

Strategies of Teaching Reform in College English for Arts and Sports Majors

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Abstract: Nowadays, much significance is increasingly attached on education in arts and sports majors, where their students are not only required to have professional skills, but also comprehensive humanistic education. As one of the important subjects for students majoring in arts and sports, college English, a public course, not only takes the responsibility for teaching language skills, but also shoulders the mission of enhancing the level of international exchanges in arts and sports. Based on this point, the paper first elaborates on the characteristics of college students major in art and sports, then analyzes the problems and reasons for college English courses teaching in art and sports majors, and finally analyzes the strategies for college English teaching reforming in art and sports majors.

Keywords: arts and sports majors, college English, teaching reform, strategies

Introduction

With the acceleration of globalization, the Ministry of Education requires universities to comprehensively promote curriculum reform, and in the Guide to Teaching English at University (2020 Edition), the university English course is clearly positioned: university English, as the main content of foreign language education at university, is a compulsory public foundation course in the undergraduate education of most non-English majors, and it has an important role in the cultivation of talents^[1]. The improvement of English proficiency helps to enhance the international communication ability of art and sports talents^[2]. As the university English teaching of art and sports (referred to as art and sports), it is necessary to carry out the teaching reform of the university English programme in combination with the characteristics of sports and arts.

The reform of university English teaching is carried out with the aim of cultivating students' comprehensive language use ability, students' practical communication ability and intercultural communication ability^[3]. How to achieve the effective integration of the contents of art and sports fields in university English courses has become the focus of educators' attention. This paper focuses on the reform strategy of the university public English programme for art and sports majors, aiming to stimulate the interest of art and sports students in learning English, help them to improve their comprehensive use of English, and promote students' high-quality development in their professional fields.

1. Characteristics of college students majoring in arts and sports

Art and sports college students usually have strong professional skills and talent in arts and sports, students often excel in creativity, expression and physical coordination, these students usually pay more attention to practice and performance, with high aesthetic ability and the pursuit of beauty. Students are richer and more intuitive in emotional expression and body language, and tend to have a strong sense of

teamwork and competition. Due to the specificity of their majors, these students may be different from science and engineering or other liberal arts students in their learning styles and thinking patterns, and are more inclined to master knowledge and skills through intuitive and experiential learning. How to implement reforms in college English teaching of arts and sports majors? This is the question to be explored in this paper.

2. Problems and reasons in college English teaching for art and sports majors

The main problems of the current English teaching in art and sports universities: firstly, the problem of disconnection between the course content and the professional characteristics, which is manifested in the fact that the selected teaching materials are disconnected from the professional background and characteristics of art and sports in terms of content, and lack of integration and relevance, which makes it difficult for students to connect their English learning with their own professional needs, and weakens their motivation and initiative in learning. Secondly, the insufficiency of teaching methods and means is also an important reason. The traditional teaching method of public English is mainly based on “vocabulary+grammar”, which lacks innovation and interactivity, and lacks integration with professional knowledge, making it difficult to stimulate the learning interest of art and sports students. Finally, a reasonable evaluation standard is also a part of university English teaching that cannot be ignored. The evaluation of students is generally in the form of uniform written tests, ignoring the communicative, exchanging and communicative nature of English. A single evaluation standard is not conducive to the improvement of students' comprehensive use of English.

3. Strategies for the reform of English teaching in arts and sports universities

In view of the several problems that are more prominent in the teaching of college English for arts and sports, combined with years of practical teaching of college English for arts and sports, the following teaching reform strategies have been explored for your reference.

3.1 Integration of the speciality of arts and sports and English teaching

For university public English courses in art and sports, integrating professional characteristics with English teaching is an important strategy, which means that when designing course content, the characteristics and needs of art and sports majors should be considered in depth, incorporating the terminology, practices and cultural backgrounds in these professional fields. For example, by studying English language materials in art history or discussing English language reports of international sports events, students can deepen their understanding of and interest in their specialized fields while learning English. In addition, combining English teaching content with professional practice, such as through simulated art critique sessions or sports lectures, not only attracts students' interest and improves their professional English, but also enhances their professionalism and international perspective^[4].

This reform can not be separated from the selection of a suitable textbook with the characteristics of the arts and sports profession: a professional background, a sense of the times, the design of post-course exercises is operable, and it is easy for teachers to design and organize student-centred teaching sessions and for students to think and discuss^[5].

3.2 Innovative teaching methods and interactive learning

For public English courses in arts and sports, innovative teaching methods and interactive learning are crucial, a strategy that emphasizes moving away from the traditional teacher-centred “vocabulary+grammar” mode of teaching to more diverse and participatory teaching methods. For example, role-playing, group discussion, flipped classroom and other methods can be used to encourage

students to actively participate in classroom activities and learn English through practice and experience. Under this mode of teaching, students can use English in more authentic contexts, such as simulating scenes such as exchanges at international art exhibitions or press conferences at sports events, which not only improves students' English speaking skills, but also enhances their understanding of professional content. In addition, interactive learning also helps to develop students' teamwork skills, critical thinking and creative thinking, and shift from passive learning to active learning, making English learning more effective.

3.3 Strengthening cross-cultural communication and cultivation of international perspective

Enhancing cross-cultural communication and fostering an international outlook is a key strategy in the public English programme for arts and sports majors, which means that the design of the programme needs to go beyond the traditional scope of language teaching and focus on the introduction of the latest developments, classic cases and multicultural contents in the international arts and sports fields. In this way, students not only learn English, but also understand and appreciate artworks or sports activities in different cultural contexts. For example, teachers can organize watching and analyzing international art films, discussing the historical and cultural backgrounds of sports events in different countries, or inviting foreign experts and artists for exchanges and lectures. Such teaching activities can not only improve students' English listening and speaking skills, but also enhance their understanding of the diversity of the world. In addition, this cross-cultural learning experience helps students to develop a more open and tolerant view of the world, laying a solid foundation for their future development in the globalized world of arts and sports.

3.4 Adjustment of teaching evaluation criteria

One of the most important aspects of the teaching reform of the public English programme for art and sports majors is the reform of the evaluation system. Change the traditional "one examination system", introduce formative evaluation with various forms of assessment, especially to incorporate the form of assessment with students' professional characteristics, incorporate the assessment mechanism that can reflect teachers' teaching situation and students' learning situation, and form the evaluation standard combining formative and summative evaluation in line with the characteristics of art and sports: the proportion can be 50% each. This evaluation mechanism has the following advantages: firstly, formative evaluation includes evaluation of students' learning status, which can promote students' active participation in classroom activities, positive interaction with teachers, and enhance students' classroom participation and performance. Secondly, using formative assessment, teachers can carry out a variety of activities that combine their professional characteristics, which is conducive to improving students' ability to use English in a scene and their ability to express themselves orally and in writing, so that students can have a sense of achievement, see their own progress, and gain self-confidence, which will make them interested in English and make English classes more attractive. Thirdly, the diversity of assessment forms helps the classroom activities to be carried out smoothly, and it also cultivates their teamwork spirit, mutual learning and the habit of making progress together. It helps students overcome their fear of learning English and keep a positive and optimistic attitude towards English learning. Attitude determines success or failure, and a positive and enterprising attitude is of great significance in improving students' English proficiency.

3.5 Strengthening teaching staff and professional training

In the public English programme for art and sports majors, strengthening the construction of the

teaching team and professional training is the key link to improve the quality of teaching, which requires teachers not only to have solid English language teaching ability, but also to have an interdisciplinary knowledge background, to understand the professional knowledge in the field of art and sports, to understand the cultural knowledge behind the language, to understand the history of the development of sports and art in China and the world, as well as to keep abreast of the times with the teaching concepts and advanced teaching methods and approaches. Therefore, schools and educational institutions should provide teachers with professional development training on a regular basis, such as attending cross-cultural exchanges, academic seminars, or co-operating and exchanging with experts and professors in the field of arts and sports, so as to enhance teachers' professionalism and teaching ability. At the same time, teachers should encourage and guide their students to think and practice innovatively, taking into account their own professional characteristics.

4. Conclusion

To sum up, this paper analyses the thinking and strategies about teaching reform in university public English in art and sports majors, aiming to provide guidance and reference for improving the effect of university English teaching. By combining students' professional characteristics, innovative teaching methods, strengthening cross-cultural communication, combining professional content and language teaching, and strengthening the construction of teachers' team and professional training, it promotes the development of university English teaching in art and sports, continuously improves students' English proficiency, and cultivates excellent talents with international vision, solid professional knowledge, and meets the requirements of the society.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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