

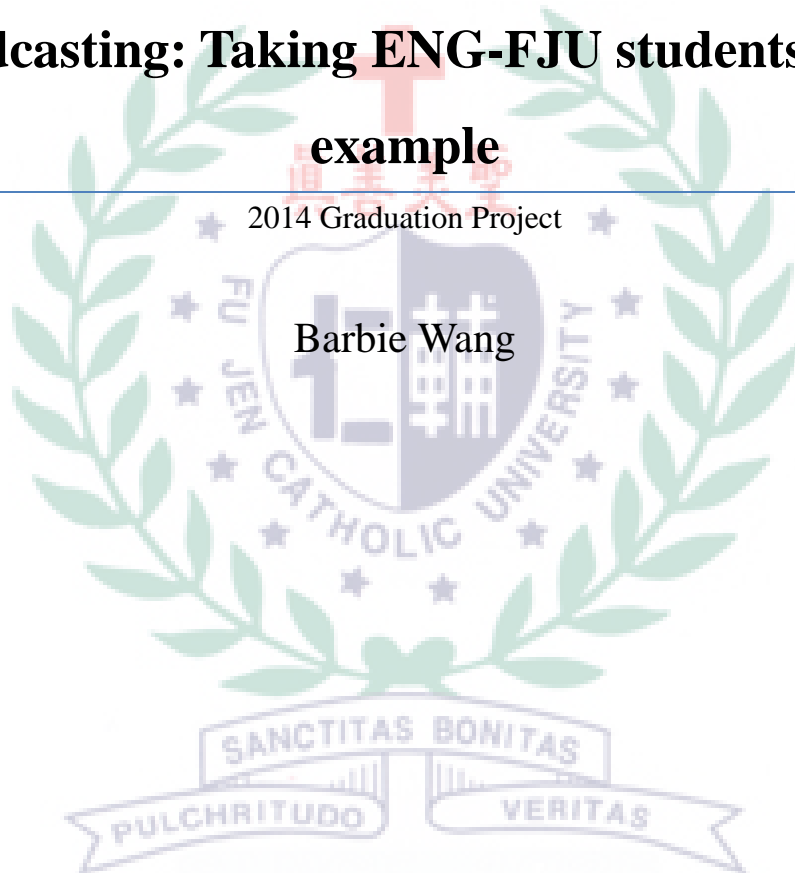
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY

GRADUATION PROJECT 2016

**Taiwanese college students' views toward
broadcasting: Taking ENG-FJU students as an
example**

2014 Graduation Project

Barbie Wang



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broadcasting: Taking ENG-FJU students as an
example**

401110121 Barbie Wang

Proposal for Graduation Project

2014 Fall

Advisor: Doris Shih



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I. Introduction

A. Title

Taiwanese college students' views toward broadcasting: Taking ENG-FJU students as an example

B. Background for Taiwanese Broadcasting

In 1925, in order to celebrate 30th anniversary of occupation, the Taiwan Sōtokufu (Japanese highest government in Taiwan) established the first recording room to broadcast during the festival. Later in 1931, the Japanese Government established *Taiwan Hōsō Kyōkai*, which is a radio station association during the Japanese ruling period, had built over 10 radio stations in Taiwan. At the same time, the Kuomintang (KMT) has already established *Broadcasting Corporation of China* in Nanjing. After the conclusion of the Second World War, which saw the surrender and withdrawal of Japanese forces, the KMT and the Communist Party of China resumed their civil war. The defeated KMT retreated to Taiwan in 1949 and the *Central Broadcasting System* moved with them and took over the *Taiwan Hōsō Kyōkai*.

After undergoing restructuring during the period 1996 to 1998, *Central Broadcasting System* (CBS) broadcast to mainland China and the rest of the world under the call sign *Radio Taipei International* and the *Voice of Asia*. Gradually, *Radio Taipei International* essentially replaced the international radio services of the *Broadcasting Corporation of China*, known as the *Voice of Free China*. In 2002 the *Voice of Asia* call sign was dropped to leave *Radio Taipei International*. This was changed into *Radio Taiwan International*.

C. Goal

The project will let the students in FJU know more about the Taiwanese Broadcasting background and the situation nowadays as well as finding out the FJU-ENG students' views toward Taiwanese Broadcasting.

In order to let people get into the situation, this project would actually use the recording room in the Voice of FJU to record a 30minutes show. All the results and the findings in the Google survey and also the pre-recorded file for the 5 interviewee will be presented during the show.

D. Objectives

- Get the further understanding about Taiwanese Broadcasting history
- Know more about the situation nowadays of Taiwanese Broadcasting
- Show the Strength of Broadcasting: How is it different from TV Media?
- Figure it out how FJU-ENG students consider Taiwanese Broadcasting
- Promote Taiwanese Broadcasting
- Provide Suggestions for Taiwanese Broadcasting

E. Means for Completion of the Project

Before doing the graduation project, I have already made a rough syllabus by weekly procedures and design the questionnaire as part of the reference in the broadcasting show. The questionnaire will be revised constantly through the weekly discussion with my advisor, Professor Doris. As for the proposal for the show, the title will be: “Let’s Hear the Voice—Something you must know about the Broadcast.” I will prepare two versions-English and Chinese for the show proposal. The Chinese version will be submitted to the secretary in the radio station in Fu-Jen for approval of using the recording room.

II. Preparation Work:

A. Goal

The whole preparation aims to make a 30 minutes show and record it. First I designed a questionnaire by Google DOCs for the students in the English Department. Following, I composed a show proposal (title: “Let’s Hear the Voice—Something you must

know about the Broadcast.”) in two languages so that I could submit the Chinese version to the secretary in the Voice of FJU for approval of using the recording studio. The specific proposal will be on Appendix B for both Chinese and English version.

B. Questionnaire

The samples for my questionnaire will be 30 people per group in the English Department. The ideal situation will be 60-90 samples from freshmen year to senior year for reference.

C. Broadcasting Writing Proposal- “Let’s Hear the Voice—Something you must know about the Broadcast.”

The show will be divided into 5 sections including :

- The welcome music, in order to introduce the show, people may hear our slogan to have a basic understanding of the show
- The history of Taiwanese Media and the Voice of FJU, so as to know more about history of broadcasting and how Voice of FJU work.
- The result of Google survey and also the recorded file from 5 people. To discuss FJU-ENG students’ favorite type of the broadcasting show and the result of the survey.
- The difficulties that Taiwanese broadcasting have encountered.
- Suggestions and ending.

D. The setting: *Voice of FJU*

The Voice of Fu Jen Catholic University (VFJU) is an experimental station that was established in 2001. This experimental radio station broadcasts for 24 hours a day, 7 days a week on FM 88.5. The audiences are the students and citizens near Fu Jen, including Hsinchuang, Taisan, Wugu, and Sanchung areas. In 2003, VFJU launched an online live broadcast service. The Voice of FJU is divided into different sections, which are programming department, news department, engineering department and public

communications and relations department. All the interns in each department has the chance to go over different departments and get familiar with it. The course in Voice of FJU will last for 2 years, 8 credits. At the end of the course, the secretary will provide a certification. The content of the radio programs including music, art, interviews, and news, to public services. The station also cooperates with local news agencies, other universities pilot radio stations as well as renowned stations in Taiwan.

III. Processes for Making a Broadcasting show

A. Pre-Production - Planning the Contents

In order to make a 30 minutes show, the materials that we need to prepare in advanced:

- Interview 5 students in the English Department in advanced asking for their views toward Taiwanese Broadcasting. (The soundtrack will be played during the show as reference.)
- Invite one host in the “Let’s Hear the Voice—Something you must know about the Broadcast.” to be the partner and discuss the topic.
- Make a Questionnaire by Google Docs and ask for FJU-ENG students views toward Taiwanese Broadcasting.

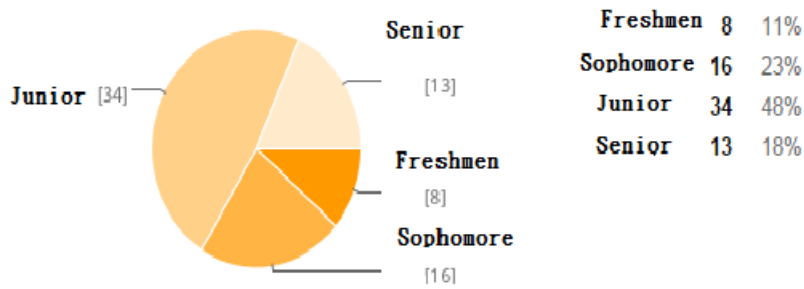
B. Production

1. Making a Questionnaire by Google Docs (see Appendix A)
2. Composing a Broadcasting Writing Proposal (see Appendix B for the Chinese version of proposal to be submitted to the Voice of FJU radio station)
3. Make a 30 minutes Broadcasting Show (see the audio file)

C. Post-Production – Reflection

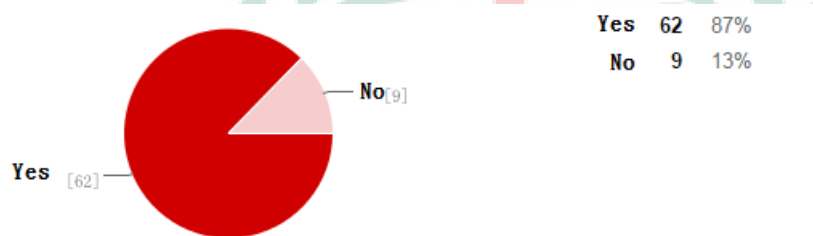
1. Observations

Q1: What are their classification?



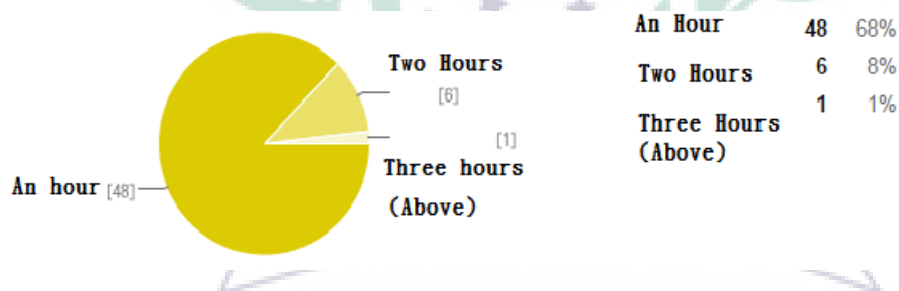
Originally, the ideal samples would be 25 respondents for each grade. However, due to the time limit, I only get 71 sample.

Q2: Do they have the experience listening to the radio?



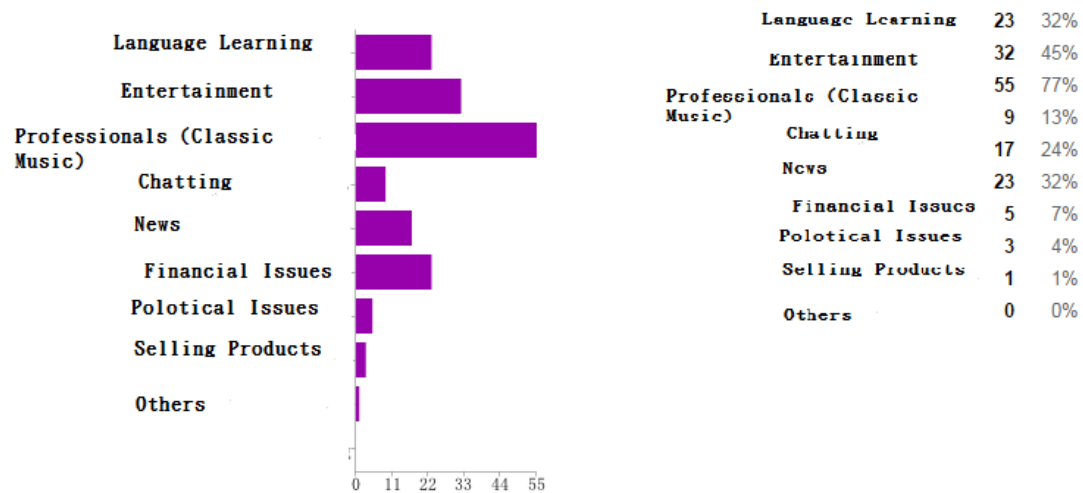
The result shows that most of the student they have the experience listening to the radio.

Q3: How much time do they spend on listening to the radio?



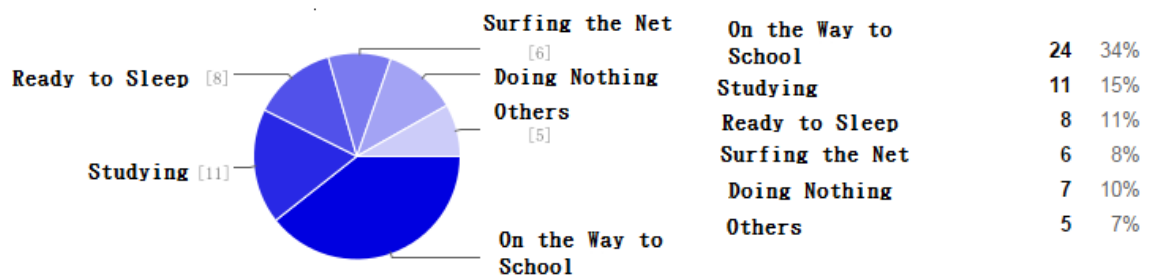
Most of the students in the English Department spend an hour in listening to the radio. Furthermore, while they are listening to the radio, they are probably on their way home or school.

Q4: What types of show will they usually listen to?



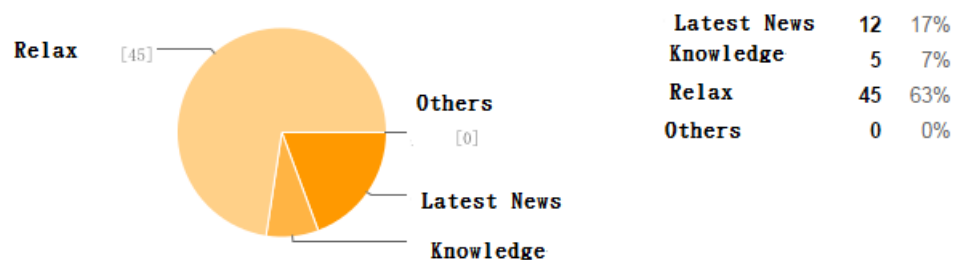
Most of the students prefer professional show like introducing classic music, or teaching people how to sing. The second place that students like to hear is the entertainment, which are the hosts will introduce the newest gossip in Taiwan or other foreign countries.

Q5: What are they mostly doing while they are listening to the radio?



It is not surprising that most of the student they listen to the radio while they are on their way to school or home.

Q6: What do they expect to gain from listening to the radio?

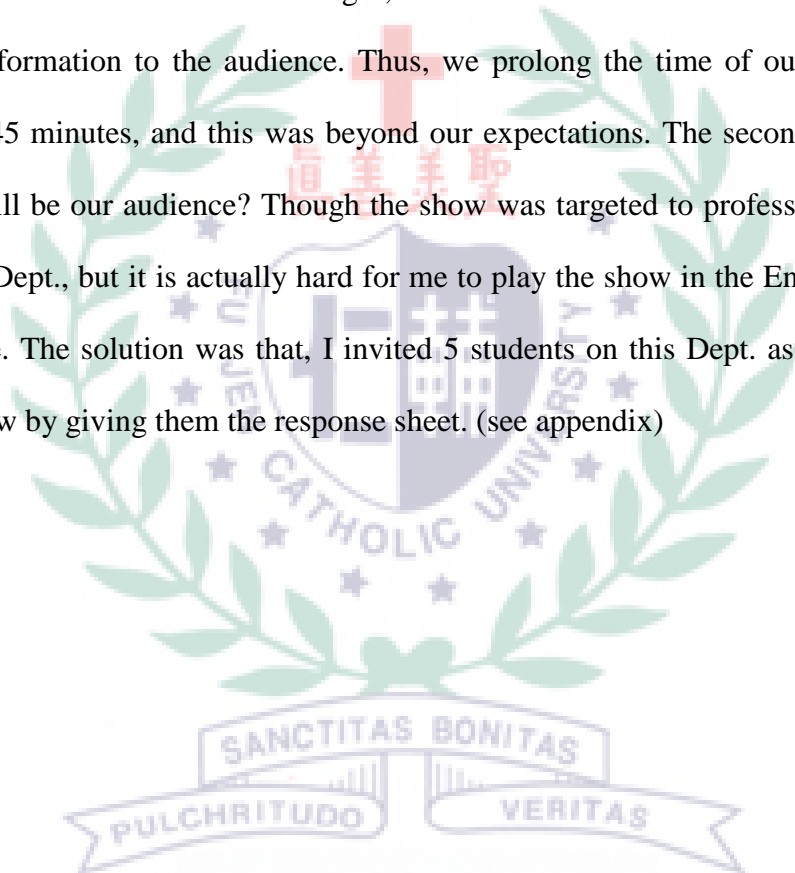


Most of the student in the questionnaire the purpose for them to listen to the radio

are just for relax.

2. Self-Reflections

It is much more difficult to make a show, especially if you want to include all the information that you have prepared in 30 minutes. First I was hoping that all I had to do was to tell everyone the broadcasting history and the result of the questionnaire, but after discussed with Cherry (another host) I found out that it is also important to make it more interesting. That was our first challenges, how to make it funnier but at the same time share the information to the audience. Thus, we prolong the time of our show from 30 minutes to 45 minutes, and this was beyond our expectations. The second challenge was that, who will be our audience? Though the show was targeted to professors and students in the Eng. Dept., but it is actually hard for me to play the show in the Eng. Dept. and get the response. The solution was that, I invited 5 students on this Dept. as my audience to hear the show by giving them the response sheet. (see appendix)



IV. Timeline

1. Week	Date	Content
1	09/15	<ul style="list-style-type: none"> ◇ Introduction; Explanation of Syllabus ◇ Course Description, project titles ◇ Individual meeting with advisor to discuss tentative schedule of meeting
2	09/24	<ul style="list-style-type: none"> ◇ Designed the first draft of questionnaire. ◇ Project proposal writing, etc.
3	10/01	<ul style="list-style-type: none"> ◇ Gather Possible Materials / Table of Contents
4	10/08	◇ Writing the 1 st draft proposal
5	10/15-21	◇ Finish revising the questionnaire / Spread the Questionnaire
6	10/22	Proposal due on EngSite for peer comments
7	10/27-31	Interview 5 people /Individual Meeting (28)
8	11/04	Individual Meeting
9	11/10-14	Midterm Week; Start Recording the show
10	11/18 LA 306	Meeting as a class; Project Midterm oral presentation & revisions
11	12/09	Individual Meeting
1	12/16	Individual Meeting, Peer review & feedback; GP final topic & title due to the department for presentation (post it on our EngSite before 12/17)
1	12/23	Individual Meeting, Preparation for Presentation
1	12/31 LA 306	Meeting as a class; Rehearsals for the final presentation 1/4 Sunday: Final PPT due to our TA & on EngSite
1	2015/01/07 濟時樓 9F	Preparation for presentation (bring USB in case) 2015/1/7 Wednesday: Final presentation 1-4pm
1	2015/1/14	Final Exam week; Final paper and products due

V. Appendix A

A. Questionnaire

您好,感謝您造訪本網頁!我們現在針對大學生正在做一項調查 “台灣廣播對於大學生的影響” 問卷長度約 3-5 分鐘可完成,您所提供寶貴意見與建議,僅作為學術上分析參考用,並且將成為我們日後改善的重要參考,敬請安心填寫,感謝您的熱心協助!

輔仁大學 英國語文學系

指導教授: 施佑芝 教授

學生: 王綺

1. 您的性別

- 男
- 女

2. 請問您現在的系級?

- 大一
- 大二
- 大三
- 大四

3. 請問您有聽廣播的經驗嗎?

- 有 (接第四題)
- 無

4. 每天大約花多久時間收聽廣播?

- 1 小時
- 2 小時
- 3 小時
- 其他:_____

5. 請問您收聽廣播的時段?

- 早晨-中午
- 中午-下午
- 下午-晚上
- 半夜(12 點以後)

6. 當您在收聽時,您大多在做什麼?

- 通勤(包含開車、坐公車捷運等)



- 念書中
- 睡覺前
- 沒做其他事情，純粹只是想收聽
- 其他：_____

7. 請問您收聽節目的類型？

- 語言學習
- 新聞
- 財經政論
- 音樂
- 娛樂
- 專業(如古典音樂學、教唱等)
- 閒話家常
- 販售產品(賣藥等)
- 其他：_____

8. 當您在收聽時，多半希望獲得怎樣的資訊？

- 希望獲得知識
- 希望獲得最新消息
- 純粹放鬆
- 其他：_____
-

9. 請簡述廣播對您的影響？

- 增進知識
- 接收到最新訊息
- 批判思考能力
- 純粹放鬆
- 其他 _____

10. 對您而言，您覺得廣播在現今資訊網路如此的發達，還有存在的必要嗎？請簡述：

- 是

- 否

Appendix B

Broadcasting Writing Proposal- “Let’s Hear the Voice—Something you must know

about the Broadcast.”

-Chinese Version

“有話大聲說:那些廣播你必須要知道的事”

廣播節目企劃書

目 錄：

一、節目名稱

二、協助單位

三、節目宗旨

四、節目長度

五、使用語言

六、目標聽眾

七、錄製時間

八、節目流程：Rundown 表

九、預計成效與自我評估

一、 節目名稱：有話大聲說:那些廣播你必須要知道的事

二、 協助單位：輔大之聲實習廣播電台

三、 節目宗旨：

1. 以輕鬆方式讓聽眾了解廣播簡史，以及輔大之聲內部的運作
2. 藉由採訪話帶和問卷結果延伸討論:台灣廣播的優缺點，以及所遇到的難題
3. 由延伸的探討點出難題，並且提供建議

四、 節目長度：30 分鐘

五、 使用語言：國語（普通話）

六、 目標聽眾：英文系教授及英文系各年級學生

七、 錄製時間：2014/11/10th ~11-/14th

八、 節目流程：Rundown 表

時間	節目內容	音樂	音效
00'00" 03'00"	節目片頭+主持人開場白	台呼	
03'00" 10'00"	廣播歷史簡述+輔大之聲介紹 (各部門工作分配)	背景音樂	
10'00" 20'00"	Google 問卷結果+播放採訪話帶 (包含學生常聽的節目類型以及學生對於廣播和電視媒體相較起來的優缺點)	背景音樂	
20'00" 25'00"	討論:台灣廣播所遭遇的困難及問題	背景音樂	
25'00" 30'00"	給廣播的建議+節目結尾	流行音樂	

八、 預計成效與自我評估：

相對於現今台灣電視媒體，台灣廣播似乎較少人當做日常生活時不論是在吃飯、休息時會選擇的放鬆方式。但其實，廣播和電視媒體相比，幾乎沒有時間和空間的限制，比如在插播最新消息時，只要電話連線，馬上就能做出 LIVE 直播；然而電視媒體可能需要現場的畫面還有立即的後製才能呈現在觀眾面前。因此，廣播只要有聲音和音效，就能創造出無限的想像空間，在即時性來說是所有媒體裡最強者。

“有話大聲說：那些廣播你必須要知道的事”雖然只是一集的特別節目，但在節目中我們會涵蓋廣播的簡史，讓聽眾們了解台灣廣播的起源，以及輔大的學生實習電台“輔大之聲”內部是如何運作，第二部分將會公開有關輔大英文系學生對於台灣廣播的看法藉由 Google 問卷的結果以及五位學生的採訪話帶，來延伸及探討台灣廣播媒體現今的情況以及所遇到的難題，節目的結尾期望能討論出關於給台灣廣播的建議方針。



-English Version (Translated)

**“Let’s Hear the Voice—Something you must know about
the Broadcast.”**

Broadcasting Proposal

Table of Contents:

A. Name

B. Co-organizer

C. Purpose of the Show

D. Length

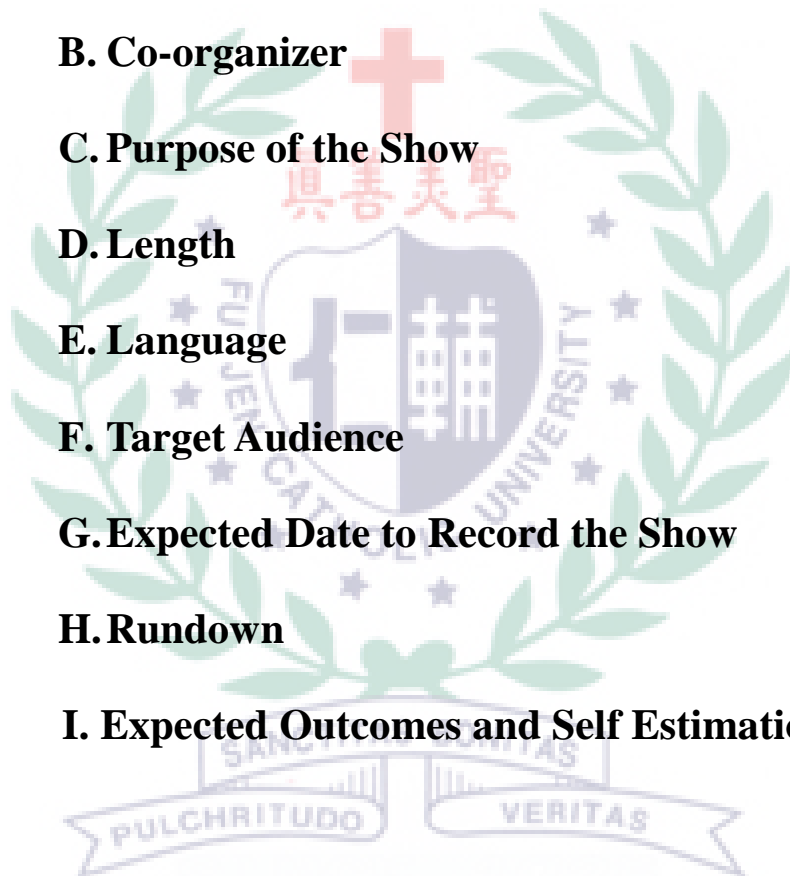
E. Language

F. Target Audience

G. Expected Date to Record the Show

H. Rundown

I. Expected Outcomes and Self Estimation



A. Name:

“Let’s Hear the Voice — Something you must know about the Broadcast.”

B. Co-organizer: Voice of FJU

C. Purpose of the Show

- a. To know the history of Taiwanese broadcasting and how Voice of FJU work.
- b. Discussing the pros and cons as well as the difficulties that broadcasting have encountered these years by playing the pre-recorded file from 5 interviewee and the result from the Google survey.
- c. Provide suggestions from the issue that discussed from the show.

D. Length: 30 minutes

E. Language: Mandarin

F. Target Audience: FJU-Eng Department Professors and students from freshmen to senior year.

G. Expected Date to Record the Show: 2014/11/10th ~11-/14th

H. Rundown:

Time	Contents	Music	Sound-Effect
00'00" 03'00"	The welcome music	Background Music	
03'00" 10'00"	The history of Taiwanese Media and the Voice of FJU (How Voice of FJU divided the work)	Background Music	
10'00" 20'00"	The result of Google survey and also the recorded file from 5 people (Including the types of the show that FJU-ENG students chose and the pros and cons compared to Taiwanese television.)	Background Music	
20'00" 25'00"	Discussion: The difficulties and problems that Taiwanese Broadcasting have encountered.	Background Music	
25'00" 30'00"	Suggestions and Endings.	Pop Music	

I. Expected Outcomes and Self-Estimation

Compared to the Taiwanese media like television these days, broadcasting seems to be less common to deem as a relax in leisure time. As the matter of fact, broadcasting seems without limitation no matter in time or space. For instance, when doing the live show, you can just make a phone call in the radio station to announce your audience. However, compared to media like television, they have to design the pictures or short clips to present in front of the audience. Thus, the elements that broadcasting need are recorded sound file and sound effect. The instantaneities are the strongest among the other media.

Even though the show “Let’s Hear the Voice — Something you must know about the Broadcast,” is simply a one serious show, but I hope I can make the audience know the history of broadcasting and also how the experimental radio station Voice of FJU work. The following will discover FJU-ENG students’ view toward Taiwanese broadcasting by Google survey and the pre-recorded tape to discuss the pros and cons that Taiwanese broadcasting have encountered. In the end, I hope we could provide suggestions for Taiwanese broadcasting.

-Appendix C Actual Rundown

<i>Order</i>	<i>Content</i>	<i>Others</i>
1. 片頭		
2. 開頭/聊天	(期中考 主題 先問查理	

	做節目的情況)	
3. 廣播簡史	(央廣 輔大之聲) 現在來到2014年, 一個科技那麼發達的年代, 到底今天 e 世代的年輕人對廣播電台有甚麼想法呢? 廣告回來告訴你!	廣告
4. 現在年輕人對廣播的看法	問卷統計結果, 每個問題放一個話帶	
5. 問卷結論	廣播的存在問題: 先講正面 再講負面→廣播現狀	
6. 台灣廣播現狀	先問查理做節目的困擾 台灣現在廣播的困難+原因	1) 以查理的節目難題為例子 a.聽眾人數 b.來賓 c.經費 d.音樂版權問題 2) 台灣廣播: a.主流媒體(電視網路)強勢襲擊 b.年輕人比較不長時間收聽. c.科技發達智慧型手機普遍 d.經費問題 e.無法打廣告 3) 趨勢:傳統的收音機 網路化; 政治化(政府洗腦) 娛樂化(多元化)
7. 給台灣廣播的建議	可以如何改善現狀	1) 打廣告宣傳: 利用網路 e.g. 輔大之聲 fb fanpage 2) 方便性: 網路+APP e.g. 輔大之聲 官網+app 3) 加持: 利用名人的名氣 e.g.音樂節目邀請歌手
8. 主持的希望+結尾	1) 電台廣播 vs 電視廣播 (聽同時可以做其他事情+獲取資訊/方便!) 2) 下次邊寫 essay 時, 打開你的手機或是收音機, 邊聽邊看書, 說不定有意想不到的結果喔!!!! (可能放鬆神經更能吸收書本知識)	

	3) promote 電音 together	
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- D Response Sheet

Taiwanese college students' views toward broadcasting: Taking ENG-FJU students as an example

Broadcasting Response Sheet Name: _____

1. To let the audience know more about the history of Taiwanese broadcasting, and how Voice of FJU works.

2. By using the pre-recorded tape and the result of the questionnaire, we hope to provide the pros and cons of Taiwanese, and the difficulties broadcasting are facing.
3. Pointed out the suggestions or improvement for Taiwanese broadcasting.

Content	Grading 1-5 (Bad-Excellent)
Get the further understanding about Taiwanese Broadcasting history?	1 2 3 4 5
Know more about the situation nowadays of Taiwanese Broadcasting?	1 2 3 4 5
Show the Strength of Broadcasting: How is it different from TV Media?	1 2 3 4 5
Figure it out how FJU-ENG students consider Taiwanese Broadcasting?	1 2 3 4 5
Does the show promote Taiwanese Broadcasting?	1 2 3 4 5
Provide useful suggestions for Taiwanese Broadcasting?	1 2 3 4 5

Any good points?

Any suggestions/improvements?

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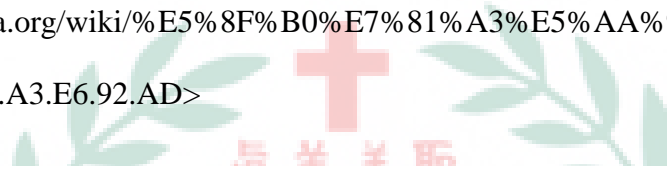
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