

The Value of Digital Narrative in Oral Second Language Teaching

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Abstract: Digital Narrative has long been formed, developed and mature in foreign countries, but the domestic attention to it is still less, the lack of a complete theoretical system and practical model, so it is rarely used in classroom practice. As the product of the combination of digital information technology and traditional narrative, Digital Narrative is derived from video teaching. The initial form of Digital Narrative is relatively simple, based on the cognitive theory of multimedia learning and the theory of multiple literacy. In practice, Digital Narrative can be mediated by extra-curricular activities, network platforms, and theme competitions, which is of great value in oral second language teaching due to its unique advantages of novelty, diversity and situationality.

Keywords: Digital Narrative; Second Language Teaching; Oral Teaching.

1. Introduction

Oral teaching is a practical course, focusing on the cultivation of students' listening and speaking ability. In order to make students from being unwilling to speak to being willing to speak, from not speaking to speaking clearly and fluently, we must first pay attention to cultivating students' interest in learning oral English. The application of multimedia technology can make the teaching content vivid and visualized, and create a relaxed and pleasant atmosphere for the classroom, so as to turn the boring language skills training course into an interesting language communication activity, eliminate students' nervousness and shyness, fully mobilize students' enthusiasm for learning oral English, and effectively promote the improvement of students' oral expression ability.

Digital Storytelling is a teaching strategy proposed by social constructivism. With the development of multimedia technology, digital storytelling is a new narrative means that combines the art of storytelling with multimedia elements such as pictures, sounds, videos, animations and web pages to express a specific theme and a special point of view. Digital Narrative is mainly presented in short videos or digital stories, which have two basic forms. One is the digital story created by industry experts or teachers, and then applied to classroom teaching, which can be used as multimedia supplementary materials for offline classes or independent learning resources for online classes. The second is the digital stories created by students independently under the guidance of teachers or with the assistance of peers. Through the creation process, students can train basic language skills such as writing, reading and oral communication, and realize the comprehensive development of thinking ability and learning ability. According to Wright (1995), narrative provides learners with an important and continuous source of language learning materials, and they can rely on narrative for a large amount of language input and practice. Guha et.al. (2007) regards narrative as an extremely effective way of learning and guides learners to use narrative to carry out specific communication so as to have more opportunities to immerse themselves in the target language environment. Godwin-Jones (2015) found that Digital Narrative can significantly improve second

language learners' intercultural communication competence, which is specifically reflected in phonetics, vocabulary and grammar. In recent years, more and more studies (Harmer, 2007) have begun to pay attention to the role of Digital Narrative in improving the oral ability of second language learners. It not only creates meaningful social communicative context for learners, significantly improves their pronunciation level and language expression, but also enhances their learning motivation and interest. On the basis of combing the current research status of digital narrative at home and abroad, this paper intends to comprehensively introduce the theoretical basis, implementation approach and value advantages of Digital Narrative applied to oral second language teaching, aiming to guide teachers to pay further attention to the practical value of this teaching strategy, and provide reference for oral second language teaching in the new era.

2. Related Research on Digital Narrative

2.1. Study Abroad

With the development of scientific information technology, the narrative mode has undergone great changes, from traditional text narrative to Digital Narrative. In the early 1990s, the world's first "digital story" was created by American Dana Winslow Atchley, who processed photos and stories into short videos and broadcast them publicly. Together with his friends, he founded the San Francisco Digital Media Center. Since then, Digital Narrative has been officially born. With the rapid development of information technology, great achievements have been made in both theoretical research and teaching practice. First of all, in terms of theoretical research, Nina Mallon Galle and Emily Paulus' Handbook of Digital Stories is the most representative. In the book, they introduced the origin, components and creative process of digital stories, and made great contributions to the development of digital stories. Secondly, in terms of teaching practice, Frank van Gils(2005) analyzed the potential of Digital Narrative application at different stages in view of the different actual needs of students at different stages of education, and finally concluded that digital narrative is

helpful to stimulate students' learning interest.

2.2. Study at Home

In China, the research on Digital Narrative started relatively late. In June 2005, Professor Li Jiahou from Shanghai Normal University published the article "Visualization of Educational Narrative - New Development of Digital Story", in which he pointed out that Digital Narrative is a new direction for future research on visual education. In the following years, many scholars began to study related aspects. For example, Chen Jingxian and Liu Yunhua (2006) published an article systematically describing the origin and development trends of Digital Narrative. He Ling (2006) analyzed two foreign digital narrative teaching examples and summarized the production methods of digital narrative. Since 2008, many domestic scholars have focused their research on how Digital Narrative can be applied to specific disciplines. Zheng Jiangyan (2008) explored the combination of Digital Narrative and comprehensive practical activity curriculum in primary schools. In 2010, Zhang Xiaoye applied digital narrative to English teaching. In recent years, researchers have combined Digital Narrative with various disciplines and conducted a lot of practical studies. For example, the graduate students under the guidance of Professor Li Jiahou applied the teaching strategy of Digital Narrative to the teaching of Chinese, mathematics, English and other subjects, which was welcomed by teachers and students and achieved good teaching results.

3. The Theoretical Basis of Applying Digital Narrative to Second Language Teaching

Digital Narrative makes full use of the diversified narrative potential of digital media, integrates classical narratology with modern media theory, and highlights the technological turn and digital empowerment of narrative.

3.1. Cognitive Theory of Multimedia Learning

On the basis of summarizing the previous research results, Mayer proposed a cognitive theory of multimedia learning through a large number of empirical studies, including three hypotheses: two-channel hypothesis, capacity limitation hypothesis and active processing hypothesis. Clark, J.M & Paivio, A. found (1991) The dual-channel hypothesis refers to the fact that learners have two independent information processing channels, namely, the verbal channel for processing speech materials and the visual channel for processing graphics. The graphical dominance effect proves that people are more likely to remember information presented in graphics compared with information presented in speech, which contributes to the occurrence of deep learning. The capacity limitation hypothesis refers to the fact that each channel can only process a small amount of information at a time, and learners need to choose to focus on certain information and give these information specific meaning. Active processing hypothesis refers to that meaningful learning occurs when learners actively participate in the cognitive process, which mainly consists of three steps: selecting key information, representing information coherently with words or illustrations, and integrating the represented information with the original knowledge. Therefore, the cognitive theory of multimedia learning creates a diversified learning environment for learners and provides

different ways of presenting information, which can effectively promote students' deep learning.

3.2. Multiple Literacy Theory

Multi-literacy was proposed in 1994, based on the rapid development of multimedia technology, including traditional literacy and reading ability and visual, auditory, spatial and other modal literacy ability in the modern information network era. Therefore, multi-literacy no longer focuses on the learning of language skills, but emphasizes its multi-modal and multi-cultural characteristics. Multiple literacy is divided into five categories: language mode, visual mode, auditory mode, physical mode and spatial mode, including technical literacy, media literacy, cultural literacy, political literacy and critical literacy. Multiple literacy skills guide students to creatively apply the knowledge to solve practical problems in social life, including four teaching steps: situational practice, explicit guidance, critical framing and transforming practice. In the classroom, teachers use multiple literacy teaching methods to cultivate students' logical thinking ability, cultivate students' traditional language literacy, visual literacy, media literacy, digital technology literacy and other multiple literacy skills, and creatively solve practical problems in life.

4. The Implementation of Digital Narrative in Oral Second Language Teaching

Due to the rapid development of information technology and various forms of multimedia, Digital Narrative teaching approaches are also flexible and diverse. Teachers can carry out group narrative activities relying on extracurricular activities, remote cooperative narrative relying on network platforms, and themed competitions to stimulate students' narrative motivation.

4.1. Digital Narrative Mediated by Extracurricular Activities

Digital Narrative based on extra-curricular activities is the most frequently used in classroom teaching. Because the organization process of extra-curricular activities is simple and the tools are few, it is the most popular among teachers. Generally speaking, this method sets up digital story creation as the theme in addition to formal oral English classroom teaching, regularly organizes students to participate in activities such as appreciation, technical discussion and resource sharing on digital stories, strengthens the guidance of narrative tasks, and builds the scaffolding for students to successfully complete digital story creation. For example, before the extracurricular activities, the teacher divided the students into groups, and each group worked together to create an English video about a traditional Chinese festival. In this process, teachers need to play the role of guide, facilitator and assistant, introduce the channel of collecting resources to students, and show the technical process of video creation to students. After the video creation is completed, we can share and learn from each other through group presentation and introduction. In this way, students can not only deepen their understanding of traditional Chinese festivals and learn how to tell foreigners about Chinese culture, but also improve their oral English skills. According to the general operation mode of the academic circle, extracurricular activities are generally divided into the

following four stages: First, case analysis and demonstration stage. To help students understand the basic characteristics and media use strategies of digital stories by analyzing excellent digital story cases; The second is to determine the topic and brainstorm. Students search for information through books and the Internet, share in groups, and determine topics with the help of teachers; Third, technical discussion and video creation. Students use video production software to make videos of selected topics in a logical sequence through group cooperation. Fourth, sharing works and learning from each other. The group presents and introduces the final digital story work, asks for oral explanation of its themes and meaning, and peers evaluate each other.

4.2. Digital Narrative Mediated by Network Platform

With the integration of information technology with all aspects of society, its integration with education is becoming deeper and deeper, and the second language teaching based on the network platform has been developing rapidly. Because network technology can not only provide students with rich learning materials and resources, but also provide a platform for remote communication. Therefore, students have sufficient time to gather materials, self-reflect and prepare ideas, reducing the anxiety caused by the fear of making mistakes in real-time communication. Moreover, Hull, G.A. & Nelson, M.E (2005) put forward that online interaction can enhance learning motivation, stimulate imagination, and provide students with more opportunities for oral output. Based on the network platform to develop digital narrative, the main forms include autobiographical narrative, poetry recitation, English rap, news report, character interview, film adaptation and social commentary. Diverse tasks provide students with a variety of choices, attract students' interest, fully mobilize their enthusiasm, and encourage them to take the initiative to participate in creative language output. The creation of digital stories requires students to record on electronic devices, repeatedly listen to, check and correct, and make oral expressions tend to be accurate, authentic and smooth in frequent practice and practice. The network platform of Digital Narrative can be divided into two categories: one is the social public platform, such as wechat, Tencent Conference, Dingding, etc.; One is the platform designed by researchers themselves. The functions of the former are generally more personalized and diversified, and the platform has more functions and better narrative effect. At the same time, students can communicate with teachers and peers in the network society to create the authentic social context of oral communication. The function of the latter is relatively simple, it is more convenient for students to use, and it is suitable for the second language teaching in the basic education stage.

4.3. Digital Narrative Mediated by Theme Competitions

Competitions can best stimulate students' enthusiasm and creativity, stimulating students' potential and improve students' ability. Therefore, holding digital story creation competitions can quickly improve students' digital story creation ability, and this process also provides students with more opportunities for oral practice. For example, researchers can organize school-level digital story creation contests on a school-level basis, or they can organize contests on a class-level basis. Before the competition, teachers analyzed

excellent digital story cases to help students understand the basic characteristics of digital stories and media use strategies, so that students can acquire basic skills in digital story creation; The next step is to determine the theme of the competition. For example, we can take traditional Chinese culture as the theme and ask students to make English videos to introduce a traditional Chinese culture. In this way, they can not only exercise their oral English ability, but also know how to tell Chinese stories well in English. Then give students enough time to create, in the process, teachers need to play the role of facilitator and assistant; Finally, the judges scored each video, selected the excellent works, awarded them and shared them with the whole school.

5. Advantages of Digital Narrative in Oral Second Language Teaching

Although Digital Narrative is applied to second language teaching practice relatively late, it has become an important fulcrum of second language teaching digital transformation because of its unique advantages.

5.1. Novelty of Teaching Activities

Digital Narrative appears with the development of network information technology, and the rich and colorful network world gives the Digital Narrative strong vitality. From the perspective of teachers, Digital Narrative provides teachers with more materials for the design of teaching activities, and teachers can provide students with a large number of opportunities for oral second language practice through Digital Narrative activities after class and in class, so as to achieve the overall teaching goal. From the perspective of students, Digital Narrative is different from other teaching activities, which require information technology and peer cooperation to complete the task, especially since information technology is very novel to students and can arouse their great interest and participation.

5.2. Situational Nature of Teaching Activities

Digital Narrative activities will have a scene, so that learners have real motivation in the activity, complete real tasks, and practice oral English in real situations. For example, Digital Narrative activities mediated by competitions usually take a certain theme as the background and hold competitions around the theme. For example, students are asked to make English videos to introduce a traditional Chinese culture under the theme of introducing Chinese traditional culture. In such themed competitions, students have real motivation, real tasks and real situations to practice oral English.

5.3. Diversity of Teaching Activities

In terms of form, Digital Narrative teaching activities can be mediated by extra-curricular activities, network platforms and theme competitions, and the forms of activities are very rich. In terms of content, the activities involve a wide range of topics, such as environmental protection, traditional Chinese culture, Western stories and so on; From the effect point of view, Bikowski & Casal (2018) have proved that digital stories provide students with real and personalized communication tasks, which can mobilize students' enthusiasm and participation, especially students' receptivity and productive skills have full opportunities to exercise. The digital narrative teaching activities involve the steps of theme drafting, script writing, material collection, story recording, post-editing and results release. Students post their work

online or offline, and receive appreciation from others, thus generating positive emotional returns and further enhancing students' interest in learning.

6. Conclusion

The special advantages and great value of Digital Narrative in oral second language teaching have attracted the attention of academic circles at home and abroad, which not only caters to the trend of the rapid development of information technology, but also facilitates the construction of activity-based classroom. The key is that Digital Narration changes the problem of "heavy input and difficult output" in oral second language teaching in the past, and provides a large number of opportunities for oral output through the form of video dubbing, thereby improving students' oral second language ability.

Therefore, second language teachers should seize the convenience brought by The Times and make good use of the rapidly developing information technology to provide students with Digital Narrative activities in various forms and contents, and effectively help students to provide oral English and cross-cultural communication skills.

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