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Understanding Sense of Gain Formation in Adolescent Oral Communication: A Grounded Theory Inquiry into Influencing Factors

Abstract

As an important means of cultivating language art literacy among adolescents, oral communication education has flourished under the influence of national policies and media environments. The effectiveness of this education should also consider the psychological perceptions of adolescents as the main subjects. This study introduces the psychological factor of sense of gain and conducts case analysis on 29 students through participant observation and interviews. It identifies four dimensions and 12 core categories that influence the sense of gain in education: learning motivation, learning process, learning achievement, and social recognition. Based on these findings, a model of influencing factors for the sense of gain in youth oral communication education is constructed, and feasible paths to enhance this sense of gain are proposed. This study provides theoretical support and practical guidance for interventions in oral communication education.

Keywords

Adolescent Oral Communication, Sense of Gain in Education, Grounded Theory

Zhou Chao

Cheung Kong School of Journalism
and Communication, Shantou
University, China

 marcozhouchao@foxmail.com

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1. Introduction

Oral communication is a discipline that "takes human language as the research object and studies how people communicate and interact, express emotions and meanings, and construct the world through language (Qin, Li, & Cai, 2011). It is committed to enhancing people's linguistic expression abilities and humanistic literacy. Scholar Zhang Song (2000) argues that linguistic proficiency is not merely the proficiency in language itself; it requires speakers to use the capabilities encompassed by language to enter the process of reaching others through oneself. Oral expression ability constitutes an individual's linguistic soft power.

In the new media era, oral culture has intersected with platforms, leading to the migration of oral social scenarios (Wang, 2019). Short videos and live broadcasts have become new forms of mass information acquisition and social interaction. Auditory interactive products such as Himalaya and Qianliao have even invigorated the "ear economy." The mediated society imposes higher requirements on the orality and oral communication skills of the public.

Adolescents are in the golden period of language acquisition and basic socialization, and it is crucial to focus on their ability to express themselves orally, speak extemporaneously, interact with others, and communicate effectively. However, research has shown that the linguistic value of Chinese adolescents is generally weak, and their proactive communication skills tend to decline with age. The ability to communicate effectively through oral means is in urgent need of improvement.

(Gong, 2019) On August 31, 2022, the Ministry of Education responded to a proposal on strengthening oral expression skills in language teaching, emphasizing the need to continuously and deeply promote the cultivation of students' oral expression skills. (Ministry of Education, 2023) The emphasis on environmental stimuli and policy support has led to the rise of oral communication education, but it has also given rise to phenomena such as universalization, early age, stereotyping, and disorder in oral communication education. (Zhang, 2017) The sense of gain in education, which emphasizes students' perception of the quality of educational services, (Pang, 2020) is also a criterion for evaluating educational effectiveness. Given this, this study aims to examine the effectiveness of oral communication education for adolescents from the perspective of the sense of gain, providing theoretical support and practical guidance for educational interventions.

The concept of sense of gain is a new term in China that integrates psychological connotations with contemporary characteristics. (Peng, Wu, & Tan, 2020) On February 27, 2015, President Xi Jinping first proposed that the public should have a stronger sense of gain during the 10th meeting of the Central Leading Group for Comprehensively Deepening Reform. (Central Propaganda Department of the Communist Party of China, 2016) As a measure of the happiness index of people sharing the fruits of reform, the term sense of gain quickly gained popularity. (Zhang, 2016) The sense of gain refers to the positive psychological feelings that people experience as a result of gaining, consisting of both objective gain and subjective perception. (Jiang, 2016) It is a subjective feeling following an objective gain and is also an application of positive psychology in the field of social and political affairs. (Ding, 2016) Influenced by individual perception, cognition, motivation, and emotions, the sense of gain exhibits characteristics of universality, improvability, visibility, and multidimensionality. (Qi, 2016)

The study of the sense of gain originated from the concept of customer satisfaction proposed by Dardozo. (1965) Its theoretical foundations are closely related to social psychology theories such as the expectancy disconfirmation theory, consistency theory, and social comparison theory. (Zheng, 2017) As a localized concept in China, research on the sense of gain has mainly focused on five aspects: First, from a philosophical perspective, it is argued that the sense of gain, as a value-oriented existence, is in line with the legitimacy of historical development. (Cao & Li, 2017) Second, from the perspective of national and social development, it is identified as a goal, focal point, and breakthrough for China's development and reform, (Zheng & Chen, 2017) and as the optimal measure of social progress (Tan et al., 2020) However, it may also face a dulling dilemma due to long-term gains. Third, from the cognitive and social psychological angles, the measurability of the sense of gain is demonstrated, with analyses of its influencing factors or measurements based on social survey data. (Lü & Huang, 2018) (Tan & Lü, 2023) Fourth, practical perspectives have explored the characteristics and influencing factors (Zhang et al., 2022) (Li & Yan, 2018) of the sense of gain among specific groups such as youth, teachers, and agricultural talents, as well as how to enhance the sense of gain in ideological and political education. (Liu, 2017) (He, Wu, & Hui, 2023)

It is evident that current research on the sense of gain in China is limited in scope and homogeneity, focusing primarily on adults' sense of gain while neglecting the sense of gain among adolescents. Only a few scholars have explored the sense of gain among adolescents from the perspectives of just-world beliefs, patriotism, and growth mindset. (Liu & Zhao, 2022) (Wang, Xu, & Liu, 2023) (Liu & He, 2022)

Additionally, while one study mentioned the improvement of language education in middle schools, (Guangdong Provincial Local Chronicles Office, 2020) it focused on policy sense of gain rather than educational sense of gain. Moreover, research on educational sense of gain, whether through speculative discussions, empirical summaries, or data-based empirical studies, often lacks the presence of the perceiving subject. The sense of gain in education refers to the positive psychological state that students experience when their educational needs for knowledge acquisition, skill development, personal growth, and social integration are met by educational service providers. It is the result of the interaction between educational practices and students' individual thoughts, psychological experiences, and behaviors. (Shao, 2019)

This study, based on field observations and interviews to obtain first-hand data, uses grounded theory to identify the sources of adolescents' sense of gain in oral communication education, thereby expanding the value boundaries of research on the sense of gain.

2. Research Design

2.1 Research Method

To ensure the accuracy and feasibility of data collection, theoretical sampling was employed based on the following criteria: 1. Adolescents; 2. Those who have received or are currently receiving oral communication training for more than three months; 3. The researcher can observe their oral expression on a daily basis; 4. They can participate in a face-to-face interview lasting no less than 30 minutes. Consequently, this study selected an oral communication education institution in Chenghai District, Shantou City, Guangdong Province. The institution has approximately 10 teachers and two classes with a total of 39 students aged 10-15. The researcher, posing as a teacher trainer, interacted with the students, parents, principal, and teachers multiple times to gain a comprehensive understanding of the students' personalities, language characteristics, family backgrounds, learning motivations, and personal expectations. Located in southeastern coastal China, Shantou City is home to residents who predominantly speak Chaozhou dialect, a branch of Southern Min dialect that retains many ancient sounds and tones. (Wang, 2015) Therefore, the findings of this study are expected to have reference value and significance for oral communication education in other dialect-speaking regions. From June 2022 to June 2024, a two-year survey was conducted, primarily through participant observation and semi-structured interviews to collect data.

I acting as a teacher trainer, entered the institution and had the opportunity to observe other teachers' classes weekly. This allowed for both overt participant observation during open classes and covert participant observation during classroom interactions. Participant observation provided information on students' speaking frequency, attentiveness, and learning outcomes. It also captured short-term emotional changes and long-term behavioral results, which helped verify the authenticity of the interview data to some extent.

The interviews combined key-case sampling with heterogeneous sampling. Key-case sampling focused on students' individual traits and learning outcomes, while heterogeneous sampling ensured coverage across seven dimensions: gender, age group, educational stage, place of growth, family language environment, willingness to learn, and duration of learning. A total of 29 respondents were selected for one-on-one interviews, each lasting approximately 30 minutes. During the interviews, the researcher observed the respondents' micro-expressions and non-verbal gestures. To ensure the comprehensiveness of the interview data, a second round of interviews was conducted, yielding six additional samples. The theoretical saturation was confirmed when no new concepts emerged, and the logical relationships between theoretical elements became clear.

2.2 Research Process

Through preliminary observations and open-ended interviews with students, parents, and teachers, the researcher gained an understanding of the students' basic situations. Additionally, the Youth Language Art Quality Assessment Standards from the Communication University of China were used to conduct pre- and post-training assessments of the students' oral communication skills to evaluate their learning outcomes. Based on this information, a semi-structured interview outline was developed (Table 1):

Question Area	Specific Questions
Learning Motivation	Why did you decide to participate in oral communication training? What are your expectations from this training?
Learning Process	How do you feel about the learning process? What challenges have you encountered?
Learning Achievement	Have you noticed any improvements in your oral communication skills? Can you provide examples?
Social Recognition	How do your teachers, parents, and peers perceive your progress in oral communication?

Table 1: Semi-structured Interview Outline for Students

During the interviews, the researcher adjusted the terminology and phrasing of the questions according to the cognitive levels and understanding of the adolescents. For example, the academic term oral communication was replaced with the more familiar oral expression.

Firstly, the researcher conducted face-to-face interviews with the 29 participants, transcribing their notes into text.

Using *Nvivo* software, relevant sentences related to the sources of the sense of gain were extracted. Through open coding, 312 raw sentences and 505 reference points were identified, forming 48 initial concepts and 25 initial categories. Subsequently, through axial coding, these categories were compared, clustered, and adjusted to establish logical relationships, resulting in 12 main categories that significantly influence the sense of gain. These were further grouped into four dimensions: learning motivation, learning process, learning achievement, and social recognition (Table 2). To ensure reliability at this stage, three authors independently coded the data. The consistency of the coding dimensions was verified using *Nvivo* software, with results ranging from 0.78 to 0.92, indicating acceptable reliability.

dimension	fundamental category	Initial scope	Concepts (48)	Original representative statements in the interview text
academic motivation	Learning needs	winding level	Correct pronunciation problems (10)	I want to correct my Mandarin flat tongue problem through oral expression.
			Practice Mandarin (7)	I am not good at Mandarin, and I often make mistakes in spelling. My teacher suggested that I correct them.
		Meet the interest	Personal preference (6)	I like to host and perform programs in school activities. I have been participating in oral and physical training since primary school.
			Developing strengths (9)	I like to tell stories to others. My mother said that this specialty can be well cultivated.
	Learn to expect	Idol imitation	Imitating excellent anchors (12)	I saw the anchors talking in the studio, interacting with a lot of fans, which was awesome.
			Performance language programs (8)	I find the skits and crosstalk in the Spring Festival Gala very attractive. I hope I can speak like them.
			Imitating famous hosts (7)	He Jiong and his team are very controlling. My goal is to be like him.
learning process	Learning status	Learn to worry	Afraid of embarrassment (7)	I get embarrassed when no one pays attention to me when I'm expressing myself.
			Worried that students will laugh (9)	I always talk while afraid of making a bad impression and making people laugh.
			Fear of not being recognized (9)	What I fear most is that there is no progress and I can't get the approval of my teachers and parents.
		academic stress	Test judgment (5)	No, I'm not satisfied. I didn't do well in the last oral expression test. I want to do better next time and get the reward.
			Practice required (12)	After each study, you need to practice many times. Without practice, there is no progress.
		learning plan	Would probably give up (7)	If my classwork is too busy, I will give up learning language expression.
			Keep Learning (21)	I have been studying for so long, I don't want to give up, every class activity and performance can be used.
		Learn to be lazy	Laziness leads to dissatisfaction (7)	I am not satisfied with myself, mainly because I sometimes slack off and don't practice.
	Classroom experience	Teacher characteristics	Age of teacher (13)	The teacher is very young, and the classroom learning is not so boring.
			The teacher is very strict (3)	My teacher is so oppressive that he scares me the most when he takes my exams.
			Teacher amplifies the shortcomings (5)	The teacher would magnify my flaws and keep saying it, which made me even less willing to express them.
		classroom climate	Boring class (6)	The teacher always makes us read in class, which is very boring.
			The class is interesting (17)	The big screen that the teacher used in class demonstrated to us, which felt very fun and much more interesting than before.

		classroom discipline	Class discussion (9)	Some students in the class will whisper and sneer when others speak.
			The teacher is so gentle (15)	The teacher is too gentle, the class is messy, lack of desire to express.
		pedagogical practices	Organizational activities (12)	Schools should organize relaxed and interesting activities related to the learning content.
		Class participation	Expressing opportunities (10)	There are too many people in the class and the teacher doesn't see me. Sometimes I want to express myself but there is no chance.
Learn to achieve	Personal character	Character building	Get brave (15)	Speaking gives people courage, and I answered questions more often in class.
			Build confidence (4)	Now I can prepare quickly even if I have a temporary notice to appear on TV for a program.
		Personal temperament	Looks talented (22)	When you speak well, you are energetic and feel talented.
			Giving back to Chinese (23)	I feel that reading, writing and reciting in our Chinese class are easier.
	professional ability	specialized skill	Improving Mandarin proficiency (27)	I learned some skills through oral expression, which made me happy to speak Mandarin better.
			Get entry qualification (14)	Students who have studied can take part in speech contests and recitation contests at school.
	Resource acquisition	Opportunities for access	Can replace other students (6)	When some students in the class can't go to the performance, I can take their place.
			Meets selection rule (8)	Only those who speak well in spoken English will be selected by the teacher to participate in the competition.
			Recommended entries (7)	If you perform well, the teacher will recommend you to take part in the youth oral communication ability assessment.
			Material rewards (19)	My parents rarely guided me in this area, but they bought me gifts when I made progress.
	honors and awards	Reward method	Spiritual recognition (12)	I performed a poem reading at the New Year's Eve party and won the third prize.
social approval	The teacher affirmed	Teacher feedback	Teachers for the Country (8)	Teachers are very important to me. If I can win a place in an activity or a recitation contest, it will also bring honor to my teachers.
			Responding to teacher expectations (11)	Every time the teacher wants me to speak, my eyes are different. Sometimes I will be nervous and afraid, but I still want to stand up and try.
			Emphasis on teacher evaluation (17)	I was satisfied with my performance, because the teacher said I had made great progress.
	Parents expect	Parents push	Respect for parental decisions (10)	At first, I didn't take the initiative to learn oral expression. My parents wanted me to learn it, so I came.
			Parental pressure (6)	I will be nervous, afraid that I have studied for so long without effect, and fail to live up to my parents' expectations.
		Family support	Parental Incentives (12)	My family doesn't speak Mandarin well, but they will take the initiative to encourage me to communicate with others, such as waiters.
			Parents encourage (10)	I didn't want my mother to encourage me when I was practicing and tell me not to give up, so I persevered.
			Material support (8)	My parents have to pay my tuition on time so I can attend the training.
	Peer comparison	Peer comparison	Peer influence (7)	My classmates are studying, so I came here. I feel it is not difficult to study this.
			Classmates laugh (5)	People who don't express themselves well will be laughed at if they stand up to answer questions.
	Social integration	territorial environment	Social interaction	If the people around you can't speak good Mandarin, they will talk to you less often.

			disorder (5)	
			Maintaining family relationships (7)	It seems strange to speak Mandarin with neighbors and relatives, so it is better to speak dialect.
		cultural environment	Poor practicality (7)	Speaking in English doesn't feel very useful. I don't use it in my daily life, but I need it on stage.
		interpersonal interaction	Advantages of integrating into a new environment (4)	When I grow up and go to other places to study and work, good oral expression should be an advantage, so I can communicate well with strangers.

Table 2: Coding Structure of Interview Data

Next, the relationships between the main categories were further collect and identify the core category, then analyze its relationship with other main categories. A "storyline" was established to derive the theoretical framework. As the coding progressed, the core category was determined to be "factors influencing the sense of gain in youth oral communication education and their pathways," that is, "what factors influence the sense of gain in youth oral communication education and how do they influence it?" (Table 3).

Typical relationship	Positionality	The connotation of the relationship structure
Learning motivation sense of gain in oral communication education among adolescents	Internal drivers	Students are the main body of behavior. Students' learning motivation is related to their willingness to learn, which directly affects the learning process and is the internal driving factor of educational gain.
Learning process: sense of gain in oral communication education for adolescents	Mediating factors	In the process of learning, the adjustment of students' personal state and classroom experience have a direct psychological impact on the sense of gain. Learning activities are the way to acquire knowledge, the premise, process and booster of other internal and external factors, and the intermediary factor of the sense of gain.
Learning achievements and sense of gain in oral communication education for adolescents	External drivers	The short-term and explicit results of learning and the long-term and implicit profits can bring me a positive and positive self-experience, which can lead to students' sense of self-identity and satisfaction, and enhance their sense of gain.
Social recognition of the sense of gain in oral communication education among adolescents	External stimulus factors	The expectations of teachers and parents are the main stimuli for the sense of gain in adolescent education, the peers are the reference objects for the sense of gain, and social integration is the relevant stimuli for the sense of gain. These factors have a moderating effect on the sense of gain in adolescent education, and are also easy to cause the turbulence of the sense of gain.
Gain motivation to learn	Regulate relationships	The level of gain is inversely related to the subject, directly affecting students' learning motivation and playing a moderating role in students' willingness and enthusiasm for learning. Fully possessing gain will promote students' desire for knowledge.
Learning motivation, learning process Learn achievement, social identity	Interaction relationship	Interaction and mutual influence. The strength of learning motivation, learning achievement and social recognition directly affect the personal state and experience in the learning process. The results of the learning process are reflected in learning achievement and social recognition, and feedback to learning motivation.

Table 3: Third-Level Coding Structure

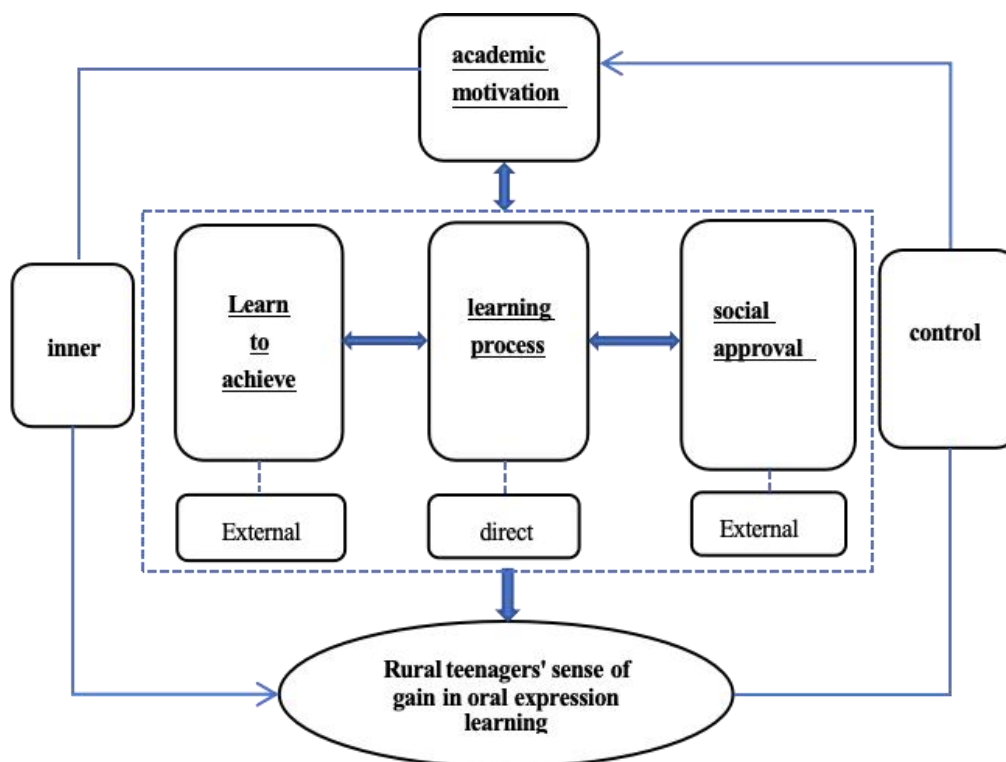
3. Research Findings

3.1 Construction of the Influencing Factors Model for the Sense of Gain in Adolescent Oral Communication Education

Based on the encoding of interview data and the understanding of the connotations and relationships between concepts and categories, the study identified 12 main categories (key influencing factors) that affect the sense of gain in youth oral

communication education, which were summarized into four dimensions: learning motivation, learning process, learning achievement, and social recognition. These four dimensions interact with each other to jointly influence the sense of gain in education. Learning motivation is the internal driving force that directly determines adolescents' willingness to learn and the level of their "subjective sense of gain." (An, 2007)

The learning process is a necessary link and intermediary factor in educational gain. The strength of any one of the four dimensions will affect an individual's learning state. The outcome of the learning process is associated with learning achievement and social recognition, which in turn feeds back to the learner. Learning achievement is the main external driving force for the sense of gain in education, providing adolescents with objective and tangible gains. (Oliver, 1981) Social recognition, as an external stimulus, determines whether students experience spiritual gains. Adolescents are in the critical period of establishing their "identity" according to Erikson's theory (Aleksynska, 2011) They have certain thoughts on their needs, emotions, abilities, and goals. Their initial needs are transformed into learning motivations under the stimulation of others' expectations and media environment. In turn, this stimulates higher-level motivations in individuals, which act on adolescents' internal behaviors (effort activation) and external behaviors (pro-social behavior). In other words, the sense of gain is not only the result of the learning process but also has causal and regulatory attributes. (Deevers, 1983) It plays a regulatory role in adolescents' goal-setting, frustration elimination, and attitude adjustment. Accordingly, this study constructed a grounded theory analysis model of influencing factors for the sense of gain in youth oral communication education.



3.2 Analysis of Influencing Factors for the Sense of Gain in Adolescent Oral Communication

The model identifies four dimensions and their respective roles in influencing the sense of gain in youth oral communication education, as detailed below.

3.2.1 Learning Motivation

Needs and expectations are fundamental drivers of individual behavior. The study found that adolescents' motivation for oral communication learning primarily consists of learning needs and learning expectations, which interact to form a

motivational system. The main needs are improving skills and satisfying personal interests, while learning expectations are largely influenced by media exposure, manifesting as admiration and imitation of excellent hosts, language program performers, and online streamers. For example, many students reported that their interest in oral expression originated from language programs in the Spring Festival Gala: "The language programs in the Spring Festival Gala are very attractive. I want to be able to speak well like them." The vivid oral expression of performers in these programs provides adolescents with inspiration and a sense of achievement, prompting them to transition from passive viewing to active learning. Similarly, hosts on television, known for their correct and fluent expression, serve as role models for adolescents. Respondents indicated that they admire hosts who are "charismatic" and "have great control over the situation," using them as benchmarks for their own learning. Additionally, the personalized and engaging expression of online streamers on short video platforms has been idolized by adolescents, stimulating their desire to learn oral communication skills. The pervasive influence of media in all aspects of society has, to some extent, led adolescents to develop new expectations for their own oral expression abilities. However, the consistency between expectations and actual gains is a key mechanism in the formation of the sense of gain. (Yu & Xin, 2000) When actual performance falls short of initial expectations, a negative expectancy disconfirmation occurs, leading to dissatisfaction. Therefore, it is essential to guide students to set reasonable expectations for learning outcomes and establish phased goals in the learning process to activate their sense of gain.

3.2.2 Learning Process

The learning process refers to the process through which students acquire knowledge, skills, and attitudes by interacting with teachers, classmates, and educational content in a teaching context. The learning process of adolescents in oral communication is influenced by many factors. Some stem from individual cognition and attitudes, such as concerns and plans, pressure and laziness, which are categorized as "learning state." Others come from the surrounding learning environment, especially classroom experiences, including teacher characteristics, classroom atmosphere and discipline, and student participation, which are classified as "classroom experience." In the learning process, students' enthusiasm can activate teachers' instructional capabilities, and teachers' teaching can lead to students' learning achievements and social recognition. The interaction between teachers and students directly affects the level of students' sense of gain.

Interviews revealed that having a long-term learning plan and good learning habits can bring self-affirmation to adolescents, while excessive learning concerns and pressure can lead to self-doubt and anxiety. For example, "I feel like I can't do it well. My parents have high expectations for me, and I always make mistakes when I speak in class." Self-doubt is often accompanied by a decrease in self-esteem, while anxiety is often associated with inner tension and restlessness. Observations showed that students with significant learning concerns not only exhibit anxiety during class but also show impatience and complaints about homework assignments, gradually developing into negative emotions that lead to an overall decline or even loss of the sense of gain. Of course, students cannot respond to all stimuli. The task of teachers is to create a situation in which effective stimuli for students are associated with the learning materials. Pleasant and memorable associations lead to positive classroom experiences. Interviews indicated that adolescents' classroom experiences in oral communication learning mainly come from teachers' personal characteristics and teaching activities, classroom atmosphere and discipline, and student participation. Teachers' words and actions greatly influence adolescents' willingness to learn. For example, harsh criticism, unconscious neglect, or overemphasis on minor details by teachers, such as "The teacher amplifies my weaknesses and keeps talking about them, making me less willing to express myself," can lead to a sense of frustration and a decrease in learning interest. If teachers do not provide students with sufficient opportunities for expression, students will compare their situations with those of their classmates and may experience a "relative deprivation" feeling, (Huffman et al., 2020) leading to a loss of the sense of gain.

3.2.3 Learning Achievement

Fitts and Posner argued that feedback is a supporter of behavior. When feedback is positive, students can use it as a strong motivator to persist in learning. (Liu et al., 2023)

Feedback on learning achievements can lead to behavioral changes in learners. For adolescents engaged in oral communication education, improvements in professional skills, increased confidence and bravery, opportunities to outperform peers, and various forms of recognition and rewards can bring a sense of self-identification and satisfaction,

effectively activating their internal drive for self-improvement. Learning achievements in oral communication education for adolescents can be divided into tangible outcomes and intangible benefits. "Opportunity acquisition," "contest winning," and "reward recognition" are the most immediate boosters for the sense of gain. Students often immediately feel a sense of achievement after winning a competition or receiving recognition and rewards. "Every time I perform successfully on stage and hear applause from the audience, I feel very proud." "Once, a classmate couldn't participate in a debate due to illness, and I was able to take their place, which made me very happy." Schools can design ceremonial activities and competitive mechanisms to allow students to fully experience a sense of achievement. Additionally, observations revealed that improvements in professional skills and changes in personal demeanor require confirmation and reinforcement through teacher affirmation and parental praise. These effects are more evident in students who have been learning consistently for over a year. Students who persist in learning for more than one year also show stronger identification with the learning outcomes and a stronger sense of belonging to the school, forming a mechanism of "expectation - satisfaction - gain - identification."

3.2.4 Social Recognition

The Rosenthal Effect demonstrates that "when an individual receives encouragement, praise, and expectations from others, they feel supported by society, which boosts their self-confidence and creates a positive motivation to strive to meet the expectations of others." (Chen, 2023) Recognition and expectations from teachers and parents are the main external stimuli for adolescents' learning behaviors. Adolescents strive to seize opportunities to express themselves and gain positive impressions through "impression management," (Wang, 2022) thereby obtaining social recognition. Interviews revealed that regardless of whether students have high or low learning motivation, teachers' expectations and affirmation can positively influence their behavior.

Moreover, the absence of recognition and expectations from teachers and parents, or the lack of respect from teachers and peers, can easily lead to adolescents feeling "blocked," causing fluctuations in their sense of gain. As indicated by the interview data, when students perceive blockages from teachers, peers, and parents, such as "People who express themselves poorly are laughed at when they stand up to answer questions," their willingness to express themselves decreases. It is also worth noting that the sense of gain in adolescents' education follows an inverted "U" pattern. (Terenzini, 2021)

Excessive parental expectations can lead to a decline in adolescents' sense of gain, as expressed by one respondent: "I'm nervous that I won't make progress after learning for so long and will disappoint my parents." From a macro perspective, although factors in the "social integration" dimension, such as the interference of dominant dialects, lack of cultural environment, and different interpersonal communication needs, also affect adolescents' recognition and sense of gain in oral communication education, their impact is not as profound as that of teachers and parents.

4. Discussion and Conclusion

4.1 Respect Student Subjectivity and Individual Differences, and Provide Tangible Gains

Adolescents participating in oral communication training have learning interests and a willingness to learn actively, with high learning expectations influenced by the media environment. Teachers and parents should affirm students' learning motivations, provide them with a sense of trust, and grant them appropriate decision-making power. Decision-making power and autonomy can cultivate students' ability to manage their own learning behaviors, enhance their self-control and self-efficacy, (Chen, 2023) and motivate them to maintain a positive learning state. Specifically, teachers should start with trust, delegate teaching initiatives to students, and encourage them to evaluate and correct each other after class. This helps students develop a clear understanding of their progress and shortcomings, fostering self-monitoring habits and actively stimulating their cognitive drive. This, in turn, encourages students to strive for gains under self-imposed pressure.

The study found that while others' expectations are a source of individual enthusiasm, excessive expectations from teachers and parents can lead to uncontrollable behavior in adolescents. Adolescents' motivations for oral communication education are strong but complex. Influenced by regional factors, students generally have issues with pronunciation and articulation. Some students not only need training in content expression and fluency but also need to correct the precision of their voice and the standardization of Mandarin, making the learning process more challenging. Teachers should set

reasonable expectations and provide differentiated instruction based on students' actual conditions and characteristics. They should help students transform their enthusiasm into feasible phased goals and provide timely, specific, meaningful, and attractive feedback and rewards at various stages of learning outcomes. This ensures that adolescents can perceive "tangible gains" at different stages of their learning.

4.2 Design Teaching Activities Filled with Immediate Gains

At present, there are differences in the depth of understanding and breadth of practice regarding oral communication education for adolescents in society. The lack of a humanistic spirit in oral communication education has led to simplistic forms and outdated content in its implementation, and even instances where skill training replaces the cultivation of language perception abilities. The study's results indicate that classroom experience is an important intermediary factor in whether students have a sense of gain. Teachers' personal characteristics, classroom discipline management, and activity design directly affect students' sense of gain. Through observations of seven teachers' classes, it was found that students in classrooms with well-designed interactive segments were more engaged and had a more active atmosphere. In contrast, classes dominated by lecturing and frequent corrections reduced students' courage to express themselves, leading to dissatisfaction with "short-term gains" and a loss of motivation to continue learning, or even aversion to learning.

As implementers of oral communication education, teachers can effectively mobilize students' subjective initiative and enhance their willingness to express themselves by designing classrooms filled with "immediate gains." (Wang, 2022)

This requires teachers to select teaching materials that evoke empathy with students and to demonstrate observation, perception, response, and control skills during lessons to stimulate students' sense of ownership in communication. For example, teachers can introduce "gamification" mechanisms in class, designing lessons with appropriate pressure, challenges, and opportunities for expression to provide students with a positive classroom experience. Schools can also integrate oral communication practice with school celebrations and campus culture construction after class. Activities such as "Campus Speech," "Young Orator," "Ancient Poetry Recitation," and "Civilization Promoter" can offer students opportunities to present themselves and showcase their learning outcomes, ensuring that they constantly experience a sense of gain.

4.3 Create a Supportive Environment for Oral Communication

Social integration also stimulates adolescents' sense of gain in oral communication education. Factors in social integration include regional environment, cultural environment, and interpersonal communication, with the regional environment having the greatest impact. The Chaozhou dialect is a dominant dialect in the region, and its tonal rules deviate significantly from Mandarin, making it somewhat exclusive. Some students reported that teachers in the area often use the dialect in class, making it difficult for them to understand. Classroom observations revealed that students also predominantly use the dialect in after-class interactions, making it challenging for students from other regions to immerse into the linguistic context. The imbalance in the cultural environment makes it difficult for adolescents to encounter excellent oral communicators in their surroundings. A supportive environment is one in which students can easily find role models and support, share learning outcomes with like-minded individuals, and fully exercise their agency to develop healthy autonomy. Local authorities and schools should create a supportive environment for oral communication by reinforcing Mandarin as the primary language for public interaction. (Terenzini & Zhao, 2021) Programs such as "Idiom Competition," "Poetry Competition," and "Classic Reading" can be used as learning materials to immerse students in a positive language environment. Additionally, schools should increase the emphasis on the "oral" aspect of language learning, collaborating with local cultural institutions to provide diverse opportunities for oral expression, such as "Intangible Cultural Heritage Interpreter," "Cultural Ambassador," and "City Representative." Encouraging students to combine oral communication practice with social services not only enhances the social recognition of oral communication skills but also actively shapes students' correct values, truly improving their language art literacy.

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