



A Strategic Training Model for Building Cultural Literacy of Broadcasting

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Abstract

Background and Aims: Cultural literacy in broadcasting is essential for representing varied audiences, promoting inclusivity, and avoiding prejudices. Develop a cultural literacy training strategy to equip broadcasters to engage with different cultures, improving audience communication and trust. The research objectives of the Strategic Training Model for Building Cultural Literacy in Broadcasting are as follows: 1) To investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy. 2) To develop and implement a strategic training model for building cultural literacy and broadcasting talent.

Methodology: Questionnaires, structured interviews, and assessment forms were used. We examined data using percentages, averages, the pre-test, and post-tests.

Results: The research indicates the low cultural literacy of broadcasting talents in Guangxi universities. It also shows that most universities, including Guangxi University for Nationalities, College of Arts, and University of Foreign Languages, are still behind in their plans to improve it. It is urgent and necessary for both students and teachers to enhance the cultural quality of broadcasting talents. The results suggest that this methodology improves broadcasting talent culture and professional education. A systematic endeavor to increase strategic training for broadcasting students' cultural literacy demands instructors' persistence and inventiveness. Through differentiated guidance, diversified practice, school-enterprise cooperation, and systematic implementation, we can comprehensively and deeply improve broadcasting students' cultural literacy, developing more excellent broadcasting and hosting talents for society.

Conclusion: The study emphasizes how crucial it is to improve cultural literacy among Guangxi universities' broadcasting talent, as they are currently falling behind in this regard. The development of more skilled broadcasting professionals can be achieved through the implementation of strategic training, differentiated guidance, diversified practice, school-enterprise cooperation, and systematic efforts to improve cultural literacy and professional education.

Keywords: Cultural Literacy; Media Literacy; Broadcasting Education; Professional Development; Cross-cultural Communication; Training Model





Introduction

Broadcasting and hosting majors in domestic universities in China have always relied on traditional offline teaching. With the development of information technology, multimedia teaching, online and offline, in-class and extracurricular blended learning methods have gradually become popular in various disciplines and majors in colleges and universities, and the broadcasting and hosting profession should also keep pace with the times and constantly innovate and develop teaching methods to meet the needs of majors and times.

In 1977, the Beijing Broadcasting Institute opened a broadcasting major and began to recruit the first batch of broadcasting students nationwide. However, in the eighties and nineties of the last century, the popularity of television sets in ordinary people's homes was not high, TV channels and TV programs were also few, and colleges and universities had a relatively high entry threshold for this major in recruiting students. Since the Ministry of Education adjusted the majors of colleges and universities in 1998, and with the rapid development of China's television and media industry, more and more colleges and universities have opened this major, and there are now more than 400 colleges and universities with broadcasting and hosting arts majors nationwide, and this number is still increasing. The problem of excessive professional development also arises, such as lowering the threshold of students' cultural courses to enroll students in most colleges and universities, resulting in a large number of college broadcasting and hosting students whose cultural literacy is generally low; To make profits, some schools blindly open majors without teachers and basic hardware conditions, resulting in students' professional learning during school not being scientifically guided, and professional qualities and abilities cannot meet the general needs of society.

Due to market demand and professional characteristics, the training model and training focus of broadcast host talents in domestic universities in China are mainly based on face-to-face teaching and expression skills, which can exercise students' professional skills and business level, but in the long run, it is not conducive to cultivating high-quality industry elite talents. In the face of the general lack of attention and ideas for the improvement of students' cultural literacy in domestic universities, it is very important to explore a strategy for improving the cultural literacy of college broadcast host talents through blended learning.

Campus cultural activities can create a good cultural atmosphere and then influence and improve students' cultural literacy (Liang, 2016). The complex web of links and social connections in Chinese culture plays a crucial role in the integration of online and offline learning methods. Educators can establish a learning environment that is more unified and encouraging, by combining the advantages of both digital and traditional classroom environments. Adapting





educational methodologies to local characteristics is crucial in this setting since it enables a more customized and culturally appropriate approach to learning. This integration not only enhances student engagement but also fosters a deeper understanding of the material through contextually appropriate methods. According to Zhou and Li (2020), the effectiveness of educational programs is significantly increased when they are adapted to the unique social and cultural dynamics of the community, highlighting the importance of customizing learning models to fit local needs and values. Based on problems and the characteristics of professional development in broadcasting and hosting at colleges and universities in the Guangxi Zhuang Autonomous Region, this study systematically analyzes a set of strategies aimed at enhancing the cultural literacy of broadcasting and hosting talents. These strategies are tailored to the unique geographical location and advantages of Guangxi. Simultaneously, before conducting this research, I was involved in the creation of several new media cultural programs that utilized the TikTok platform and libibili (B station). These programs offered students a direct practice and display platform, and the combination of online and offline hybrid learning models increased the likelihood of implementing research strategies effectively. Cultural literacy in broadcasting within Guangxi, China, necessitates a profound understanding of the region's unique cultural tapestry, including its diverse ethnic groups, local dialects, and traditional customs. Broadcasters and hosts must navigate these cultural nuances to create content that resonates with the local audience, fostering a sense of inclusion and representation. This cultural competence enables them to address sensitive issues appropriately, promote cultural heritage, and engage with viewers in a manner that reflects and respects local identities. As highlighted by Li & Zhang (2021), the ability to integrate cultural literacy into broadcasting practices in Guangxi not only enhances audience connection but also reinforces the credibility and relevance of the media outlets in the region.

The main content of this paper is to find out the strategies suitable for improving the cultural literacy of broadcasting and hosting talents in colleges and universities in Guangxi through the reference of the research of a large number of scholars in related majors at home and abroad, combined with the analysis of the current situation of the current situation of the cultural literacy of broadcasting and hosting talents in domestic universities. The research subjects were prepared to select three universities in Guangxi with broadcasting and hosting majors, namely Guangxi University for Nationalities, Guangxi Academy of Arts, and Guangxi Foreign Chinese College. The reason for choosing the above three schools is that the three schools are relatively mature in the development of broadcasting majors in Guangxi, and all broadcasting majors have been approved by the key construction majors of the autonomous region; Second, because the three schools have different school orientation, Guangxi University for Nationalities is the earliest college in





Guangxi to open broadcasting hosting majors, as a comprehensive university Guangxi University for Nationalities broadcasting major positioning for comprehensive development, so that broadcasting professionals serve all walks of life, Guangxi University of Arts is mainly to the media industry, major theater troupes, performing arts groups to send talents, and Guangxi Foreign Chinese College although the school time is short, but the school positioning is clear, the school is based on foreign language characteristics and Guangxi location advantages, Creating a unique multi-module and multilingual broadcast talent training model has certain reference significance.

Objectives

This research aims:

1. To investigate the knowledge and practical needs of broadcasting hosts to improve cultural literacy.
2. To develop and implement a strategic training model for building cultural literacy and broadcasting talent.

Literature Review

This study combined with the current Chinese domestic broadcasting and hosting art professional talent training, system analyzes the basic concept of cultural literacy, broadcasting and hosting professional talent cultural literacy present situation, the current Chinese university broadcasting and hosting professional talent cultural literacy training model, through online and offline, in-class + extracurricular hybrid teaching research perspective, analyze the deficiency of the current theoretical research. It mainly includes the following aspects:

1. The status quo of the cultural literacy of broadcasting hosts

Under the background of new media, broadcasting and hosting talents need to deepen their quality connotation and expand their skill range, to better adapt to the characteristics of emerging media communication and form a three-dimensional and diversified modern communication system task of integrated development. In the quality structure system of broadcasting and hosting, the first is professional quality. In addition, good cultural quality and aesthetic quality also show the importance of The Times for broadcasting and hosting under the condition of media integration (Wang, 2019). At present, the "self-image" of some program hosts has been weakened, mainly because the program hosts' own cultural heritage is insufficient, and they can not provide more effective information interpretation for the audience. Therefore, the program host should not only have good sound language expression skills and solid television theoretical knowledge, but also need to have professional knowledge related to the content of the program (Chen, 2016). In order to accurately interpret and disseminate mass culture, radio, and host talents in the new era need to be aware of the differences between mass culture and the unique advantages of different mass cultures. Only by recognizing cultural differences can we





achieve the fundamental purpose of propagating culture and spreading culture (Sun 2022). First of all, for the broadcasting and hosting industry, to carry out the Chinese classic culture education class. Secondly, relevant units should pay attention to the strong injection of classical culture, and stimulate learners' interest in learning in various forms. In addition, learners should read classical books of traditional Chinese culture, and integrate the learning disciplines of classical Chinese culture through educational units, families, groups, and societies, to effectively improve their moral education benefits (Wu, 2021).

2. Current situation of cultural literacy training of university broadcasting and hosting professionals

Through the review of relevant literature, the author finds that the current situation of the cultivation and promotion of cultural literacy of broadcasting talents in universities is not optimistic. In the face of traditional culture-related courses offered by schools, nearly 40% of students think that there is no need to like and learn. According to the responses of students, nearly 70% of them think that the current school curriculum does not give them the confidence to host and direct opera programs in their future jobs (Chen & Lu 2018). There are many reasons for this phenomenon, one of the common reasons is that most universities pursue the teaching and training mode of "emphasizing the major and neglecting the culture", and do not realize the importance of learning the classics of Chinese studies on the training of broadcasting and hosting talents (Liang, 2016). In the face of such problems, some scholars put forward the idea of "cultivating students' cultural literacy with the help of traditional cultural programs" and discussed the value of "classic reading" (Wei, 2019). Some others put forward the path of improving the cultural literacy of university broadcasting and hosting talents through "classic reading" (Zhang, 2019).

3. Current status of existing training model

At present, many scholars have begun to explore how to improve the cultural literacy of students majoring in broadcasting. Some scholars have put forward guidelines for the improvement of cultural literacy of broadcasting talents from the aspects of teaching, teachers, teaching materials, technology, and industry (Zheng & Cheng, 2021). According to the characteristics of the school, some scholars put forward the focus on the cultivation of etiquette culture, which is more distinctive (Xu, 2021). Some scholars put forward that contemporary broadcasting students focus on learning professional skills, ignoring the formation of reading habits, so it is necessary to cultivate students' good reading habits while expanding the communication and interaction of traditional culture (Zhang, 2023). Some scholars pointed out that compared with university education in Western countries such as Europe and the United States, the popularization of general education courses in Chinese universities is very low, which also limits students' learning and understanding of traditional culture to a certain extent. Therefore, it is suggested to strengthen the general education of broadcasting and hosting talent training (Luo, 2011). This aligns with the research of Smith & Johnson (2022) that integrating cultural literacy into university broadcasting programs enhances the educational experience by promoting cross-



cultural understanding and preparing students for global citizenship in an increasingly interconnected world. Cultural literacy in broadcasting within universities is essential for fostering an inclusive and diverse media environment that accurately reflects the multicultural nature of the student. University broadcasters must be adept at recognizing and incorporating diverse cultural perspectives, languages, and traditions into their programming to ensure all voices are heard and respected (Abd et al., 2023; Cigdem, 2022; Sangita et al., 2023). This involves not only understanding cultural differences but also addressing potential biases and stereotypes in media content

Methodology

This study, by examining the knowledge and practical requirements of radio hosts to enhance cultural literacy, establishes a scientific and feasible strategic cultivation model for the cultural literacy of radio hosts. This model aims to improve the cultivation of cultural literacy in response to market demand and local development needs. We have divided this study into two stages.

1. Steps of investigation of the knowledge and practical needs of broadcasting hosts to improve cultural literacy can be shown in Figure 1.

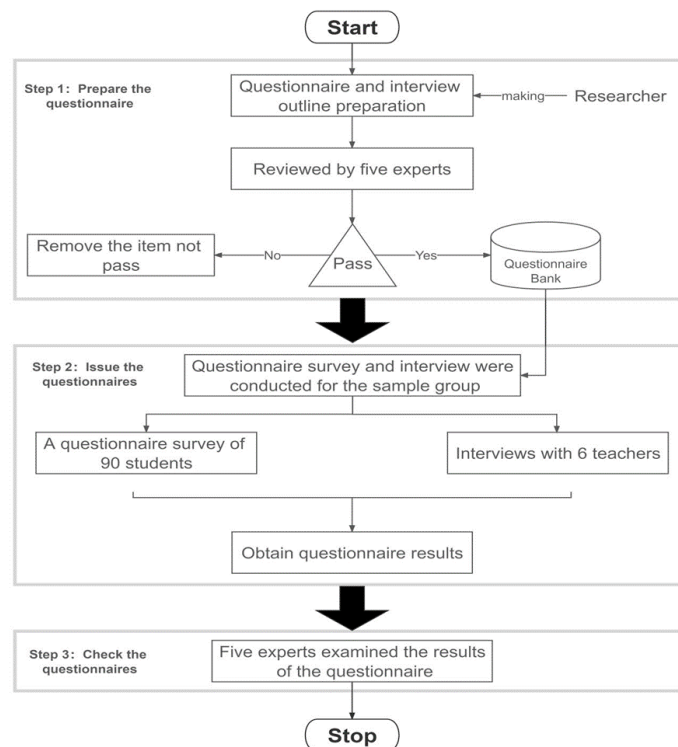


Figure 1 The processes of investigating the knowledge and practical needs of broadcasting hosts to improve cultural literacy



Figure 1 illustrates numerous steps, including Prepare the questionnaire, the author prepared the interview questions and questionnaire and submitted them to five experts for review. We deleted content that did not align with the paper's purpose and requirements and incorporated those that did into the interview and questionnaire's question bank. Then the first and second-grade students from Guangxi University for Nationalities, Guangxi University of Foreign Languages and Guangxi University of the Arts in Guangxi Zhuang Autonomous Region were selected as the research objects. A questionnaire survey was conducted on 30 students from each school, including 90 students majoring in broadcasting, to investigate the current status of cultural literacy improvement of broadcasting majors in colleges and universities and students' demands for cultural literacy improvement. At the same time, two from each university, a total of six broadcasting experts were interviewed to investigate and understand the views and suggestions on measures to improve the cultural literacy of university broadcasting students.

In the quantitative part of this study, we choose to use questionnaire survey as the method of data collection. A questionnaire is a method of collecting information and research in written form. This questionnaire survey can be divided into three parts: basic information, current situation of cultural literacy improvement investigation and demand investigation. Among them, Likert scale is a good way to conduct attitude survey. Therefore, we compiled the questionnaire according to the research status and the characteristics of the university. Our questionnaire consists of three parts: the first part is basic information, including gender, age, school and so on. The second part is the investigation of the current situation of cultural literacy improvement. We rated it using a 5-point Likert scale, using a scale of 1, 2, 3, 4, 5, where 1 was strongly disagree, 5 strongly agree, and so on. Calculate the total score after each question. The size of the total score represents the size of the influencing factors, the higher the score, the greater the impact, and vice versa, the smaller the impact. The third part is the investigation of the students' demand for cultural literacy improvement. We also use a 5-point Likert scale, where 1 is very unimportant, 5 is very important, and so on. Pilot test of the questionnaire was conducted by creating the initial questionnaire, covering all essential areas and using a range of question styles. Choose a concise and representative subset from the intended demographic, then disseminate the survey, including explicit guidelines and a specified date for submission. After collecting responses, review the preliminary data to identify frequently skipped or misinterpreted items and evaluate the questionnaire's reliability and validity. Review the questionnaire in light of the feedback, adding new questions as needed and changing or removing any problematic ones. Perform a pre-test with a new, sample to verify that the revisions have resolved any issues. Finally, document the entire process, including input and changes, to justify the final questionnaire.

In this study, we used interviews as a supplement to the questionnaire survey. The interview can comprehensively understand the current situation of the cultural literacy of students majoring in broadcasting in schools from the perspective of experts, and put forward professional suggestions on the future training mode from the perspectives of teaching and management. The





purpose is basically the same as that of the questionnaire survey, but the perspective of the problem is more professional and the suggestions are of more thinking value. The interview outline includes five questions, which are the overall level of cultural literacy of students majoring in broadcasting in your school, how much importance do you think the school attaches to the improvement of cultural literacy of students majoring in broadcasting? What help or conditions do you think the school provides for the improvement of students' cultural literacy? What do you think are the factors that affect the improvement of students' cultural literacy and what measures do you think schools should take to improve students' cultural literacy in the future? In designing the interview, we also considered the validity and reliability of the interview, and took appropriate measures to ensure the validity and reliability of the interview.

Finally, Seek feedback from the school and obtain permission for data collection. The designated students are responsible for collecting and sorting out the questionnaires, checking the completed questionnaires, and analyzing the data from the valid questionnaires. During the interview, the content of the interview with the teacher will be recorded live. After the interview, the author will fill in the interview form, and then submit the interview to the teacher for review and signature. After soliciting the opinions of the teachers, the interview form was recovered to provide support for the subsequent data analysis. After the results of all questionnaires and interviews were collected, they were sent to five experts of the Committee to check the validity and rationality of the results.

Before analyzing the data, the investigators first checked the accuracy and completeness of the questionnaire. If the data is found to be contradictory or incomplete, the researchers will directly ask the respondents for more information. Analyze the basic situation of the cultural literacy of school radio hosts by using student questionnaires, understand their actual needs and help for cultural literacy, and provide content basis for the implementation of specific strategic training models. Through interviews, further understand the objectives of training local broadcasting and hosting talents and the needs of serving society, analyze the possibility of implementing the cultural literacy training model in the next step, and lay a good foundation for regional differentiation of the training model.

2. Steps of develop and implement and a ST model for building cultural literacy of broadcasting talents ability can be shown in Figure 2.



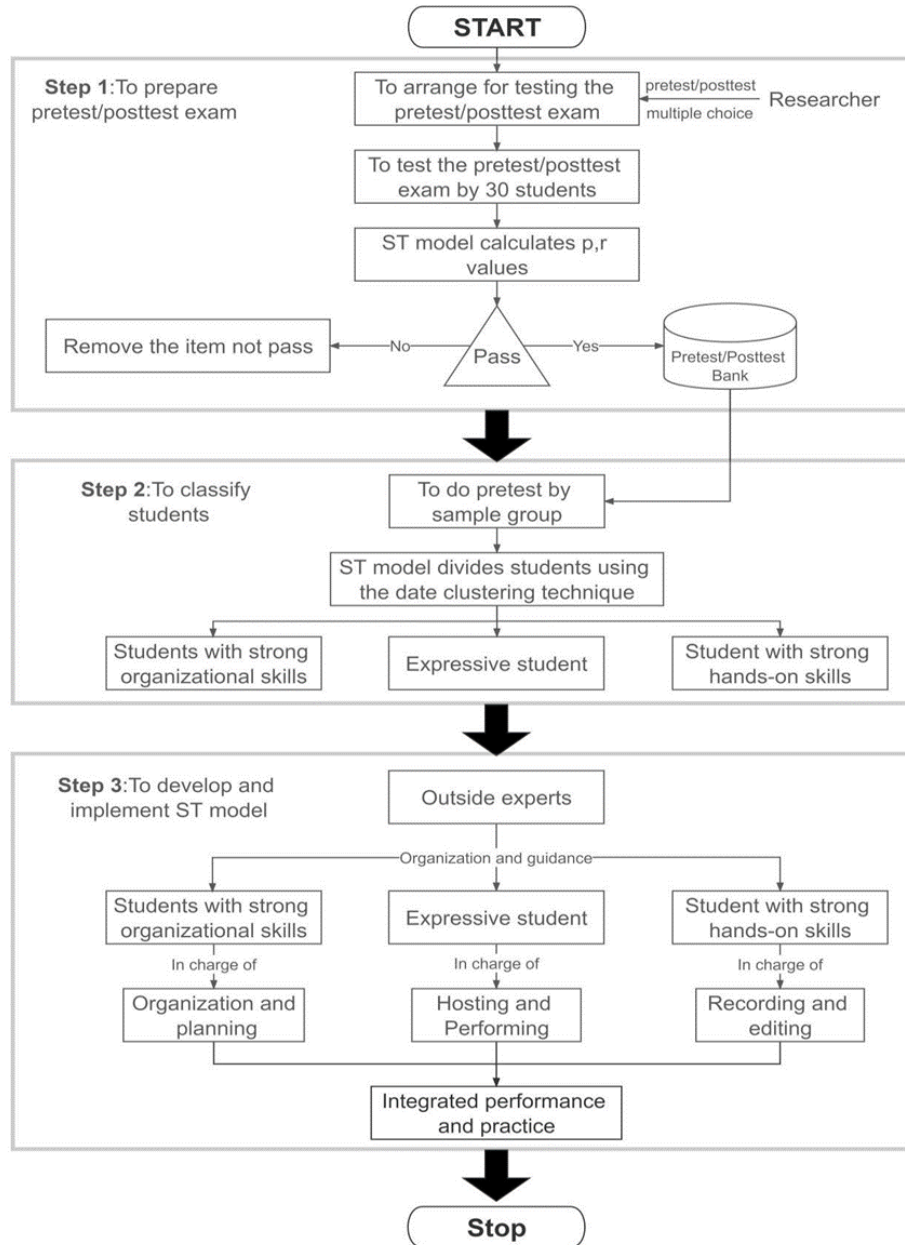


Figure 2 The processes of to develop and implement the ST model of the construction of broadcasting host talent cultural literacy

Figure 2 presents numerous steps, which are as follows:

Prepare pretest/posttest exam, the relevant questions of the pre-test were arranged by the researcher. There are 30 students in the sample group of pre-test questions. 10 broadcasting students from Guangxi University of Foreign Languages, Guangxi University for Nationalities and Guangxi University of the Arts are randomly selected to enter the pre-test/post-test sample group.



This sample group of students is responsible for testing the science, rationality and accuracy of the pre-test questions.

First, a preliminary test was conducted, with a sample group of students answering all the questions. This sample group should be representative so as to reflect the characteristics of the target group. Secondly, for each question, the p-value is obtained by calculating the proportion of students who answered the question correctly, and the r-value is obtained by calculating the correlation coefficient between the score of each question and the total test score. According to the preset range of p-value and r-value, choose questions with moderate difficulty and high differentiation. For example, choose questions with difficulty between 0.3 and 0.8 and a r-value greater than 0.2. For problems that are too difficult or too low, you can consider modifying or replacing them. Questions that are too low in distinction (near zero or negative) need special attention, as this may indicate ambiguity or irrelevance to the rest of the test.

Then pre-test the sample group of students to distinguish the ability of students. Collect or construct a data set, which contains relevant indicators to evaluate the ability of students in three aspects: activity organization ability, performance ability, and practical operation ability. These indicators can be achieved through the results of questionnaire survey, teacher evaluation and experimental class rating. Clean and preprocess data, including missing values, numerical standardization, class variable encoding, etc. Preprocessing ensures the data format is acceptable for cluster analysis and does not contain outliers or dimensional differences. Select the right data clustering technology and divide the students into the three categories, then implement the strategic cultivation mode of cultural literacy for broadcasting majors targeting distinct categories.

During the development and implementation of the strategic training model (ST model), students are categorized based on their exceptional organizing capacity, strong expressive force, and good practical operation skill. According to the characteristics of each class of students, design a differentiated teaching plan. For students with outstanding organizational ability, the school can jointly plan practical projects, such as campus cultural festivals, public relations activities, etc., and let these students serve as project leaders to exercise their organizational and coordination ability during the whole process from planning to execution. At the same time, project management experts in enterprises are invited to give special lectures and practical guidance to help students understand the specific requirements of enterprises for organizational ability.

For students with strong performance, a host talent training base is established through school-enterprise cooperation, and students are allowed to participate in real TV program recording or online live broadcast platform for on-the-spot hosting practice. Outside experts, such as senior facilitators and speech coaches, can provide one-on-one tutoring, as well as workshops





and master classes to improve performance. Practically talented students require more technical instruction, so schools could collaborate with local radio stations or production companies to offer program editing and live tuning. Technical directors and senior producers provide technical training and industry-standard operations.

Throughout the school-enterprise cooperation process, it is important to establish a continuous feedback and evaluation mechanism to ensure that students can continue to improve in practice and that the teaching content can keep pace with the industry reality.

Results

This questionnaire consists of 14 questions. The Cronbach's alpha coefficient is the primary measure of the scale's internal reliability, and as long as the calculated Cronbach's alpha coefficient is greater than 0.7, the scale is considered scientifically valid, and its internal design is stable and reliable. The validity analysis method's main reference value is KMO, and the scale's final KMO value is greater than 0.7.

Table 1 presents the reliability test results for the scale used in this study.

Cronbach reliability analysis			
Name	Correction Items Total Correlation (CITC)	α coefficient of deleted terms	Cronbach α coefficient
1.Your gender is	0.183	0.698	0.701
2.Your current grade is	0.38	0.682	
3.Where are you focusing your major at present?	0.291	0.688	
4.How satisfied are you with the internship opportunities offered by our university?	0.454	0.666	
5.Do you think the school and teachers will guide your professional study according to your personal strengths and interests?	0.388	0.675	
6.How clear do you feel about your future career plan?	0.402	0.672	
7.Which of the following most closely matches your expectations for your future career?	0.152	0.705	
8.How satisfied are you with the cultural and learning atmosphere of the broadcasting major in this university?	0.533	0.655	
9.Do you think the frequency of cultural activities on campus is sufficient?	0.617	0.639	
10.Do you feel that the cultural curriculum offered by the university is rich and varied?	0.598	0.642	
11.How satisfied are you with the variety of books in the school library and how often they are updated?	0.386	0.675	
12.How satisfied are you with teachers' guidance and help in cultural literacy?	0.192	0.7	
13.Which of the following ways do you want to improve your cultural literacy? (Single choice)	-0.166	0.741	
14.In which aspect would you like the school to support and help you improve your cultural literacy? (single choice)	-0.007	0.72	
Standardized Cronbach α coefficient: 0.689			

As can be seen from the above table, the reliability coefficient value is 0.701, which is greater than 0.7, indicating that the reliability quality of the research data is good. For " α coefficient of deleted item", the reliability coefficient does not increase significantly after any item is deleted, so the item should not be deleted.



Table 2 Validity test of the scale in this study

Validity analysis results						
Name	Factor load factor					Commonality (common factor variance)
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	
1.Your gender is	0.161	0.077	0.114	0.206	0.696	0.572
2.Your current grade is	0.136	0.235	0.614	-0.155	0.462	0.689
3.Where are you focusing your major at present?	-0.008	0.403	0.497	-0.379	0.45	0.756
4.How satisfied are you with the internship opportunities offered by our university?	0.204	0.779	0.02	-0.075	0.082	0.662
5.Do you think the school and teachers will guide your professional study according to your personal strengths and interests?	0.037	0.866	-0.019	0.049	-0.05	0.757
6.How clear do you feel about your future career plan?	0.074	0.543	0.522	-0.05	-0.156	0.601
7.Which of the following most closely matches your expectations for your future career?	0.036	-0.112	0.805	0.029	0.004	0.663
8.How satisfied are you with the cultural and learning atmosphere of the broadcasting major in this university?	0.889	0.002	0.14	-0.025	-0.102	0.821
9.Do you think the frequency of cultural activities on campus is sufficient?	0.744	0.33	0.13	0.004	-0.137	0.699
10.Do you feel that the cultural curriculum offered by the university is rich and varied?	0.873	0.174	0.016	-0.022	0.146	0.814
11.How satisfied are you with the variety of books in the school library and how often they are updated?	0.836	-0.042	-0.069	-0.109	0.135	0.735
12.How satisfied are you with teachers' guidance and help in cultural literacy?	0.181	0.301	0.089	0.201	-0.591	0.52
13. Which of the following ways do you want to improve your cultural literacy? (Single choice)	-0.134	0.001	-0.264	0.724	0.143	0.633
14. In which aspect would you like the school to support and help you improve your cultural literacy? (single choice)	-0.01	-0.028	0.124	0.829	-0.106	0.714
Feature root value (before rotation)	3.669	2.071	1.622	1.241	1.033	-
Variance Interpretation rate %(before rotation)	26.206%	14.795%	11.586%	8.863%	7.376%	-
Cumulative variance Explanation rate %(pre-rotation)	26.206%	41.001%	52.587%	61.450%	68.826%	-
Characteristic root value (post-rotation)	2.95	2.122	1.693	1.486	1.384	-
Variance interpretation rate %(after rotation)	21.074%	15.157%	12.095%	10.614%	9.886%	-
Cumulative variance Explanation rate %(after rotation)	21.074%	36.231%	48.326%	58.940%	68.826%	-
KMO value	0.707					-
Barth spherical value	407.123					-
Df	91					-
p value	0					-
Note: If the numbers in the table have colors: blue indicates that the absolute value of the load factor is greater than 0.4, red indicates that the common degree (common factor variance) is less than 0.4.						

It can be seen from the above table that the common degree value corresponding to all research items is higher than 0.4, indicating that the information of research items can be effectively extracted. In addition, the KMO value is 0.707, greater than 0.6, and the data can be effectively extracted. In addition, the variance interpretation rate of the five factors was 21.074%,15.157%,12.095%,10.614%,9.886%, and the cumulative variance explanation rate after rotation was 68.826%>50%. This means that the information of the research can be effectively extracted.



Table 3 The results of frequency analysis on the investigation of the current situation of professional learning in school

	Name	Frequency analysis results			
		Options	Frequency	Percentage (%)	Cumulative percentage (%)
On-campus professional learning Status survey	What are your major learning priorities at present?	2. Basic theoretical knowledge	12	13.33	13.33
		Practical skills	38	42.22	55.56
		Artistic performance ability	34	37.78	93.33
		Innovation and research ability	6	6.67	100
		Not at all.	9	10	10
	How satisfied are you with the internship opportunities offered by the university?	discontented	40	44.44	54.44
		Average	22	24.44	78.89
		Satisfied	18	20	98.89
		Very satisfied	1	1.11	100
		Quite not true.	7	7.78	7.78
	Do you think the school and teachers will guide your major study according to your personal strengths and interests?	Do not conform to	38	42.22	50
		Average	23	25.56	75.56
		Conforms	20	22.22	97.78
		Fit well	2	2.22	100
		Very unclear	14	15.56	15.56
	How clear are you about your future career plan?	Still hesitating	28	31.11	46.67
		Average	21	23.33	70
		Already have options	20	22.22	92.22
		Very clear and firm	7	7.78	100
	Which of the following is most closely related to your aspirations for your future career?	Working in broadcasting in the media industry	11	12.22	12.22
		Enter the field of education as a broadcasting instructor	24	26.67	38.89
		Become a freelancer (e.g. voice actor, host, etc.)	39	43.33	82.22
		Go to graduate school	16	17.78	100
		Total	90	100	100

From the above table, we can see: Where is your current major learning focus? More than 40% of the sample selected "practical skills." Furthermore, the proportion of samples with art performance ability was 37.78%. How satisfied are you with the internship opportunities offered by our school? It can be seen that there are relatively many "dissatisfied" in the sample, the proportion is 44.44%. 42.22% of the sample was "not compliant." How clear are you about your future career plan? In terms of distribution, the majority of the sample is "still undecided," with a proportion of 31.11%. 43.33% of the sample chose to become a freelancer, such as a voice actor or host, among other options.

According to the aforementioned analysis, most broadcasting major students still concentrate their learning and professional development on live practice or stage performances, and the majority of the sample group of students express dissatisfaction with the school's practice opportunities and the teachers' targeted guidance.



Table 4 The results of frequency analysis on the investigation of the current situation of professional learning in school

		Frequency analysis results			
Name		Options	Frequency	Percentage (%)	Cumulative percentage (%)
Survey on current situation and demand of cultural literacy improvement	How satisfied are you with the cultural learning atmosphere of the broadcasting major at our university?	Not at all.	8	8.89	8.89
		discontented	35	38.89	47.78
		Average	27	30	77.78
		Satisfied	19	21.11	98.89
		Very satisfied	1	1.11	100
	Do you think there are enough cultural events on campus?	Not at all.	9	10	10
		discontented	30	33.33	43.33
		Average	24	26.67	70
		Satisfied	24	26.67	96.67
		Very satisfied	3	3.33	100
	Do you feel that the cultural curriculum offered by the university is rich and varied?	Not at all.	14	15.56	15.56
		discontented	37	41.11	56.67
		Average	21	23.33	80
		Satisfied	15	16.67	96.67
		Very satisfied	3	3.33	100
	How satisfied are you with the variety of books in the school library and how often they are updated?	Not at all.	6	6.67	6.67
		discontented	33	36.67	43.33
		Average	24	26.67	70
		Satisfied	22	24.44	94.44
		Very satisfied	5	5.56	100
	How satisfied are you with teachers' guidance and help in cultural literacy?	Not at all.	3	3.33	3.33
		discontented	33	36.67	40
		Average	35	38.89	78.89
		Satisfied	16	17.78	96.67
		Very satisfied	3	3.33	100
	Which of the following ways do you want to improve your cultural literacy? (Single choice)	Attend cultural lectures and workshops	17	18.89	18.89
		Read professional books and journals	19	21.11	40
Get involved in artistic performances and practices		45	50	90	
Watch relevant cultural programs or documentaries		9	10	100	
Offer richer extra-curricular lectures and workshops		19	21.11	21.11	
In which aspect would you most like your school to support and help you improve your cultural literacy? (single choice)	Increase opportunities for internships and practice outside of school	44	48.89	70	
	Enrich library resources, including specialized books and magazines	21	23.33	93.33	
	Enhance cultural exchanges between teachers and students	6	6.67	100	
	Total	90	100	100	

From the above table, we can see: How satisfied are you with the cultural learning atmosphere of broadcasting major in our university? More than 30% of the sample selected "dissatisfied". The proportion of "dissatisfied" in the sample was 33.33%. Do you think the cultural courses offered by the school are rich and varied? More than 40% of the samples were "dissatisfied". 36.67% of the sample was "dissatisfied". How satisfied are you with teachers' guidance and help in terms of cultural literacy? It can be seen that there are relatively many "general" in the sample, with a proportion of 38.89%. In addition, the proportion of dissatisfied samples was 36.67%. In the sample, the proportion of "participation in artistic performance and practice" was 50.00%. In which aspect do you want the school to support and help you improve your cultural literacy? More than 40% of the sample (single choice) chose "increasing opportunities for off-campus internships and practice".

Through the above analysis, we can see that most of the students in the sample group are dissatisfied with the school's cultural learning atmosphere and the measures aimed at improving students' cultural literacy. In terms of personal cultural literacy needs, most of the sample group of students hope to improve their cultural literacy in a differentiated way through practice under the guidance of experts. From this, we can tentatively conclude that the traditional method of



cultivating and enhancing students' cultural literacy, which primarily relies on teachers' one-way delivery of cultural courses and lectures, is not appropriate for today's broadcasting students. This study focuses on how to identify students with diverse interests and hobbies, and enhance their cultural literacy by engaging with experts or teachers through practical experiences.

Conclusion

The strategic cultivation mode of cultural literacy improvement of broadcasting students in this paper, emphasizing individual differences, diversified forms of cultural literacy improvement, and school-enterprise cooperation. We conclude with these crucial aspects and look forward to applying this methodology to broadcasting education.

Our primary focus is on the significance of personalized education for the growth of students, particularly in terms of how cultural literacy is promoted among broadcasting majors. By doing thorough study of students' interests, learning patterns, and personality factors, teachers can customize guidance programs to suit individual pupils. This customized pedagogical approach not only maximizes students' motivation but also optimizes the utilization of educational resources, enabling each student to flourish in their areas of greatest passion and aptitude.

Secondly, this paper underscores the diversification of cultural literacy promotion methods, particularly emphasizing the integration of cultural literacy cultivation into broadcasting's practical activities. Through case analysis, simulation hosting, live broadcasts, and other practical operations, students can cultivate their cultural literacy and professional skills in real-life work scenarios. This "learning to apply" teaching mode not only enables students to better understand theoretical knowledge but also to learn how to deal with various situations in practice, thereby comprehensively improving their cultural literacy and professional quality.

Third, we propose the idea that "foreign monks are good at chanting," i.e., through school-enterprise cooperation and the introduction of cultural experts from outside the school, to provide students with a broader learning vision and practice opportunities. Through this cooperative mode, students can not only get access to professional broadcasting practice activities but also gain first-hand industry knowledge and experience from industry experts, thus benefiting from both professional competence and cultural literacy.

Finally, in order to ensure the effectiveness and sustainability of this cultivation model, we discuss how to systematize and normalize it. This necessitates broadcasting professional education institutions to integrate this model into curriculum design, teaching implementation, practical activities, and evaluation systems in accordance with their own school positioning and





talent training programs. Only constant evaluation and updating can ensure that the training model remains dynamic and up-to-date.

To sum up, it is a systematic project to improve the strategic training mode of broadcasting students' cultural literacy, which requires the persistent efforts and innovation of educators. We have reason to believe that through differentiated guidance, diversified practice, school-enterprise cooperation, and systematic implementation, we will comprehensively and deeply improve the cultural literacy of broadcasting students, thereby cultivating more excellent broadcasting and hosting talents for society.

Discussion

Cultural literacy is essential for broadcasting students in the fast-changing industry. The strategic training approach for cultural literacy among these students is a systematic project to improve their awareness and appreciation of other cultures, which is vital for global communication. Teachers must persevere and innovate to succeed with this paradigm. The development of cultural literacy in broadcasting students necessitates a multifaceted approach. Differentiated guidance is a crucial element, where educators tailor their teaching methods to meet the diverse needs of students. This personalized approach helps students from various cultural backgrounds to engage more deeply with the content, fostering a richer learning experience (Banks & Banks, 2019). This study shown that involving cultural specialists from outside the school can enhance students' learning and provide them with more opportunities for practice. This approach is consistent with the notion that incorporating diverse forms of practice is an essential element.

Practical experiences, such as internships and hands-on projects, allow students to apply theoretical knowledge in real-world settings. This not only enhances their technical skills but also their ability to navigate and respect cultural differences in professional environments (Kolb, 2014). For instance, involving students in community radio projects or multicultural events can provide them with valuable insights into the practical challenges and opportunities of working in a diverse society. Educators must stay updated with the latest trends and incorporate new teaching methodologies and technologies to enhance the learning experience (Fullan, 2020). This was consistent with McCarthy's (2016) claim that collaborations between educational institutions and broadcasting firms provide students with the chance to acquire industry-specific information and hands-on experience. Guest lectures from industry professionals, joint initiatives, and internship programs that provide students with practical experience in cultural literacy in broadcasting are examples of such collaborations.





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