



**THE APPLICATION OF DUBBING SHOW APP AND PERSONALIZED
TEACHING METHOD FOR GRADE 10 CHINESE STUDENTS'
PERFORMANCE IN BROADCASTING
AND HOSTING ART**

**BY
YUNFAN YANG**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

This study compared grade 10 Chinese students' performance in broadcasting and hosting art before and after applying Dubbing Show APP and personalized teaching method, and investigated their satisfaction towards the application of Dubbing Show APP and personalized teaching method in a broadcasting and hosting art course in Sichuan Province, China. The sample group consisted of 30 grade 10 students from Sichuan Province, China. Quantitative data were collected through four lesson plans, pre-test, post-test and questionnaire and were analysed using means, standard deviations and paired sample t-test. The data collection lasted for four weeks.

For the result, the pre-test resulted in a mean of 68.53 (SD = 3.31), while the post-test resulted in a mean of 79.57 (SD = 5.44). After applying the Dubbing Show app and the personalized teaching method. There was the students' significant improvement in broadcasting and hosting art performance. The data collected from the questionnaire indicated that all items on the questionnaire were rated highly. The majority of students in the sample group expressed satisfaction with the application of Dubbing Show APP and personalized teaching method in broadcasting and hosting art learning.

This study provided new teaching ideas for all broadcasting and hosting art teachers, which may help broadcasting and hosting art teachers use technology to make their classrooms richer and more effective.

(Total 104 pages)

Keywords: Broadcasting and Hosting art, Dubbing Show APP, Personalized Teaching Method, Grade 10 Chinese Students Performance, Students Satisfaction

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale behind the study, followed by elucidating the research objectives, posing research questions, and establishing research hypotheses. Furthermore, it will address the scope, conceptual framework, terminology definitions, and expected outcomes of the study.

1.1 Background and Rationale of the Study

The broadcasting and hosting art major stands as a significant discipline within China's media landscape. Focused on language expression and hosting skills, it aims to cultivate proficient announcers, hosts, journalists, and voice actors. The curriculum encompasses both theoretical and practical courses, encompassing Mandarin pronunciation, broadcasting techniques, visual language, dubbing for film and television dramas, news interviewing, news composition, and editing.

The origins of broadcasting and hosting art trace back to the early era of radio and television. Its inception can be divided as follows:

Broadcasting Origin: The inception of broadcasting dates to the late 19th century. Initially, audio signals were transmitted via radio waves and received through radios. The emergence of AM broadcasting in the United States during the 1920s marked a surge in demand for announcers and radio presenters. These announcers transmitted their voices through microphones to broadcasting equipment, enabling mass audiences to tune in. Thus, the profession of announcer was born.

TV Origins: Television technology emerged in the 1930s, introducing TV series, news reports, and entertainment programs. With the proliferation of television, television presenters became pivotal figures in the industry. Responsible for hosting various programs, conducting interviews, and presenting news, they formed a crucial connection with the audience, disseminating information and entertainment.

Collectively, broadcasting and hosting art emerged as a product of radio and television development, meeting the demand for professionals with compelling voices and commanding presence. As the radio and television industries continually evolved, the professionalism of broadcasting and hosting art has risen, establishing itself as a crucial specialization within the modern media landscape.

According to Zheng (2023), 1963 marked a period of rapid development in China's broadcasting industry. It signaled the inaugural year of academic education in Chinese broadcasting and hosting art, initiating the academic pathway for this profession. The theoretical frameworks such as "Basics of Broadcasting Creation" by Zhang Song and "Broadcasting Pronunciation" by Xu Heng became the foundational theories in Chinese broadcasting and hosting art. Originating from the birth of People's Broadcasting and solidified during the nation's reform and opening-up period, these systems have continually evolved through the diligent efforts of previous broadcasting educators, nurturing successive generations of broadcasting students. However, with society's progress and technological advancements, teaching broadcasting and hosting art faces new opportunities and challenges, demanding continual advancement and refinement from future generations.

Today's media landscape integrates multimedia network information technology. The internet's expansion further propels innovation across various media industries. Consequently, the broadcasting and hosting art major's training programs and teaching objectives exhibit some shortcomings that necessitate adjustments. Li (2023) highlighted that the rapid evolution of today's media environment imposes new demands on media professionals, suggesting new directions and ideas for talent training programs for broadcast hosts. To adapt to these changes, adjustments in

teaching directions, formulation of new goals, and rectification of existing program deficiencies within the broadcasting and hosting art major have become imperative. The current teaching environment in China's broadcasting and hosting art faces three primary issues:

Outdated Equipment System: The stagnation of teaching equipment in most educational institutions impedes progress. To enhance professional and practical performance, it's essential for relevant authorities to invest in updated educational resources, aligning with contemporary technological advancements (Li, 2015).

Inadequate Teaching Staff: Li and Chen (2023) emphasize that the competence of teaching staff profoundly influences the quality of education. Presently, a shortage of broadcasting and hosting art instructors with advanced degrees is evident, leading to a lack of innovation in teaching methodologies within this discipline.

Lack of Integration between Theory and Practice: The current curriculum in China's broadcasting and hosting art major primarily prioritizes theoretical teaching over practical application. Zhao and Wang (2023) have highlighted that merely completing theoretical coursework does not equate to effective teaching. Bridging the gap between theoretical knowledge acquisition and its practical application remains a significant challenge in teaching broadcasting and hosting art courses.

Fu and Zhang (2023) emphasize that broadcasting and hosting art necessitates practical exposure to enhance skill sets. Activities like poetry recitation, news interviewing, event hosting, animation, film, and television drama dubbing constitute vital components of effective teaching. Many universities in China offer radio and television stations and news centers, enabling students to sharpen their skills through practical experience. Additionally, cultural activities are integrated into the curriculum to provide comprehensive training.

Xie (2021) notes the evolving teaching models and learning methods in the broadcasting and hosting art major within the new media landscape. The advent of

network technology has expanded teaching methods, incorporating new media tools like apps and public accounts related to broadcasting and hosting art. The integration of traditional and emerging teaching methods facilitates a holistic understanding of professional knowledge in broadcasting and hosting art.

However, despite these advancements, the traditional teaching method, primarily classroom-based instruction, has limitations. Lou (2011) stresses that modernization and individualization define the current era, necessitating the acknowledgment of individual student differences. Personalized teaching strategies tailored to students' strengths and developmental needs are crucial. The Dubbing Show APP offers a platform for students to showcase and record their learning, aiding educators in employing personalized teaching methods to foster student growth.

Song and Xie (2021) highlight the significance of public accounts and apps in enriching students' professional knowledge and providing diverse teaching approaches. The Dubbing Show APP, developed by Hangzhou Xiuxiu Technology Co., Ltd., serves as a prominent mobile dubbing community, offering extensive materials and various dubbing options across movies, drama series, animation, and more. Its user-friendly interface and simplified operation significantly lower the barriers to entry for dubbing activities, fostering efficiency in dubbing exercises.

Furthermore, the Dubbing Show APP's real-time sharing and interactive features enable users to receive feedback, engage in discussions, and even secure professional opportunities in film, television, advertisements, and gaming industries.

Bao and Li (2019) stress the transformative impact of the Dubbing Show APP, not only streamlining classroom teaching but also infusing a sense of dynamism and active participation among both teachers and students. Its application allows students to hone their vocal skills, showcasing their unique styles and artistic allure within the Dubbing Show APP. This format ignites students' creativity and confidence, guiding them toward discovering their individual voice and style.

According to Bai (2018), the "Discovery" column on the Dubbing Show APP's main page hosts diverse subcategories like animation, documentary commentary, script dubbing, film and television dramas, and recitations. Students can select materials aligned with their preferences and mimic the original content, enabling them to create their dubbing works. Teachers can evaluate students' published works on the app, assign homework, and even utilize the app's online courses tailored to students' needs.

While technological integration elevates teaching mediums, Fu (2020) underscores the importance of nurturing students' personalized styles. Broadcasting and hosting art thrives on individuality and expression, necessitating personalized teaching methods that consider students' unique interests, abilities, and learning styles. This approach enables students to leverage their strengths and distinct characteristics fully.

He and Wang (2009) emphasize that broadcasting and hosting art transcend mere technical training; it aims to cultivate individuals with critical thinking skills. Personalized teaching encourages students to discover and leverage their distinctive qualities, fostering their ability to authentically engage and control program content. This approach empowers students to find their natural state and exhibit their best selves, a crucial aspect in this field.

For educators in the broadcasting and hosting art field, innovating personalized teaching method remains a pivotal endeavor. Guo (2020) suggests leveraging internet technology's optimization and integration potential to bolster educational resources and teaching innovations. The internet offers a rich repository of materials, fostering self-exploration, collaborative learning, and feedback incorporation. This process facilitates teachers' evaluation of students' personalized development paths.

The amalgamation of the Dubbing Show APP with personalized teaching method presents new possibilities within broadcasting and hosting art classrooms. This approach is backed by extensive research indicating the inadequacies of traditional teaching methods in meeting individual needs. By stimulating students' enthusiasm, initiative, and creativity, the Dubbing Show APP and personalized teaching method play

a pivotal role in enhancing students' personality development and artistic prowess.

In summary, the application of the Dubbing Show APP and personalized teaching method in the broadcasting and hosting art aims to rectify the limitations of traditional teaching approaches. By fostering creativity and personality development among students, these studies offer crucial insights for future educational practices and reforms.

1.2 Research Objectives

1.2.1 To compare Grade 10 Chinese students' performance in broadcasting and hosting art before and after applying Dubbing Show APP and personalized teaching method.

1.2.2 To investigate Grade 10 Chinese students' satisfaction towards applying Dubbing Show APP and personalized teaching method in broadcasting and hosting art.

1.3 Research Questions

1.3.1 Did the application of Dubbing Show APP and personalized teaching method lead to the improvement of Chinese Grade 10 student's performance in broadcasting and hosting art?

1.3.2 How satisfied were Chinese Grade 10 students with learning the broadcasting and hosting art through the application of Dubbing Show APP and personalized teaching method?

1.4 Research Hypotheses

1.4.1 Applying Dubbing Show APP and personalized teaching method helped improve the performance of Chinese Grade 10 students in broadcasting and hosting art.

1.4.2 Chinese Grade 10 students would be satisfied with learning broadcasting and hosting art by applying Dubbing Show APP and personalized teaching method.

1.5 Scope of the Study

This study was conducted within the specific context described in this article; therefore, generalization of the results must be done with caution, especially when working at different levels of education and using different research tools.

First, the setting of this study was a high school in Sichuan Province. Furthermore, data was collected from the 10th grade art students of that particular school through questionnaires and test scores.

Secondly, in Sichuan Province, teachers have standardized teaching reference books for teaching activities. However, they are free to design and implement their own teaching methods and activities based on students' needs and interests. Therefore, through this study, the researcher hoped to propose the use of Dubbing Show APP as one of the learning media, together with personalized teaching method, to improve students' performance in the broadcasting and hosting art.

1.5.1 Location of the study

The researcher conducted this study in a high school in Chengdu, Sichuan Province, China. Which meets the city's average education standards. The school was established in 1999. It consists of junior high school and senior high school, with 24 junior high school classes and 28 senior high school classes. There were about 200 teachers and more than 3,000 students.

Among them, there were 2 art specialty classes in Grade 10 that offer professional courses in broadcasting and hosting art, with 30 students in each class. The average ability of students in the two classes was the same.



Figure 1.1 shows the location of the study schools

Source: Baidubaike, 2022

1.5.2 Population and Sample

This study applied a clustered random sampling method to select one of the classes, which included 30 students and offering courses in broadcasting and hosting art. Participants were 30 students from a high school in Sichuan Province, China. Their ages ranged from 16 to 17 years old.

1.5.3 Time Frame

This study was conducted in the first semester of the 2024 academic year in China, with a teaching experiment conducted twice a week for a total of four weeks. A lesson plan of 8 lessons of 90 minutes each for a total of 720 minutes was designed for this study.

Table 1.1 shows the timeline of this study

Activity	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
LiteratureReview								
ResearchProposal								
Data Collection								
Data Analysis								
ReportWriting								
Final Defense								

1.5.4 Content of Lesson plans

In this study, the researcher designed four lesson plans, divided into eight sections, each lasting 90 minutes. The theme of each class was based on the professional textbooks on broadcasting and hosting art "Practical Broadcasting Tutorial - Mandarin Voice and Broadcasting Voicing" (Wu, 2002) and "Film and Television Dubbing Art" (Wang, 2007).

The lesson plan was shown in the table 1.2.

Table 1.2 Lesson plan

Lesson Plan	Topics	Application of Dubbing Show and Personalized Teaching Method
Test	Pre-test	Randomly select manuscripts to read aloud
Lesson Plan 1	Recitation	Recite "Believe in the Future" and exploring the characteristics of your own voice
Lesson Plan 2	Cartoon dubbing	Dubbing practice for "Zootopia" and "The Boss Baby"
Lesson Plan 3	News broadcast	Practice broadcasting skills of domestic current affairs news and international news

Table 1.2 Lesson plan (Cont.)

Lesson Plan	Topics	Application of Dubbing Show and Personalized Teaching Method
Lesson Plan 4	Film and documentary dubbing	The dubbing practice of "The Legend of Zhen Huan" and "A Bite of China"
Test	Post-test	Publish a creation of reciting or dubbing on the Dubbing Show APP

1.6 Conceptual Framework

The independent variable of this study was the application of Dubbing Show APP and personalized teaching method, and the dependent variables were students' performance in broadcasting and hosting art and students' satisfaction with the application of Dubbing Show APP and personalized teaching method in broadcasting and hosting art learning.

As shown in Figure 1.2

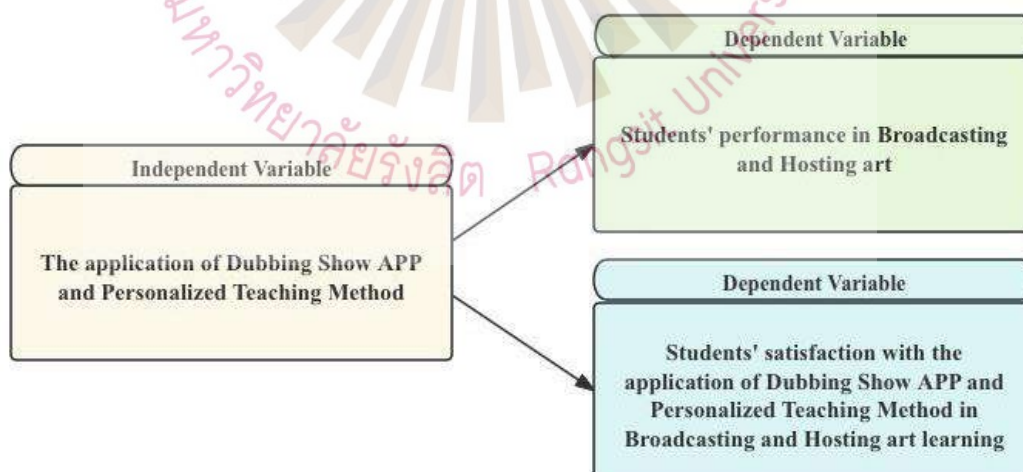


Figure 1.2 The location of the study schools

1.7 Research Terminologies

Dubbing Show APP is a mobile dubbing APP. As an original dubbing short video community with 35 million registered users, it not only provides a platform for many dubbing enthusiasts to practice and display, but also gathers celebrity hosts, online dubbing experts, and well-known dubbing experts. Teachers, etc. provide users with a variety of dubbing learning materials. The researcher aims to improve the performance of the 10th grade students in Sichuan Province in broadcasting and hosting art through the application of Dubbing Show APP.

Personalized Teaching Method is a teaching method that respects students' individuality and must be taught according to each student's personality, talent, interests, and strengths. In the teaching of broadcasting and hosting art, personalized teaching method are essential because each student is unique. The focus of art teachers is not to use molds to carve all students into the same shape, but to think about how to guide students to become unique artists based on different personalities and characteristics. In the process of teaching broadcasting and hosting art, teachers will understand the specific situation of each group and provide targeted guidance when students work in groups. For example, according to the students' voice characteristics and personality traits, they will be assigned parts suitable for them. After the student group presentation, teachers will comment on each of them and provide guidance.

Students' performance in Broadcasting and Hosting Art refers to the performance of students in broadcasting and hosting art in aspects such as Mandarin pronunciation, language rhythm, emotional tension, body language, etc. during professional presentations such as recitation, dubbing, hosting, and news broadcasting. In the broadcasting and hosting art test, teachers will score students' performance through their performance in student deduction based on the above factors. For example, teachers will evaluate students based on their voice, Mandarin pronunciation, fluency, and completeness of their performance.

Students' satisfaction refers to the interest, motivation, engagement, and effectiveness of Chinese grade 10 students in learning broadcasting and hosting art performance applying Dubbing Show APP and Personalized Teaching Method. In this study, student satisfaction will be measured through a 15-item, 5-point Likert scale questionnaire.

Chinese Grade 10 students refer to students in China who are 16-17 years old, studying in an art class that offers broadcasting and hosting art courses in a school in Sichuan Province, China.

1.8 Limitations of the Study

The study was expected to inspected the application of Dubbing Show and Personalized Teaching Method for broadcasting and hosting art among grade 10 students in Sichuan province China. However, the limitations of this study need to be considered as follows:

1.8.1 This study was limited to only 30 students in a high school in Sichuan Province, China; therefore, it was not possible to generalize the results with all high school students in China.

1.8.2 This study lasted only for four weeks. Therefore, the results might be different from the study which was conducted in a longer period of time.

1.9 Significance of the Study

1.9.1 The application of Dubbing Show was helpful to improve the broadcasting and hosting art skills of grade 10 students in Sichuan Province, China.

1.9.2 It was expected that students were satisfied with applying Dubbing Show APP to learn broadcasting and hosting art skills.

1.9.3 This research would provide teachers of broadcasting and hosting art with new ideas for teaching broadcasting and hosting art. The application of DubbingShow and personalized teaching method would improve students' broadcasting and hosting artistic skills.

CHAPTER 2

LITERATURE REVIEW

This chapter briefly outlines key concepts and related literature, and introduces the development of broadcasting and hosting art education in China from two aspects: development background and development status. It explains the application of Dubbing Show APP and personalized teaching method in the teaching of broadcasting and hosting art in China, and outlines the benefits of Dubbing Show APP for multimedia teaching of broadcasting and hosting art in China, and the importance of personalized teaching method for Chinese broadcasting and hosting art students.

The above content will be presented in the following order:

- 2.1 Broadcasting and Hosting Art Education in China
- 2.2 Dubbing Show APP
- 2.3 Personalized Teaching Method
- 2.4 Skills of Chinese Grade 10 Students in Broadcasting and Hosting Art
- 2.5 Students' Learning Satisfaction
- 2.6 Related Research

2.1 Broadcasting and Hosting Art Education in China

2.1.1 The Origin of Broadcasting and Hosting Art in China

Zhang (2003) highlights the pivotal moment of December 30, 1940, when the Communist Party of China established the inaugural radio station, Yan'an Xinhua Radio Station. Subsequently, the establishment of the Beijing Broadcasting Institute in 1958 marked the early stages of offering broadcasting and hosting art majors in China. Over time, various universities, art colleges, and radio and television

institutions followed suit, nurturing talents in this field. This evolution solidified broadcasting and hosting as an integral part of China's higher education system, subject to continuous development and enhancement.

2.1.2 The Education of Broadcasting and Hosting Art in Chinese High Schools

Sun (2015) notes the relatively recent emergence of broadcasting and hosting art education in Chinese high schools. Initially, high school education focused on traditional subjects, but as societal demands for diverse skills grew, some institutions introduced related courses or established interest classes and club activities related to broadcasting and hosting. By the early 21st century, certain areas in China began offering courses or interest classes covering presentation skills, voice training, hosting, interviewing techniques, and more. This educational shift aimed to provide practical training for students interested in pursuing media careers, particularly those intending to enter college for broadcasting and hosting art.

2.1.3 The Development and Innovation of Broadcasting and Hosting Art Education in China

Traditional teaching methods in broadcasting and hosting arts often centered on philosophy, art, journalism, communication, linguistics, and applied linguistics, stemming from the practical aspects of traditional radio and television media. However, media convergence, as elucidated by Jenkins (2012), emphasizes the flow and cooperation of different media forms across various platforms. Li (2023) and Peng (2018) highlight the need for evolving teaching concepts that adapt to the digital era, emphasizing the importance of infusing internet thinking into educational frameworks.

Zhang (2020) underscores the transformative potential of information technology in teaching, promoting modernization, improving teaching quality, and fostering student engagement. Deng (2020) and Qiu (2013) draw attention to the necessity of balancing theoretical knowledge with practical application in high school

broadcasting and hosting courses. They emphasize the importance of practical training to equip students with necessary skills and aptitudes beyond theoretical knowledge.

In conclusion, the current stage of broadcasting and hosting art education demands innovation and integration. Adapting to the technological advancements of the era is imperative, nurturing talent and meeting the needs of evolving industries. Embracing scientific and technological progress while catering to students' needs is crucial for the continual advancement of broadcasting and hosting art education in China.

2.2 Dubbing Show APP

2.2.1 Introduction of Dubbing Show APP

Zhang (2021) underscores the growing popularity of China's dubbing variety shows and the increasing attention directed towards dubbing art. The emergence of dubbing software, such as the Dubbing Show APP, aligns with the demands of the Internet era and caters to the entertainment preferences of the public.

The Dubbing Show APP serves as mobile phone-based dubbing software that appeals to a broad audience, including dubbing enthusiasts, professional artists, and celebrity hosts. Its slogan, "When there is sound, there is drama!" emphasizes the core aspects of dubbing art: the perceptible "sound" and the emotive "drama." The former represents the auditory art directly perceived by the audience, while the latter encapsulates the emotional depth conveyed through the voice artist's performance.

The app offers various features facilitating independent dubbing, collaborative interactions, and social engagement. Within the individual or cooperative dubbing function, users navigate through material categories in the "Channel" section, selecting specific dubbing clips for independent or joint dubbing endeavors. Individual dubbing requires users to perform multiple roles, while cooperative dubbing enables artists to

select characters for delivering lines. Users can mimic the original voice or infuse personal creativity and characteristics during the performance. Furthermore, the Dubbing Show APP hosts a dedicated section for dubbing comics, empowering users to infuse life and emotion into static characters and dialogues through sound. The voice chat function enables users to engage in real-time voice interactions by joining or creating voice rooms, fostering a global platform for vocal expression, communication, and sharing of interests.

In terms of social interaction, users can follow familiar or favorite users, keep track of their followers' latest dubbing works, collaborate, chat, share experiences, and exchange dubbing techniques. This function allows users to expand their social circles, connecting with individuals who share similar interests. Additionally, the "Circle" and "Society" functions in the "Community" section offer platforms for self-expression and community integration, enhancing opportunities for communication beyond dubbing activities.

2.2.2 The Application of Dubbing Show APP in Broadcasting and Hosting Art Teaching

The integration of applications (apps) into teaching, particularly in language and art subjects, has brought novel, convenient, and engaging features to traditional classrooms.

Dubbing Show APP has relevant application research in the teaching fields of English, Mandarin, broadcasting and hosting art major, and junior high school biology subjects. For example, Liang (2018) used experimental methods to study the application of Dubbing Show APP in college English speaking teaching to explore its impact on students' speaking proficiency. Bai (2018) used the Dubbing Show APP to promote the learning of Mandarin among students in Cantonese dialect areas. Li (2019) applied the Dubbing Show APP in Mandarin teaching, allowing students to improve their humanistic qualities by learning famous works during the dubbing process. Xu (2018) explored the effect of the Dubbing Show APP on improving the reading ability of junior high school students. Bao and Li (2019) explored the application of the Dubbing Show

APP in dubbing courses for broadcasting and hosting art. Yang (2020) proposed to apply the Dubbing Show APP to the teaching of biology in junior middle schools to improve students' independent learning abilities and subject knowledge levels. Research on the application of dubbing APPs in the teaching field reflects its positive impact on students' learning of relevant course knowledge, and can help students improve their learning effects in an interesting learning atmosphere.

For students majoring in broadcasting and hosting art, when practicing dubbing on the Dubbing Show APP, they can search for their favorite classics or popular "film and television dramas", "advertisements", "animations", "documentaries", etc. in a short time. It can meet the dubbing materials needed for film and television dubbing courses. You can also edit the materials yourself through the client and upload them for sharing. And while enjoying the original dubbing, you can also listen to the works of other netizens to learn from. As teachers of broadcasting and hosting art, we must make full use of the convenience brought by Dubbing Show APP in classroom teaching, making it an online "second classroom" for classroom teaching.

For the teaching of broadcasting and hosting art, Dubbing Show APP can be applied in the following three aspects:

- 1) Use the works in the Dubbing Show APP to enrich the content introduced in the course. Before the course officially starts, we can download some materials about the course content in Dubbing Show APP for course introduction, to help students better understand the content of the course and improve students' interest. For example, before learning to recite "Motherland, My Dear Motherland", as teachers, we can download some materials about this poem on the Dubbing Show APP, including recitation background music, video materials, other people's recitation works, etc. We can show students what we are learning more vividly.

- 2) Let students practice through Dubbing Show APP. Zhao (2023) pointed out that the broadcasting and hosting art is a highly practical major. Compared with other majors, the broadcasting and hosting art major has its own particularity and uniqueness. The degree of professionalism is relatively high, and it not only requires students to master more A lot of professional theoretical knowledge, but also requires

students to have strong practical ability, so the practical features of the broadcasting and hosting art major are very strong. As teachers, we can let students perform practical operations on the Dubbing Show APP after teaching theoretical knowledge, and use practice to practice their broadcasting and hosting skills.

3) Manage students' learning through Dubbing Show APP. In the past, homework on broadcasting and hosting art was difficult to assign because it was difficult for students to have professional equipment at home to complete audio and video recording and editing. Dubbing Show APP solves this problem very well. We can provide students with Assign some tasks that can be completed on the Dubbing Show APP. After they publish their works, we can see students' works on their homepage so that we can make timely evaluations.

2.2.3 How to Apply Dubbing Show APP

Based on the suggestions of Zhang (2021) and the features of Dubbing Show APP, the steps to apply Dubbing Show APP in the teaching of this study are as follows:

2.2.3.1 Register or Log in Dubbing Show APP



Figure 2.1 Register or Log in Dubbing Show APP

Source: Created by the author

When users apply Dubbing Show APP, the first step is to log in or register. Users can obtain an account of their own through QQ, WeChat, Weibo or mobile phone number, so as to use all the functions of Dubbing Show APP normally. After logging in to the Dubbing Show APP, users can set their own information on the "Mine" page and browse other users' dubbing works or materials on the homepage of the Dubbing Show APP.

2.2.3.2 Produce and publish work in Dubbing Show APP



Figure 2.2 Produce and publish work in Dubbing Show APP

Source: Created by the author

Browse and search for the dubbing works and dubbing materials you need on the homepage of the Dubbing Show APP. After clicking on the "Dubbing" option, you can create your own dubbing. After the dubbing is completed, you can adjust your own voice on the editing page, such as Adjust the volume of vocals and background sounds, reduce noise, etc., and you can also see your dubbing score. After publishing the work, users can not only receive a sound identification report sent by the Dubbing Show APP sound identification assistant, which can be used to view Dubbing Show APP's evaluation and suggestions on your voice, and also receive likes and comments on your work from other users.

2.2.3.3 Upload Dubbing Material in Dubbing Show APP



Figure 2.3 Upload Dubbing Material in Dubbing Show APP

Source: Created by the author

Users can find the upload material option on the "Mine" page in Dubbing Show APP, click and enter the material selection. After the material selection is completed, enter the material editing page, where you can edit subtitles, assign roles and select background music. Once completed, you can upload your own production. After the materials are approved by the platform, all users of Dubbing Show APP can dub the materials you have uploaded.

2.2.3.4 Online Learning in Dubbing Show APP



Figure 2.4 Online Learning in Dubbing Show APP

Source: Created by the author

Users can see the "Dubbing Courses" option at the top of the Dubbing Show APP homepage. After clicking to enter, there will be a list of dubbing courses. Users can participate in online learning of dubbing courses according to their own needs. A small part of these dubbing courses are free, and most require Pay to learn.

2.2.3.5 Social Function in Dubbing Show APP



Figure 2.5 Social Function in Dubbing Show APP

Source: Created by the author

Users can see the "Voice Chat" option on the homepage of the Dubbing Show APP, where there are chat rooms created by dubbing enthusiasts, and users can participate in conversations based on their own interests. On the community page of the Dubbing Show APP, there are two sections: "Circle" and "Societies", which contain updates posted by dubbing enthusiasts and special communities created by different types of dubbing enthusiasts. Users can choose according to their own interests and needs. Interact with dubbing enthusiasts.

2.3 Personalized Teaching Method

2.3.1 Introduction of Personalized Teaching Method

The rise and fall of a country depends on education, and the rise and fall of education depends on teachers. The 21st century is an era that pays more attention to education and the development of students' personality than any previous century. At present, all countries in the world are aware of the importance of developing education and focusing on the unique development of human personality for their national development. As early as the Spring and Autumn Period and the Warring States Period in ancient China, the educator Confucius had rich ideas on personalized teaching. Zhu Xi, a poet from the Southern Song Dynasty in China, said in "Analects of Confucius": "Confucius teaches people according to their aptitude." It can be seen that Confucius advocated the idea of personalized teaching of teaching students in accordance with their aptitude. The "International Encyclopedia of Education" explains personalized teaching as: a method based on individuals rather than groups.

Compared with group-based teaching methods such as lectures or small group teaching, almost all personalized teaching allows students to have greater flexibility in terms of learning pace and learning time, and the teaching is adapted to the students' individual needs. The extent will vary depending on the particular method used. Li and Liu (2001) believe that personalized teaching refers to teaching activities in which teachers use personalized teaching as a means to satisfy students' personalized learning and promote the healthy development of individual personality. Du (1993) pointed out in the "Basic Principles of Unified Labor Schools": Personalized teaching as fully as possible is an extremely important principle for innovating schools. Personalized teaching means that teachers should analyze each student's hobbies and personality characteristics, and the content and requirements taught by the school should meet the needs of the students as much as possible. In socialist culture, individuality is still very important. However, this kind of personality can best develop its talents only in an equal and harmonious society. The principle of socialist education is to combine efforts to cultivate collective consciousness with flexible

individualization, and ultimately achieve that everyone They all take pride in using all their talents to serve the whole. Focusing on the current era, personalized teaching method have become a teaching method that teachers in every subject should explore and innovate.

Jiang (2009) pointed out that personalized teaching method are to design and implement targeted and flexible teaching methods based on students' individual characteristics, learning styles, hobbies, and learning needs. This teaching method emphasizes considering the uniqueness of each student to meet their learning needs and potential. Personalized teaching is different from the traditional collective teaching model. It pays more attention to the individual differences of students and uses different teaching strategies, resources and technologies to provide customized learning experiences. Huang (2017) pointed out that through the application of teachers' personalized teaching method, students can give full play to their strengths and specialties, stimulate their interest in learning, enhance their enthusiasm and initiative for learning, and students can carry out autonomous, exploratory, and discovery-based learning, independently construct a knowledge framework. Key features of personalized teaching method include:

- 1) Individualized learning plan: Develop unique learning plans and goals based on each student's learning needs and level.
- 2) Flexible learning paths: Provide diverse learning paths and resources so that students can learn at their own pace and way.
- 3) Differentiated teaching strategies: Use different teaching methods and tools according to students' learning styles, abilities and interests.
- 4) Real-time feedback and adjustments: Collect student learning data in a timely manner in order to adjust teaching strategies and course content to meet student needs and progress.
- 5) Student participation and autonomy: Encourage students to participate in the learning process and cultivate their independent learning and problem-solving abilities.

Personalized teaching methods aim to improve students' learning motivation and sense of achievement, enhance their learning effects, and promote personal development and overall growth.

2.3.2 The Application of Personalized Teaching Method in Broadcasting and Hosting Art Teaching

Technological innovation has added many stages for display in today's world. In such an era where a hundred flowers bloom, the broadcasting and hosting art will also face new challenges, that is, how to cultivate talents in broadcasting and hosting art with outstanding individuality. Li (2023) pointed out that with the development of broadcasting and hosting art in recent years, major colleges and universities have accumulated certain experience in cultivating announcer and host talents. With the rapid development of integrated media, it is particularly important to cultivate relevant talents more effectively and adapt to the continuous changes and progress of society. Zhao and Wang (2023) pointed out that in the era of integrated media, information dissemination presents characteristics such as socialization, diversification, personalization, anti-authority, and intelligent interaction. The language expression of broadcasters and hosts must be adjusted in a timely manner as a position for cultivating broadcasters and hosts, we must adhere to integrity and adaptive innovation in the construction of the talent training system, in order to cultivate announcer and host talents that adapt to the context of integrated media communication. In the era of integrated media, the personalized training of broadcasting and hosting art professionals is always very important. Yan (2022) pointed out that a qualified and excellent announcer and host must not only demonstrate excellent broadcasting skills, but also need to During the work process, he constantly explores and forms his own unique hosting artistic style, which plays an important role in improving his overall hosting strength and improving the quality of the program. Regarding how to improve the personalized development of students majoring in broadcasting and hosting art in their studies, it depends on the application of personalized teaching method by teachers. The application of personalized teaching method in the teaching of broadcasting and hosting art mainly includes the following points:

1) Discover and summarize students' personality characteristics in a timely manner. In the teaching of broadcasting and hosting art, as a teacher, you must discover the characteristics of the students through every performance of the students, such as timbre, rhythm, expression habits, etc. If a boy's voice is calm and his chest resonates clearly, then he is suitable for broadcasting news rather than dubbing animations. We must record this finding in time to facilitate future teaching.

2) Differentiated comments and guidance. After the students have finished their performance, as teachers, we must provide timely evaluation and feedback. During this process, we must not only affirm the students' strengths in a timely manner, but also provide guidance based on the voice characteristics of different students. For example, a girl's voice is very immature and it is difficult for her to perform a majestic recitation. Then we need to help her find recitation content that is suitable for her vocal range, so as to better utilize her strengths.

3) Encourage students to learn independently. Through students' independent learning, we can more intuitively see what content students are interested in. By mastering their interests, we can discuss with them some content related to their interests during teaching, which is more beneficial. Mobilize students' enthusiasm.

4) Teachers should keep up with the times, life-long learning, and improve their aesthetics and cognition. In the teaching of broadcasting and hosting art, the teacher's artistic aesthetic is very important. If the teacher is too old-fashioned, it will be difficult to appreciate the trendy characteristics of the students. For example, in the past, the news broadcasting method was a solemn reading form, but now the news broadcasting is to be closer to telling what happened, teachers must improve their awareness and keep up with the trends of the times in order to better integrate students' personalized development into their own teaching methods.

2.4 Grade 10 Chinese Students' Performance in Broadcasting and Hosting Art

For students studying broadcasting and hosting art in high school, the skills they should possess are mainly related to the art exam they will take in grade 12. Chen (2020) pointed out that the art exam is for students with artistic expertise in the twelfth grade. At the end of the first semester of the twelfth grade, they need to attend major art colleges registered by the Ministry of Education of China, or the art departments of major colleges and universities. A comprehensive professional examination held. There are a wide variety of subjects in the art examination, and media majors include vocal music, dance, choreography, drama performance, broadcasting and hosting arts, etc. For high school students studying the art of broadcasting and hosting, they need to master the following skills:

1) Proficient in mastering and using Mandarin. Mandarin is the basis for learning broadcasting and hosting art. A good level of Mandarin is the prerequisite for other art skills of broadcasting and hosting art. Students must standardize their pronunciation and ensure that their Mandarin is of a sufficient standard. Chen (2020) pointed out that Mandarin is the cornerstone of broadcasting and hosting art, and there is no need to talk about other things if the foundation is unstable.

2) Adaptable language expression ability. Able to complete the audio language creation of various types of manuscripts completely, clearly and smoothly, such as poetry recitation, news reading, character dubbing, etc. Qin (2017) pointed out that expressive ability mainly refers to students' voice appearance in audio language creation, including the accuracy of voice, rhyme, and tone, voice conditions such as volume and timbre, the strength of breath, the strength of lips and tongue, and pronunciation of words. Whether it is clear and pleasant to the ear.

3) Sincere sensibility and rich imagination. After getting the text manuscript, you can quickly recreate the text content in your mind to better feel the thoughts and feelings of the article, so as to grasp the emotional tone of audio creation. Wang (2019) pointed out that when a person has strong sensibility and imagination, the world of words in his eyes will be scenes of movie scenes, which will contribute to the creation of audio language of words.

4) Divergent thinking and ability to adapt to situations. When facing a hot topic, you can quickly understand and express your own opinions based on objective factors, and express your opinions calmly and logically. Fu (2020) pointed out that the divergent thinking ability and impromptu oral expression ability of students in the broadcasting and hosting arts can best highlight the students' advantages in personalized development.

5) Good image and posture and vivid body language expression. Having a dignified and generous image and posture gives people a positive impression, and can be accompanied by vivid body language in the process of verbal expression, which will enrich the expression of broadcasting and hosting art students.

2.5 Students' Learning Satisfaction

2.5.1 Definition of Students' learning satisfaction

Tough (1982) believes that learning satisfaction refers to a feeling or attitude of learners during learning activities or processes. This feeling and attitude is because students' wishes and needs can be satisfied. Learning satisfaction can be used to explain learning. Motivation and outcomes of participants and learning activities. Hao (2005) believes that: Learning satisfaction is a kind of satisfaction of psychological needs generated by people in the learning process on the premise of fully respecting people's needs, believing in people's potential, attaching importance to people's subject status and reflecting the characteristics of the current era. Wen and Shi (2013) pointed out that students' learning satisfaction is the psychological state that emerges after experiencing teacher teaching. It comes from the relative relationship between the expected process and gains, and is embodied as a value judgment. Hu and two other researchers (2023) pointed out in a study on student learning satisfaction that learning satisfaction depends on the comparison of the gap between one's own level of learning expectations and the actual results obtained. When an individual feels that the learning results meet or exceed "Expectation Level" indicates satisfaction; otherwise, it indicates dissatisfaction. In general, student learning satisfaction refers to students' feelings and evaluations of various factors involved in the learning process.

It usually includes students' satisfaction with teaching quality, curriculum, teacher-student interaction, practical opportunities and other aspects. Student learning satisfaction is a kind of quantitative data that can be collected and analyzed through questionnaires and other methods.

2.5.2 Students' learning satisfaction with broadcasting and hosting art learning

The student learning questionnaire in broadcasting and hosting art involves students' satisfaction with professional courses, teaching methods, teacher quality, facilities and resources, etc. The following is a questionnaire that may impact students studying in broadcasting and hosting art:

1) Course content and setting: Students can pay attention to the practicality, professionalism and compatibility with their own interests in the broadcasting and hosting art courses.

2) Teaching quality: Students should pay attention to the teacher's teaching ability, teaching methods and diversity of teaching methods, and whether they can stimulate students' interest in learning and active participation.

3) Teacher-student interaction: Students may pay attention to the interaction and communication methods between teachers and students, including whether teachers pay attention to students and their ability to establish a good teacher-student relationship with students.

4) Resources and facilities: Students can pay attention to whether the resources and facilities required for the practice of broadcasting and hosting art are complete, rich and advanced, and whether they can provide good learning conditions.

5) Practical opportunities: Students can pay attention to whether the practical activities in the classroom can meet their needs for theoretical application and whether they can improve their practical ability and experience in the broadcasting and hosting art.

Evaluating students' learning satisfaction in broadcasting and hosting art can be collected and analyzed through regular questionnaires, individual interviews,

classroom feedback, etc. These data can help teachers understand students' needs, improve teaching methods and teaching quality, and improve students' learning satisfaction and education quality.

2.6 Related Research

2.6.1 Application of Dubbing Show APP in teaching

In recent years, educators have made more explorations and innovations in the application of technology in teaching and learning, and the integration of technology and teaching methods. In terms of the application of Dubbing Show APP in teaching, Zhang (2021) has done research on the application of Dubbing Show APP in the teaching of primary speaking classes for foreigners. She carried out three months of teaching practice based on the designed teaching plan. Observed and recorded students' learning performance and changes. Combining teachers' own teaching reflections and post-class interviews with teaching subjects, the application effect of Dubbing Show APP in teaching primary oral English classes for foreigners is analyzed, including its application advantages and disadvantages, and it is concluded that Dubbing Show APP can be used to a certain extent. Conclusions on improving the oral pronunciation level and language expression ability of language subject learners.

Liu (2022) has done research on teachers using modern APPs to train students in oral English. In view of the personal characteristics of junior high school students, she used the original English sounds in the Dubbing Show APP to conduct exemplary training, putting students in the main position and truly reflect the advantages of learning by doing. She spent a month with 8 classes, using Dubbing Show APP to coordinate teaching, and found that when students use Dubbing Show APP for dubbing, they can not only improve their oral expression skills, but also understand the core ideas of English lines. , and because of the use of Dubbing Show APP, students are more focused in class and their interest in learning has also been significantly improved.

Regarding the broadcasting and hosting art, Xu (2018) conducted research on applying the Dubbing Show APP to improve the reciting ability of twelfth grade students in broadcasting and hosting art. She designed a 2-month recitation coaching course based on the characteristics of the Dubbing Show APP, observed the changes of the students before, during and after the experiment, combined with the final data analysis, it was concluded that the application of Dubbing Show APP in the broadcasting and hosting art courses can help improve the recitation ability of the twelfth grade broadcasting and hosting art students. And a good conclusion to stimulate their enthusiasm for learning.

Bao and Li (2019) conducted a study on the application of Dubbing Show APP in dubbing courses for broadcasting and hosting art majors. Based on the application of Dubbing Show APP in dubbing courses among university broadcasting and hosting art students, they concluded: Dubbing Show APP It allows students to quickly practice and generate dubbing works. For any audio language art, the learning process is often more important than the result. Teachers need to make reasonable use of the convenience brought by the "dubbing show" to clarify students' correct language art creation path, and improve students' appreciation of dubbing works and their level of dubbing. Make full use of the advantages of the Dubbing Show APP platform to promote the improvement of teaching quality in the broadcasting and hosting profession.

2.6.2 Application of personalized teaching method

Educators have never stopped exploring personalized teaching method. Liang (2012) combined some of her own ideas with actual work in the analysis of personalized teaching case studies, and pointed out in the conclusion that every student is a different individual, and we cannot generalize in teaching, as long as we find Where they shine, every student will succeed.

Chen (2018) conducted a questionnaire survey on high school students' online learning satisfaction and found that personalized teaching methods are one of students' favorite teaching methods, especially in the teaching of art majors. The most important teaching method is to cultivate students' artistic literacy and form their own artistic style.

In a preliminary study on the application of personalized teaching in art teaching, Li (2019) concluded through the induction and summary of personalized teaching in Chinese secondary vocational art classes and student questionnaires: Secondary vocational art classes The application of personalized teaching methods can promote students' learning enthusiasm and improve students' aesthetic ability. This requires teachers to grasp the differences of students and create a teaching atmosphere that meets students' personalized learning needs; use academic situation analysis to fully explore students' potential strengths and advantages; in classroom teaching, implement exploratory layered teaching to promote the overall progress of students on the original basis: in terms of evaluation, based on multiple evaluation concepts, personalized assessment and evaluation methods are implemented. In this way, students' subjective initiative can be mobilized and students' personalized learning and development needs can be met.

For the broadcasting and hosting art, personalized teaching methods are also very necessary. In the article "Strategies for Improving Personalized Teaching of Broadcasting and Hosting Art", Meng (2022) put forward new thinking by sorting out and analyzing the personalized teaching methods of ten Chinese teachers of broadcasting and hosting art, that is, how to integrate technology with the combination of personalized teaching methods in broadcasting and hosting art teaching is an important issue that our contemporary teachers of broadcasting and hosting art should explore.

Zhou (2015) found through research on the training reform of broadcasting and hosting art in the era of integrated media that the personalized development of broadcasting and hosting art talents is the focus of training broadcasting and hosting

art talents in the era of integrated media. Based on the society's requirements for broadcasting and hosting art students, combined with China's college talent training plan for broadcasting and hosting art students, the conclusion is drawn that the personalized teaching method of broadcasting and hosting art teachers directly affect the individualized development of students, and emphasizes that only by exploring and tapping students' unique artistic personalities can we find a stage for students to shine.

2.6.3 Conclusion

According to relevant literature and related research, the application content of Dubbing Show APP in the teaching of broadcasting and hosting art is not very rich. The research content coverage is small and only involves the improvement of the recitation ability and dubbing ability of students in broadcasting and hosting art. In fact, Dubbing Show APP can bring greater possibilities to teachers of broadcasting and hosting art. There are also obvious gaps in related research on combining Dubbing Show APP and personalized teaching method. Therefore, this study aims to explore Dubbing Show APP and personalized teaching method. Whether the application of teaching methods in the teaching of broadcasting and hosting art to Chinese grade 10 students can improve students' performance, and to examine the learning satisfaction of Chinese grade 10 students in the application of Dubbing Show APP and personalized teaching method in broadcasting and hosting art.

CHAPTER 3

RESEARCH METHODOLOGY

This study aimed to improve the broadcasting and hosting art skills of grade10 Chinese students through the application of Dubbing Show APP and personalized teaching method and the satisfaction of grade10 Chinese students with the application of Dubbing Show APP and personalized teaching methods to learn broadcasting and hosting art. In this chapter, the researcher outlines the research methodology, including research design, participant selection, data collection instruments, assessment of research instrument validity and reliability, and data analysis.

3.1 Research Design

This study employed a quantitative approach. The research design was as follows: the researcher conducted tests on the performance of Chinese grade10 broadcasting and hosting art students to gather quantitative data. The broadcasting and hosting art test includes pre-test and post-test. The collected data were used to compare the performance of Chinese tenth-grade broadcasting and hosting art students before and after the application of the Dubbing Show APP and personalized teaching method. Additionally, this research also investigated the satisfaction of grade10 Chinese students regarding the utilization of the Dubbing Show APP and personalized teaching method in broadcasting and hosting art courses.

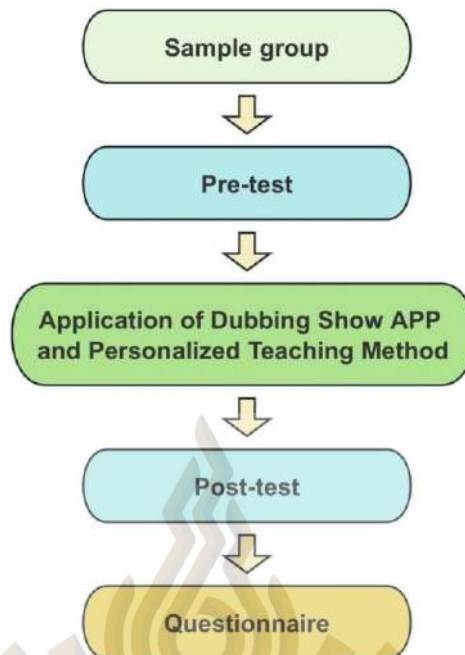


Figure 3.1 Research Design of the Study

3.2 Population and Sample

3.2.1 Population

The study population included two grade10 art classes from a public high school in Sichuan Province, China. This school consisted of two art classes for the grade10, each with30 students aged between 16 and 18 years old. The students were of mixed gender,and their qualifications in broadcasting and hosting art vary. However, the average level of broadcasting and hosting arts skills among students in these two classes was similar.

3.2.2 Sample group

In this study, one class (30 students) out of two grade10 art classes was chosen through a cluster random sampling technique as the sample group.

3.3 Research Instruments

According to the research objectives, three quantitative data collection instruments were employed in this study including the lesson plans, broadcasting and hosting art tests (pre-test and post-test), and a questionnaire.

3.3.1 Lesson Plans

The researcher had designed four lesson plans, divided into eight sections, and two sections would be taught each week, with each section lasting 90 minutes. The topic of each class is based on the professional textbooks on broadcasting and hosting art "Practical Broadcasting Tutorial - Mandarin Voice and Broadcasting Voice" (Wu, 2002) and "Film and TV Dubbing Art" (Wang and Yan, 2007) theoretical knowledge. In these courses, researcher will apply Dubbing Show APP and personalized teaching method and ensure that the entire process of the four weeks courses was covered. The teaching materials used in the course plan were selected from the Dubbing Show APP sequence and ensured that they Teaching of broadcasting and hosting art suitable for Chinese Grade 10 students. Topics consistent with the curriculum are shown accordingly in Table 3.1 below.

Table 3.1 List of lesson plans

Lesson	Topic	Learning Objectives	Minutes
Week 1	Recite	By reciting literary works, standardize students' Mandarin pronunciation, improve students' language expression ability, emotional expression ability, cultivate art appreciation ability, and cultivate students' self-confidence and recitation skills.	180
Week 2	Cartoon dubbing	By playing animated characters and dubbing them, students can explore the	180

Table 3.1 List of lesson plans (Cont.)

Lesson	Topic	Learning Objectives	Minutes
		flexibility of their own voices, summarize and summarize the voice characteristics of different cartoon characters, enhance the character's emotional expression ability, cultivate visual and auditory perception, and exercise students' teamwork and art appreciation abilities.	
Week 3	News broadcast	By practicing news broadcasting, students can improve their mastery and understanding of news rhythm, speaking speed and voice usage, and let them master the preparation methods of news articles before broadcasting, so as to cultivate students' calm and calm broadcasting state.	180
Week 4	Film and Documentary dubbing	Through dubbing exercises for documentaries and film and television dramas, students can further explore the space for their voices to play, learn dubbing skills in more complex situations, and understand and master the different states of dubbing for documentaries and film and television dramas.	180

3.3.2 Broadcasting and Hosting Art Performance Tests (Pre-test and Post-test)

Broadcasting and hosting art performance tests were divided into two stages: pre-test and post-test, which evaluate participants' broadcasting and hosting art foundation and skills, including Mandarin proficiency, use of voice and breath, emotional expression, and language rhythm. Among them, the pre-test was conducted in the form of students selecting designated manuscripts one by one. The evaluator would prepare 5 different manuscripts, and the students would select them one by one. After the selection, there would be three minutes of preparation time, and then the recitation or broadcast will begin. The duration of the presentation was controlled within 5 minutes. After the presentation, students would receive corresponding scores. At the same time, during the pre-test process, the researcher initially understood and recorded the characteristics of each student and the post-test, using students' self-selected themes to perform and publish their final works in the Dubbing Show APP. The evaluator evaluated the vocal expressiveness, character fit and emotional expression of the students' works, and give corresponding scores. In order to eliminate potential bias, there were 2 evaluators participating in the pre-test and post-test, one of whom was the researcher and the other was another broadcasting and hosting art teacher in the high school. The final score of the pre-test and post-test was the average score of the two evaluators.

3.3.3 Quantitative Instrument

According to Chen (2018), the effectiveness of courses must refer to students' satisfaction, which can directly reflect their interest in the course and their likes and dislikes of teachers' teaching methods. Bao & Li (2019) pointed out that students' satisfaction with courses is an intuitive feedback on teachers' teaching, and this data would be of great significance to the improvement and development of teachers. In this study, researchers designed a questionnaire to measure 10th grade students' satisfaction with the Dubbing Show APP and personalized teaching method in broadcasting and hosting art. The questionnaire consists of 15 statements divided

into 5 levels, each statement is evaluated using a 5-point Likert scale system: representing varying levels of agreement: (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree (Likert, 1932) These statements are divided into 3 main areas: interest and motivation, engagement, efficacy of the application of Dubbing Show APP and personalized teaching method for broadcasting and hosting art. Participants would be fully informed before rating each statement in the survey and would receive individual explanations and instructions for each statement.

3.4 Validity and Reliability

3.4.1 Validity

Content validity can be defined as how representative the items or tests are to measure the behavior studied (Roebianto, Savitri, Aulia, Suciyan, & Mubarokah, 2023). This study will employ the Item-Objective Consistency (IOC) index, rated by three experts. The IOC score ranges from - 1 to +1:

- +1: The item clearly aligns with the established objective.
- 0: It is unclear whether the item measures up to the established objective.
- 1: The item does not align with the established objective.

The effective score range ranges from 0.67 to +1. If the value of the item was between 0.67 1.00, the item would be used as part of the bill. However, if the value was below 0.67, it is considered unclear and should be reworded or deleted.

In this study, all instruments were validated with an average score of +1. This showed that all instruments were qualified for a further use in the study.

3.4.2 Reliability Test

Mohajan (2017) pointed out that consistency, stability, and reproducibility of outcomes are some criteria for assessing reliability, and obtaining the same results under identical conditions across different environments indicates the research's reliability.

Cronbach's Alpha method was used in this study to test the reliability. The internal consistency was shown below:

Table 3.2 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, 2015

The higher the score, the higher the reliability. If the score was below 0.7, the project was defined as unreliable and could be deleted. In this study, the result of the reliability test of the questionnaire was 0.87. This showed that the questionnaire items were reliable for the further use.

3.5 Data Collection Procedures

3.5.1 Ethical Approval

In order to conduct the study in schools, the researcher obtained a letter of approval from Sichuan Jintang Experimental High School, China. Since the participants in this study were between the ages of 16 and 17, the researcher also sought the permission from the responsible school department and the parents.

3.5.2 Confidentiality

The researcher kept confidential all participants personal information throughout the study, and all information was treated with confidentiality. All data would be deleted after the research was completed.

3.6 Data Analysis

The researcher utilized two separate approaches to analyze the data, each in line with the two research objectives. Quantitative data derived from pre-test and post-test scores, as well as findings from the questionnaire survey, would be utilized to assess the enhancement of students' performance of broadcasting and hosting art. Essentially, the researcher gauged students' satisfaction with the application of Dubbing Show APP and personalized teaching method in broadcasting and hosting art through quantitative data obtained from the survey.

3.6.1 Quantitative Data Analysis

Quantitative data were collected through the scores obtained from the performance tests (pre-test and post-test). Means and standard deviations were used for analyzing the results. The answers from the questionnaire were also analyzed using means and standard deviations. These methods were employed in this study to investigate the academic performance of grade 10 art students in broadcasting and hosting art and to assess their satisfaction with the application of Dubbing Show APP and personalized teaching method in broadcasting and hosting art classes. Questionnaire results (means) then were interpreted based on the following ranges for interpretation.

Table 3.3 The Range of Mean Score Interpretation

Mean Score Range	Students' Perceptions Level
4.21 - 5.00	Highest
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.81 - 2.60	Low
1.00 - 1.80	Lowest

Source: Moidunny, 2009

CHAPTER 4

RESULTS

In this paper, quasi-experimental design was applied to the application of dubbing show app and personalized teaching method for broadcasting and hosting art among grade 10 Chinese students and to investigate the students' satisfaction with the application of dubbing show app and personalized teaching method for broadcasting and hosting art. Data were gathered through pre-tests, post-tests, and questionnaires. The results are detailed below:

4.1 Analysis of Broadcasting and Hosting Art Performance Pre-test and Post-test Scores

4.2 Analysis of Questionnaires

4.1 Analysis of Broadcasting and Hosting Art Performance Pre-test and Post-test Scores

This section presents the findings of the first research question, which investigated how Grade 10 Chinese students improved their broadcasting and hosting art performance test scores through the use of the Dubbing Show app and personalized teaching method. The study administered the broadcasting and hosting art performance test twice: once at the beginning of the study as a pre-test and again at the end as a post-test. The paired sample t-test was employed to compare the pre-test and post-test results of the sample group.

4.1.1 Comparison of Pre-test and Post-test Scores of the Sample Group

Table 4.1 offers a comprehensive overview of the pre-test and post-test scores for the sample group. The highest pre-test score recorded was 76 out of 100,

while the lowest was 63. In contrast, post-test scores showed a marked improvement. Particularly noteworthy is one participant who achieved the highest score of 93 out of 100, reflecting a remarkable 22-point increase compared to their pre-test performance. This individual demonstrated the most significant improvement among the participants. Conversely, one participant scored the lowest on the post-test, achieving a score of 70 out of 100. Overall, all 30 students displayed either significant or slight improvement on the post-test, with score differences ranging from 4 to 22 points. The detailed data presented in Table 4.1 includes the scores, score increases, and percentage differences between the pre-test and post-test for each participant.

Table 4.1 Pre-test & Post-test scores of the sample group

Student ID	Pre-test Scores (Full Score=100)	Post-test Scores (Full Score=100)	Score Difference	% of Score Difference
1	70	75	5	5.00%
2	75	83	8	8.00%
3	68	78	10	10.00%
4	65	77	12	12.00%
5	64	73	9	9.00%
6	67	78	11	11.00%
7	72	85	13	13.00%
8	66	74	8	8.00%
9	69	81	12	12.00%
10	71	77	6	6.00%
11	72	85	13	13.00%
12	67	75	8	8.00%
13	70	83	13	13.00%
14	76	90	14	14.00%
15	68	75	7	7.00%
16	63	79	16	16.00%
17	72	88	16	16.00%

Table 4.1 Pre-test & Post-test scores of the sample group (Cont.)

Student ID	Pre-test Scores (Full Score=100)	Post-test Scores (Full Score=100)	Score Difference	% of ScoreDifference
18	66	80	14	14.00%
19	71	93	22	22.00%
20	63	73	10	10.00%
21	64	76	12	12.00%
22	66	70	4	4.00%
23	67	78	11	11.00%
24	66	72	6	6.00%
25	68	81	13	13.00%
26	70	82	12	12.00%
27	70	78	8	8.00%
28	68	83	15	15.00%
29	72	80	8	8.00%
30	70	85	15	15.00%
Mean	68.53	79.57	11.03	11.03%

Analyzing the raw scores from the pre-test and post-test revealed that, across all thirty participants, the post-test scores surpassed those of the pre-test. The comparison between the pre-test and post-test scores was conducted as follows:

4.1.2 Pretest and Posttest Comparison

Figure 4.1, presented below, provides a visual representation of the participants' pre-test and post-test scores. In the figure, the orange line corresponds to the pre-test scores, whereas the blue line corresponds to the post-test scores. A clear observation from the figure is that each of the 30 students exhibited an improvement in their post-test scores. This outcome suggested that the application of the Dubbing Showapp in conjunction with personalized teaching method proved to be effective in improving the students' performance in broadcasting and hosting art.

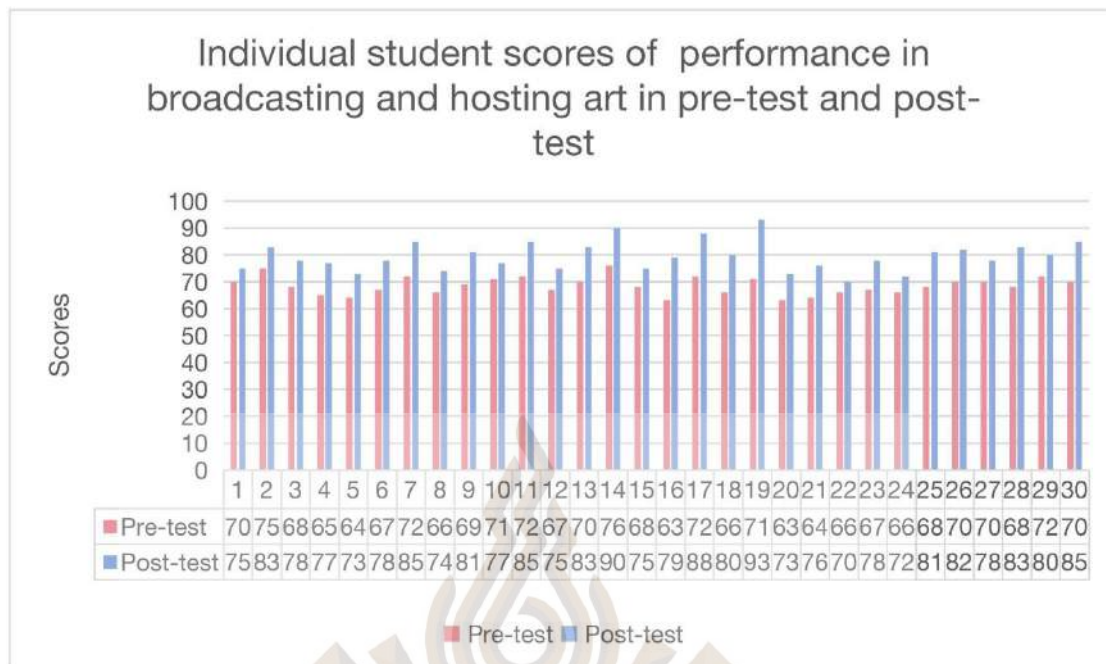


Figure 4.1 Individual student scores of performance in broadcasting and hosting art in pre-test and post-test

Additionally, the mean scores for the pre-test and post-test, 68.53 and 79.57 respectively, are depicted in Figure 4.2. The post-test mean score was higher than that of the pre-test. Comparing the orange bar representing the pre-test results to the blue bar representing the post-test scores, there was an increase of 11.03 points. This indicates a significant improvement in broadcasting and hosting art performance. It can be inferred that each individual demonstrated growth in the post-test, resulting in higher total scores. Thus, all participants showed improvement in the post-test, receiving higher scores, which highlights the effectiveness of applying the Dubbing Show app and the personalized method to improve students' broadcasting and hosting art performance.

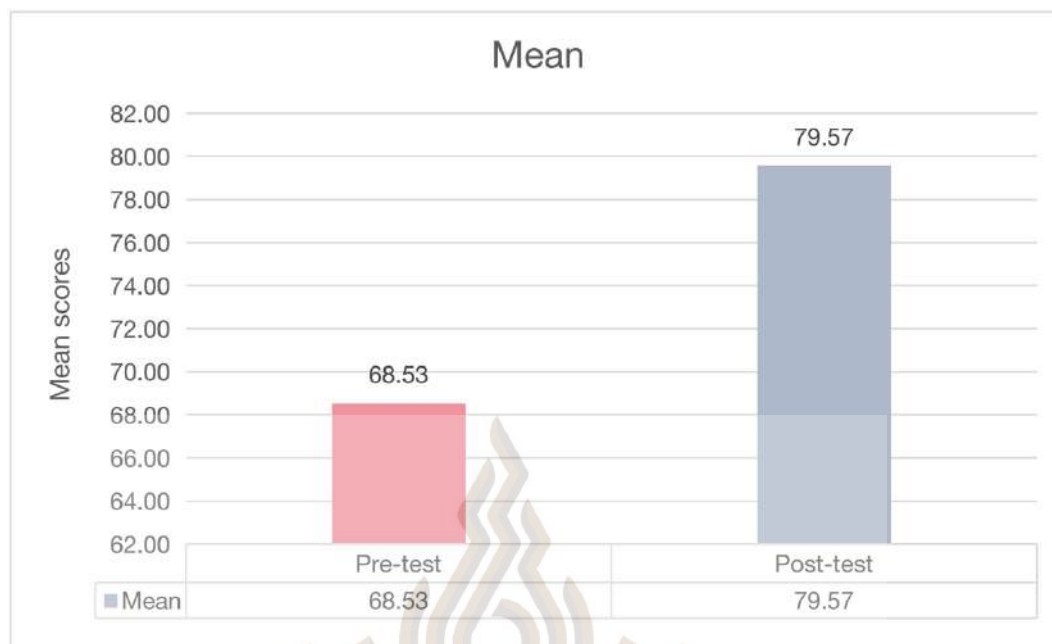


Figure 4.2 Comparison of pre-test and post-test mean of performance in broadcasting and hosting art

4.1.3 Analysis of Paired Sample T-test

The paired sample statistics for the pre-test and post-test were presented in Table 4.2. The pre-test resulted in a mean of 68.53 (SD = 3.31) with a sample size of 30, while the post-test resulted in a mean of 79.57 (SD = 5.44). The mean score increased from 68.53 in the pre-test to 79.57 in the post-test after applying the Dubbing Show app and the personalized teaching method, indicating a significant improvement in broadcasting and hosting art performance.

Table 4.2 Paired Samples Statistics

Paired Samples Statistics					
		Mean	n	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	68.53	30	3.31	.60407
	Post-test	79.57	30	5.44	.99387

The paired samples t-test results revealed a significant difference between the pre-test and post-test scores [$t(29) = -15.46, p < .001$], as depicted in Table 4.3. The mean difference was -11.03 (95% CI [-12.50, -9.57]), with a standard error of .71. For the sample group, the result suggested a statistically significant increase in post-test scores compared to pre-test scores. The results of the paired samples t-test suggest that there was a statistically significant improvement in broadcasting and hosting art performance following the application of the Dubbing Show app and personalized teaching method.

Table 4.3 Paired Samples t-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – post-test	-11.03	3.91	.71	-12.50	-9.57	-15.46	29	.000

4.2 Questionnaire Analysis

4.2.1 Demographic data of the students

Based on the data analysis, several key findings emerge. Firstly, the majority of the surveyed students (60%) were aged between 16 and 17, indicating a younger demographic. Conversely, 40% of the students were 18 years old and above. Secondly, the gender distribution was relatively even, with males comprising 53.33% of the total and females 46.67%. This balanced gender representation was noteworthy for future considerations.

In terms of experience in broadcasting and hosting art, the data showed that 26.67% of students had one year of experience, 40% had two years, and 33.33% had more than two years. This indicated a varied level of experience among the students,

which could impact their engagement with the Dubbing Show app and personalized teaching method.

Overall, these findings provided valuable insights into the demographic and experiential characteristics of the student population, highlighting areas that may influence their learning outcomes and responses to innovative teaching methods.

Table 4.4 Demographic Data

Demographic Categories	Frequency	Percentage (%)
Gender		
- Between 16-17	18	60.00
- 18 and above	12	40.00
Gender		
- Male	16	53.33
- Female	14	46.67
Years of Learning		
- 1 year	8	26.67
- 2 years	12	40.00
- More than 2 years	10	33.33
- Between 16-17	18	60.00
Total	30	100

A five-point Likert scale was utilized to collect quantitative data and assess students' perceptions of the Dubbing Show app and personalized teaching method in broadcasting and hosting art performance classes. The scale ranged from one, indicating strong disagreement, to five, indicating strong agreement. The questionnaire comprised fifteen items divided into three sections: Part A - interest & motivation, Part B - engagement, and Part C - Efficacy of the Dubbing Show app and personalized teaching method for broadcasting and hosting art. Each of the thirty participants (n = 30) received a questionnaire. Descriptive statistics, including mean and standard deviation, were used to analyze the survey results. The mean scores were categorized as follows: the highest

scores fell between 4.21 and 5.00, high scores ranged from 3.41 to 4.20, medium scores ranged from 2.61 to 3.40, low scores ranged from 1.81 to 2.60, and the lowest scores ranged from 1.00 to 1.80.

The mean scores and standard deviations for students' satisfaction with Part A, labeled "interest & motivation", were displayed in Table 4.5. The item "The process of learning the art of broadcasting and hosting is interesting through the application of Dubbing Show APP and personalized teaching method" (Item 1) garnered the highest mean score of 4.13, indicating a "High" level of satisfaction, falling within the high range of the five-point Likert scale. Despite a slightly lower mean score for Item 3 (mean = 3.83), a closer examination of the mean score suggests that students' views on Part A of the questionnaire, particularly regarding interest and motivation, remained highly positive (mean = 3.97).

Table 4.5 Mean and Standard Deviation: Part A (N=30)

	Part A- Interest & Motivation	Mean	SD	Interpretation
1	The process of learning the art of broadcasting and hosting is interesting through the application of Dubbing Show APP and personalized teaching method.	4.13	0.63	high
2	The courses of learning the art of broadcasting and hosting through the application of Dubbing Show APP and personalized teaching method increases your interest in learning.	4.07	0.58	high
3	The courses increase your motivation to learn after each class.	3.83	0.65	high
4	These courses encourage you to participate in and practice broadcasting and hosting-related activities after class.	3.93	0.69	high

Table 4.5 Mean and Standard Deviation: Part A (N=30) (Cont.)

	Part A- Interest & Motivation	Mean	SD	Interpretation
5	These courses inspire you to explore a lot of knowledge related to the art of broadcasting and hosting.	3.87	0.68	high
	Average	3.97	0.65	high

The subsequent table, Table 4.6, presents the mean and standard deviation (SD) of students' perspectives regarding Part B, focusing on Engagement. Among these, Item 10, "You can get enough participation in the class," achieved the highest mean score of 4.10 upon Part B analysis. Conversely, Item 6, "Based on the application of Dubbing Show APP and personalized teaching method to learn the art of broadcasting and hosting, you can often find opportunities to practice broadcasting and hosting skills" attained the lowest mean score of 3.83. Nevertheless, with an average score of 3.95, it remains comfortably within the "High" average score range.

Table 4.6 Mean and Standard Deviation: Part B (N=30)

	Part B- Engagement	Mean	SD	Interpretation
6	Based on the application of Dubbing Show APP and personalized teaching method to learn the art of broadcasting and hosting, you can often find opportunities to practice broadcasting and hosting skills.	3.83	0.65	high
7	The teaching materials displayed by the teacher through the Dubbing Show APP are relevant and helpful to your learning of broadcasting and hosting art.	3.87	0.63	high
8	You think practicing and completing assignments through the Dubbing Show APP can let you devote yourself to learn.	3.97	0.61	high

Table 4.6 Mean and Standard Deviation: Part B (N=30) (Cont.)

	Part B- Engagement	Mean	SD	Interpretation
9	The teacher's personalized comments and guidance help you improve and encourage you to do better.	3.97	0.56	high
10	You can get enough participation in theclass.	4.10	0.48	high
	Average	3.95	0.59	high

Table 4.7 illustrates the mean and standard deviation (SD) for Part C, examining the effectiveness of the Dubbing Show app and personalized teaching method for broadcasting and hosting art, with a sample size of 30 (N=30). The table presents various aspects of the application of Dubbing Show app and personalized teaching method for broadcasting and hosting art, along with their interpretation based on the mean scores. Item 11, "You often have the opportunity to interact in broadcasting and hosting art classes that use Dubbing Show App and personalized teaching method", achieved the highest mean score of 4.00 with an SD of 0.53 among Part C, indicating a high level of agreement among students. Item 13, "You think the broadcasting and hosting art classes using Dubbing Show App and personalized teaching methods are more colorful than ordinary classes", obtained a mean score of 3.83 with an SD of 0.65, signifying a relatively high level of agreement, though slightly lower than the previous items in Part C. Overall, the average mean score for Part C was 3.91 with an SD of 0.61, suggesting that students generally held a positive view of the efficacy of the Dubbing Show app and personalized teaching method for broadcasting and hosting art.

Table 4.7 Mean and Standard Deviation: Part C (N=30)

	Part C- The efficacy of the application of Dubbing Show app and personalized teaching method for broadcasting and hosting art	Mean	SD	Interpretation
11	You often have the opportunity to interact in broadcasting and hosting art classes that use Dubbing Show App and personalized teaching method.	4.00	0.53	high
12	Teacher can help you with your personalized development through observation and evaluation.	3.93	0.58	high
13	You think the broadcasting and hosting art classes using Dubbing Show App and personalized teaching methods are more colorful than ordinary classes.	3.83	0.65	high
14	You think the broadcasting and hosting art class using Dubbing Show App and personalized teaching methods can improve your broadcasting and hosting skills.	3.87	0.68	high
15	You think the interaction between teachers and students is good in every class.	3.90	0.61	high
	Average	3.91	0.61	high
	Overall Mean & SD for all 15 items	3.94	0.61	high

As was already established, Part A had the highest mean score—3.97, with a 0.65 standard deviation. On the other hand, Parts B and C had lower mean scores, with respective standard deviations of 0.59 and 0.61 and mean scores of 3.95 and 3.91. Notwithstanding, the overall mean of 3.94 indicates a high level of satisfaction among students with the application of the Dubbing Show app and personalized teaching method for broadcasting and hosting art, given the overall mean of 3.94.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presented the summary of the study, and the details were presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives were stated for this study:

To compare Grade 10 Chinese students' performance in broadcasting and hosting art before and after applying Dubbing Show APP and personalized teaching method.

To investigate Grade 10 Chinese students' satisfaction towards applying Dubbing Show APP and personalized teaching method in broadcasting and hosting art.

The study utilized quantitative methods, including a pretest, posttest, and questionnaire, with participation from grade 10 Chinese students in Sichuan province, China. The results of the research yielded the following conclusions:

5.1.1 The Result of Pretest and Posttest Data Analysis

Initially, this study aimed to evaluate the broadcasting and hosting art performance of grade 10 Chinese students in Sichuan province following the

application of Dubbing Show APP and personalized teaching method. Subsequently, a paired-sample t-test was used to analyze the differences in learning outcomes between the pretest and posttest scores of the sample group.

The application of the Dubbing Show app and personalized teaching method has yielded several benefits in improving the broadcasting and hosting art performance of grade 10 Chinese students. Through careful observation and analysis, the researcher identified key advantages, including heightened engagement among students, facilitated by interactive broadcasting and hosting art learning experiences. Furthermore, the method provided ample opportunities for students to interact with the course material, leading to improved broadcasting and hosting art performance. Students also perceived the classes as more dynamic and engaging compared to traditional methods, contributing to a more colorful broadcasting and hosting art learning experience. Additionally, the personalized teaching method and Dubbing Show app were credited with improving students' broadcasting and hosting performance. Lastly, students reported a positive teacher-student interaction, highlighting the overall effectiveness of the application of the Dubbing Show app and personalized teaching method in fostering a conducive learning environment. Overall, the application of the Dubbing Show app and personalized teaching method positively impacted the broadcasting and hosting art performance of grade 10 Chinese students.

1) The paired sample t-test revealed a significant improvement in academic performance following the application of the Dubbing Show app and personalized teaching method. The post-test mean score of 79.57 exceeded the pre-test mean score of 68.53 by an average difference of 11.03. The standard deviations for the pre-test and post-test were 3.31 and 5.44, respectively. The higher post-test mean score indicates a positive impact of the Dubbing Show app and personalized teaching method on improving students' academic achievement in broadcasting and hosting art performance.

2) The pre-test produced a highest score of 76 and a lowest score of 63, whereas the post-test yielded a highest score of 93 and a lowest score of 70. As a result, the discrepancy between the pre-test and post-test scores resulted in the highest post-test score being 17 points higher than the pre-test score. Likewise, the lowest

post-test score was 7 points higher than the lowest pre-test score.

3) All 30 participants demonstrated improvement in their post-test scores compared to their pre-test scores, with enhancements ranging from 4 to 22 points.

The quantitative data analysis conducted earlier unequivocally showed an enhancement in the students' post-test scores. These findings strongly indicate that the utilization of the Dubbing Show app and personalized teaching method can notably improve the broadcasting and hosting art of grade 10 Chinese students in Sichuan province, China.

5.1.2 The Results of Students' Satisfaction

For the research objective 2, the study aimed to evaluate the effectiveness of applying Dubbing Show app and personalized teaching meth in broadcasting and hosting art classes, utilizing a quantitative approach. The survey, administered to 30 participants, employed a five-point Likert scale across 15 items categorized into three parts: interest & motivation, engagement, and the efficacy of the application of Dubbing Show app and personalized teaching method for broadcasting and hostingart.

The findings revealed that students reported high levels of satisfaction across all three dimensions. Particularly noteworthy was Part A, which centered on interest and motivation, achieving a mean score of 3.97, indicative of a high level of satisfaction. Similarly, Part B, which focused on engagement, showed an average mean score of 3.95, also falling within the high range. Additionally, Part C, which examined the effectiveness of the Dubbing Show app and personalized teaching method for broadcasting and hosting art, demonstrated a high level of satisfaction with a mean score of 3.91.

The interest, motivation, engagement, and efficacy scores are comparable. Everybody got excellent feedback. These outcomes confirm the beneficial effects on students' broadcasting and hosting of art performance that the Dubbing Show app and

personalized teaching method have. Students gave excellent marks to statements in each of the three categories of interest& motivation, engagement, and efficacy, which was thoroughly examined in the study.

The overall mean score of 3.94 across all categories, in summary, showed that students were generally satisfied with the application of the Dubbing Show app and the personalized teaching method in their broadcasting and hosting art classes. These results revealed that students' interest, motivation, engagement, and efficacy in learning broadcasting and hosting art were positively improved by the application of the Dubbing Show app and a personalized teaching method.

5.2 Discussion

As previously noted, the study revealed two key findings. The first finding demonstrated that applying the Dubbing Show app and personalized teaching method improves the broadcasting and hosting art performance of Chinese Grade 10 students in Sichuan province, China. The second observation was that Grade 10 Chinese students expressed high satisfaction with learning broadcasting and hosting art through the Dubbing Show app and personalized teaching method. Subsequent discussion further elaborated on these findings and their implications for addressing the research questions posed in this study.

5.2.1 Students' Broadcasting and hosting art Performance Test

This study examined at how Chinese students in grade 10 performed when it came to broadcasting and hosting art using the Dubbing Show APP and a personalized teaching method. The first study question focused on the comparison of broadcasting and hosting art performance tests (pretest and posttest), revealing that participants who underwent treatment — specifically, the personalized teaching method through the Dubbing Show APP— achieved superior results in the posttest. The results of the students' Broadcasting and Hosting Art Performance Test (pre-test and post-test) unequivocally demonstrated a significant improvement attributable to the Dubbing Show app and

personalized teaching method. The mean score increased from 68.53 in the pre-test to 79.57 in the post-test. Analysis of the data revealed that student No.19 exhibited the most significant improvement, with a 22-point increase in post-test scores compared to the pre-test. These findings lead to the conclusion that the application of the Dubbing Show app and personalized teaching method had a positive impact on student performance and scores in the Broadcasting and Hosting Art Performance course. The study conducted by Fu (2020) provided support to the research findings, as it also employed the mobile application and personalized teaching method observed a significant improvement in students' performance in broadcasting and hosting art. Similarly, Guo (2020) conducted a study that aligns with the findings of this paper. They conducted a comparative study and found that students who utilized mobile application for broadcasting and hosting art learning achieved significantly higher grades compared to those using printed materials. Ng, Alias, and Dewitt (2022) similarly observed that the mobile device app and personalized teaching method offered a diverse range of emotionally engaging educational materials. These resources stimulated student interest and promoted self-directed learning, ultimately improving students' performance in broadcasting and hosting art.

In conclusion, the study's findings were both motivating and reassuring, with 30 participants scoring higher in the pre-test than in the post-test. The mean score increased from 68.53 in the pre-test to 79.57 in the post-test out of a total score of 100. This indicated a mean score difference of 11.03 between the pre-test and post-test. Notably, one student (No. 19) scored 71 in the pre-test and 93 in the post-test, showing a substantial improvement of 22 points. These results clearly demonstrated that the application of Dubbing Show app and personalized teaching method improved the broadcasting and hosting art performance of Chinese Grade 10 students.

5.2.2 Students' Satisfaction

The study's second research objective aimed to explore Grade 10 Chinese students' satisfaction with the application of the Dubbing Show APP and personalized teaching method in broadcasting and hosting art. The quantitative data, gathered through a Likert scale questionnaire survey, provided valuable insights into students'

perceptions of integrating the Dubbing Show APP and personalized teaching method in their broadcasting and hosting art classes. The questionnaire, which assessed students' satisfaction with learning, comprised three key aspects: interest and motivation, engagement, and efficacy. This approach offered a comprehensive understanding of students' overall satisfaction and the impact of using this application.

Part A: Interest & Motivation

The results from Part A indicated that students generally exhibited a high level of interest and motivation when using Dubbing Show app and personalized teaching method. The highest mean score of 4.13 for " The process of learning the art of broadcasting and hosting is interesting through the application of Dubbing Show APP and personalized teaching method " suggested that the instructional content was successfully sustains students' interest. Additionally, the overall average mean of 3.97 reaffirmed that students find the learning process enjoyable and are personally driven to improve their performance in broadcasting and hosting art. The discovery aligns with Liang's (2018) research, which highlighted students' appreciation for the dubbing practices provided by mobile apps for their broadcasting and hosting art performance. Their study emphasized the convenience of these apps in creating a stimulating and enjoyable learning atmosphere. The results were also consistent with Li (2023) study, which emphasized that integrating smartphone applications into broadcasting and hosting art teaching enhances students' motivation. This is achieved by employing non-traditional teaching methods facilitated by technology familiar to students. According to Bai (2018), using mobile applications can improve students' motivation when learning broadcasting and hosting art.

Part B: Engagement

Part B of the study examined the extent of student engagement with the Dubbing Show APP and personalized teaching method in broadcasting and hosting art. The mean scores, particularly for Items 10, indicated that the practice activities and feedback in broadcasting and hosting art were highly engaging for students. Although

Item 6 had a slightly lower mean score of 3.83, the overall average score of 3.95 suggested a high level of engagement. This implies that students actively participated in the learning process facilitated by the Dubbing Show APP and personalized teaching method, which positively impacted their performance in broadcasting and hosting art. The findings were in line with Zhao and Wang's (2023) study, which explored the integration of mobile and personalized teaching approaches in broadcasting and hosting art learning. Their research demonstrated the feasibility of combining these methods, particularly through the use of a conversational application with gamified elements to enhance vocabulary acquisition. Similarly, the results aligned with Zhao (2023) that the combination of personalized teaching method and interactive online apps can improve broadcasting and hosting art students' learning performance. The development of favorable attitudes and increased engagement in activities related to the app personalized method were clear indicators of this improvement. In a similar vein, Meng, He, and Huang (2022) corroborated these findings by investigating the effectiveness of video dubbing in improving college students' broadcasting and hosting art performance. Their study revealed that students exhibited enhanced broadcasting and hosting art performance, specifically in terms of accuracy and fluency, after participating in video dubbing activities.

Part C: The efficacy of the application of Dubbing Show app and personalized teaching method for broadcasting and hosting art

Part C of the study examined the effectiveness of utilizing the Dubbing Show app and personalized teaching method to improve performance in broadcasting and hosting art. The findings revealed notable enhancements in students' Mandarin pronunciation, language rhythm, emotional expression, and body language. Of significance was the highest mean score of 4.00 for Item 11 ("You often have the opportunity to interact in broadcasting and hosting art classes that use Dubbing Show App and personalized teaching method"), indicating a substantial positive influence on students' engagement in broadcasting and hosting art classes. The findings were consistent with the conclusions drawn by Xu (2018), who advocated for solutions to help students master sentence formation in broadcasting and hosting art through mobile learning. The

results obtained were consistent with the findings of Song and Xie (2021), which emphasized the effectiveness of integrating voice recording activities into classes to enhance fluency of broadcasting and hosting art performance. This approach was found to improve students' listening skills, pronunciation, and grammar, thereby enhancing their speaking abilities, self-reflection, and confidence. Furthermore, the study of Peng (2018) supported that the effectiveness of utilizing video dubbing via the mobile application Mofunshow to enhance students' language skills. Their findings indicated a positive impact on broadcasting and hosting art performance, specifically in terms of accuracy and fluency.

In conclusion, the questionnaire survey results regarding students' learning satisfaction with the application of the Dubbing Show app and personalized teaching method consistently demonstrated students' positive satisfaction levels. These results show the potential of incorporating this technology-based strategy to improve engagement and efficacy in broadcasting and hosting art learning, as well as foster students' interest and motivation.

5.2.3 Benefits of the study

Through this study, I found the following three benefits:

- 1) By combining teaching with technology, it can effectively improve students' subjective initiative in learning. Interest is the best teacher. Students improve their interest in learning through the application of technology, which makes them learn more actively.
- 2) Dubbing Show App gives students more opportunities to practice and show, which is very good for Broadcasting and Hosting Art majors that need to gain experience from a lot of practice, so that students can learn better by doing.
- 3) Personalized teaching method can better discover students' potential and better guide students to play to their strengths, avoid weaknesses and give full play to their strengths, which will better help students' personalized development.

5.3 Recommendations

5.3.1 Recommendations for Implementation

Up to this part, the recommendations for further implementation are shown as follows.

1) Expanding Application Usage to Other Schools:

Sharing the success of implementing the Dubbing Show app and personalized teaching method with other schools to encourage adoption. Collaborate with educational authorities to facilitate the integration of this technology into the curriculum of broadcasting and hosting art classes in other schools.

2) Providing Training for Broadcasting and Hosting Art Teachers:

Developing training programs tailored to broadcasting and hosting art teachers to enhance their proficiency in using the Dubbing Show app and personalized teaching method. The training should focus on effective integration of technology into teaching practices and strategies for maximizing student engagement and learning outcomes.

3) Enhancing Student Future Progress:

Implementing regular assessments to monitor students' progress in broadcasting and hosting art skills after using the Dubbing Show app and personalized teaching method. Provide personalized feedback to students to help them identify areas for improvement and set goals for future development. Encourage students to reflect on their learning experiences and set achievable targets for skill enhancement.

5.3.2 Recommendations for Future Research

In light of the study's limitations, the following suggestions are proposed for future research:

1) Longitudinal Study: Conduct a longitudinal study to assess the long-term impact of using the Dubbing Show app and personalized teaching method on students' broadcasting and hosting art skills. This would provide insights into the sustainability of the observed improvements over time.

2) Comparative Study: Conduct a comparative study between students using the Dubbing Show app and personalized teaching method and those using traditional teaching methods. This would help determine the effectiveness of the app and personalized teaching method compared to conventional approaches.

Qualitative Study: Conduct a qualitative study to explore students' perceptions and experiences of using the Dubbing Show app and personalized teaching method. This would provide deeper insights into the factors influencing the effectiveness of the app and personalized teaching method.



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APPENDIX A
LETTER OF APPROVAL



Certificate of Approval

Sichuan Jintang Experimental High School Administration Department

Subject: Approval of data collection for M.Ed. Thesis

Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "THE APPLICATION OF DUBBING SHOW APP AND PERSONALIZED TEACHING METHOD FOR GRADE 10 CHINESE STUDENTS PERFORMANCE IN BROADCASTING AND HOSTING ART". This research requires students participation. The instruments involved during the study pretest and protest for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and unfisclosed.

Yours Sincerely, YunFan Yang, Student

Rangsit University Thailand

Since the study requires data for analysis purposes, YunFan Yang would collecting data from this school and you are kindly requested so allow he to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

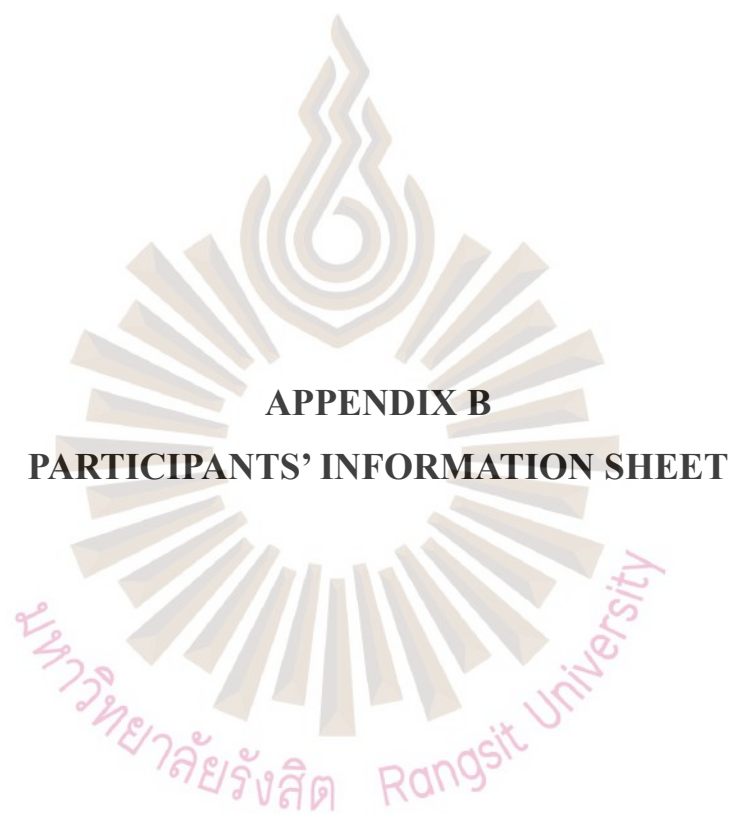
Follow the the prior mentioned document have been reviewed and approved by the administration of Sichuan Jintang Experimental High School.

Signature:

Date: 2024.1.4

Sichuan Jintang Experimental High School, Administration





APPENDIX B
PARTICIPANTS' INFORMATION SHEET



Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Sichuan Jintang Experimental High School



Name: YunFan Yang **Student ID:** 6509902

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title:

THE APPLICATION OF DUBBING SHOW APP AND PERSONALIZED TEACHING METHOD FOR GRADE 10 CHINESE STUDENTS PERFORMANCE IN BROADCASTING AND HOSTING ART

1. What is the purpose of the study?

To compare grade 10 Chinese students' performance in broadcasting and hosting art by applying Dubbing Show APP and Personalized Teaching Method. To investigate grade 10 Chinese students' satisfaction towards applying Dubbing Show APP and Personalized Teaching Method in broadcasting and hosting art.

2. Expected results

The application of Dubbing Show APP and Personalized Teaching Method will help improve the performance of Chinese Grade 10 students in broadcasting and hosting

art. Chinese grade 10 students will be satisfied with learning broadcasting and hosting art by applying Dubbing Show APP and Personalized Teaching Method.

3. Number of participants in the study

30 individuals

4. Research procedures

The researchers will collect the data in four steps. First, participants will undergo a pre-test. Second, participants will receive a broadcasting and hosting art course guided by the application of Dubbing Show APP and Personalized Teaching Method. Third, a post-test is conducted at the end of all courses. Fourthly, a questionnaire was conducted among participants to understand their satisfaction with learning the broadcasting and hosting art through the application of Dubbing Show APP and personalized teaching method.

5. Duration

The research period will be 4 weeks, 4 sessions.

There is no possible risk in his research

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also allow 30 students to assist him with his thesis research, either voluntarily or by voluntary experiments, by agreeing to (YunFan Yang) who is enrolled at Rangsit University in Thailand to research his thesis.

Signature:  Date: 2024.1.4

Sichuan Jintang Experimental High School, Administration

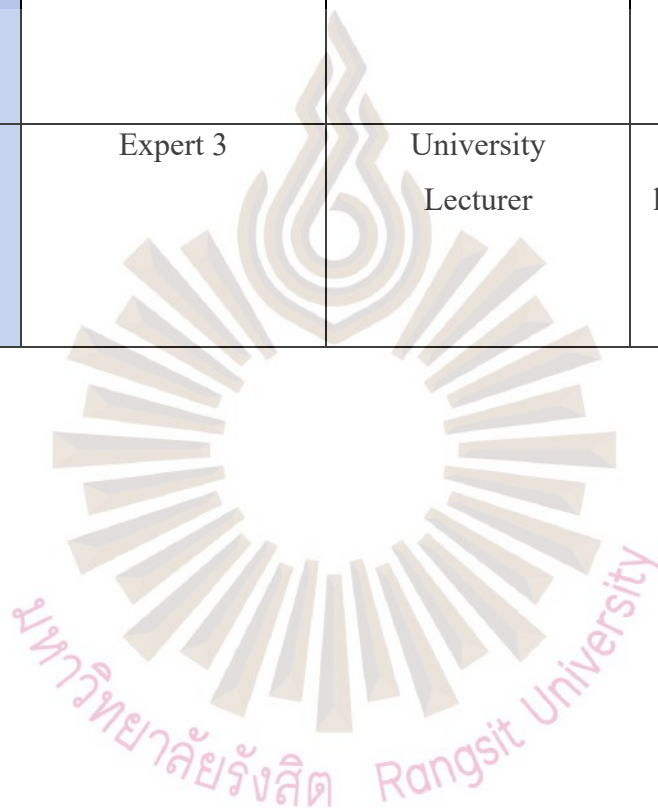




APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

	Name	Position/Title	Institutes
1	Expert 1	University Lecturer	Broadcasting and hosting art, Sichuan University of Arts andScience
2	Expert 2	University Lecturer	Broadcasting and hosting art, Sichuan University of Arts andScience
3	Expert 3	University Lecturer	Broadcasting and hosting art, Sichuan University of Arts andScience





APPENDIX D

IOC OF LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

ItemNo	Attributes	Expert1	Expert2	Expert3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+1	+1	Congruent
3	Lesson plan 3	+1	+1	+1	+1	Congruent
4	Lesson plan 4	+1	+1	+1	+1	Congruent






APPENDIX E
LESSON PLANS

Lesson Plan 1


Lesson Plan 1(Session:1&2)	
<p>Subject: Broadcasting and hosting art</p> <p>Topic: Recitation</p> <p>Grade: 10</p> <p>Class Strengths: 30 students</p> <p>Time: 180 minutes (90 minutes/1session)</p> <p>students background knowledge: Unconditional requirement.</p> <p>Teaching and learning strategy: Application of Dubbing Show APP and personalized teaching method</p> <p>Teaching and learning materials: "Practical Broadcasting Tutorial - Mandarin Voice and Broadcasting Voicing" , Dubbing Show APP</p> <p>Lesson Objectives: By reciting literary works, standardize students' Mandarin pronunciation, improve students' language expression ability, emotional expression ability, cultivate art appreciation ability, and cultivate students' self-confidence and recitation skills.</p>	
Session 1	
Stage & Duration	Teacher's activities
Greeting students (2 minutes)	<ol style="list-style-type: none"> Say hello to the students. Teacher's brief self-introduction.
Get to know the students (15 minutes)	<ol style="list-style-type: none"> Students' self-introduction. How much do you know broadcasting and hosting art? How long have you been studying broadcasting and hosting art?

Stage & Duration	Teacher's activities
Course introduction (10 minutes)	<ol style="list-style-type: none"> 1. An overview of today's learning content. 2. and inform students of the important and difficult points of the course.
Manuscript analysis (20 minutes)	<ol style="list-style-type: none"> 1. Read through "Believe in the Future". 2. Understand the author's creative background. 3. Divide into layers and clarify stops and accents. 4. Set the emotional tone.
Introduction of Dubbing Show APP (5 minutes)	<ol style="list-style-type: none"> 1. Introducing the functions of Dubbing Show APP. 2. Demonstrate basic operations.
Practice material display (5 minutes)	<ol style="list-style-type: none"> 1. Display the recitation materials in Dubbing Show APP 
Practice (20 minutes)	<ol style="list-style-type: none"> 1. Let students recite together with the background music of the recitation material in the Dubbing Show APP. 2. A group of 6 students will perform a group recitation.
Evaluate and correct (10 minutes)	<ol style="list-style-type: none"> 1. Evaluate students' recitations. 2. Guide the students based on their voices and characteristics and correct their problems in recitation.

Stage & Duration	Teacher's activities
Homework (3 minutes)	<ol style="list-style-type: none"> 1. Let students record the recitation of "Believe in theFuture" in the Dubbing Show APP and post it on theirhomepage. 2. Let students listen to each other's dubbing works andcomment on each other.
Session 2	
Stage & Duration	Teacher's activities
Greeting students (2 minutes)	<ol style="list-style-type: none"> 1. Say hello to the students. 2. Check students attendance.
Review (8 minutes)	<ol style="list-style-type: none"> 1. Review the knowledge points from the previous class. 2. Report homework completion status.
Homework comments (20 minutes)	<ol style="list-style-type: none"> 1. Ask students to self-evaluate their homework. 2. Have students evaluate each other's homework. 3. The teacher evaluates the homework and praises andrewards the students who have done well. 4. Sort out the problems discovered during the homeworkinspection. 5. Display students' more representative homework throughDubbing Show APP.
Practice in groups (15 minutes)	<ol style="list-style-type: none"> 1. Have students practice reading in pairs. 2. During the students' practice, the teacher makes corrections according to different problems, and providesrecitation guidance based on the students' voice characteristics and emotional expressions.
Presentation (40 minutes)	<ol style="list-style-type: none"> 1. Students recite in pairs, with a total of 15 groups. 2. After each group of recitations, the teacher will givedifferent comments and suggestions.
Homework (5 minutes)	<ol style="list-style-type: none"> 1. Let students learn about cartoon dubbing in the DubbingShow APP. 2. Preview the knowledge of cartoon dubbing.

Lesson Plan 2


Lesson Plan 2(Session:1&2)	
<p>Subject: Broadcasting and hosting art</p> <p>Topic: Cartoon dubbing</p> <p>Grade: 10</p> <p>Class Strengths: 30 students</p> <p>Time: 180 minutes (90 minutes/1session)</p> <p>students background knowledge: Unconditional requirement.</p> <p>Teaching and learning strategy: Application of Dubbing Show APP and personalized teaching method</p> <p>Teaching and learning materials: "Film and Television Dubbing Art" , Dubbing Show APP</p> <p>Lesson Objectives: By playing animated characters and dubbing them, students can explore the flexibility of their own voices, summarize and summarize the voice characteristics of different cartoon characters, enhance the character's emotional expression ability, cultivate visual and auditory perception, and exercise students' teamwork and art appreciation abilities.</p>	
Session 1	
Stage & Duration	Teacher's activities
Greeting students (2 minutes)	<ol style="list-style-type: none"> Say hello to the students. Check students attendance.
Review (8 minutes)	<ol style="list-style-type: none"> Review the knowledge points from the previous class. Randomly select a few students to share what they learned from the previous class.

Stage & Duration	Teacher's activities
Course introduction (15 minutes)	<ol style="list-style-type: none"> 1. The principle of elastic change of sound. 2. Characteristics of cartoon dubbing. 3. An analysis method for voice acting roles.
Classroom game (15 minutes)	<ol style="list-style-type: none"> 1. Imitation of the original sounds of animals. 2. Sound imitations of animal cartoon characters. 3. Situational dialogue with animal characters.
Practice material display (10 minutes)	1. Display the cartoon dubbing materials in Dubbing Show APP
	 <p>The screenshot shows the Dubbing Show APP interface. At the top, there's a navigation bar with a back arrow, a profile icon for '红景天', and a '关注' (Follow) button. Below that is a video player showing a scene from 'Zootopia' with a car. A text overlay on the video reads '你知道你爱我' (Do you know you love me) and '朱迪这事我知道吗?' (Do you know about this Judy?). Below the video, there's a red button that says '立即配音' (Dub Now). Underneath the button, it lists the characters: '闪电神力, 十万马力' (Lightning Bolt, 100,000 Horsepower), '角色: 尼克, 朱迪' (Character: Nick, Judy), and '配音员: 色米迪, 陆静城' (Voice Actor: Semidi, Lu Jingcheng).</p>
Character and line analysis (15 minutes)	<ol style="list-style-type: none"> 1. Analyze the characteristics of Nick, Judy and other characters in "Zootopia". 2. Read through the lines, noting stress and rhythm.
Practice (22 minutes)	<ol style="list-style-type: none"> 1. Students work in pairs to practice dubbing. 2. During the students' practice, the teacher provides targeted guidance to each group of students.
Homework (3 minutes)	<ol style="list-style-type: none"> 1. Let students complete the dubbing of "Zootopia" in Dubbing Show APP and publish their works. 2. Let students listen to each other's dubbing works and comment on each other.

Stage & Duration	Teacher's activities
Session 2	
Stage & Duration	Teacher's activities
Greeting students (2 minutes)	<ol style="list-style-type: none"> 1. Say hello to the students. 2. Check students attendance.
Review (8 minutes)	<ol style="list-style-type: none"> 1. Review the knowledge points from the previous class. 2. Report homework completion status.
Homework comments (20 minutes)	<ol style="list-style-type: none"> 1. Ask students to self-evaluate their homework and express their thoughts and experiences while completing the homework. 2. Ask students to evaluate each other and point out the voice-over work of their classmate that impressed them most in this homework assignment. 3. Evaluate the homework of different students and give suggestions and guidance based on their characteristics.
New challenge (20 minutes)	<ol style="list-style-type: none"> 1. Show clips of five characters from "Zootopia" in the Dubbing Show APP. 2. Divide a group of 5 students into three groups and assign roles to them based on the characteristics of their voices.
Presentation (35 minutes)	<ol style="list-style-type: none"> 1. Three groups of students took the stage one after another to complete dubbing performances. 2. Provide comments and suggestions for each group's performance.
Homework (5 minutes)	<ol style="list-style-type: none"> 1. Have students go back and read the news. 2. Preview the relevant knowledge of news broadcasting.

Lesson Plan 3


Lesson Plan 3(Session:1&2)	
<p>Subject: Broadcasting and hosting art</p> <p>Topic: News broadcast</p> <p>Grade: 10</p> <p>Class Strengths: 30 students</p> <p>Time: 180 minutes (90 minutes/1session)</p> <p>students background knowledge: Unconditional requirement.</p> <p>Teaching and learning strategy: Application of Dubbing Show APP and personalized teaching method</p> <p>Teaching and learning materials: "Practical Broadcasting Tutorial - Mandarin Voice and Broadcasting Voicing", Dubbing Show APP</p> <p>Lesson Objectives: By practicing news broadcasting, students can improve their mastery and understanding of news rhythm, speaking speed and voice usage, and let them master the preparation methods of news articles before broadcasting, so as to cultivate students' calm and calm broadcasting state.</p>	
Session 1	
Stage & Duration	Teacher's activities
Greeting students (5 minutes)	<ol style="list-style-type: none"> Say hello to the students. Check students attendance.
Review (10 minutes)	<ol style="list-style-type: none"> Review the knowledge points from the previous class. Randomly select a few students to share what they learned from the previous class.
Course introduction (15 minutes)	<ol style="list-style-type: none"> Basic requirements for news broadcasting. How to use voice in news broadcasts. Accents and pauses in news broadcasts.

Stage & Duration	Teacher's activities
Discuss (15 minutes)	<ol style="list-style-type: none"> 1. Ask students to share their favorite newscaster and why they like him or her. 2. Ask students to share the types of newscasts they know and like.
Teacher demonstration (20 minutes)	<ol style="list-style-type: none"> 1. The teacher personally demonstrates how to broadcast different types of news, including current affairs news, people's livelihood news, and entertainment news. 2. Summarize the characteristics of different news broadcasting methods for students.
Practice material display (10 minutes)	<ol style="list-style-type: none"> 1. Use the Dubbing Show APP to show students practice materials for news broadcasting. 
Manuscript analysis (10 minutes)	<ol style="list-style-type: none"> 1. Lead students to read through the press release. Lead students to outline the stress and pauses in news articles.
Homework (5 minutes)	<ol style="list-style-type: none"> 1. Let students complete news broadcasts in Dubbing Show APP and publish their works. 2. Let students go home and read the news broadcast to practice their language sense.
Session 2	
Stage & Duration	Teacher's activities
Greeting students (2 minutes)	<ol style="list-style-type: none"> 1. Say hello to the students. 2. Check students attendance.

Stage & Duration	Teacher's activities
Review (10 minutes)	<ol style="list-style-type: none"> 1. Review the knowledge points from the previous class. 2. Report homework completion status.
Homework comments (20 minutes)	<ol style="list-style-type: none"> 1. Ask students to self-evaluate their homework and express their thoughts and experiences while completing the homework. 2. Ask students to evaluate each other and point out the news broadcasting of their classmate that impressed them most in this homework assignment. 3. Evaluate the homework of different students and give suggestions and guidance based on their characteristics.
Classroom game (13 minutes)	<ol style="list-style-type: none"> 1. Beat the drum to pass the flower, and when the drum stops, whoever holds the flower will perform a tongue twister.
Presentation (40 minutes)	<ol style="list-style-type: none"> 1. There are 15 groups in total of two people, and they start practicing news broadcasting. The two people choose the news articles they like or that suit them to practice. 2. After each group of presentations, the teacher will make different evaluations of each student based on their newscasting status, pronunciation and vocal use, and give them suggestions.
Homework (5 minutes)	<ol style="list-style-type: none"> 1. Let students go back and continue to consolidate and practice news broadcasting. 2. Let students go back and watch the documentary program "A Bite of China".

Lesson Plan 4

Lesson Plan 4(Session:1&2)	
<p>Subject: Broadcasting and hosting art</p> <p>Topic: Film and Documentary dubbing</p> <p>Grade: 10</p> <p>Class Strengths: 30 students</p> <p>Time: 180 minutes (90 minutes/1session)</p> <p>students background knowledge: Unconditional requirement.</p> <p>Teaching and learning strategy: Application of Dubbing Show APP and personalized teaching method</p> <p>Teaching and learning materials: "Film and Television Dubbing Art", Dubbing Show APP</p> <p>Lesson Objectives: Through dubbing exercises for documentaries and film and television dramas, students can further explore the space for their voices to play, learn dubbing skills in more complex situations, and understand and master the different states of dubbing for documentaries and film and television dramas.</p>	
Session 1	
Stage & Duration	Teacher's activities
Greeting students (2 minutes)	<ol style="list-style-type: none"> 1. Say hello to the students. 2. Check students attendance.
Review (8 minutes)	<ol style="list-style-type: none"> 1. Review the knowledge points from the previous class. 2. Randomly select a few students to share what they learned from the previous class.
Course introduction (15 minutes)	<ol style="list-style-type: none"> 1. Characteristics of dubbing for films and documentaries. 2. Elements of film dubbing. 3. Elements of documentary dubbing.

Stage & Duration	Teacher's activities
Discuss (15 minutes)	<ol style="list-style-type: none"> 1. Ask students to share their most memorable moviequotes. 2. Ask students to share the documentaries they havewatched. Do their dubbing add value to the scenes?
Teacher demonstration (20 minutes)	Teacher will show his dubbing works to students through the Dubbing Show APP, allowing students to better understand dubbing in movies and documentaries.
Practice material display (10 minutes)	2. Use the Dubbing Show APP to show students practice materials for Film and Documentary dubbing.
	
Practice (17 minutes)	<ol style="list-style-type: none"> 1. Let students practice initially. 2. Ask questions during practice and the teacher will helpthem solve them with different feedback.
Homework (3 minutes)	<ol style="list-style-type: none"> 1. Let students complete the dubbing of clips from the movie "Westward Journey" and the documentary "A Bite of China" on the Dubbing Show APP. 2. Have students browse each other's voiceover work andcomment on it in the comments section.

Stage & Duration	Teacher's activities
Session 2	
Greeting students (2 minutes)	<ol style="list-style-type: none"> 1. Say hello to the students. 2. Check students attendance.
Review (10 minutes)	<ol style="list-style-type: none"> 1. Review the knowledge points from the previous class. 2. Report homework completion status.
Homework comments (20 minutes)	<ol style="list-style-type: none"> 1. Ask students to self-evaluate their homework and express their thoughts and experiences while completing the homework. 2. Ask students to evaluate each other and point out the dubbing for film and documentarie of their classmate that impressed them most in this homework assignment. 3. Evaluate the homework of different students and givesuggestions and guidance based on their characteristics.
Discuss (8 minutes)	<ol style="list-style-type: none"> 1. Ask students to share their perceptions of their ownvoices. 2. Let students share their interests in broadcasting andhosting arts.
Team up (5 minutes)	<ol style="list-style-type: none"> 1. Let students form their own teams, choose a work from movie dubbing or documentary dubbing, and prepare.
Presentation (40 minutes)	<ol style="list-style-type: none"> 1. Each group is presented in turn. 2. Teacher makes evaluations and suggestions based onstudents' performance.
End speech (5 minutes)	<ol style="list-style-type: none"> 1. Thank you to the students for their one-month participation and encourage them to continue their efforts. 2. Notify post-test related matters.



Pre-test						
Item Test No.		Expert1	Expert2	Expert3	Average	Congruence
1	Ugly stone	+1	+1	+1	+1	Congruent
2	Motherland, my dear motherland	+1	+1	+1	+1	Congruent
3	Newscast	+1	+1	+1	+1	Congruent
4	My 1919.	+1	+1	+1	+1	Congruent
5	Spring.	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruent

Post-test						
Item Test No.		Expert1	Expert2	Expert3	Average	Congruence
1	Recitation	+1	+1	+1	+1	Congruent
2	Dubbing	+1	+1	+1	+1	Congruent
3	News broadcast	+1	+1	+1	+1	Congruent
Overall Average		+1				Congruent



APPENDIX G
PERFORMANCE TEST

Broadcasting and hosting art
Performance Test
(Pre-test & Post-test)

Pre- test

Let 30 students start the test in the following order:

1. Self- introduction (2 minutes)
2. Randomly select one of the following manuscripts for performance: “Ugly stone” “Motherland, my dear motherland” “Newscast” “My 1919. spring”. (5 minutes)

Post - test

Let students publish a work within 10 minutes on the Dubbing Show APP.
The type of work can be selected from the following types:

1. Recitation. Both prose and poetry are acceptable, and background music must be provided according to the content.
2. Dubbing. Cartoon dubbing, movie dubbing, and documentary dubbing are all acceptable, but please note that the content must be dubbed in Mandarin.
3. News broadcast. Current political news, people' s livelihood news, and international news are all acceptable.

Grading For Pre-test		
No.	Factor	Scores
1	Voice.	15
2	Mandarin Pronunciation.	20
3	Breath and Rhythm.	15
4	Fluency.	20
5	Emotional Expression.	30
Total		100

Grading For Post-test		
No.	Factor	Scores
1	Tension in The Voice.	15
2	Mandarin Pronunciation.	20
3	The Fit Between Sound and Picture.	15
4	Completeness and Fluency.	20
5	Emotional Expression.	30
Total		100



APPENDIX G

EXPERTS WHO VALIDATED THE RESEARCH

No.	Name	Position/Title	Institutes
1	Expert 1	Primary English teachers	Zongyang Middle School, Anhui Province, China
2	Expert 2	Primary English teachers	Zongyang Middle School, Anhui Province, China
3	Expert 3	Primary English teachers	Zongyang Middle School, Anhui Province, China





Item Objective Congruence for Questionnaire

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

SI No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
1	The process of learning the art of broadcasting and hosting is interesting through the application of Dubbing Show APP and personalized teaching method.					
2	The courses of learning the art of broadcasting and hosting through the application of Dubbing Show APP and personalized teaching method increases your interest in learning.					
3	The courses increase your motivation to learn after each class.					
4	These courses encourage you to participate in and practice broadcasting and hosting-related activities after class.					
5	These courses inspire you to explore a lot of					

SI No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
	knowledge related to the art of broadcasting and hosting.					
6	Based on the application of Dubbing Show APP and personalized teaching method to learn the art of broadcasting and hosting, you can often find opportunities to practice broadcasting and hosting skills.					
7	The teaching materials displayed by the teacher through the Dubbing Show APP are relevant and helpful to your learning of broadcasting and hosting art.					
8	You think practicing and completing assignments through the Dubbing Show APP can let you devote yourself to learn.					
9	The teacher's personalized comments and guidance help you improve and encourage you to do better.					
10	You can get enough participation in the class.					
11	You often have the opportunity to interact in					

SI No.	Item Test No.	Expert1	Expert2	Expert3	Average	Congruence
	broadcasting and hostingart classes that use Dubbing Show App and personalized teaching method.					
12	Teacher can help you with your personalized development through observation and evaluation.					
13	You think the broadcasting and hostingart classes using Dubbing Show App and personalized teaching methods are more colorful than ordinary classes.					
14	You think the broadcasting and hostingart class using Dubbing Show App and personalized teaching methods can improve your broadcasting and hosting skills.					
15	You think the interaction between teachers and students is good in every class.					



APPENDIX I
QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Questionnaire

The questionnaire will be distributed to the participants of this study grade 10 students. This questionnaire aims to investigate students perspectives on the application of Dubbing Show APP and personalized Teaching Method in broadcasting and hosting art classes. The responses provided by the participants will remain confidential and will solely be used for the purpose of this research.

Part 1 General information of the respondents						
Direction:						
Put a tick mark (<input type="checkbox"/>) in the brackets.						
Age:						
Between 16- 17 (<input type="checkbox"/>)18 and above (<input type="checkbox"/>)						
Gender:						
Male (<input type="checkbox"/>) Female (<input type="checkbox"/>)						
Years of learning Broadcasting and hosting art:						
(<input type="checkbox"/>) 1 years (<input type="checkbox"/>) 2 years (<input type="checkbox"/>) more than 2 years						
Part 2 Students' Satisfaction						
Please indicate your level of agreement with each statement on a scale from 1 to 5, where 1 represents 'Strongly Disagree' and 5 represents 'Strongly Agree,' as described in the table below.						
Scale:Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly						
SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
*PART A: INTEREST & MOTIVATION						
1	The process of learning the art of broadcasting and hosting is interesting through the application of Dubbing Show APP and personalized teaching method.					
2	The courses of learning the art of broadcasting and hosting through the application of Dubbing Show APP and personalized teaching method increases your interest in learning.					

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
3	The courses increase your motivation to learn after each class.					
4	These courses encourage you to participate in and practice broadcasting and hosting-related activities after class.					
5	These courses inspire you to explore a lot of knowledge related to the art of broadcasting and hosting.					
PART B: ENGAGEMENT						
6	Based on the application of Dubbing Show APP and personalized teaching method to learn the art of broadcasting and hosting, you can often find opportunities to practice broadcasting and hosting skills.					
7	The teaching materials displayed by the teacher through the Dubbing Show APP are relevant and helpful to your learning of broadcasting and hosting art.					
8	You think practicing and completing assignments through the Dubbing Show APP can let you devote yourself to learn.					
9	The teacher's personalized comments and guidance help you improve and encourage you to do better.					
10	You can get enough participation in the class.					

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART C: EFFICACY OF THE APPLICATION OF DUBBING SHOW APP AND PERSONALIZED TEACHING METHOD FOR BROADCASTING AND HOSTING ART						
11	You often have the opportunity to interact in broadcasting and hosting art classes that use Dubbing Show App and personalized teaching method.					
12	Teacher can help you with your personalized development through observation and evaluation.					
13	You think the broadcasting and hosting art classes using Dubbing Show App and personalized teaching methods are more colorful than ordinary classes.					
14	You think the broadcasting and hosting art class using Dubbing Show App and personalized teaching methods can improve your broadcasting and hosting skills.					
15	You think the interaction between teachers and students is good in every class.					

BIOGRAPHY

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