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## Principles and Contents of "Narrating Chinese Stories Well" to Thai Chinese Learners

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### Abstract

"Narrating Chinese Stories Well" to Thai Chinese learners in Thailand is both a means and a goal. At present, there are still some problems with "Narrating Chinese Stories Well". According to the current situation of teaching Chinese to Thai learners, there are special principles that should be followed: historical value and traditional meaning, contemporary value and realistic meaning, Chinese characteristic and world meaning, Chinese value and human value, dialogue exchange and mutual appreciation. Under the general principle and the special principle, the "China Story" of Chinese language teaching for Chinese learners in Thailand includes Chinese traditional stories with historical characteristics, Chinese development stories with contemporary value, Chinese characteristic stories with world significance, Chinese thought stories with human value and Chinese communication story with real significance. On the basis of the above-mentioned principles and contents, the strategies of its teaching application can be determined from four aspects: Story-Based Teaching Setting, Socialized Teaching Practice, Experiential Cultural Guidance, and Interactive Negotiation and Communication.

**Keywords:** Chinese Learners of Thailand, Teaching of China's national conditions, Narrating Chinese Stories well, Teaching Application

### ■ Introduction

For Thai Chinese learners, they naturally want to know the most real China; For Chinese international education, it is also hoped that Chinese teaching can show a real, three-dimensional and comprehensive China. Therefore, both sides have a common goal: to teach Chinese well and learn Chinese well by knowing China.

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Chinese President Xi Jinping (2021) has pointed out that as envoys of cultural exchanges between China and foreign countries, foreign students are also an indispensable group of "Narrating Chinese Stories Well". Foreign students have taken the initiative to understand China's national conditions and the history of the Communist Party of China, which is very useful for understanding China's past, present and future, he said in a letter to students studying abroad at Peking University: "You are welcome to visit more places in China to learn more about the real China, and to share your thoughts and experiences with more people so as to play a positive role in promoting mutual understanding among the people of all countries." Xi's letter raised high expectations for students studying in China, as well as a teaching proposition: to "Narrate Chinese Stories well" is also what international Chinese teaching should mean.

Narrating Chinese Stories well will not only reshape the image of China in the new era, and let the people of the world see a more real, three-dimensional and comprehensive China; it will also strengthen China's right of international discourse (CHENG Qingmin 2016, BAI Wengang 2019, ZHANG xinyan 2019, WANG Shiyong & CAO Wenyang 2019, GUO Han 2019, YU Jinhui 2020). To Narrate Chinese Stories, one must tell a good story. Only "good stories" can be shared, and only stories that "move people with emotion", "move people with truth" and "convince people with reason" can be considered "good stories"[7]. To Narrate Chinese Stories, we should tell it both inside and outside, enrich the main body of communication, establish a common discourse system for mankind, make full use of all-media platforms such as newspapers, micro-blogs and WeChat, and make use of foreign audiences and media to tell the story of China (ZHANG xinyan 2019).

These are from the perspective of teaching students how to introduce China, but we need to pay more attention to the majority of Chinese learners need to know what kind of China, especially for Thai Chinese learners, this is a problem we must pay attention to. Therefore, we believe that "Narrating Chinese Stories well" to Chinese learners in Thailand is conducive to better understanding and more conducive to Chinese teaching, but we must consider the difficulties we are facing at present, at the same time, we should think about the basic principles and concrete contents in the process of "Narrating Chinese Stories". In view of this, this article mainly discusses four aspects, namely, "Narrating Chinese Stories well" and the dilemma of Chinese teaching, basic principles of "Narrating Chinese Stories well", text content selection of "Narrating Chinese Stories well", and the significance of "Narrating Chinese Stories Well" to Thai Chinese Learners and its application in teaching.

## ■ 1. "Narrating Chinese Stories well" and the dilemma of Chinese teaching for Thai students

The traditional education of China's national conditions is generally from the perspective of curriculum norms for foreigners to carry out all aspects of information about China's knowledge transfer, there are many problems with this kind of teaching. Especially for Thai students who are willing to think, good at activities, the traditional teaching problems are particularly prominent, as follows:

(1) The curriculum development of China's national conditions teaching is not effective, and the teaching method is single. At present, the education about China's national conditions is a compulsory course for all kinds of Chinese learners, and it is also one of many course types. The curriculum is mainly set up as "general situation of China", and the teaching materials used are "national conditions curriculum teaching materials", it is a textbook and other teaching AIDS used by teachers to introduce the situation of China to Chinese learners in the "survey of China" class. These conventional curriculum and teaching methods, for the general sense of teaching, is not a problem, but for the teaching of national conditions, the "story" nature of the natural diminished.

(2) The function of ideological exchange in the teaching of China's national conditions is limited. We can find that the current education of Chinese learners is mainly to train foreigners who understand Chinese language and culture, but it is far from reaching the goal of high-level exchange of ideas. This is of course not the problem of Chinese learners, but we lack of an effective "exchange of ideas, " the construction of thinking and action. The current curriculum and teaching, it is obvious that not enough attention and appears blunt. Both at the national level and in the training units, there is a certain lack of guidance and practical operation in the field of "knowledge and dissemination of China's national conditions", which cannot achieve the goal of story-driven, we cannot realize the real meaning of the exchange of ideas and cultural resonance.

(3) The Teaching of Chinese national conditions is deviated from the teaching object. Although China's international status has improved, the world is still full of false news and negative comments about China. For this reason, many schools offer rich cultural courses and special national conditions courses for foreign students. However, most of these cultural courses are about experience rather than "national conditions", and the national conditions courses are about introduction rather than "stories". Moreover, at present, colleges and universities to select the national situation of the class of teaching materials no more than all kinds of " China's General Situation " class title of teaching materials, such as "China Overview Course "(XIAO Li 2009, See Picture Right), etc., the use of materials is very limited. And the textbooks used today are all from many years ago. Many of the contents in the textbooks are still stuck in the past life topics, lacking timeliness, and even less teachability or learnability, this is also the reason why foreigners' impression of China has stagnated or that our teaching is not vivid enough. Therefore, in the face of great changes in the New China, foreigners as the teaching object, the choice of appropriate national conditions of the course material content is particularly important.



Figure 1. "China Overview Course"

In the new era, the teaching of Chinese conditions for Thai Chinese learners should not only focus on "culture", but also focus on "national conditions". Tell stories, not just facts; We should not only spread knowledge, but also China's voice. Our national education cannot be an introduction of comprehensive knowledge, nor a complete cultural indoctrination, nor an uninteresting old story, but an effective presentation of all kinds of fresh "Chinese stories". In order to fit the learning style of Thai students.

## ■ 2. The principles of "Narrating Chinese Stories well" to Thai Chinese learners

In a talk with German Sinologists, representatives of Confucius Institute teachers and students studying Chinese, Xi Jinping (2014) said: "To introduce China, we should not only introduce China with its own characteristics, but also introduce China in its entirety; We should introduce both ancient and contemporary China. We should introduce not only China's economic and social development, but also Chinese people and culture." Therefore, we believe that the contents of the textbooks for the national conditions' courses, which take Thai Chinese learners as the teaching object, should be both universal and special. The principle of universality is for everyone, and the principle of particularity is more specific. The so-called special principles include: historical value and traditional significance, contemporary value and practical significance, Chinese characteristics and world significance, Chinese value and human value, dialogue and exchange and mutual learning and mutual appreciation.

### (1) Historical value and traditional significance

Historical value, on the one hand, refers to the positive impact of things on the history and development of human society, on the other hand, things themselves have special significance. Although many valuable people, things and things exist in the history, but its impact, value is across the time and space, bringing spiritual comfort and guidance. China has a history of nearly 5,000 years. The spirit and culture rooted in the soul of the Chinese nation have always been brilliant and shining. It is the years of grinding and precipitation, only to breed a profound cultural heritage, unique China. Through the teaching

of Chinese traditional culture such as Confucianism, Taoism, Buddhism, calligraphy, painting, music, architecture, literature and so on, Thai students can understand the values and significance hidden behind the culture, we should try our best to understand and understand Chinese culture from "knowing what it is" to "know why it is".

#### (2) Contemporary value and practical significance

Contemporary value refers to the thoughts, spirits and measures that have certain positive significance to human development in contemporary times. Since the founding of new China, the Chinese people have been working tirelessly for development. Especially since Xi Jinping put forward the Concept of the "Chinese Dream" in 2012, the Chinese people of all ethnic groups have taken "realizing the great rejuvenation of the Chinese nation" as their ultimate dream. Realizing the Chinese Dream will not only benefit the Chinese people, but also the people of all countries. In the course of realizing the Chinese Dream, we have always adhered to the concept of peace, development, cooperation and win-win situation, and linked our own development with the development of the world to achieve win-win situation. Therefore, it is a necessary task to introduce China's thoughts of peaceful development and win-win cooperation in the new era to the national situation teaching of Thai students. Through what they learn in class and what they feel in life, Thai students can really understand China, so that the so-called "China threat" and "yellow peril" theories will not be overcome. At the same time, they can learn from China's plans and experience, and make efforts to build Thailand.

#### (3) Chinese characteristics and world significance

Under the leadership of the Communist Party of China (CPC), China has successfully blazed a path of its own. In exploring this path, the Communist Party of China has combined Marxism with China's national conditions, setting a good example for the international community. The theory, system, culture and thought formed in this process can be used for reference by other countries in the world. Studying the ruling methods and ideas of the CPC can help them avoid detours and find their own development path as soon as possible. The New Era Thought, which includes the 24-character core socialist values and the concept of peaceful development, can promote the development of any society or country. The teaching is supplemented with Chinese stories with Chinese characteristics and world significance. Thai students can not only deepen their understanding of China in the new era, but also learn Chinese thinking, opening new ideas for their own growth and the development of the motherland.

#### (4) Chinese values and human values

The so-called human value is the common interests of the whole society that are universally followed by human beings, which is different from the western "universal value"! The "universal values" we are more willing to follow are "common interests of mankind, people's consciousness of their universal rights and responsibilities, and the basis of mutual respect, understanding, exchange and cooperation"(LI Deshun 2014). "They refer to those universal and effective values that transcend differences" (LIANG Fangmeng 2019). Whether it is Chinese traditional values or contemporary values, many of them can represent the common interests of the whole society. China's traditional core values to the Confucian "benevolence, righteousness, propriety, wisdom, the letter" as the core, the contemporary socialist core

values is to supplement and develop, the five aspects of these values from human interaction, with the perspective of social interaction, not only for Chinese, but also the virtues of the people of the world should have. The values of communication between man and nature and communication between countries can be summarized in the speech delivered by Xi Jinping (2015) at the 70th Session of the United Nations General Assembly – "peace, development, fairness, justice, democracy and freedom are the common values of all mankind and also the lofty goals of the United Nations". This is Xi Jinping's summary of China's historical experience. In Chinese history, there are many stories of people living in harmony with nature, as well as rich stories of interactions between different countries and ethnic groups. These stories contain the unique values of the Chinese people. For example, "mutual learning and mutual learning", "harmony without uniformity", "righteousness for profit" and other viewpoints are always emphasized by us. Presenting them in teaching can not only introduce objective knowledge of China's national conditions, but also guide Thai students to respect others and other cultures and improve their moral quality.

#### (5) Dialogue, exchange and mutual learning

Dialogue and exchange refer to the friendly development of countries and exchanges among civilizations in the new international environment. Dialogue and communication mainly take three forms: national, social and individual. The process of exchanges and mutual learning should be based on the equal status of the two sides, and the content and forms of exchanges should be diversified. We should respect the differences among civilizations, learn from each other, draw on each other's strengths to complement each other's weaknesses, and promote the common development of China and the world, so as to realize the great idea of "Acknowledge the good in others. All good things can coexist, the world is one" (FEI Xiaotong 1990). The diversity of civilizations leads to exchanges, mutual learning and development (Xi Jinping 2019). The story shows the exchanges between civilizations and mutual learning between countries. It shows the profound friendship between China and other countries. The rich historical and contemporary stories of international exchanges can be substituted into the teaching, so that Thai students can realize the image of China as an inclusive and inclusive country. At the same time, the psychological distance between Thai students can be narrowed, and the interest and desire of them to learn more about the exchanges and interactions between Their country and China can be generated.

### ■ 3. The text selection of "Narrating Chinese Stories well" for Thai Chinese learners

There is a certain correspondence between the expression of cultural competence in the *General Syllabus for International Chinese Language Teaching* (Revised) (Hanban/Confucius Institute Headquarters 2014; See Picture Right) and the teaching content selection principle based on the teaching needs of national conditions proposed by us, as shown in the following table:

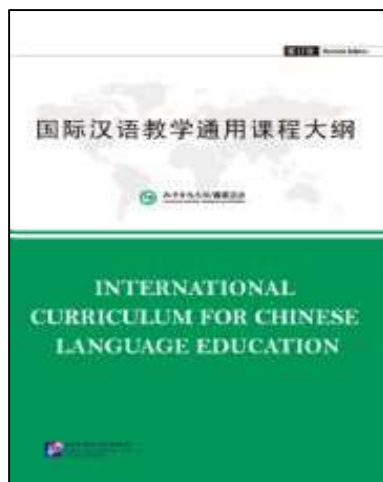


Figure 2. “International Curriculum for Chinese Language Education (Revised)”

Table 1.

Comparison between the description of cultural competence and the special principles in the General Syllabus for International Chinese Language Teaching

Ability to express special principles	Special principles
Simple idioms and stories, historical value, and traditional meaning	Historical value and traditional significance
Allusions, historical figures, and events	
The contemporary value and world significance of China's development in the fields of economy and science	Contemporary value and world meaning
China's cultural and educational achievements	
Chinese characteristics and world significance of Chinese social, political, and economic conditions	Chinese characteristics and world significance
China's material culture, such as clothing, food	
The story of Chinese thought, spirit, and values: Chinese values and human values	Chinese values and human values
Chinese communication etiquette, interpersonal relations	
Dialogue and mutual appreciation of the achievements and contributions of Chinese literature and art to the world	Dialogue and exchange and mutual learning
The development of China's economy, education and culture and the exchanges with the world	

Xi Jinping (2016) proposed by the story of "socialism with Chinese characteristics, the story of the Chinese dream, the Chinese story, the story of Chinese excellent traditional culture, the story of China's peaceful development" and "China road, theory, system, spirit, strength in a wonderful story" and other point of view is we select the "story" of the theory reference.

Based on the general and special principles mentioned above, as well as Xi Jinping's relevant remarks, combined with the table above, we can select and present the teaching content of " Narrating Chinese Stories well " from the following aspects to Thai students.

(1) Traditional Chinese stories with historical characteristics. It mainly includes traditional festival stories, ancient myths and legends, folk hero biographies, fables and so on. These traditional Chinese stories with historical characteristics have been handed down from generation to generation and continue to this day. People integrate the principles, spirits and values of life into them, and through the form of stories, the audience can subtly understand and recognize Chinese thought. These stories and the ideas and values they contain embody the special principles of both historical value and traditional significance.

(2) Chinese development stories of contemporary value. It mainly refers to the story that in the past decades, everyone and every group are striving for the great rejuvenation of the Chinese nation. In order to realize the great goal of the Chinese Dream, Chinese people have constantly tried and explored, and innovated five development concepts, "poverty alleviation" plan, "sustainable development" strategy, "new Rural construction" project, "four measures for a beautiful China" and so on. The methods and measures that China has explored are not only its own achievements, but also a great contribution to the cause of human development. China's development story has set an example for the rest of the world. China's development is the result of the joint efforts of the state, society and individuals. In the process of development, countless tear-jerking stories have repeatedly appeared in our lives. Through these stories, Thai students can get to know the real China, see the changes in China, understand the values of the Chinese people in the new era, and experience the new spiritual outlook of the new generation of young people. It can not only reflect the general principle of practicability and scientific of teaching materials, but also reflect the special principle of considering both contemporary value and practical significance.

(3) Stories with Chinese characteristics with global significance. It mainly refers to news events or development stories that are in line with China's national conditions, Chinese thoughts and Chinese values. China has its own unique national conditions, culture and system, in order to explore their own development path, countless Chinese people rushed forward, writing their own unique heroism and courageously. In these cases, both the Communist Party's governance and the common people's cooperation for development are involved. Telling these stories with Chinese characteristics to overseas students can fully demonstrate confidence in China's path, theory, system and culture. These stories, as textbooks, not only reflect the general principles of practicality and science, but also reflect the special principles of both Chinese characteristics and world significance.

(4) The Story of Chinese Thought with Human value. It refers to the stories and thoughts of ancient and modern Chinese people when they pursue dreams, communicate with people and get along with nature. It contains the ideological values of contemporary Chinese people including hard work, respect and understanding, and is also the embodiment of contemporary human values. To tell Thai students the true story of how people get along with themselves, nature, society and country, so that they can understand the Chinese thought with human value from the representative characters and ordinary people and learn the Principles and attitudes of Chinese people. It is more convincing and authentic when spoken by real



people and facts. The inclusion of these stories in the teaching of national conditions can reflect the principles of practicality, science and interest, and at the same time, can also reflect the special principles of Chinese values and human values.

(5) Stories of exchange between China and other countries including Thailand with practical significance. It includes the historical story of the exchange between Chinese and foreign civilizations (China and Thailand), the story of language exchange and learning, the story of the collision between traditional art and the world (Thailand), and the story of mutual help between China and the world (Thailand). These stories can not only show the profound friendship between China and other countries (Thailand), but also show the attitude that China is always willing to cooperate and develop with the world (Thailand). At the same time, similar stories can make Thai students have a closer heart, willing to integrate into life, feel China. These rich and real stories of exchange between China and foreign countries reflect the practical, scientific and interesting teaching, as well as the special principles of dialogue and mutual learning.

There is a degree of correlation and hierarchy between the selection of the contents and the principles identified above, as illustrated in the following figure1:

According to figure 1, It can be described that the principles and contents is the relationship between the bottom and the top, the bottom of the principles is the top of all aspects of contents selection basis and standards. There is a certain hierarchy among the principles at the bottom, Historical value and traditional significance, Contemporary value and world meaning, Chinese characteristics and world significance, Chinese values and human values, these four aspects are parallel and fundamental, and together they point to the principle of Dialogue and exchange and mutual learning at the highest level. In the same way, there is a certain level of hierarchy among the contents of the upper level, Traditional Chinese stories with historical characteristics, Chinese development Stories of contemporary value, Stories with Chinese characteristics with global significance, Stories of Chinese Thought with Human value, are selected to serve the selection of Stories of exchange between China and other countries, including Thailand with practical significance.

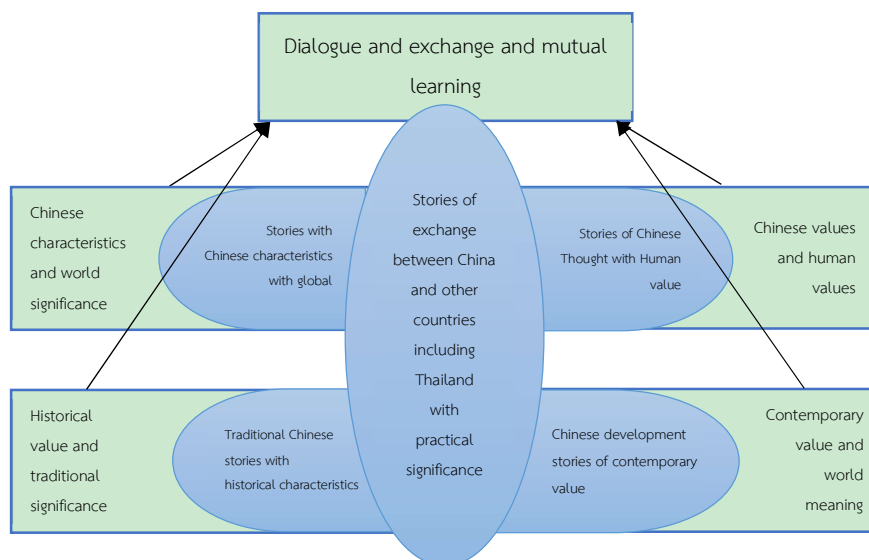


Figure 3. Principles and contents and their hierarchical relationship

#### ■ 4. Significance of "Narrating Chinese Stories Well" to Thai Chinese Learners and its Application in Teaching

The Principles and Contents of Narrating Chinese Well Stories to Thai Chinese Learners are detailed above. Next, there is a brief introduction to the significance of "Narrating Chinese Stories Well" to Thai Chinese learners and its application in teaching.

Following the above principles and selecting the text content of "Narrating Chinese Stories Well" is of great significance to all aspects of Chinese teaching for Thailand. Limited to space, we can briefly summarize the following four points:

(1) It is conducive to the policy formulation, curriculum planning, content standardization, textbook compilation, and teaching practice of Chinese teaching;

(2) It is helpful for front-line teachers to grasp the real connotation of "Chinese Stories" and convey it to learners correctly and effectively;

(3) Help Thai Chinese learners effectively perceive "Chinese Stories" and accept and take the initiative to become the narrator of "Chinese Stories";

(4) The principle and content selection of "Narrating Chinese Stories Well" also have reference significance for "Narrating Thai stories well", and play a very important role in promoting the exchanges and mutual learning between China and Thailand.

According to the above meaning, how to apply these principles and contents to the teaching practice of "Narrating Chinese Stories Well" for Thai Chinese learners? The following specific teaching strategies can be employed:

(1) Story-Based Teaching Setting. Creating real communication environment and contextualizing language input. Chinese teaching cannot be a simple language teaching, but can carry language learning materials through vivid and concrete "China stories". Therefore, we can create a communicative environment through all kinds of real, three-dimensional, and vivid "Chinese stories", realize the setting of story-based teaching and the input of context-based language, to achieve the maximum real effect of Chinese learning.

(2) Socialized Teaching Practice. Teaching is about society; learning is about practice. No matter what kind of "China Stories" should be associated with a certain social life, Chinese learning cannot be separated from the practice of life, learning is practice.

(3) Experiential Cultural Guidance. Through the story experience, the learners can perceive the similarities and differences between Chinese and Thai cultures, promote the development of their cultural consciousness, and then realize their cultural identity.

(4) Interactive Negotiation and Communication. We will promote mutual learning and mutual learning between the Chinese and Thai civilizations, and achieve genuine exchanges and integration.

The principles, contents, and instructional strategies for "Narrating Chinese Stories Well" to Thai Chinese Learners can be illustrated in the following figure 4:

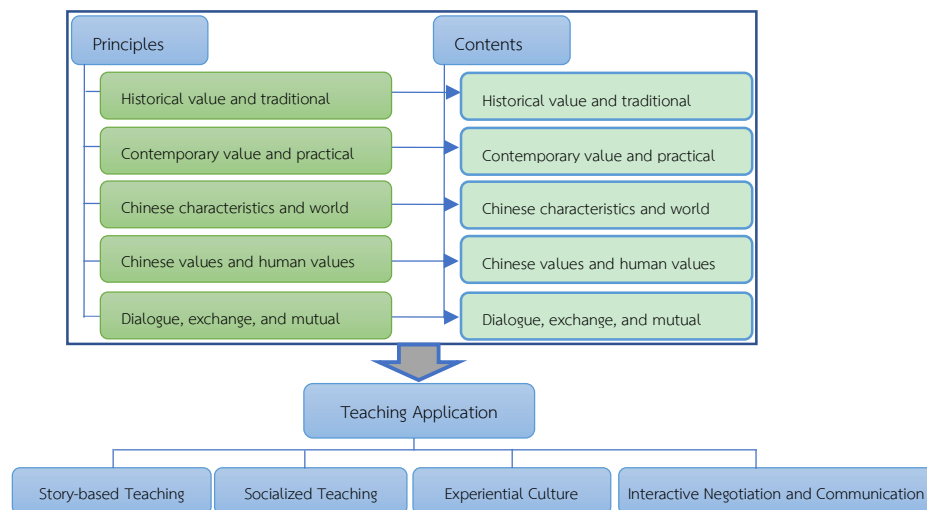


Figure 4. The relationship between principle and content and the flow chart for teaching practice

## Conclusion

The teaching behavior of "Narrating Chinese Stories well" to Thai students and letting them do it on their own is the embodiment of the essence of teaching. "Narrating Chinese Stories well" exists as an integral part of Chinese teaching activities in international Chinese education. It is a cultural generating activity of teacher-student communication, which is the essence of its existence.

The teaching of "Narrating Chinese Stories well" to Thai students is both a means and a goal. The vehicle to achieve this unity of means and goals is the "good story." At present, there are still some problems in the "story" aspect of teaching content, such as poor development of national education program, single teaching means, limited function of ideological exchange in national education, and deviated from the teaching object of China's national conditions teaching.

According to the status quo of China's national conditions teaching to learners of Chinese in Thailand, we believe that the state of the choice of the teaching text should follow the general principles of the selection of teaching material, also should have their own special principles, namely, historical value and the traditional, contemporary value and practical significance, and the meaning of the world with Chinese characteristics, Chinese value and human value, dialogue and exchanges and mutual learning totally. Under the general principles and special principles, we sure can be used to China's national conditions teaching of Thai students in the teaching of "China story" including historical characteristics of Chinese traditional story, the value of contemporary China's development story, story of world significance of Chinese characteristics, Chinese thought the story of the human value, realistic exchanges with the story.

The definition of these principles and the selection of their contents are of great practical significance for teaching: In short, the significance of this study lies in its role in the formulation of teaching policies, mutual understanding between teaching and learning, and mutual learning between Chinese and Thai civilizations. For the specific teaching application, this research determines the basic strategy has the following four aspects: Story-Based Teaching Setting, Socialized Teaching Practice, Experiential Cultural Guidance, and Interactive Negotiation and Communication.

The content discussed above is discussed from the perspective of what we can do, this is very important, it involves the basic program of international Chinese education. Of course, at the same time, we need to discuss it more from the perspective of what Thai Chinese learners need and what is right for them, this involves the applicability and attractiveness of international Chinese teaching to Thai students, which is also very important, and needs to be discussed separately.

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