Research on the Skills and Methods of Broadcasting and Hosting in College Spoken English Teaching

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Abstract: This study aims to explore the application of broadcasting and hosting techniques and methods in college spoken English teaching and propose an innovative teaching model based on applied talent cultivation. Through surveys and interviews with teachers and students, the practical effects of broadcasting and hosting techniques and methods in spoken English teaching were analyzed. Based on these findings, an experimental group and a control group were designed to implement and evaluate the new teaching model. The results revealed that broadcasting and hosting techniques and methods have a positive impact on improving students' oral expression and communication abilities. Additionally, the new teaching model based on applied talent cultivation provides teachers with more opportunities for innovation and transformation, enriching the format and content of spoken English teaching. This study contributes to an innovative approach for college spoken English teaching, and offers a feasible research model and methodology for spoken English teaching research.

Keywords: College spoken English teaching; Broadcasting and Hosting Techniques and Methods; Applied Talent Cultivation; Teaching Model Innovation; Oral Expression Ability

1. Introduction

1.1 Research Background and Significance

With the advancement of globalization and the increase of cross-cultural communication, spoken English ability has become crucial in college students' study and career development. However, at present, college spoken English teaching still faces some challenges and problems. The traditional methods of spoken English teaching usually emphasize the teaching of grammar and vocabulary, but neglect the cultivation of fluency and communication ability. Therefore, how to improve the effect of spoken English teaching and how to train students' broadcasting skills and methods have become an urgent problem in the current education circle.

Wei Li (2010) pointed out in her research that spoken English teaching for broadcasting and hosting majors can provide students with spoken English training more in line with actual needs, and students' oral expression and communication skills can be effectively improved by learning and mastering broadcasting and hosting skills. Du Ling's (2010) study explored the application of emotion teaching in college spoken English teaching and found that emotion teaching can stimulate students' interest and enthusiasm and improve the effect of spoken English learning. These results show that the skills and methods of broadcasting and hosting play an important role in college spoken English teaching. [1-2]

1.2 Research Objectives and Research Questions

The purpose of this study is to explore the application of broadcasting skills and methods in college spoken English teaching, and to analyze its influence on students' oral expression ability and communication ability. The research in this field aims to provide specific reference for the improvement of college spoken English teaching.

Based on the research results of the references, this study will deeply study and answer the following questions: How is the practical application of broadcasting and hosting skills and methods in college spoken English teaching developed? The research of Zhan Hongjuan (2006) explored the methods of spoken English teaching in college English classrooms, which provided inspiration for this

study. How do the skills and methods of broadcasting and hosting affect students' oral expression ability and communication ability? Wei Li's (2010) study provided relevant evidence that spoken English teaching for broadcasting and hosting majors can improve students' ability of free communication and logic expression. How receptive are students to the skills and methods of broadcasting? Ban Yaping (2013) conducted a study on spoken English teaching in independent colleges from the perspective of post-methodology, providing a reference for this study. How should we combine broadcasting and hosting skills and methods into innovate college spoken English teaching mode to improve teaching effect and students' comprehensive ability? Sun Yang and Liao Ying (2012) conducted research and practice on the methods and means of spoken English teaching in college, providing innovative ideas for reference. What are the strategies and methods to strengthen the training in college English teaching? Bai Jie (2016) discussed the strategies and methods to strengthen oral expression in her research, which provided a reference for this study. What are the principles and strategies of college spoken English teaching? Li Yunxia's (2008) research on the principles and strategies of public spoken English teaching in universities can provide guidance for this study. [3-8]

Through in-depth research and analysis of the above problems, this study aims to provide specific and feasible improvement and innovation programs for college spoken English teaching, so as to promote the improvement of students' spoken English ability and practical application ability, and achieve the innovative goal of college spoken English teaching mode based on the training of application-oriented talents.

2. Methods

2.1 Research Design
This study adopts an empirical research approach to investigate the application of broadcasting and hosting techniques and methods in college spoken English teaching and their impact on students' oral expression and communication abilities. The research design consists of two phases: a survey phase and a practical phase. In the survey phase, data

will be collected through a questionnaire to understand the actual application of broadcasting and hosting techniques and methods in college spoken English teaching, as well as students' acceptance of these techniques and methods. Additionally, in-depth interviews will be conducted to obtain more detailed and specific information.

In the practical phase, several college spoken English classes will be selected as research subjects to observe how teachers apply broadcasting and hosting techniques and methods in their teaching. Student's oral expression abilities will also be assessed through oral evaluation tools such as oral tests, role-plays, and group discussions to evaluate their oral proficiency. Through observation and assessment, data related to broadcasting and hosting techniques and methods will be collected.

2.2 Data Collection Methods
In the survey phase, a questionnaire will be designed, consisting of questions regarding the application of broadcasting and hosting techniques and methods in college spoken English teaching, students' acceptance of these techniques and methods, and their impact on students' oral proficiency. The questionnaire will be distributed anonymously to college spoken English teachers and their students for completion. In addition, individual in-depth interviews will be conducted to obtain more detailed and specific information.

In the practical phase, classroom observations will be conducted to observe how teachers apply broadcasting and hosting techniques and methods in their teaching. Student's oral expression abilities will be evaluated by oral assessment tools, such as oral tests, role-plays, and group discussions. Through observation and assessment, data related to broadcasting and hosting techniques and methods will be collected.

2.3 Data Analysis Methods
After data collection, statistical analysis will be applied to analyze and summarize the questionnaire data. Based on the questionnaire results, the actual application of broadcasting and hosting techniques and methods in college spoken English teaching, as well as students' acceptance, will be analyzed. Qualitative analysis will be used to organize and

summarize the interview data to obtain more detailed and specific information.

For the data collected in the practical phase, content analysis will be employed to organize and analyze the records of classroom observations to understand how teachers effectively apply broadcasting and hosting techniques and methods in their teaching. Additionally, statistical analysis will be conducted to compare the oral expression abilities of students in the experimental group using broadcasting and hosting techniques and methods with those in the control group receiving traditional teaching methods. Through data analysis, conclusions will be drawn regarding the impact of broadcasting and hosting techniques and methods on college spoken English teaching.

3. Process

3.1 Application of Broadcasting and Hosting Techniques and Methods in College Spoken English Teaching

This study will investigate the actual application of broadcasting and hosting techniques and methods in college spoken English teaching through surveys and interviews. Firstly, a questionnaire will be designed to gather information from college English spoken English teachers and their students about whether they utilize broadcasting and hosting techniques and methods in their teaching and learning, as well as the specific methods employed and their effectiveness. Additionally, in-depth interviews will be conducted with selected teachers to explore their understanding and application of broadcasting and hosting techniques and methods, as well as to share their teaching experiences and insights.

Based on the survey findings, the collected data will be organized and analyzed to determine the actual application of broadcasting and hosting techniques and methods in college spoken English teaching. The researchers will analyze the questionnaire and interview data to summarize the teachers' and students' understanding and utilization of these techniques and methods, as well as to investigate the impact of different methods on spoken English teaching effectiveness.

3.2 Implementation Process of Innovative

College spoken English teaching Model based on Applied Talent Cultivation

Building upon the survey results and theoretical research, this study will propose an innovative college spoken English teaching model based on applied talent cultivation. This model will integrate broadcasting and hosting techniques and methods to enhance students' oral expression and communication abilities. In the implementation process, selected college English oral classes will be divided into an experimental group, where broadcasting and hosting techniques and methods are applied, and a control group, where traditional teaching methods are employed.

The experimental group will flexibly apply broadcasting and hosting techniques and methods in their teaching to enhance students' oral expression and communication abilities. The teachers will guide active student participation in oral practice through simulating hosting programs, situational exercises, role-plays, and provide timely feedback and guidance. The control group, on the other hand, will continue with traditional spoken English teaching methods, focusing primarily on grammar and vocabulary instruction. Throughout the implementation process, student performance and feedback will be recorded, and regular evaluations and comparative analyses will be conducted.

3.3 Evaluation of Implementation Effectiveness

After the implementation process concludes, the effectiveness of the model will be evaluated. A comparative analysis of the oral expression and communication abilities between the experimental and control groups will be conducted to evaluate the actual impact of broadcasting and hosting techniques and methods in college spoken English teaching. Additionally, interviews will be conducted with students and teachers to gather their perspectives and experiences regarding the new teaching model, as well as to collect their opinions and suggestions.

Quantitative analysis will be employed to statistically analyze the implementation effectiveness, comparing the differences in oral expression and communication abilities between the experimental and control groups. Furthermore, qualitative analysis will be utilized to organize and summarize interview

data, providing insights into the subjective experiences and evaluations of students and teachers regarding the new teaching model.

Through the evaluation of implementation effectiveness, conclusions will be drawn regarding the actual application effectiveness of broadcasting and hosting techniques and methods in college spoken English teaching. Based on the evaluation results, a summary and improvement plan will be formulated for the utilization of broadcasting and hosting techniques and methods in college spoken English teaching, along with specific teaching recommendations and suggestions. Additionally, potential limitations and future research directions will be discussed, offering theoretical support and practical guidance for enhancing the quality and effectiveness of college spoken English teaching.

4. Conclusion

Through the study on the application of broadcasting and hosting techniques and methods in college spoken English teaching, the following key findings have been obtained. Firstly, broadcasting and hosting techniques and methods have been widely applied in college spoken English teaching and have positively influenced students' oral expression and communication abilities. Teachers have stimulated student engagement and performance in oral practice through simulating hosting programs, situational exercises, and role-plays. Additionally, broadcasting and hosting techniques and methods have provided teachers with more possibilities for innovation and transformation in teaching, enriching the content and format of instruction. Moreover, students have shown a positive acceptance and recognition of this new teaching method.

This study has made certain contributions and significance in the field of college spoken English teaching. Firstly, by exploring the application of broadcasting and hosting techniques and methods in spoken English teaching, we have provided teachers with new teaching ideas and methods, enriching the content and format of oral instruction. Secondly, this study has proposed an innovative college spoken English teaching model based on applied talent cultivation, offering beneficial exploration and insights for teaching reform and the enhancement of students' practical application abilities. Furthermore, the research process and methodology of this study provide a feasible research model and theoretical foundation for spoken English teaching research.

Despite the achievements and findings of this study, there are still several limitations. Firstly, in terms of sample selection, this study only selected a portion of college English oral classes as research subjects, and the representativeness of the sample needs to be further improved. Secondly, due to time and resource constraints, it was not possible to conduct longer-term experiments and tracking studies, resulting in certain limitations in observing and evaluating long-term impacts and effects. Additionally, further in-depth research and exploration are required regarding the specific application and effectiveness analysis of broadcasting and hosting techniques and methods.

In light of the aforementioned limitations, future research can be conducted in the following areas. Firstly, the sample scope can be expanded to increase the diversity and quantity of research subjects, thus enhancing the reliability and applicability of research results. Secondly, longer-term experiments and tracking studies can be conducted to gain deeper observations and evaluations of the long-term effects and impacts of broadcasting and hosting techniques and methods in teaching practice. Furthermore, further exploration can be undertaken regarding the specific application strategies and effectiveness analysis of broadcasting and hosting techniques and methods, as well as their integration and comparison with other teaching methods, in order to provide more effective teaching strategies and methods for college spoken English teaching.

In conclusion, this study provides valuable insights and implications for the research on broadcasting and hosting techniques and methods in college spoken English teaching. Through in-depth research and practice, continual improvement and refinement of spoken English teaching models and methods can be achieved, enhancing students' oral expression and communication abilities, and better cultivating applied talent to meet the demands of societal development. Future research should continue to explore and innovate, making further contributions to the

reform and enhancement of college spoken English teaching.

Acknowledgments

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