

Practice and Improvement of Spoken English Teaching for Radio and Television Directing Majors

Na Peng

Department of Foreign Languages, Sichuan University of Media and Communications, Chengdu, Sichuan, China

Abstract: With the development of globalization, English oral teaching in the major of Radio and Television Directing plays an important role in higher education. However, there are some issues that need to be addressed, such as students' lack of learning motivation and ineffective teaching methods. This study aims to explore the practice and improvement of English oral teaching in the major of Radio and Television Directing. Through literature review, questionnaire survey, and teaching practice, this study identifies the problems in which teachers should focus on improving students' learning motivation and adopting diversified teaching methods. Relevant improvement measures are proposed. The results of the study indicate that by improving teaching methods, enhancing the construction of learning environment, and encouraging students to engage in interactive oral practice, the effectiveness of English oral teaching in the major of Radio and Television Directing can be significantly enhanced.

Keywords: Radio and Television Directing; English Oral Teaching; Practice; Improvement; Learning Motivation; Teaching Methods

1. Introduction

With the development of globalization and the rapid progress of information technology, English, as an international language, has become increasingly important in various fields. In the field of higher education, English teaching is not only related to students' language ability, but also related to the cultivation of their comprehensive quality and the promotion of employment competitiveness. As a media-related major, Radio and Television Directing has a particularly important requirement for spoken English.

However, at present, there are some problems in the spoken English teaching of Radio and Television Directing majors, such as the lack of students' learning motivation and unreasonable teaching methods, which restrict the improvement of teaching effect. Therefore, it is necessary to conduct an in-depth study on the practice and improvement of spoken English teaching for Radio and Television Directing majors in order to improve the teaching quality and train high-quality talents to meet the needs of future careers.

1.1 Literature Review

The literature review focuses on the research and findings related to English oral teaching in the major of Radio and Television Directing. The review encompasses a range of topics, including the optimization and improvement of practical teaching, curriculum development, teaching methods, and the exploration of innovative teaching models. Zhu Qilin (2019) conducted a study on the optimization and improvement of practical teaching in the field of Radio and Television Directing. The research emphasized the importance of enhancing students' learning motivation and engagement to enhance the effectiveness of English oral teaching in this major. Long Ai (2014) explored the improvement of practical elements in the curriculum of Television Directing. The study highlighted the need for interactive teaching methods and hands-on activities to enhance students' English oral proficiency. Zeng Chuanyong (2010) discussed the practice and exploration of the "English-lick" acquisition model in English oral teaching. This research emphasized the significance of adopting innovative teaching approaches to cultivate students' language skills, focusing on oral expression and communication. Wang Shurui (2016) conducted an evaluation of the theoretical and methodological aspects of practical teaching in

Radio and Television Directing. The study provided insights into the importance of integrating theoretical knowledge with practical skills to enhance students' English oral proficiency. He Wenpei (2009) explored the artistic aesthetics and appreciation in film and television observation teaching. The research used Godard's film style changes as an example to highlight the role of aesthetic perception in enhancing students' understanding and expression of English oral communication. Yang Yan (2023) conducted a case study on the exploration and innovation of practical teaching models in the field of Radio and Television Directing. The research highlighted the significance of creating a positive learning environment and incorporating diverse teaching methods to improve students' English oral proficiency. Wen Yi Tang (2021) examined the current situation and development strategies of English education for civil aviation flight attendants. This study provided insights into the specific challenges and strategies for teaching English oral skills to flight attendants, which can be applicable to English oral teaching in the field of Radio and Television Directing. [1-7]

Overall, the reviewed literature emphasizes the importance of enhancing students' learning motivation, adopting innovative teaching methods, creating a conducive learning environment, and integrating theoretical knowledge with practical skills to improve English oral teaching in the major of Radio and Television Directing. These findings provide valuable insights for the current study on the practice and improvement of English oral teaching in this field.

1.2 Research Status

At present, there are relatively few researches on spoken English teaching for Radio and Television Directing majors; moreover, the exploration of practical experience and improvement methods is limited. However, some relevant studies have provided us with some useful implications.

In practice, some schools and teachers have tried various teaching methods and activities, such as role playing, field trips and English speech competitions to improve students' spoken English ability. These practical experiences have certain referential significance for the improvement of spoken

English teaching for radio and television writers and directors.

In terms of improving methods, some studies have put forward relevant suggestions. For example, to strengthen students' learning motivation and interest, we can stimulate students' learning enthusiasm by setting interesting learning tasks and incentive mechanisms. In addition, improving the teaching method is also an important way to improve the spoken English teaching effect. Teachers can adopt a variety of interactive teaching methods, such as group cooperative learning, scenario simulation and debate to improve students' oral expression ability and communicative competence.

2. Research Methods

The purpose of this study is to explore the optimization and improvement of spoken English teaching for radio and television writers and directors. In order to achieve the research purpose, this paper adopts the following research methods: literature review, questionnaire survey and interview.

2.1 Methods of Literature Review

This paper combs and analyzes the relevant research on the practical teaching of the major of Radio and Television Directing. A series of literature related to spoken English teaching are collected, including educational journals, academic papers and research reports. Through systematic sorting and comprehensive analysis of the literature, this paper deeply explores the current situation, problems and challenges of the practical teaching for the major of Radio and Television Directing, which provides a theoretical basis and reference basis for this study.

2.2 Method of Questionnaire Survey

The researchers designed a structured questionnaire consisting of multiple choice and open-ended questions covering students' evaluations of the existing teaching model, problems, and suggestions for optimization and improvement. The object of the questionnaire survey was the students majoring in Radio and Television Directing. A certain number of effective questionnaires had been obtained by distributing questionnaires on campus and conducting online surveys. The questionnaire data were analyzed statistically

and qualitatively to reveal students' needs and expectations for spoken English teaching.

2.3 Methods of Interview

There was an In-depth communication and discussion with radio and television production teachers and related experts. The purpose of the interviews was to understand the problems and challenges faced by teachers in spoken English teaching, as well as their views and suggestions on the optimization and improvement of practical teaching. The researchers designed semi-structured interview guidelines for the purpose of the study and conducted face-to-face or online interviews with teachers and experts. Through interviews, researchers obtained in-depth insights and professional opinions, which provided professional perspectives and suggestions for practical teaching for this study.

On the basis of data collection, this study adopted qualitative and quantitative analysis methods. For the questionnaire survey data, the researchers used statistical software to conduct descriptive statistics and correlation analysis on the data, so as to obtain students' overall feedback and opinions on spoken English teaching. For the interview data, the researchers used the method of content analysis to sort out and summarize the interview recordings word for word to extract key ideas and themes.

3. Challenges and Issues in Practical Teaching of English Speaking in Radio and Television Directing Major

3.1 Insufficient Student Motivation for Learning

There is a lack of motivation among students in the practical teaching of English speaking in the Radio and Television Directing major. On the one hand, students may not fully recognize the importance and practical value of this course as it is not the core subject in their major. This leads to a lack of enthusiasm for learning spoken English. On the other hand, students may face pressures and time constraints, resulting in a lack of investment in learning spoken English. These factors significantly hinder students' active participation and motivation in oral language instruction.

To address the issue of insufficient student motivation, several strategies can be implemented. Firstly, practical applications and real-life examples of spoken English learning should be incorporated to help students understand the significance and practical value of learning oral language. Secondly, organizing language exchange activities such as English corners and debates can be effective in stimulating student interest and motivation in oral language learning. Additionally, teachers can employ interactive games and role-playing activities to enhance student engagement and motivation in oral language instruction.

3.2 Limited and Monotonous Teaching Methods

A significant challenge to the practical teaching of spoken English in the Radio and Television Directing major is the limited and monotonous teaching method. Traditional oral language instruction often focuses on grammar rules and imitation exercises, lacking opportunities for practical application and communication. This monotonous teaching approach reduces student interest and motivation in oral language learning, as well as restricts their ability to express themselves fluently in real-life conversations.

To overcome the issue of limited and monotonous teaching methods, a diversified approach can be adopted. Firstly, task-based teaching methods can be introduced, which involve setting practical scenarios and tasks to stimulate student interest and engagement. Secondly, communicative language teaching methods should be emphasized to enhance students' language application and communication skills in authentic contexts. Additionally, multimedia technology and internet resources can be utilized to broaden the channels and methods of oral language instruction, providing students with a wider range of learning resources and interactive opportunities.

3.3 Insufficient Practical Components

Another challenge in the practical teaching of spoken English in the Radio and Television Directing major is the lack of practical components. Due to curriculum limitations and constraints in teaching resources, students have limited opportunities for real-life oral language

practice. They lack the chance to engage in actual conversations with native speakers, which hampers their ability to improve fluency and accuracy in oral expression.

To address the issue of insufficient practical components, certain measures can be implemented. Firstly, increasing opportunities for communication with native speakers can be beneficial, such as organizing English corners and off-campus practical activities, as well as inviting foreign teachers or native speakers to participate in teaching. Secondly, simulated practical environments, such as recording sessions, video production, and public speaking activities, can be utilized to provide more practical opportunities. Additionally, online educational platforms and voice recognition technology can be utilized to provide personalized oral language training and feedback, facilitating self-directed oral practice for students.

4. Strategies for Improving Practical Teaching in English Speaking for Radio and Television Directing Major

4.1 Strategies to Enhance Students' Motivation and Engagement

To enhance students' motivation and engagement in practical teaching of spoken English for the Radio and television Directing major, teachers can employ a series of strategies. Firstly, teachers can emphasize the importance and practical value of spoken English learning and share successful case studies with students to stimulate their interest in learning oral language. Secondly, teachers can establish a positive teacher-student relationship, showing care and encouragement to boost students' confidence and learning motivation. Additionally, teachers can set challenging and achievable learning goals to further stimulate students' motivation and engagement.

4.2 Application of Diversified Teaching Methods

To overcome the issue of limited and monotonous teaching methods in oral language instruction, teachers can adopt diversified teaching methods. Firstly, incorporating situational teaching methods can provide opportunities for students to practice English speaking in authentic contexts, thereby

enhancing their interest and engagement. Secondly, interactive activities such as games and role-playing can be utilized to increase student interaction and dialogue, thereby improving their oral expression skills. Moreover, teachers can utilize modern technology as teaching aids, such as multimedia resources, online education platforms, and voice recognition technology, to provide diversified and interactive learning approaches, thus stimulating student interest in learning.

4.3 Designing and Implementing Practical Components

To address the issue of insufficient practical components in English speaking instruction for the Radio and Television Directing major, teachers can implement a range of strategies to increase practical opportunities. Firstly, more practical opportunities can be provided through utilizing both on-campus and off-campus resources, planning and hosting television programs as well as organizing students to participate in practical activities such as recording and broadcasting campus radio programs. Secondly, it is also proposed to invite industry professionals to deliver lectures and workshops and promote students to engage in exchanges and practical experiences with professionals in the field. Additionally, teachers can design simulated practice tasks such as scenario rehearsals and script writing to help students engage in practical activities in a virtual environment, thus enhancing their oral expression skills.

5. Evaluation of the Effectiveness of Practical Teaching Improvement

5.1 Evaluation of the Implementation of Improvement Plans

To assess the effectiveness of improvement plans in English speaking instruction for the Radio and Television Directing major, an implementation evaluation can be conducted. Firstly, the implementation and effectiveness of the improvement plans can be evaluated through classroom observation and student performance assessment. Teachers can document the teaching process, including teaching content, methods, and student engagement, to analyze the implementation of the improvement plans. Additionally, teachers

can observe changes in students' oral language proficiency and confidence to evaluate the impact of the improvement plans on their speaking abilities.

Furthermore, student learning outcomes can be assessed. Analyzing students' performance in oral language tests, assignments, and classroom participation can evaluate the impact of improvement plans on student learning outcomes. Additionally, collecting feedback from students and teachers through surveys, group discussions, and individual interviews can assess the feasibility and effectiveness of the improvement plans during implementation.

5.2 Analysis of Student and Teacher Feedback

Student and teacher feedback is an important basis for evaluating the improvement of English speaking instruction for the Radio and Television Directing major. By collecting feedback from students and teachers, their perspectives and experiences regarding the improvement plans can be analyzed, and areas for further improvements can be identified. Feedback can be collected through surveys, group discussions, and individual interviews.

When analyzing the feedback from students and teachers, several aspects should be considered. Firstly, attention should be paid to their evaluation of teaching contents, methods, and the learning environments. Secondly, focus should be laid on students' acceptance of the improvement plans and their evaluation of the implementation outcomes. Additionally, the suggestions and opinions from students and teachers should be taken into full consideration for further refining.

5.3 Quantitative and Qualitative Evaluation of Improvement Effects

To comprehensively evaluate the effectiveness of the improvement in the instruction of spoken English for the Radio and Television Directing major, both quantitative and qualitative evaluations can be conducted. Quantitative evaluation before and after the implementation of the improvement plans involves data comparison which is employed to quantify the impact on student learning outcomes, such as student oral language test scores, assignment grades, and classroom performance. Additionally, statistical analysis

can be utilized to analyze the data and derive conclusions about the effects of the improvement plans.

Qualitative evaluation can involve analyzing changes in students' oral expression skills and practical application abilities to assess the impact of the improvement plans on enhancing students' communicating abilities. Qualitative evaluation can be conducted through recordings and observations to assess students' oral expression skills and confidence.

When evaluating the improvement effects, it is essential to consider the results of both quantitative and qualitative evaluations to provide a comprehensive assessment of the effectiveness of the improvement in spoken English instruction for the Radio and Television Directing major.

6. Discussion and Insights

6.1 Feasibility and Effectiveness of Practical Teaching Improvement Strategies

In terms of the feasibility and effectiveness of practical teaching improvement strategies, there are several points to discuss and evaluate. Firstly, the feasibility of practical teaching improvement strategies largely depends on the support of teaching resources and conditions. For example, the availability of sufficient practical opportunities and equipment for students to engage in practical activities, as well as the presence of qualified teachers and experts to provide guidance and support. Simultaneously, the effectiveness of practical teaching improvement strategies needs to be determined through implementation and evaluation. Teachers should assess the implementation outcomes of the improvement strategies based on students' feedback and learning outcomes, continuously making adjustments and improvements.

Secondly, the effectiveness of practical teaching improvement strategies is also influenced by students' learning attitudes and proactiveness. Students' active participation in practical activities and their ability to apply their learned knowledge in real-life contexts are crucial for the effectiveness of improvement strategies. Therefore, teachers need to stimulate students' interest and motivation for learning and cultivate their practical skills and application techniques, in

order to enhance the effectiveness of practical teaching improvement strategies.

6.2 Insights and Recommendations Based on Practical Teaching Improvement

Based on the discussion of practical teaching practices and improvements in English speaking instruction for the Radio and Television Directing major, the following insights and recommendations can be introduced. Firstly, emphasis should be placed on the design and implementation of practical teaching. Teachers should design teaching content and tasks that are relevant to industry practices, considering students' professional needs and real-life contexts, and provide ample practical opportunities. Secondly, diverse teaching methods and media resources should be utilized. Teachers can incorporate interactive activities such as contextual teaching and role-playing, as well as modern technological tools like multimedia resources and online education platforms, to provide varied instructional approaches that stimulate students' interest and engagement. Additionally, strengthening the connection between students and the industry is crucial. Inviting industry professionals to deliver lectures and workshops, and facilitating communication and practical experiences with students, can help students gain a better understanding of industry demands and development trends.

Furthermore, encouraging students' autonomy in learning and reflective abilities is essential. In practical teaching, teachers can guide students towards self-directed learning and independent thinking, fostering their problem-solving skills and innovative thinking. Moreover, encouraging students to engage in reflection and self-evaluation can help them identify areas for improvement and promote self-growth and development.

6.3 Limitations of the Study and Future Research Directions

Regarding the study on practical teaching practices and improvements in spoken English teaching for the Radio and Television Directing major, there are some limitations to consider. Firstly, the scope of this study is limited to the Radio and Television Directing major, and further exploration is needed to examine the applicability and effectiveness of

the findings in other majors. Secondly, this study primarily focused on the strategies and effects of practical teaching improvement, while there is a need for further research on teachers' professional development and instructional methods. Additionally, this study adopted a cross-sectional design, which does not allow for the observation and evaluation of long-term effects of practical teaching improvements.

Future research can expand in several directions. Firstly, the study can be extended to explore practical teaching improvements in other majors, broadening the scope and practical value of the research. Secondly, deeper investigations into teachers' professional development and instructional methods can be conducted to enhance teachers' teaching abilities and the effectiveness of improvement strategies. Furthermore, longitudinal research designs can be adopted to observe and evaluate the long-term effects of practical teaching improvements, leading to more persuasive conclusions.

7. Conclusion

Through the research and discussion on the practice and improvement of spoken English teaching in the Radio and Television Directing major, we can summarize the following improvement strategies. Firstly, practical teaching should be the core of instruction, focusing on the development of students' practical skills. Teachers can design teaching tasks and projects that are relevant to industry practices, providing diverse practical opportunities to help students apply their learned knowledge in real-life contexts. Secondly, diverse teaching methods and media resources should be fully utilized. Teachers can incorporate interactive activities such as contextual teaching and role-playing, along with modern technological tools like multimedia resources and online education platforms, to stimulate students' interest and engagement. Additionally, strengthening the connection between students and the industry is also crucial. Inviting professionals to deliver lectures and workshops, and facilitating communication and practical experiences with students, can help them gain a better understanding of industry demands and trends. The improvement strategies for English speaking instruction in the Radio and

Television Directing major hold significant importance and implementation value. Firstly, these strategies can enhance students' practical skills and application techniques, better preparing them for future career demands. Through practical activities, students can refine their oral communication, teamwork, and problem-solving abilities, improving their competitiveness and employability. Secondly, these improvement strategies can enhance the effectiveness and quality of spoken English instruction. By designing teaching content and tasks that are relevant to industry practices, stimulating students' interest and motivation for learning, and developing their practical skills and application techniques, their oral communication and interpersonal skills can be enhanced. Furthermore, strengthening the connection between students and the industry helps them gain a better understanding of industry demands and trends, preparing them for their professional development.

Acknowledgments

Research on the Innovation of College Spoken English Teaching Model Based on Cultivating the Application-oriented Talents under the Background of the Integration between Industry and Education.

References

- [1] Zhu Qilin. A brief analysis on the optimization and improvement of practical teaching in the field of Radio and Television Directing [J]. *Communication Power Research*, 2019, 3(34):1.
- [2] Long Ai. Improvement of practical elements in the curriculum of Television Directing [J]. *Audiovisual*, 2014(6):3.
- [3] Zeng Chuanyong. Practice and exploration of the "English-lick" acquisition model in English oral teaching [J]. *Scientific and Technological Information*, 2010(18):2.
- [4] Wang Shurui. Exploration of practical teaching in theoretical courses of Radio and Television Directing: Evaluation of "Theoretical and Methodological Aspects of Practical Teaching in Radio and Television Directing" [J]. *Chinese Journal of Education*, 2016(8):1.
- [5] He Wenpei. Analysis of artistic aesthetics and appreciation in the practice of film and television observation teaching: Taking Godard's film style changes as an example [J]. *New Curriculum Research: Higher Education*, 2009(4):2.
- [6] Yang Yan. Exploration and innovation of practical teaching models in the field of Radio and Television Directing: A case study of Xi'an Foreign Affairs College [J]. *Shanxi Youth*, 2023(7):88-90.
- [7] Wen Yi Tang. Research on the current situation and development strategies of English education for civil aviation flight attendants in the new century [J]. *Innovative Teaching Methods and Practices*, 2021.