

Research on the cultivation path of bilingual broadcasting and hosting talents under the orientation of humanistic literacy

Mingkai Yu

School of Foreign Languages, Inner Mongolia Normal University, Hohhot, China

ABSTRACT

Based on the humanistic literacy orientation, this paper explores the innovative strategy of bilingual broadcasting and hosting talent cultivation path. The study found that, driven by the three dimensions of integration of language and culture, combination of theory and practice, and local and global connectivity, it focuses on the three areas of in-depth restructuring of the curriculum system, diversification of practice platforms, and precise innovation of the evaluation system. The study proposes three major cultivation paths: the in-depth integration of liberal arts education and cultural immersion, the synergistic progression of multifaceted linkage and value leadership, and the closed-loop management of literacy assessment and feedback, which builds up a cultivation system of "knowledge-practice-assessment". Clarify that bilingual broadcasters need to enhance their ability to critique and reconstruct culture, innovate and transform communication, and be ethically conscious and practical. The research results provide a reference path for breaking through the barriers of cross-cultural communication and improving the comprehensive quality of bilingual broadcasters, helping to build a system of cross-cultural communication and value resonance in the context of globalisation.

KEYWORDS

Humanistic literacy; Bilingual broadcasting; Talent cultivation; Curriculum system

1 Introduction

In today's era of globalisation, cross-cultural exchanges and communication are becoming more and more frequent, and the quality of training of bilingual broadcasters, as an important bridge for cross-cultural communication, is directly related to the national cultural soft power and international influence. However, there are many deficiencies in the current bilingual broadcasting and hosting talent cultivation model in terms of language and culture integration, theory and practice combination, and local and global vision connection, which need to be explored and innovated in depth. This paper focuses on the research on the cultivation path of bilingual broadcasting hosts under the guidance of humanistic literacy, aiming at providing theoretical support and practical guidance for improving the comprehensive quality of bilingual broadcasting hosts and promoting cross-cultural communication and exchange by systematically analysing the current situation of talent cultivation, revealing the elements of the core competence, and exploring practical cultivation paths.

2 Current status of bilingual broadcasting and hosting talent training

2.1 Linguistic and cultural fragmentation

In the current training of bilingual broadcasting and hosting talents, the severance of language ability and cultural literacy is remarkable, which profoundly restricts the comprehensive competitiveness of talents. The current curriculum is generally dominated by training in language skills (e.g. English pronunciation, bilingualism) and broadcasting techniques, while cultural programmes exist only as supplementary content and lack systematic integration. For example, language courses (e.g. Advanced English, Fundamentals of Creative Writing for Broadcasting) and culture courses (e.g. History of Western Civilisation) belong to different teaching modules and lack interdisciplinary linkages. Although students grasp the surface application of linguistic symbols, they fail to understand the cultural logic behind them. This instrumental orientation leads to superficial language expression and lack of sensitivity to cultural symbols, values, and historical contexts, making it difficult for students to achieve effective dialogue in intercultural communication.

The fragmentation stems from a misalignment of pedagogical philosophies. Linguistic theories are often reduced to "language rule acquisition", ignoring the function of language as a vehicle of culture. When students report on Chinese New Year customs, if they can only accurately describe in English the behavioural symbols such as "putting up Spring Festival couplets" and "setting off firecrackers", but are unable to explain the underlying family ethics and philosophy of heaven and man, they are essentially compressing the culture into a list of "knowledge points". Hofstede's theory of cultural dimensions proves that communication strategies need to be adapted to the cultural context.^[1] True cross-cultural empathy is difficult to achieve when students are unable to translate the "collectivist" qualities of Chinese culture into a narrative logic adapted to a Western "individualist" audience.

Therefore, breaking through the binary split between language and culture is the key foundation for cultivating bilingual communication talents with humanistic depth. Only by rooting language training in the soil of cultural critique and reconstruction can we create composite talents who know "two languages" and master "dual vision".

2.2 Separation of theory and practice

In the current bilingual broadcast hosting talent training system, the disconnect between theory and practice constitutes a significant bottleneck. The curriculum is often limited to the static teaching of communication concepts and linguistic rules, such as focusing excessively on theoretical modules such as broadcasting voice skills and the five elements of journalism, without effectively connecting to the ever-changing media ecosystem and industry scenarios. Bourdieu's field theory reveals that knowledge needs to be activated in concrete social relations, and contemporary teaching is precisely dividing the cognitive field (classroom) from the practical field (industry).^[2] For example, students are familiar with the definition of "cross-cultural communication", but lack operational knowledge of the algorithmic push mechanism of international social media platforms and the emotional resonance mode of the audience, which leads to the theory being reduced to a castle in the air.

The essence of this fragmentation stems from the break in the closed loop of teaching and learning. Communicators need to iterate their competencies in feedback, whereas college practical training is mostly stuck in standardised exercises in closed studios. When students are exposed to real live multilingual breaking news broadcasts, the original theoretical framework often fails in the face of complex situations such as instant interaction of pop-ups and cross-validation of sources.

Therefore, only by bridging the gap between "knowledge" and "practice" and reconstructing the teaching scenario so that theories can be refined and sublimated in real cross-cultural communication conflicts, can we provide the industry with bilingual communicators who have both depth of thought and practical wisdom.

2.3 The local-global divide

In the current bilingual broadcasting and hosting talent training system, the split between local and global has become a structural contradiction that restricts the effectiveness of intercultural communication of talents. This split is firstly reflected in the dichotomy of cultural narrative perspectives: teaching often reduces the "dissemination of local culture" to symbolic output (e.g., the superficial display of Peking Opera faces and Chinese New Year customs), whereas the "cultivation of a global perspective" is equated with the development of a Western discourse system (e.g., the "global perspective" of the Chinese language). This has led to students being caught in the dilemma of "cultural faxing" and "cultural catering".

The deep root of this lies in the cognitive bias of the educational philosophy. Bourdieu's field theory reveals that communicators need to construct discourse in the dynamic interaction between "local fields" and "global fields". However, current curricula often reduce the laws of international communication to "language transfer techniques" and neglect to analyse the power structures of the global media ecology. For example, the study of the narrative strategies of international media, such as CNN and BBC, mostly stays at the operational level without guiding students to critically deconstruct the ideological frameworks behind them, which may make it difficult for students to break through the Western preconceived notion of "human rights" when reporting on international issues, such as the "Xinjiang Cotton Incident". This may make it difficult for students to break through the logic of the Western preset dichotomy of "human rights" and "oppression" when reporting on international issues such as the "Xinjiang Cotton Incident", and they will lose the initiative to interpret local discourse.

Therefore, only by reconstructing the "global-local symbiosis" cultivation paradigm, and transforming Chinese ideas into generalisable global narratives, can we grasp the initiative to interpret local discourse, and tell China's story well in a language that Wall Street can understand.

3 Construction of core competencies in bilingual broadcast hosting

3.1 Capacity for cultural critique and reconstruction

In the context of globalisation, it is the bilingual broadcasters who are tasked with the crucial mission of intercultural communication, and the ability to critique and reconstruct culture constitutes a key dimension of their core qualities. Its core lies in breaking down cultural barriers and realising cross-contextual information reconstruction and value transfer. Cultural Criticism involves a critical reflection on different cultural phenomena and value systems, and requires practitioners to be able to deeply analyse the power structure, ideology and historical causes behind cultural appearances, and accurately identify cultural strengths and limitations. Cultural reconstruction is based on a critical

foundation, deconstructing, integrating and innovating cultural elements according to specific communication situations and audience needs, and generating communication contents and forms that are in line with local cultural values and global cultural trends. For example, in international news reporting, bilingual broadcasters need to use cultural critical thinking to make comparative analyses when facing different countries' political systems, social events and other topics, to dig out the deeper cultural logic, to help audiences understand cultural differences comprehensively and objectively, and to eliminate cultural prejudices.

The ability to critique and reconstruct culture plays an important role in the training of bilingual broadcasters. For one thing, this competence can significantly enhance the effectiveness of intercultural communication. With the ability of cultural criticism and reconstruction, bilingual broadcasters can accurately grasp the essence and differences of different cultures, effectively avoid cultural conflicts and misunderstandings, and enhance the attractiveness and influence of communication content, thus enhancing China's discourse power in the international public opinion arena. Secondly, the capacity for cultural critique and reconstruction promotes cultural integration and innovation. In the wave of globalisation, different cultures collide and mingle with each other, and bilingual broadcasters can only use this ability to promote cultural innovation, give rise to new cultural forms and concepts, and enrich global cultural diversity. Thirdly, the competence helps to develop cultural confidence and a global perspective. Through the training of cultural criticism and reconstruction, bilingual broadcasters can rationally examine local and global cultures, hold fast to their local cultural stance, and at the same time accept other cultures with an open and tolerant mindset, so that they can act as cultural messengers connecting the local and global cultures, and enhance the cultural soft power of the country.

3.2 Dissemination of innovative and transformative capacities

In the context of the era of globalisation and digitalisation, the communication innovation and transformation ability of bilingual broadcasters' talents has become one of the key elements for them to stand out in the competitive media environment. This ability is not only related to the efficient delivery of information, but also an accurate response to the needs of the audience in the context of the convergence of multiple media forms and cross-cultural communication. Communication innovation requires bilingual broadcasting hosts to be able to keenly capture the pulse of the times, integrate emerging technologies and communication concepts, and break the shackles of the traditional communication model. For example, in the new media environment, broadcast hosts need to be skilled in the use of short videos, live broadcasts and other new media forms, innovative content expression and presentation. Take news broadcasting as an example, the traditional news broadcasting is mostly one-way information transfer, while in the new media platform, the host can use live interactive features, real-time answers to the audience's questions, so that the news dissemination is more participatory and instantaneous. In intercultural communication, innovative forms of communication can enhance the acceptance of audiences from different cultural backgrounds. For example, the use of animation, virtual reality and other technologies to present traditional Chinese culture in a novel form attracts the attention of overseas audiences and enhances the effectiveness of cultural communication.

The capacity to transform communication focuses on transforming complex information into understandable and easy-to-communicate content, while enabling effective translation between different media formats. It is the host who needs to have the ability to translate highly specialised academic content, policy documents, etc. into language expressions that are enjoyable to the public. For example, in the hosting of science and technology programmes, vivid metaphors and popular explanations are used to transform obscure scientific principles into knowledge that is easily understood by the public. In intercultural communication, expressions with local cultural characteristics are appropriately transformed to make them conform to the cultural cognition and acceptance habits of the target audience. In the communication process, the communication transformation ability is also reflected in the accurate grasp of the characteristics of different media, to achieve the organic integration and conversion of text, sound, images, video and other forms of media, to provide audiences with all-round, multi-level information experience.

3.3 Ethical awareness and capacity for practice

In today's globalised media environment, bilingual broadcasters are the only ones who have the important mission of cross-cultural communication, and their ethical awareness and ability to practice is a key factor in ensuring accurate, objective and responsible information dissemination. Ethical self-awareness requires bilingual broadcasters to be deeply aware of their social responsibilities in their communication activities and to strictly follow the professional ethical norms of news dissemination, including the faithful presentation of facts, respect for pluralistic viewpoints, and the protection of the rights and interests of the audience. In intercultural communication, this means avoiding misunderstandings and conflicts arising from cultural prejudice or ignorance and actively promoting understanding and respect between cultures. For example, when reporting on events involving different cultural backgrounds, it is the bilingual broadcaster who should conduct in-depth investigations to ensure the accuracy of the information, while presenting the views of all

parties in an unbiased manner and avoiding favouritism or discrimination.

Ethical practice, on the other hand, requires that this self-knowledge be translated into concrete communication behaviours. For example, when faced with a conflict between commercial interests and the public interest, it is the bilingual broadcaster who should stand firmly on the side of the public interest and ensure that his or her communication activities serve the public and promote the well-being of society as the highest principle. This is especially critical in advertising endorsements and business co-operation, and it is the bilingual broadcaster who should have a full understanding of the product or service being promoted to ensure that its content is truthful and reliable, and that personal financial interests are not used to undermine the public's right to know and right to choose. In addition, bilingual broadcasters should also become purveyors of positive social energy, use their influence to advocate positive social values, participate in public welfare, and contribute to social harmony and progress.

4 Feasible Paths for the Enhancement of Humanistic Literacy

4.1 Reconstruction of the curriculum: liberal arts education and cultural immersion

In the context of globalisation and cultural diversification, the cultivation of bilingual broadcasters' talents needs to be oriented to humanistic literacy, and the reconstruction of the curriculum system is a key path to achieve this goal. Liberal arts education and cultural immersion are the two core strategies in the reconstruction of the curriculum system, aiming at comprehensively enhancing the humanistic qualities and cross-cultural communication abilities of bilingual broadcasters.

Burson-Marsteller education originates from the ancient Greek concept of "liberal education", which emphasises the cultivation of students' broad academic interests, diversified knowledge structures and critical thinking skills.^[3] In bilingual broadcasting and hosting majors, liberal arts education can be achieved by setting up interdisciplinary course modules, increasing the proportion of general education courses, and adopting case teaching methods. For instance, modules covering multiple disciplines such as literature, history, philosophy, arts and social sciences, such as "Comparison of Eastern and Western Cultures" and "Theory of Intercultural Communication", have been set up to broaden students' knowledge horizons. At the same time, we have increased the number of general education programmes, such as "Classical Reading and Humanistic Thinking" and "Introduction to Philosophy", so as to enhance students' cultural heritage and humanistic qualities. Through the case teaching method, students are guided to analyse ethical issues and cultural conflicts in actual communication cases, and to develop critical thinking and a sense of social responsibility.

Cultural immersion, on the other hand, enables students to absorb and understand the connotations and values of different cultures through systematic cultural education and practice, and to develop cross-cultural awareness and cultural sensitivity. This can be achieved through the organisation of cultural experience activities, intercultural exchange programmes and courses on cultural topics. For example, students are organised to visit museums and participate in international cultural festivals, so that they can experience the charm of different cultures through first-hand experience. Programmes such as international student exchanges and overseas internships are conducted to provide students with opportunities to interact and cooperate with people from different cultural backgrounds. Providing cultural thematic courses, such as "Interpretation of Chinese Culture Classics" and "Introduction to Western Culture", to help students gain a deeper understanding of the connotations of different cultures. It is through the combination of liberal arts education and cultural immersion that bilingual broadcasters are able to better understand cultural differences in cross-cultural communication, avoid cultural conflicts, and enhance communication effects. This reconstruction of the curriculum system not only helps to cultivate students' professional skills, but also enhances their cultural self-confidence and global vision, so that they can become composite talents with high-quality humanistic literacy and cross-cultural communication ability.

4.2 Building a platform for practice: multi-linkage and value leadership

In the practice of humanistic literacy oriented bilingual broadcasting and hosting, the multidimensional platform linkage and value-led mechanism is the key path to crack the problem of local and global fragmentation. It is crucial to realise the organic connection between the cognitive and practical fields through the deep integration of school media. Multi-terminal linkage means integrating multiple practice resources on campus, off campus, online and offline as well as at home and abroad to build an all-round practice system. On-campus practice platforms, such as the Integrated Media Centre and simulation studios, can provide students with a basic and safe practice environment to help them master the basic skills of broadcasting and hosting and understand the process of news dissemination. Off-campus practice bases, such as TV stations, radio stations, online media organisations, etc., can give students the opportunity to exercise in real projects, accumulate practical experience and enhance career adaptability.^[4] At the same time, the use of online resources such as webcasting and short video platforms can expand the practice space and exercise students' communication skills

in different media. In addition, international exchange programmes and collaborative activities expose students to diverse cultures and develop cross-cultural communication skills and global perspectives.

Value leadership, on the other hand, is reflected in practical teaching, which should focus on cultivating students' sense of social responsibility and cultural self-confidence. In practical activities, students are guided to pay attention to social hotspots and livelihood issues, and are encouraged to express their views and take responsibility in communication. At the same time, through the work of broadcasting and hosting, inheritance and promotion of local culture, enhance cultural self-confidence and national pride, and promote cultural dissemination and exchange.

For specific implementation, universities need to strengthen co-operation with media organisations and online platforms, expand practice bases, and ensure that students have sufficient internship opportunities. At the same time, improve the practical teaching management system, clear requirements and assessment standards, to ensure the quality of practical teaching. In the construction of the platform, it balances resources at multiple ends, reasonably allocates practice sessions according to students' needs and training objectives, and realises complementary advantages. Teachers should strengthen the value leadership when guiding practice, integrate social responsibility and cultural confidence into teaching, and guide students to practice the correct values in practice, so as to become bilingual broadcasters with a sense of responsibility and mission.

4.3 Innovation in evaluation systems: assessment and feedback on literacy dimensions

In the innovation of the humanities-oriented bilingual broadcaster talent evaluation system, the core lies in the construction of a three-dimensional structured assessment framework and a dynamic feedback closed-loop mechanism. Knowledge Integration, Competency Complexity, and Value Identity form the pillars of evaluation: The first dimension assesses in-depth decoding of Chinese and Western cultural classics and international communication theories, focusing on verifying the ability of cultural critique and reconstruction; The second dimension assesses the composite quality of communication innovation and ethical practice through the simulation of ethical decision-making situations (e.g., information verification trade-offs in foreign reporting); The third dimension focuses on the ability to anchor values in cross-cultural arenas, quantified on the basis of the facilitator's balanced performance in maintaining a local stance and global dialogue in the midst of cultural conflict. It also introduces a multi-principal synergy mechanism, following the principles of broadcasting title assessment, with a weighted score of industry experts (40%), target audience (30%) and academic team (30%) to eliminate the blind spot in the evaluation.

Feedback closes the loop to drive the continuous evolution of literacy. At the core is the construction of a self-optimising system through a three-stage interaction of teaching-assessment-social needs: Develop cultural conflict response modules based on competency gap data, such as additional symbol translation training for high "cultural discount rates"; Introducing value-added evaluation to stimulate humanistic self-awareness and implementing focused nurturing for individuals who achieve cultural misinterpretation correction; Eventually, a talent database will be established in conjunction with media organisations to translate overseas communication effectiveness into core parameters for the optimisation of on-campus evaluation indicators.

5 Conclusion

By systematically deconstructing the innovative strategy of bilingual broadcasting hosting talent cultivation path under the humanistic literacy orientation, this paper reveals the synergistic relationship between the reconstruction of the curriculum system, the construction of the practice platform and the innovation of the evaluation system. The study found that a triple breakthrough is needed in the development of core competencies of bilingual broadcasters' talents, driven by the three dimensions of liberal arts education, multiterminal linkage and literacy assessment: In the knowledge dimension, we deepen the ability to integrate and apply interdisciplinary knowledge systems, in the practice dimension, we enhance the flexibility and adaptability of multi-scenario communication, and in the feedback dimension, we strengthen the ability to enhance the quality of self-reflection and continuous advancement.

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