

# Value-Shaping in English News Viewing and Listening Class: Enhancing Moral and Civic Awareness

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**Abstract:** In modern educational systems, English news viewing and listening courses have emerged as essential elements, providing students with an immersive language learning experience that integrates media literacy and critical thinking, while fostering global perspectives and preparing them to be informed, responsible citizens in an interconnected world. Previous research underscores the effectiveness of English news teaching in enhancing language and cultural understanding, yet highlights a need for stronger integration of values education and more robust research to identify best practices aligning linguistic learning with personal and social development goals. Under the framework of the theory of "News Media and Values Shaping," this paper aims to solve the proposed questions through detailed case studies and aim to play emphasis on conveying positive, healthy, and uplifting values to guide university students in forming correct moral concepts and behavioral norms in English news audio-visual courses.

**Keywords:** News Media; Values Shaping; Framing Theory; University Student Moral Concepts; English News Viewing and Listening Class

## 1. Introduction

In the digital age, news media has become an indispensable platform for information dissemination and societal interaction. As a significant source of information and cultural influence, news media plays a pivotal role in shaping public opinion and, consequently, individual values and moral concepts. Among its diverse audiences, university students are particularly susceptible to the messages conveyed through news media, given their stage of life where they are actively forming their worldviews and ethical standards. This

paper aims to explore how news media, through its content and presentation, influences the values and moral concepts of university students, with a particular focus on English news audio-visual courses.

Given the rapid evolution of news media and its increasing accessibility, it is crucial to understand its impact on young minds. English news audio-visual courses, which combine visual and auditory elements to convey news stories, offer a unique opportunity to study the nuances of media influence. These courses not only provide linguistic and cultural insights but also expose students to a wide range of global news events and perspectives. Therefore, this paper will analyze the content and presentation strategies employed in these courses, assess their effectiveness in transmitting positive, healthy, and uplifting values, and discuss the implications for shaping university students' moral concepts and behavioral norms. By doing so, we aim to contribute to a deeper understanding of the media's role in societal development and education.

## 2. Previous Research

Previous research has extensively explored the influence of news media on societal values and individual behavior. Scholars have investigated how news reporting can shape public opinion, influence consumer behavior, and even alter societal norms. Within the context of education, studies have focused on the role of media literacy in helping students navigate the complex information landscape and critically evaluate news content. However, the specific impact of English news audio-visual courses on university students' values and moral concepts remains an understudied area.

In existing literature, there is a growing recognition of the importance of media education in fostering critical thinking and ethical judgment among students. In < Education on Core Values in English News Teaching > [1], Studies have shown that media

education can empower individuals to recognize media biases, fact-check information, and evaluate the implications of news reporting on their personal values and beliefs. In <Research on the Theme-Teaching Mode of English News > [2], Despite these advancements, there is a need for more research that specifically examines the content and strategies used in English news audio-visual courses to determine their effectiveness in transmitting positive values and fostering ethical development among university students. This paper builds on this foundation by conducting a detailed analysis of such courses and their potential impact on students' moral concepts and behavioral norms.

### **3. Theoretical Framework**

Framing Theory, also known as Frame Theory, is a significant concept originating from sociology and communication studies, which is utilized to analyze and understand how people construct their cognition of the real world and engage in social interactions. The concept of a "frame" was initially introduced by the American anthropologist Gregory Bateson in his seminal paper "A Theory of Play and Fantasy" published in 1955 [3]. It was later developed into Framing Theory by the American sociologist Erving Goffman in his groundbreaking book *Frame Analysis: An Essay on the Organization of Experience* published in 1974[4].

Goffman defined a frame as a cognitive structure that individuals use to perceive and interpret the external objective world. He argued that people rely on certain frames to summarize, structure, and interpret their experiences in real life, enabling them to locate, perceive, understand, and categorize numerous specific pieces of information. Frames are pre-existing in our minds as a knowledge system or cognitive set, derived from past experiences in actual life, and people tend to construct their understanding of new things based on these existing frames.

Framing Theory emphasizes that individuals use specific cognitive structures, or frames, to comprehend and explain social phenomena. This theory has been widely applied in various fields such as journalism, politics, marketing, public relations, and everyday conversations. In journalism and communication, for instance, framing theory is used to analyze how media

organizations construct and present news events, and how these choices influence public perceptions and understandings of those events [5]. Please note that the citation for the application of framing theory in journalism is provided as an example and is not directly related to the original sources mentioned earlier.

Framing Theory is a crucial theory in studying information dissemination, focusing on how the organization and presentation of information influence audience cognition. In the framework analysis of domestic news report texts, the most frequently used approach is the framework listing orientation analysis, which is closely related to the fact that content analysis is primarily employed in text analysis. Content analysis is a classic research method in the field of journalism and communication, known for its relative ease of operation and good effectiveness.[6] Therefore, in this paper, we try to explore, in news audio-visual courses, how instructors can guide students to pay attention to specific moral and civic issues by selecting particular news frames, thereby shaping their values.

### **4. Construction of English News Framework**

Framework theory is mainly applied in three major areas in the study of journalism and communication: media content (what the framework is), news production (how the framework is constructed), and media effects (how audiences receive and process media information). [7] In English News Audiovisual Courses, teachers can guide students to focus on specific moral and civic issues by selecting particular news frameworks, thereby shaping their values. Here are five aspects illustrating this process.

#### **4.1 Selection and Focus on News Topics**

**Moral Issue Guidance:** Teachers can choose news reports involving moral judgments, such as social ethics, personal morality, fairness, and justice. Through these news stories, students can ponder and discuss the moral issues involved while understanding the events, thereby deepening their understanding of moral principles. For example, "The police in India have made their first arrest under a new law designed to protect millions of women from domestic violence. They have detained a

47-year-old man in Tamil Nadu for alleged assault and torture.

His wife said she'd suffered years of physical abuse from the man. The new Indian law came into force on Thursday.

..abusers, who could also be fined and sent to prison for up to a year. Every six hours a young married woman is burnt alive, beaten to death or driven to suicide by her husband or his family. "

In the classroom, the teacher presents this news report to the students and asks them to consider the moral implications involved. Students are encouraged to ponder questions such as: 'Is it morally right to discriminate against someone based on their race, gender, or sexual orientation?' 'What are the consequences of gender discrimination and domestic violence for both the victim and the perpetrator?' 'How should families and individuals address and prevent gender discrimination and domestic violence?'

Through a guided discussion, students can explore different perspectives on the issue, considering both the victim's experience and the potential motives of the perpetrators. They can also discuss the broader implications of workplace discrimination for society, including issues of fairness, justice, and equal opportunities.

By engaging with this news report and discussing the moral issues involved, students can deepen their understanding of moral principles such as equality, respect, and the importance of addressing and preventing discrimination. They can also develop critical thinking skills and empathy, as they consider the complexities and nuances of real-world moral dilemmas.

**Civic Issue Attention:** By selecting news related to civic rights, social responsibilities, environmental protection, and other topics, teachers can guide students to focus on their responsibilities and duties as members of society. For example, reports on climate change, public health, election participation, and other topics can stimulate students' civic awareness and prompt them to think about how to contribute to social development.

Teachers can present news about global warming, extreme weather events (such as floods, droughts, and heatwaves), and their impact on human society and the natural environment. For example,

"A Super Typhoon Makes Landfall in Southeastern China. Massive waves crashing over seawalls, trees snapping like twigs, and torrential rain. That's what's happening right now in Southeastern China. Typhoon Kongrey, a powerful storm struck this week. It's the largest typhoon to hit the island since 1996.

The impact, well, it's been significant. Sadly, one person has lost their life and dozens of others have been injured as of the time of the taping of this show. Local government has called in over 34,000 soldiers to help with rescue efforts and evacuated more than 8,600 people from dangerous areas.

More than 500 flights have been canceled, including 300 international ones. Even the famous high-speed rail is running at limited capacity. China's weather experts warned about extremely torrential rainfall, and that is their highest warning level. "

Through these reports, students can be prompted to think about how they can protect the environment by reducing their carbon footprint in daily life, such as reducing the use of single-use plastics, encouraging the use of public transportation or cycling, and conserving electricity.

Group discussions can be organized to explore the responsibilities of governments, businesses, and individuals in addressing climate change, and to encourage students to propose innovative solutions.

#### **4.2 Utilization of News Angles and Reporting Methods**

**Positive Role Models:** By selecting news reports with positive exemplary significance, such as bravery in the face of danger, helping others, and volunteer service, teachers can show students positive social behaviors and encourage them to imitate and learn from them.

--Bravery in the Face of Danger:

A news report about a firefighter who risked his own life to save residents trapped in a burning building can serve as a powerful example of bravery. Teachers can discuss how the firefighter's courage and dedication to his duty inspired the community and set a great example for students to emulate in the face of adversity.

--Helping Others:

A story about a group of students who organized a food drive for a local homeless shelter can be used to showcase the importance

of compassion and community involvement. Teachers can highlight how these students took initiative, worked together, and made a tangible impact on the lives of others, encouraging students to think about ways they can contribute to their own communities.

--Volunteer Service:

A news article about a teacher who takes her students on regular volunteer trips to help clean up parks or assist at animal shelters can be a great way to illustrate the joy and fulfillment that comes from giving back. Teachers can use this example to inspire students to get involved in volunteer work, emphasizing the importance of service learning and the positive impact it can have on both the volunteers and the community they serve.

For example, "A Chinese rescue diver who rescued three people from a sunken cargo ship has received the 2018 International Maritime Organization Award for Exceptional Bravery at Sea.

Zhong Haifeng, senior diver and deputy of the engineering team of Guangzhou Salvage, led an underwater search and rescue team in 2017 after a bulk carrier crashed into another ship at the port of Guangzhou. "

By presenting these types of news reports to students, teachers can foster a culture of empathy, courage, and community involvement, encouraging students to develop into responsible and compassionate citizens.

**Cultivation of Critical Thinking:** Choosing news with controversy or complexity can guide students to conduct multi-angle analysis and critical thinking. This not only enhances students' logical thinking and problem-solving abilities but also helps them learn to make informed judgments among complex information.

When teaching critical thinking skills, educators can assign students a task of analyzing a controversial news article, such as a report on gene editing policies. For instance, students might be asked to watch or listen to a piece of news discussing the pros and cons of gene editing proposed by various governments and organizations. They would then be guided to critically evaluate the arguments presented in the video, considering factors like the scientific evidence supporting each policy, the potential economic impacts, the social implications and the possible risks to humanistic ethics. For example,

A public opinion study says that most Americans would accept the use of gene-editing technology to create babies who are protected from some diseases. But the same study finds that Americans do not support changing the genetic structure, or DNA, of children so that they are faster, taller or more intelligent.

The research was carried out by the Associated Press-NORC Center for Public Affairs Research.

Through this process, students not only enhance their logical thinking by organizing and analyzing complex information but also develop their problem-solving abilities by evaluating the feasibility and effectiveness of each option. Furthermore, by engaging with controversial topics, students learn to make informed judgments, weighing the strengths and weaknesses of different viewpoints and considering the broader context in which the news is reported.

In this way, choosing news with controversy or complexity serves as a powerful tool for cultivating critical thinking among students, enabling them to navigate and make sense of the complex and often conflicting information they encounter in their daily lives.

### **4.3 Design of Interactive and Discussion Sessions**

To conduct ideological education for university students in English classes, flexible and diverse teaching methods should be adopted. For instance, through storytelling, debate competitions, group discussions, role-playing, and other forms.[8]

#### **4.3.1 Group discussions**

Students can be divided into groups to discuss selected news in small groups. This interactive approach can stimulate students' enthusiasm for participation and allow them to collide ideas in communication, forming more comprehensive and in-depth insights.

In an English news viewing and listening classroom, if a teacher decides to use group discussions to engage students in learning about current events, she can divide the class into groups of five, ensuring a mix of students with different backgrounds and interests. Each group is assigned a different news video to watch or listen to, such as the listening materials about the impact of plastic pollution on marine life. This topic is particularly

relevant and timely, as it addresses a pressing environmental issue that affects people globally. For example,

News video 1 Gyre is a massive circular current in the ocean and scientists say there are five major gyres in the world. The North Pacific gyre is our next stop. It's a giant clockwise rotating current between Asia and North America, and it's home to the Great Pacific Garbage Patch. This has been characterized as an ocean of plastic. It's the largest accumulation of garbage in the sea. People are responsible for causing it and some are taking on the responsibility of trying to clean it up.

SLAT: Right now, trillions of pieces of plastic have accumulated in this large offshore garbage patches, damages ecosystems and economic problem as well, about \$13 billion per year of damage. These pieces of plastic, they attract chemicals and those chemicals then get transported into the food chain through the plastic, which also includes as humans. I do think the major challenge humankind face in this century is in the avenue of sustainability.

News video 2 REPORTER: Four years ago, at just 19 years old, Slat founded the Ocean Cleanup.

SLAT: We need to clean up what's already out there. It doesn't go away by itself.

REPORTER: Single use items are a particular issue. Although recycling has become more popular and accessible in recent years, only 14 percent of global plastic packaging is collected for recycling, according to the World Economic Forum. In May 2017, Slat and a team of 65 scientists and engineers unveiled their latest project, this floating barriers sits in the water, trapping plastic while water flows beneath.

SLAT: Instead of going after the plastic, we let the plastic come to us, that we could then take it out of the water and bring it to land for recycling.

REPORTER: These lessons were learned after the first model spent two months in the North Sea back in 2016, with rather mixed results.

SLAT: The major innovation that we're presenting today is that instead of fixing this cleanup systems to the seabed, which is pretty hard and expensive because it's 4.5 kilometers deep, we actually let them drift. And because we want them to rotate sort of in the direction

the current is coming from, they have to be smaller. Instead of having one massive structure, one hundred kilometers in length, we actually now have many smaller systems, about 50 units of maybe about one to two kilometers in length.

News video 3

First problem: huge ocean garbage piles → animals get trapped and die ; animals eat broken plastic pieces → poison them, and can poison humans that eat the animals.

Solution: use giant floats to trap the plastic, gather it in one place; then a ship will lift it out of the water, and bring it back to land for recycling.

Second problem: ocean acidification, too much CO<sub>2</sub> released into atmosphere → too much CO<sub>2</sub> can raise the acidity of the water, and kills certain animals such as shellfish.

Solution one: introduce sea plants around shellfish beds to breathe in CO<sub>2</sub> and release oxygen.

Solution two: release bubbles in the water, help the CO<sub>2</sub> trapped in the water escape into the atmosphere.

During the group discussion, students share their thoughts on the videos, including their reactions to the information presented, their opinions on the issue, and any knowledge they bring to the table. For instance, one student might share about the information about the sea that was heavily polluted with plastic waste, while another might discuss the efforts humankind is making to reduce plastic use. And the third student or group can provide the class with possible solutions or suggestions supported by scientific researches or related study data.

By listening to each other's perspectives and engaging in thoughtful dialogue, students develop a deeper understanding of the issue and learn to value diverse viewpoints. They challenge each other's assumptions, ask clarifying questions, and build upon each other's ideas to form a more comprehensive and nuanced perspective on plastic pollution and its impact on marine life.

The group discussion format also provides students with an opportunity to refine their communication skills. They learn to articulate their thoughts clearly and confidently, listen actively to their peers, and respond thoughtfully to their comments. For example, a

student who initially felt strongly about the need for stricter regulations on plastic use might learn to temper their tone and present their argument more persuasively by considering counterarguments and acknowledging the complexities of the issue. Similarly, a student who was unsure about their stance on the issue might gain clarity and confidence through the discussion, learning to form their own informed opinion based on evidence and reasoning. Ultimately, this approach to learning not only deepens students' understanding of the news topic but also enhances their critical thinking, communication, and collaboration skills, preparing them to be informed and engaged citizens in the global community.

#### 4.3.2 Role-playing

Through role-playing and other interactive methods, students can simulate roles in the news and think from different perspectives and stances. This helps students better understand the multifaceted nature of news events and cultivates their empathy and inclusiveness.

### 4.4 Value Infiltration and Guidance

#### 4.4.1 Explicit statement of values

In news audiovisual courses, teachers should timely and clearly state their views on certain moral and civic issues and the values they expect students to form. This explicit guidance can help students more clearly recognize their own value orientations.

For example:

##### 4.4.1.1 Social inequality

During a lesson on a news segment about social inequality, a teacher might explicitly state: "As global citizens, we have a responsibility to recognize and address social inequalities wherever they exist. I believe that every person has the right to equal opportunities and a fair chance to succeed. I encourage you to adopt this perspective in your understanding of the world and to use the power of audiovisual media to raise awareness about social injustices and promote equity and inclusion."

##### 4.4.1.2 Environmental conservation

When discussing a news story on environmental degradation, the teacher could make a clear statement of their value: "As global citizens, we share a common responsibility to protect the environment and preserve it for future generations. I believe that

sustainable practices and respect for nature are essential for the well-being of our planet. I encourage you to integrate these values into your daily lives and to use your skills in audiovisual media to inspire others to take action for the environment."

##### 4.4.1.3 Immigration

In a lesson analyzing a news segment about immigration, the teacher might explicitly state: "As global citizens, we should view immigration as a reflection of our interconnected world and the diverse tapestry of human experiences. I believe that immigrants bring valuable contributions to their new communities and that we should welcome them with open arms. I encourage you to approach the topic of immigration with empathy, understanding, and respect, using your skills in audiovisual media to promote dialogue, reduce misunderstandings, and celebrate the richness of cultural diversity."

By providing such explicit guidance from the perspective of global citizenship, teachers can help students develop a broader understanding of their ethical and civic responsibilities in a globalized world, encouraging them to use their skills in audiovisual media to promote positive change and foster a more equitable and sustainable future.

##### 4.4.2 Emotional resonance and inspiration

By selecting news stories with emotional resonance, such as inspiring figures and moving moments, teachers can stimulate students' emotional resonance and identity. This emotional connection can prompt students to more actively practice correct values.

Example 1: The Story of a Social Entrepreneur  
Content:

A news segment featuring a young social entrepreneur who has dedicated her life to providing education for underprivileged children in a developing country. The segment shows her journey, from starting a small school with limited resources to building a thriving educational institution that now serves hundreds of children.

Emotional Resonance:

Students may feel inspired by the entrepreneur's dedication and passion, identifying with her drive to make a positive impact on the world. They may also feel empathy for the children she serves, recognizing the challenges they face and the value of education in breaking the cycle of

poverty.

Value Practice:

The story encourages students to think about how they can use their skills and resources to make a difference in their own communities. It prompts discussions about social responsibility, empathy, and the power of education to transform lives.

Example 2: The Triumph of an Underdog Athlete

Content:

A news story about an athlete who was not expected to win a major competition but surprised everyone with a stunning victory. The segment highlights the athlete's journey, including the obstacles they faced, their perseverance, and the moment of triumph.

Emotional Resonance:

Students may feel inspired by the athlete's determination and resilience, identifying with their struggle to overcome adversity and achieve success. They may also feel a sense of excitement and pride in the athlete's victory, celebrating the power of perseverance and hard work.

Value Practice:

The story encourages students to adopt a mindset of resilience and perseverance in their own lives. It prompts discussions about the importance of setting goals, overcoming obstacles, and believing in oneself.

Example 3: The Environmental Activist

Content:

A news segment about a young environmental activist who has been working tirelessly to raise awareness about climate change and inspire others to take action. The segment shows the activist's efforts, including organizing protests, speaking at conferences, and engaging with policymakers.

Emotional Resonance:

Students may feel inspired by the activist's passion and commitment to protecting the environment. They may also feel a sense of urgency about the issue of climate change and the need for immediate action.

Value Practice:

The story encourages students to think about their own impact on the environment and how they can reduce their carbon footprint. It prompts discussions about sustainability, environmental stewardship, and the importance of taking action to address global issues.

By incorporating these types of news stories

into college English news audiovisual courses, teachers can stimulate students' emotional resonance and inspire them to practice correct values. The stories provide real-world examples of individuals who have made a positive impact on their communities and the world, serving as inspiration and motivation for students to do the same.

#### **4.5 (Additional Aspect) Introduction of Cross-Cultural Perspectives**

##### 4.5.1 Expansion of international horizons

The most direct manifestation of university students' practice of core values in English learning lies in intercultural communication. Therefore, university students should consciously cultivate their cross-cultural communication awareness and develop their skills while learning English.[9] In English news audiovisual courses, teachers can select news reports from different countries and regions to guide students to examine moral and civic issues from a cross-cultural perspective. This not only broadens students' international horizons but also helps them understand the differences and commonalities in values across different cultures.

Example 1: The Global Response to COVID-19

Content:

A series of news reports from various countries, such as Italy, India, and Japan, showcasing how each nation responded to the COVID-19 pandemic. The reports can cover different aspects, including government policies, community actions, and individual stories of resilience and adaptability.

Cross-Cultural Perspective:

By examining these reports, students can observe how different cultures prioritize individual vs. collective well-being, the role of government in crisis management, and the varying degrees of adherence to scientific advice and public health measures. For instance, Italy's strict lockdown measures may reflect a strong emphasis on collective responsibility, while India's diverse response could highlight the challenges of implementing unified policies in a vast and culturally diverse country. Japan's meticulous preparation and adherence to hygiene protocols might illustrate a deep-rooted respect for order and cleanliness.

Discussion Points:

Moral Dilemmas: Discuss the ethical

considerations behind different approaches to managing the pandemic, such as balancing economic needs with public health.

**Civic Responsibilities:** Explore how individual actions contribute to community well-being and the importance of civic duty in times of crisis.

**Cultural Values:** Reflect on how cultural values influence responses to global challenges and the implications for international cooperation.

**Commonalities and Differences:** Identify shared human experiences and emotions, such as fear, hope, and resilience, despite cultural differences.

**Example 2: The Fight against Corruption**

**Content:**

News reports from countries like Brazil, Nigeria, and South Korea, detailing anti-corruption campaigns, investigations, and reforms. These reports can focus on high-profile cases, grassroots movements, and the impact of corruption on society.

**Cross-Cultural Perspective:**

Students will gain insights into how corruption manifests differently across cultures, from systemic issues in developing countries to more isolated incidents in developed nations. They can explore how cultural factors such as power dynamics, trust in institutions, and societal norms influence the fight against corruption.

**Discussion Points:**

**Moral Integrity:** Discuss the importance of moral integrity in public service and the role of civil society in promoting transparency and accountability.

**Civic Engagement:** Analyze the role of citizens in uncovering and combating corruption, including the use of social media and other digital platforms.

**Cultural Barriers:** Reflect on cultural barriers that may hinder anti-corruption efforts, such as deeply ingrained patronage systems or a culture of silence.

**Global Cooperation:** Consider the potential for international cooperation in tackling transnational corruption and the sharing of best practices.

By incorporating such news reports into their audiovisual curriculum, teachers can facilitate a rich and nuanced discussion that encourages students to think critically and empathetically about moral and civic issues from a global

perspective. This not only broadens their understanding of the world but also nurtures their ability to navigate and contribute to a diverse and interconnected society.

**4.5.2 Cultivation of global citizenship awareness**

Through cross-cultural news content, teachers can cultivate students' awareness of global citizenship, making them aware of their responsibilities and missions as members of the global village. The formation of this awareness can help students more actively pay attention to global issues and contribute to solving them.

**4.5.2.1 Exposure to global issues**

Through news reports covering a spectrum of global issues—such as climate change, economic disparities, social injustices, and political conflicts—students gain a comprehensive view of the challenges facing humanity. This exposure helps them appreciate the complexity and scale of these issues, fostering empathy and a sense of shared responsibility.

For example, a news segment on the refugee crisis in Europe can illustrate the interconnectedness of global events, highlighting how political decisions in one country can lead to humanitarian crises affecting millions across borders. By discussing the root causes, the international response, and potential solutions, students can begin to grasp the intricate web of global interdependence.

**4.5.2.2 Development of critical thinking**

Cross-cultural news content prompts students to engage in critical analysis, evaluating different perspectives, and considering the implications of global events. This process encourages them to think beyond their immediate surroundings, fostering a more nuanced understanding of global issues and the ethical dimensions involved.

For example, a report on the impact of climate change on small island nations can inspire discussions on the moral responsibility of industrialized countries to reduce carbon emissions and support climate adaptation efforts. Students can debate the fairness of international climate agreements and explore potential solutions, developing their ability to think critically and ethically about global challenges.

**4.5.2.3 Encouragement of active participation**



Cultivating global citizenship awareness also involves encouraging students to actively engage with global issues, whether through advocacy, volunteering, or simply staying informed and sharing knowledge with others. By highlighting examples of students, young professionals, and organizations making a difference, teachers can inspire students to take action and contribute to solving global problems.

For example, a feature on youth-led environmental movements, such as the Fridays for Future protests, can showcase the power of collective action and inspire students to participate in similar initiatives or start their own projects. Discussing the challenges and successes of these movements can help students understand the importance of perseverance and collaboration in addressing global issues.

The formation of global citizenship awareness is crucial in today's interconnected world. It empowers students to think beyond national borders, fostering a sense of shared humanity and responsibility. This awareness encourages them to actively seek solutions to global challenges, contribute to sustainable development, and promote peace and understanding among diverse cultures. [10]

## **5. Conclusion**

In the perspective of cultural philosophy, the audio-visual and oral course should achieve the integration of the imparting of content with the cultivation of value and character. Through various interactive teaching methods, English teaching should not only become a place for imparting knowledge and learning language, but also a venue for nurturing students' character and qualities. Through the thoughtful selection and discussion of cross-cultural news content in college English news audiovisual courses, teachers can effectively cultivate students' awareness of global citizenship. This not only enhances their critical thinking and empathy but also inspires them to become

active and engaged global citizens, ready to contribute positively to the world.

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