

A Study of Policy and Its Implementation on Sports Communication Talent Development Program In, Taiwan

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Abstract: - This study employs a macro-level sociological approach, drawing from Bernstein's knowledge reproduction theory, to investigate the development and impact of the Sports Communication Talent Development Program (SCTDP) policy. Utilizing qualitative research and discourse theory, it examines policy discourse, recontextualization, and implementation using Chen's policy practice and knowledge reproduction model. Research methods encompass literature review and interviews, yielding the following results: A. Analysis of policy-related materials reveals a disparity between policy intentions and their practical implementation, particularly in terms of funding and equipment requirements. While the SCTDP acknowledges the importance of leveraging new media technologies, the specialized Electronic Field Production (EFP) demands expertise and advanced equipment, posing challenges within budget constraints. B. The recontextualization field examines policy implementation. Deputy Director General Hong emphasizes increasing the budget to support talent development and subsidizes various expenses. However, the equipment's unit price limit may affect live streaming quality. C. Interviews with SCTDP-involved teachers offer valuable insights into policy implementation. Benefits include real-world experience, networking, and specialized training in sports strategy, broadcasting techniques, and content creation. Challenges encompass financial burdens, limited job opportunities, and the need for students to enhance their sports knowledge. To address these findings, it is crucial to consider the challenges and opportunities posed by SCTDP. Improving funding and equipment provisions can enhance program effectiveness. Additionally, conducting interviews with a wider range of stakeholders can provide diverse perspectives, informing future policy decisions and contributing to effective sports event broadcasting training initiatives.

Key-Words: - discourse, live streaming broadcast, policy, sports event, Sports Communication Talent Development Introduction

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1 Introduction

With the advancement of self-media and mobile phone technology, live streaming of sports events has become increasingly popular. Due to the Covid-19 pandemic, the demand for live streaming of sports events has further increased as audiences are not allowed to attend in-person. In 2021, the Ministry of Education (MOE) of Taiwan formulated a policy to promote the training for sport event broadcasting (Sports Administration MOE, 2021). To encourage university students to participate in sports event live streaming and marketing, the MOE implemented the "Sports Communication Talent Development Program" (SCTDP). The program invited public and private colleges and universities with relevant majors in sports, communication, and other fields to actively participate and collaborate in the cultivation of sports communication talents.

However, it is important to note that sports live

stream event programmers are professionals who oversee and manage the production and execution of live streaming broadcasts of sporting events. Their roles involve coordinating and directing various technical and creative elements to ensure a seamless and engaging live streaming experience for viewers. While not strictly a technical skill, having a good understanding of the sports being live streamed is beneficial. It helps programmers anticipate the needs of viewers, coordinate with the production team, and provide an enhanced user experience by integrating relevant features or graphics into the live stream.

The policy of SCTDP has the potential to provide advantages to the training programs for sports communication talents. These potential advantages can be realized through careful planning, monitoring, and evaluation. To fulfil the needs of the university students and teachers who are the main roles to implement the policy, this study takes a macro

perspective to explore the development and impact of the Sports Communication Talent Development Program (SCTDP) based on the knowledge and knowledge reproduction theory proposed by British sociologist Basil Bernstein (2003).

2 The Research Methodology

This study adopts a sociological perspective and applies Bernstein's (2003) discourse theory to explore the practice of education policy. It refers to the "policy practice and knowledge reproduction model" (Chen, 2014) as Figure 1, which focuses on three domains: policy discourse, policy recontextualization, and policy implementation. These domains are interconnected and create an organic linkage between education policy and its implementation. The model allows the study to examine the influence of educational policies on the implementation of the Sports Communication Talent Development Program (SCTDP) in universities.

The first domain of the model is the generation of knowledge, which is also where education policy discourse is formed. This study collects laws, regulations, policies, and other relevant materials related to the SCTDP through literature analysis. The literature analysis method is employed to examine the impact of educational policies on universities in implementing the SCTDP from a macro-level social perspective. By examining the interplay between education policy and practice, this study aims to understand the influence of the SCTDP policy on sports broadcasting.

The second domain, recontextualization, involves the interpretation of education policies, enabling schools to implement them in a concrete manner. This study interviews a senior journalist who was involved in the examination of the application of the SCTDP and collected the speech of Deputy Director General of Sport Administration. The insights gained from this interview contribute to understanding how schools effectively implement the policies in practice.

The third field of the model is the actual implementation of the SCTDP, which is the focus of the policy practice domain. This domain explores the current status of SCTDP implementation. Interviews are conducted with university teachers who are involved in the practice of SCTDP, providing valuable insights into this domain.

By examining these three domains and their interconnections, this study aims to gain a comprehensive understanding of the development and impact of the SCTDP, shedding light on the relationship between education policy and the implementation of sports communication talent

development in universities.

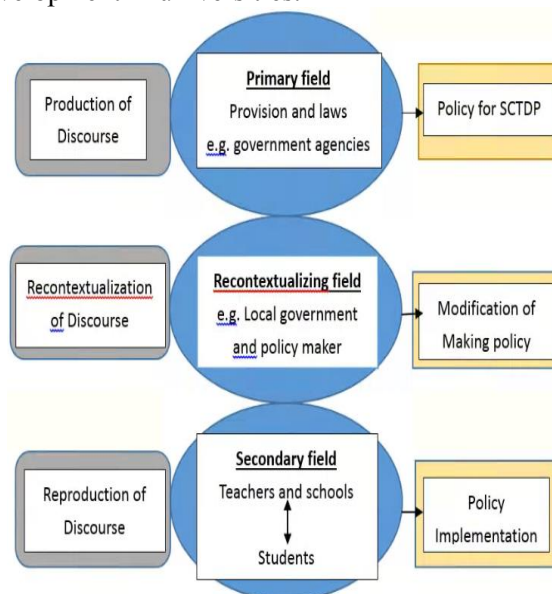


Fig. 1: 1 policy practice and knowledge reproduction model (modified from Chen, 2014)

3 Results

3.1 The first Field:

Discourse of policy of Sports Communication Talent Development Program (SCTDP): The first field examines the discourse of the Sports Communication Talent Development Program (SCTDP) policy. The SCTDP aims to diversify sports event broadcasts and cultivate talent in domestic sports event broadcasting and event marketing, as stated in the "Guidelines for the Subsidy Task for Sports Communication Talent Development Program" (Sports Administration MOE, 2021). The program has three main objectives:

Changing Viewing Habits: The emergence of new media has led to changes in how sports events are consumed by the audience. This program addresses the need to adapt to these changing viewing habits.

Lowering Barriers to Broadcasting Technology: Advancements in new media technologies have made sports broadcasting more accessible by reducing the technical requirements and barriers. The SCTDP recognizes the importance of leveraging these advancements.

Student Engagement: The program seeks to encourage students to actively engage with and gain a better understanding of sports events. By promoting participation and knowledge among students, the program aims to foster a deeper connection between the younger generation and sports.

Electronic Field Production (EFP) techniques, involving portable equipment and on-location setups, are commonly used for live broadcasting. However,

EFP is a specialized field requiring expertise in operating cameras, audio devices, lighting equipment, and other tools. Achieving high-quality live streaming may necessitate advanced equipment.

3.2 The recontextualization field: recontextualizing policy of Sports Communication Talent Development Program (SCTDP):

The recontextualization field focuses on the policy implementation of the SCTDP. Deputy Director General Hong emphasizes the Sports Administration's commitment to increasing the budget allocated for cultivating sports broadcasting talents (NER, 2022). The primary objective is to support schools in promoting talent development and training skilled professionals. The project subsidies cover personnel expenses, lecture fees, work expenses, accommodation, meals, transportation, insurance, and broadcasting equipment support (with a maximum unit price limit). The senior journalist pointed out that the EFP is regarded as a professional field, requiring proficiency in various technical aspects. However, the limited equipment budget may pose challenges in achieving high-quality live streaming.

3.3 Secondary field: Implementation of Sports Communication Talent Development Program (SCTDP):

The secondary field concentrates on the implementation of the SCTDP. Interviews with two teachers reveal valuable opportunities for students interested in sports broadcasting or related fields. The program offers real-world experience, allowing students to actively participate in covering live events and creating content. It also provides networking opportunities, enabling students to establish connections for potential internships and job prospects. The specialized training in sports strategy, broadcasting techniques, editing, and content creation equips students with skills beyond traditional curricula. Challenges in implementing such programs include financial costs, limited job opportunities, and the need for students to enhance their sports knowledge to excel in sports broadcasting.

By addressing these challenges and capitalizing on the opportunities offered by the SCTDP, universities and policymakers can work towards creating an effective training program for sports communication talents.

4 Conclusions

This study adopts the "policy practice and knowledge reproduction model" to examine the relationship between policy and policy implementation. From this model, it is evident that there are gaps between the SCTDP policy and its implementation, primarily in terms of funding. The SCTDP policy maker considers sports event

broadcasting as a low-entry and suitable job for all students. However, from the three domains mentioned above, it can be observed that EFP is a highly specialized field with high equipment and training requirements. It is a complex and costly job for students who have never been exposed to it. The subsidy of 10,000 New Taiwan Dollars for rental equipment is limited to equipment leasing, providing limited assistance to students in improving their equipment operation skills. Furthermore, while the policy of the Ministry of Education aims to provide students with better career development opportunities in the future, there is currently a lot of uncertainty and a lack of suitable job opportunities for students in the field of sports event broadcasting in the job market. That's a great addition to the research suggestion. By conducting interviews with a wider range of teachers, practitioners, and students involved in implementing the program, we can gather valuable insights into the challenges they face and the skills they aim to acquire. These firsthand experiences and perspectives can serve as important references for policy-making by the government. Understanding the practical implications and outcomes of the program can help inform future policy decisions and improve the effectiveness of similar initiatives.

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