

# From Oral to Online Oral: Exploring and Innovating Oral Expression Curriculum in the Context of New Media

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**Abstract.** This paper discusses the innovation and teaching evaluation of oral expression courses in the context of new media. Through literature review and empirical research, we found that oral expression teaching in the context of new media needs to combine the application of new media technologies to broaden teaching content and methods in order to improve students' oral expression and practical application abilities. At the same time, the evaluation of oral expression courses should consider students' performance in various aspects and practical application abilities. Future development of oral expression teaching in the context of new media requires a focus on cultivating students' application and innovation abilities, combining virtual reality, artificial intelligence and other technologies for innovation. This paper also provides examples of some universities' practices in oral expression course innovation, which provide some inspiration and ideas for oral expression teaching. We believe that with joint efforts from all parties, oral expression teaching in the context of new media will make better progress and development.

## 1 Introduction

Spoken language is the earliest and most effective way for humans to transmit information to each other. Chinese spoken language has developed its unique ways of dissemination and reception after thousands of years of evolution. With the progress of modern technology, the emergence of various media such as movies, radio, television, and the internet, Chinese spoken language has experienced unprecedented development both in form and field of dissemination.

In the past, spoken language teaching courses focused mainly on drama scripts and broadcasting and hosting content. The courses taught were mainly focused on stage performance and broadcast television language, and the direction of training was mostly for actors, broadcasters, and hosts.

In recent years, with the development of internet application technology, the transmission of sound and images on the internet has become more and more effective, and various live broadcast platforms and video platforms have emerged. The application scenarios and space of spoken language have been unprecedentedly expanded. Network new media has become a popular source of information for the general public, and network video chat tools have become an indispensable practical tool for daily communication. Therefore, it is necessary to introduce new media elements in oral expression courses.

## 2 Literature Review

This paper reviewed four pieces of literature on the teaching innovation and development of oral expression courses in universities.

Firstly, Li Chaozhen and Ding Zhaoyi proposed a construction and teaching upgrade path of "improvisational oral expression" course based on school-enterprise cooperation in their paper "Construction and Teaching Upgrade Path of Improvisational Oral Expression Course Based on School-Enterprise Cooperation". The course introduces actual scenarios and situations through cooperation with enterprises to cultivate students' oral expression and practical abilities. The study found that simulating actual scenarios can effectively improve students' oral expression levels.

Secondly, Zheng Tingyu analyzed the pain points of the "improvisational oral expression" course at the Pearl River College of South China Agricultural University and proposed some innovative teaching suggestions. She believed that under the perspective of "integrated media", university oral expression courses need to pay more attention to students' practical abilities and comprehensive qualities, and adopt diverse teaching methods and means.

Thirdly, Wang Yiming explored the innovation of improvisational oral expression courses in applied universities in his paper "Innovation of Improvisational Oral Expression Course in Applied Universities". He pointed out that students in applied universities pay more attention to the cultivation of practical abilities, so

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improvisational oral expression courses should focus more on training practical application abilities. In course design, multiple different teaching methods and means should be adopted, such as simulation exercises and group discussions.

Finally, Li Fan, Zhang Hui, and others used language performance courses in art vocational colleges as an example to explore the politicization of the course. They believed that improvisational oral expression courses are not only courses for cultivating students' oral expression abilities, but also a means of ideological and political education. In the course, attention should be paid to students' ideological education and cultural inheritance.

In summary, the teaching innovation and development of oral expression courses in universities is an ongoing exploration process. Through means such as school-enterprise cooperation, integrated media perspectives, diversified teaching methods, and politicization exploration, students' oral expression and practical abilities can be better cultivated, and their comprehensive qualities can be improved. Future research should further explore the innovation and development of oral expression courses, explore more effective teaching methods and means, and provide better support and guidance for improving students' oral expression levels and practical application abilities. At the same time, attention should also be paid to the evaluation and reflection of university oral expression courses, constantly improving the teaching effect of the course, and improving students' learning experience and teaching quality.

### **3 Characteristics and Challenges of Oral Communication in the Context of New Media**

Oral communication in the context of new media faces many challenges and issues, but it also presents many advantages and opportunities. Understanding the characteristics and challenges of oral communication in the context of new media can help us better address the teaching and practice in this field.

#### **3.1 Concepts and Characteristics of Oral Communication in the Context of New Media**

Oral communication in the context of new media refers to oral communication conducted through networks or mobile communication technology. Compared with traditional face-to-face oral communication, oral communication in the context of new media has the following characteristics:

##### **3.1.1 Elimination of time and space limitations**

Oral communication in the context of new media is not limited by location or time, and people can communicate orally anytime, anywhere, greatly expanding the scope of communication. For example, companies can conduct cross-border communication through video conferencing,

voice chat and other methods, which are not subject to time and space limitations, and can effectively improve the efficiency and effectiveness of communication; teachers can communicate with students through online courses, voice messages, and other methods, which can break through regional restrictions and enable students to learn and communicate better.

##### **3.1.2 Diversified expression forms**

The application of new media tools provides a variety of expression forms for oral communication, such as voice chat, video chat, voice messages, and text messages. Users can choose the most suitable way of expression according to their needs.

##### **3.1.3 Overcoming language and cultural barriers**

The popularity of new media tools allows people to communicate across language and cultural barriers. Simultaneous interpretation, online video conferencing, voice chat and other methods provide more possibilities for international and cross-cultural communication.

#### **3.2 Challenges and Issues in Oral Communication in the New Media Context**

While oral communication in the new media context has many advantages, it also faces some challenges and issues, including the following:

##### **3.2.1 Technical issues**

Technical problems such as the instability of new media tools and network delays can affect the fluency and accuracy of oral communication, leading to reduced communication effectiveness.

##### **3.2.2 Language expression issues**

Oral communication in the new media context requires more concise and clear expression, which demands higher language expression ability.

#### **3.3 Other Relevant Factors Affecting Oral Communication in the New Media Context**

In addition to the factors mentioned above, oral communication in the new media context is also affected by other factors, including personal qualities, cultural background, communication skills, and language environment.

##### **3.3.1 Personal qualities**

Personal qualities are one of the key factors that affect oral communication ability. An individual's intelligence, thinking ability, and language talent all have an impact on oral communication, thus affecting communication effectiveness.

### 3.3.2 Cultural background

Different cultural backgrounds can have different impacts on oral communication. For example, some cultures emphasize language politeness and euphemism, while others focus more on direct expression.

### 3.3.3 Communication skills

Communication skills refer to an individual's communication and interaction ability in a social environment. People with stronger communication skills are better able to grasp social situations and achieve social objectives in oral communication in the new media context.

### 3.3.4 Language environment

The language environment is also an important factor that affects oral communication. In an unfriendly language environment, oral communication is more restricted, and it is difficult to achieve the desired communication effect.

## 4 Innovation and Development of Oral Communication Course in New Media Context

As new media technology continues to develop, oral communication courses also need to continuously innovate and develop in the new media context to meet the needs of modern society. The following will discuss the innovative strategies of oral communication courses in the new media context, the application of new media tools in oral communication courses, and practical cases.

### 4.1 Innovative strategies for oral communication courses in the new media context

In response to the characteristics and challenges of oral communication courses in the new media context, teachers need to adopt corresponding innovative strategies. Here are a few innovative strategies:

#### 4.1.1 Strengthen practical teaching:

Oral communication in the new media context needs to pay more attention to practice, and improve students' oral communication skills through actual operations. For example, students can practice oral communication through voice chat, video conferences, etc., to better master practical application skills.

#### 4.1.2 Focus on multiculturalism:

As oral communication in the new media context may involve cross-cultural communication, teachers need to pay attention to multicultural teaching, guide students to understand the communication methods and habits of

different cultural backgrounds, and better adapt and respond to oral communication in the new media context.

#### 4.1.3 Improve technical skills:

Oral communication in the new media context requires the use of various technical tools. Teachers need to focus on cultivating students' technical skills and improve their ability to use various technical tools for oral communication.

### 4.2 Application of New Media Elements in Oral Communication Courses

The application of new media tools in oral communication courses can help students to learn better and increase their interest in learning.

#### 4.2.1 Stage Speech:

Traditional stage speeches usually appear in the form of speech or debate competitions, with basic requirements such as clear pronunciation, fluent language, clear themes, natural performance, and infectiousness. The purpose of stage speeches is to create a strong visual and auditory impact through the exposition, interpretation, and performance of the speech topic, thereby infecting the on-site audience. However, in recent years, with the emergence of various speech and language expression programs, the speaker's goal is not only to infect the on-site audience but also to convey it to a broader audience through various new media. This requires the speaker's language expression psychological state not only to face the visible audience on the spot but also to imagine a larger audience outside the scene.

This requires the speaker to imagine the various states and environments that the off-site audience may exist in. For example, they may be sitting on a sofa at home, on a moving bus, or in a corner of the office, or lying in bed. This requires the speaker's tone and state to not only adapt to the acceptance of the on-site audience but also to adapt to the acceptable emotions of the audience in various environments.

Therefore, we introduced live broadcasting technology in speech courses. When the main speaker is practicing on stage, some students sit in the classroom as on-site audiences, and other students watch the live broadcast outside the scene with their mobile phones and record their feedback. This is to increase the speaker's judgment and perception of various environmental factors outside the scene, to enrich the speaker's perception of the outside environment, expand the speaker's imagination, and enhance the emotional fusion between the speaker and new media.

#### 4.2.2 Working Communication

Working communication is a very practical way of Effective communication in oral expression can significantly enhance work efficiency, track progress, ensure quality, and foster work relationships. This

includes various work-related communications such as meetings, discussions, and introductions. However, with the development and popularization of new media technology, there is a need to consider the posture of speakers beyond the conference room. Therefore, incorporating new media elements into working communication can enhance the dissemination of network conferences and propaganda. Two teaching methods were implemented: network conferences and live voice product introductions. In the network conference simulation, students were divided into groups to conduct live meetings, while in the live voice product introduction, groups were placed in different spaces to prepare and describe a product to other groups. These practices can enhance students' oral expression skills and promote mutual progress. The characteristics of working communication include a professional attitude, detailed content, simple words, and clear expressions. The speaker should dress appropriately, behave in a dignified manner, and not be exaggerated or affected.

### **4.3 Case Studies of Oral Expression Courses in the Context of New Media**

In terms of innovative practices in oral expression courses, various universities have made different attempts and explorations. The following are some specific examples:

Shanghai Jiao Tong University has set up a simulated United Nations course in the oral expression curriculum, allowing students to engage in oral expression in a simulated United Nations environment and improve their oral expression and cross-cultural communication skills.

Peking University has introduced speech competitions, allowing students to practice their oral expression skills through competition and improve their speaking skills and oral expression abilities.

Nankai University has introduced game-based learning, allowing students to practice their oral expression skills and improve their learning interest through game-based activities.

It can be seen that various universities have made multiple attempts and explorations in the innovative practices of oral expression courses, and have launched various teaching methods and practical activities for oral expression in combination with actual situations and student needs. This has continuously improved students' oral expression abilities and practical application abilities, while also enabling students to better adapt to the needs of modern society.

## **5 Evaluation and Prospects of Oral Expression Teaching in the Context of New Media**

### **5.1 Criteria and Methods for Evaluating Oral Communication Courses**

When evaluating students' oral communication abilities, various factors must be taken into account, including

their expression, language proficiency, depth of thought, logical reasoning, emotional expression, and body language. Students should be able to express their thoughts and opinions clearly, accurately, and naturally, using appropriate and varied language to demonstrate their depth and breadth of thinking, as well as logical and precise reasoning. They should be able to express their emotions naturally and convincingly, while also using body language and tone of voice to convey meaning.

There are several methods of evaluating oral communication courses. Self-evaluation allows students to identify their weaknesses, while peer evaluation provides constructive feedback from different perspectives. Teachers can also provide feedback based on the students' content and delivery. Recording and analyzing the students' presentations can provide more objective evaluations. Practical training and real-life scenarios can also be used to provide real-time evaluations and feedback. Using a variety of methods to evaluate and provide feedback can improve students' oral communication abilities and skills.

### **5.2 Evaluation and Reflection of Oral Communication Teaching in the Context of New Media**

In the context of new media, evaluations of oral communication teaching should consider students' abilities to use new media tools, such as live streaming, short videos, and speech recognition, in their presentations. Evaluations should also consider students' abilities to communicate on different media platforms, such as live streams, short videos, Weibo, and Douyin, in terms of theme integration, camera sense, and interactive ability. Evaluations can be conducted through practical ability tests, student self-evaluations, and audience feedback.

### **5.3 Prospects and Considerations for Oral Communication Teaching in the Context of New Media**

In the future, oral communication teaching, based on broadcasting and hosting, will continue to be one of the essential components of communication courses but also requires innovation through the application of new media technology. Evaluations of oral communication teaching will increasingly focus on students' application, adaptation, and innovation abilities. Innovative teaching methods can leverage virtual reality, artificial intelligence, and other technologies to provide more practical opportunities and scenarios for students to practice oral communication in different media environments, thereby enhancing their oral communication abilities and practical skills.

The application of new media technology will bring more opportunities and challenges to oral communication teaching, requiring continuous innovation and exploration to foster more highly skilled oral communicators.

## 6 Conclusion

As new media technologies continue to develop, the importance of oral communication skills becomes increasingly prominent. This study explores the innovative development and teaching evaluation of oral communication courses in the context of new media, and proposes some innovative strategies and teaching methods. The evaluation of oral communication courses should consider students' performance in various aspects and practical application abilities. The future development of oral communication teaching in the context of new media needs to focus on cultivating students' application and innovation abilities, and to innovate with virtual reality, artificial intelligence, and other technologies. Therefore, educational institutions and teachers should actively innovate and explore, introduce new media technologies, and improve the teaching effectiveness and learning interest of oral communication courses. For students, they should take oral communication courses seriously, pay attention to the cultivation of oral communication skills and practical application abilities, in order to meet the development needs of future society. We believe that with the joint efforts of all parties, oral communication teaching in the context of new media will achieve better development and progress.

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