

The Theoretical Construction of Foreign Language Digital Narrative Competence for moral cultivation

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Abstract. Cultivating college students' foreign language digital narrative competence is the essential part of foreign language teaching in colleges and universities. On the basis of reviewing and analyzing relevant literature at home and abroad, this paper tries to combine with the practice of college students' foreign language digital narrative to construct and explain the theoretical framework of Chinese college students' foreign language digital narrative competence, and demonstrate the internal connection between foreign language digital narrative practice and moral education from both theoretical and practical perspectives.

Keywords: Foreign Language Digital Narrative Competence; Digital Story-telling; Moral Cultivation.

1. Introduction

Nowadays, short videos with foreign languages are widely used to present personal real story by Chinese college and university students, that is a vivid and natural way to spread Chinese culture. Digital narrative refers to use short videos to tell personal life stories, having been applied in the education abroad. But digital narrative in foreign language is still a new thing at home. Digital narrative in foreign language is different from written narrative or oral narrative, but rather similar to prepared impromptu speech; The audience is neither a gathering group in traditional public speeches nor a one-by-one conversation subject that can provide feedback at any time, but a "hypothetical" audience within the same virtual community (White 2021); The theme, content, structure, and digital presentation of the story all need to meet intercultural comprehensibility and acceptability.

2. Foreign Language Digital Narration and Moral Cultivation

The research results show that the narrative ability of Chinese college students is weak as a whole, and foreign language teaching research and practice pay less attention to it. Even if students use their mother tongue, there is still room for improvement in the term of the cohesion and coherence of narrative; students seriously lack of expressing Chinese culture in foreign language, especially the ability to express Chinese culture in a way that other cultures can understand and accept.



Figure 1. Taxonomy of educational objectives.

The affective domain was addressed in the Taxonomy of educational objectives. This domain forms a hierarchical structure and is arranged from simpler feelings to those that are more complex. This hierarchical structure is based on the principle of internalization. Internalization refers to the process whereby your affect toward something goes from a general awareness level to the point where the affect is internalized and consistently guides or controls your behavior. There with movement to more complexity, you become more involved, committed and internally motivated. there are five levels in the affective domain moving from the lowest order to the highest.

According to the above theory, combined with the practice of digital narrative in foreign languages, college students' values can be shaped through three levels in the following: at the first level of the emotional continuum, college students realize foreign people are lack of understanding about the daily life of the Chinese public, and show strong interest in it; at the second level, college students sign up for volunteer activities, like "Telling Chinese Stories in English" and actively look for real and touching events in their lives, and write stories in English, reflecting their continued interests in telling real-life stories to the outside world. At the third level, in the story-writing process, value meaning is revealed by them in certain plots through the use of thematic ideas and evaluative language. For example, expressing praise and showing respect for ordinary heroes through their own real experience of buying masks or some medical products during the hard time of COVID-19.

At the fourth level, through the development of plots and the establishment of conflicts, the collision and comparison of different values are reflected, and a preliminary value system is formed at the end of the story. For example, in the story, the conflict is raised in the plot that medical staff plans to return home but there is front-line rescue; Grassroots Party branch secretary exert his utmost effort by ignoring family dissuasion and concern. The fifth level is the formation of values and personality. In the process of writing and presenting narrative conflicts, college students compare and generalize emotions of different values, realize the internalization of emotions and values, and laid the foundation for making consistent responses to the same value situation in the future.

Emotional identity is essential part in Ideological and political education of universities. "Emotional identity, with its silent and heart-reaching power, not only evokes the inner resonance of college students, but also prompts them to think and explore deep-seated value issues". The biggest difference between narrative and information is that narrative creates a "ability to share experience" through those stories that "ordinary people do extraordinary things". In the narrative process, the explicit emotions are gradually internalized into a subtle value system, guiding college students to do the same behavior in scenes where the value situation is consistent, and finally forming a value identification with the core values of socialism. The classification theory of educational goals in the affective domain illustrates the intrinsic relationship between emotional identity and value formation, and other scholars have proposed the conceptual consistency between moral education and social-emotional education (Elias et al. 2008). This shows that digital storytelling in a foreign language helps university students achieve value shaping.

Foreign language digital narrative(FLDN) involving the intercultural representation of Chinese stories, and cultural consciousness and cultural self-confidence built on this basis (Zhang Youyi, 2017) have also become important ideological and political goals. Cultural consciousness means that college students have "self-knowledge" of their own culture, "understand the characteristics of Chinese culture, and can compare with Western culture" (Fei Xiaotong 2003: 9), "explain the good things in our culture clearly and make them become world-wide" (Fei Xiaotong 2003: 9), "strengthen the independent ability of cultural transformation, and obtain the independent status of adapting to the new environment and cultural choices in the new era" (Fei Xiaotong 2003: 5). This requires college students to understand cultural differences in foreign language digital narrative, clarify cultural evaluation standards, and deepen their understanding of their own culture and national identity in the process of continuous comparison and narration, so as to realize the guidance of foreign language digital narrative practice on college students' values and the shaping of moral literacy.

3. Framework of Chinese College Students' FLND Competence

College students' foreign language digital narrative Competence (FLDNC) means that college students can properly use foreign languages to tell real life stories to foreign audiences through short videos, so as to realize the intercultural transmission of "Chinese stories". College students' FLNDNC includes narrative structure, narrative discourse and the intercultural awareness of telling story about China to the outside world. The framework is shown in Figure 2.

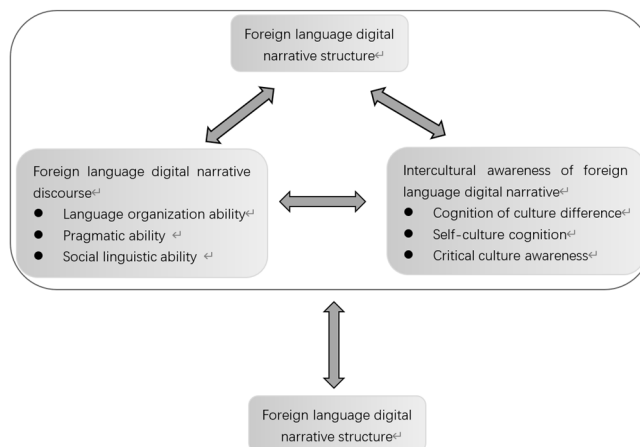


Figure 2. The framework of foreign language digital narrative

Foreign language digital narrative discourse refers to the discourse expression and narration skills about personal real stories, not only referring to grammatical vocabulary and syntactic structure, but also realizing discourse function, reference and perspective. The narrative ability of foreign language learners is an important part of the foreign language output ability and the overall foreign language ability. Intercultural awareness in FLND can be divided into three aspects: "cultural difference cognition", "self-cultural cognition" and "critical cultural awareness". Cultural difference cognition refers to being aware of the cultural differences between oneself and the audience, and adjusting one's storytelling strategy according to the specific culture of the audience; the process of story-telling is the process of interpreting values by being aware of the values contained in real life stories .

The narrative structure and narrative discourse need to reflect intercultural awareness. This intercultural awareness has a two-way interactive relationship with narrative structure and narrative discourse. Intercultural awareness with integrated and implicit feature determines the structural arrangement and discourse expression of FLND to a certain extent, and is also indirectly reflected in the structure and discourse of FLND.

4. Conclusion

The purpose of practical exploration of college students' FLNDNC is to provide opportunities for college students to participate in and experience the establishment of "China's international discourse" system, and help them to clarify their own value and social positioning in the process of creating social value. More importantly, through the daily narrative, it can improve college students' practical application ability of foreign language, enhance cultural consciousness, and help them better establish self-identity, emotional identity and value identity. The framework construction of college students' FLNDNC provides a theoretical reference for practicing curriculum ideology and politics. In China, FLND as a new thing in educational field, can be further explored from more theoretical and empirical studies.

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