culture, which can be adaptations of traditional cultural stories, historical events, or stories about contemporary China. And organize story-sharing sessions where students can present their works either orally or in writing to enhance their expression skills and confidence.

3.2.6. Engage in Cultural Exchange and Extracurricular Expansion Activities

Invite international friends or international students to interact at the school to exercise students' ability to tell China's stories in real situations, or organize students to participate in international cultural exchange programs carried out by the school, etc., to enhance cross-cultural communication skills and confidence in Socialism with Chinese Characteristics for a New Era through actual contact. Organize extracurricular activities such as visits to museums, historical sites and other cultural venues to let students learn about Chinese history and culture, combine the achievements and progress of modern China, and write down their feelings in English to improve students' English writing skills and cultural literacy.

3.3. The Use of Modern Technology

First of all, multimedia resources can be utilized. Make full use of multimedia resources such as video, audio and pictures on the Internet to help students gain a more intuitive understanding of the cultural background and social significance behind China's Stories.

Secondly, online learning platforms can be utilized. Build online learning communities or use existing MOOC platforms to provide rich learning materials for students to study independently and support interactive discussions among them to share their understanding and insights of China's Stories. Furthermore, VR virtual reality can be utilized. Use virtual reality (VR) or augmented reality (AR) technology to create immersive cultural experience environments, such as visits to virtual museums, historical sites, etc., to make students feel as if they were in the context of China's Stories, providing them with a more vivid and intuitive learning experience.

Finally, social sharing can also be utilized. Encourage students to use platforms such as YouTube, Instagram, etc. to post their own short videos, text and images, tell China's stories in English, and get feedback from a global audience.

3.4. Multi-dimensional Teaching Assessment and Teaching Evaluation Integration

The Curriculum Standards stipulate that the evaluation of English courses should be people-oriented, with formative evaluation as the main form and evaluation as the secondary form, combining qualitative and quantitative evaluation, emphasizing the diversity of evaluation subjects, evaluation methods and evaluation contents, and promoting the development of students' comprehensive qualities through evaluation

(2017 edition, 2025 revision). Based on the evaluation requirements of the high school English curriculum standards and the current situation of high school English teaching evaluation in China, in high school English “telling China's stories well” should use diversified evaluation contents, rich evaluation methods, and emphasize process evaluation should be used to promote the development of students' comprehensive abilities.

3.4.1. Self-assessment

Students conduct regular self-assessments using recording devices to record pronunciation and expression, and listen and improve repeatedly. Students can choose one China's Stories each week, tell it in English and record it. Then listen to the recording repeatedly, paying attention to whether your pronunciation is accurate, your intonation is natural, and your grammar is correct. For existing problems, they can be improved by imitating English story recordings, watching English animations or movies, etc. At the same time, you can also invite teachers or classmates to give feedback and work together to improve your oral expression skills.

3.4.2. Teacher Assessment

First, teachers can evaluate the telling of China's stories by multiple criteria, such as language accuracy, content completeness, ideological correctness, cultural understanding, creativity and expressiveness, etc., to achieve the integration of teaching, learning and evaluation. Language accuracy means checking whether students' grammar and vocabulary usage are correct and whether their pronunciation is clear and accurate. Content completeness is the assessment of whether the story is complete and whether key plots are conveyed correctly. Cultural comprehension examines whether students' understanding and expression of Chinese culture and China's stories are accurate, and whether there are misunderstandings or deviations. Creativity and expressiveness evaluate the creativity and personal style demonstrated by students in telling China's stories, and how they engage the audience's interest. Ideological correctness is the evaluation of whether students convey the correct core values of socialism with Chinese characteristics when telling China's stories.

Secondly, teachers can evaluate the storytelling of China's stories through a variety of tasks, such as written assignments, oral tests, group projects, and competition activities., to achieve the integration of teaching, learning and evaluation. The written assignment is to assign an English writing task about China's stories to assess students' ability to express themselves in words and logical thinking. Oral tests are arranged as one-on-one oral tests, or students are asked to record an audio/video of themselves telling China's stories to assess their oral expression ability. Group projects involve designing tasks that require teamwork, such as co-creating a play script based on China's stories and performing it in English, to assess students'

collaboration and collective intelligence. Competition activities encourage students to participate in competitions related to telling China's stories in English to assess their language proficiency and overall ability.

Through the above strategies, teachers can strive to meet the requirements of the integration of teaching, learning and assessment in the new curriculum standards, gain a more comprehensive and in-depth understanding of students' ability to tell China's stories in English, and adjust teaching methods accordingly to help students better master this skill. In addition, a reasonable assessment system can also help motivate students to constantly improve themselves and become effective messengers of Chinese culture and China's stories.

4. Conclusion

In the context of the new era, the theoretical and practical significance of English teachers guiding students to tell China's stories in English is reflected on multiple levels. It is not only related to language education itself, but also involves many fields such as cultural identity and confidence, international communication, and talent cultivation.

At the theoretical level, first of all, by telling China's stories, students can enhance their understanding and identification with their own culture, strengthen the "four confidences," and cultivate cultural consciousness and self-confidence, which is an important foundation for Chinese culture to go global; Secondly, in today's increasingly globalized world, telling China's stories in English helps promote understanding and respect among different cultures and promotes the idea of the world's people jointly building a community with a shared future for mankind; Furthermore, from the perspective of national image building, the dissemination of Chinese culture in English is an important way to enhance the country's soft power. This is in line with the "going global" strategy proposed by the Chinese government, which aims to enhance the understanding of Chinese culture among countries around the world through diverse cultural exchange activities.

At the practical level, first, by telling China's stories, students need to use the knowledge of English they have learned to express complex ideas, which not only enhances their language skills but also strengthens their cross-cultural communication abilities; second, by telling Chinese stories, it helps to promote students' sense of social participation. When students are given the task of telling stories about their own country, they will feel proud and be more willing to actively participate in social affairs and become little messengers of cultural exchange between China and foreign countries. Furthermore, with the development of China's economy and the deepening of its openness to the outside world, there is an increasing demand for talents with an international perspective. Students trained in this way will be better adapted to future career challenges and become international talents and bridges connecting China and the world. At the same time, it is beneficial

for teachers to constantly innovate teaching models, such as involving students in actual cultural exchange projects through project-based learning, such as making videos, writing scripts, holding competitions, etc., thereby enhancing teachers' own teaching innovation ability, students' innovation ability and social practice ability; It is conducive to further promoting interdisciplinary teaching, organically integrating and permeating relevant knowledge of other subjects in English teaching (SHOEMAKER B J, 1989), and it can achieve the integration and interaction of knowledge, skills, ways of thinking, etc. of different subjects (NIKITINA, 2006); Finally, by presenting China's development achievements and social features positively, it can shape a good national image internationally, enhance the outside world's understanding of the Chinese people and culture, and strengthen international discourse power.

In conclusion, in the context of the new era, English teachers guiding students to tell China's stories in English is a work of profound significance. It is both an innovation and a development of the traditional language teaching model and an important way to serve the overall development of the country and promote cultural exchanges between China and foreign countries, worthy of our continuous and in-depth exploration.

References

[1] NIKITINA S. Three strategies for interdisciplinary teaching: Contextualizing, conceptualizing, and problem-centering[J]. Journal of curriculum studies, 2006(3): 251.

[2] SHOEMAKER B J. Integrated education: A curriculum for the 21st century[J]. Oregon School Council Bulletin, 1989(2):1.

[3] Ministry of Education of the People's Republic of China. General High School English Curriculum Standards (2017 Edition, Revised 2025) [M]. Beijing: People's Education Press, 2025.

[4] People's Daily Comment Department. Xi Jinping Tells Stories[M]. Beijing: People's Publishing House, 2017: 1.

[5] Tang S Z, Xu J. A Study on Teaching Strategies to Improve Senior High School Students' Ability to Tell China's Stories Well in English[J]. Journal of Tianjin Normal University (Basic Education Edition), 2024, 26: 1-6.

[6] Xi J P. Hold High the Great Banner of Socialism with Chinese Characteristics and Strive in Unity to Build a Modern Socialist Country in All Respects: Report to the 20th National Congress of the Communist Party of China[M]. Beijing: People's Publishing House, 2022: 46.

[7] Yang L N. A Study on Strategies for Telling China's Stories Well in Senior High School English Textbooks[J]. Curriculum, Teaching Material and Method, 2022, 42(7): 125.