“1+1+1” Teaching Mode Research on College English for Arts and Sports under the Background of “Double First-Class Construction”

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Abstract

The promotion of the construction of “Double First-Class” move is conducive to enhancing the comprehensive strength and international competitiveness of China’s higher education, and provides strong support for the realization of the “two centenary” goals and the Chinese dream of the great rejuvenation of the Chinese nation. For any discipline to reach the world-class level, it is inseparable from foreign languages, especially English as a tool. English plays a pivotal role in helping the country realize the strategic vision of having several universities and a large number of disciplines enter the world’s most popular list in 2020. The dissemination and exchange of world advanced science and technology, art and culture must first borrow English as a medium. And with the increasingly frequent exchanges between our country and other countries in the fields of science and technology, sports, art, and culture, the market has an increasing demand for talents with professional knowledge and foreign language skills. This puts forward new requirements and standards for college English in arts and sports. Therefore, the reform of the college English teaching model for arts and sports should be based on the actual situation and professional characteristics of our school's students majoring in arts and sports, distinguish different disciplines and majors, and implement a teaching model that meets our school's arts and sports college English teaching goals. Constructing the “1+1+1” progressive teaching model of college English for arts and sports breaks the tradition of general education and teaching, focuses on integrating students' majors, highlights the students' professional English application ability, effectively improve the teaching effect, promote the substantive development of the second classroom characteristic activities, realize the sustainable development of education, and conform to the purpose and reform goals of college English teaching in arts and sports.

Keywords

College English Course for Arts and Sports; General English; Professional English; Specialized Activities.

1. Introduction

For any discipline to reach the world-class level, it is inseparable from foreign languages, especially English as a tool. English plays a pivotal role in helping the country realize the strategic vision of having several universities and a large number of disciplines enter the world's most popular list in 2020. One of the criteria for first-class scientific and technological personnel is that they must be able to have international competitiveness and international discourse power in their respective disciplines, that is, they can directly read the international journals of their discipline in English and understand the world’s frontier development and
research in their field. Use English to communicate proficiently in international academic conferences and international journals. Obviously, without the ability to communicate internationally, it is difficult for any innovative ideas and first-class scientific research results to break out of the country, and no university or discipline can be called a world-class one. At the same time, with the further strengthening of global integration and the increasing internationalization of political, economic, and cultural exchanges, my country has increasingly engaged in international exchanges in the fields of music, dance, painting, animation, art design, traditional culture, art and sports. Frequently, there is an increasing demand for art and sports talents who possess both professional skills and foreign language abilities. With the continuous expansion of arts and sports majors in universities and the increasing number of students, college English teaching in arts and sports majors has also become more and more important, but related theoretical and practical research is relatively lagging and inefficient. In the face of this new situation, how to improve the English application ability of students majoring in arts and sports, combining basic English and professional teaching, coordinating the development of in-class teaching and extracurricular professional special activities, and improving college English for arts and sports students The quality of teaching and the cultivation of qualified and compound talents in arts and sports required by the country and society are practical problems that urgently need to be solved in college English teaching in arts and sports.

2. Current Situation of College English Teaching Reform in Arts and Sports

The domestic academic circles have gradually got rid of the non-artistic college English teaching model in the research of the college English teaching reform model of the arts and sports, and gradually formed a teaching model with the characteristics of the arts and sports [1]. Through studying the literature on college English teaching reform in arts and sports and related teaching reform cases in colleges and universities, the teaching reform models of college English for arts and sports major mainly include: graded teaching mode, teaching mode in different stages, and reform mode based on strategy and perspective. Huang Yiping (2012) put forward suggestions and countermeasures on how to develop a personalized hierarchical teaching model in art colleges through the investigation and analysis of the current situation of college English teaching in Guangxi University of Arts, and carried out corresponding teaching explorations [2]. Zhang Hui and Jin Li (2015) put forward the “1+1” applied college English curriculum design concept—that is, 1 academic year of basic English plus 1 academic year of professional English learning, and conducted practical research[3]. Li Chunguang (2013) The web-based multi-modal learning environment stimulates interest in English learning and cultivates applied artistic talents [4]. Yibo (2015) took Dalian University of the Arts as an example to explore the exploration and practice of personalized college English teaching mode for art majors during the transition period [5]. Song Xian (2018) elaborated the concept of flipped classroom teaching and analyzed the exploration of combining flipped classroom and college English learning for art students under the background of information technology [6]. Feng Tao (2014) conducted a research on the multiple interactive teaching mode of college English translation learning for art and sports students, and explored the multiple interactive mode of college English learning for art and sports students [7].

Domestic related research has provided us with a very important theoretical basis and valuable experience for further research, which is conducive to clarifying the direction and goals of our education reform research, but there are still shortcomings. In view of this, constructing the “1+1+1” progressive teaching model of college English for arts and sports, that is, “general English+professional English+professional theme activities”, can better stimulate the enthusiasm of arts and sports students. And enthusiasm, improve students’ comprehensive
English application ability, cultivate arts and sports talents that meet the needs of social occupations, and conform to social development trends.

3. Concept Definition

The “1+1+1” progressive teaching mode of college English for arts and sports, that is, due to the students' own particularities and professional characteristics, the English teaching of arts and sports majors should fully reflect the progressive style of combining general English with professional characteristics. Teaching, integrate the in-class classroom teaching and the development of extracurricular interest activities, and incorporate the second classroom activities into part of the practical teaching. The construction of the “1+1+1” progressive teaching model focuses on the three levels of “general English+professional English+professional characteristic activities”. The specific content is:

The first “1” is the general English stage, which is mainly to carry out general English teaching to consolidate the students' knowledge and English foundation in high school, so as to lay a solid foundation for college English learning, and help some students pass the English tests successfully. In the basic learning stage, teachers combine certain methods and skills in knowledge explanation, pay attention to the cultivation of students' listening and speaking ability, and incorporate certain professional background knowledge.

The second “1” is the professional English stage, which focuses on combining professional knowledge explanations, selecting chapters or textbooks that combine professional characteristics, highlighting professional characteristics, and laying a solid foundation for students' career development. Design professional-based dialogues or hot topic discussions, so that students can master and use about 600 professional vocabulary, be able to carry out general oral communication related to the major, and use reference books to understand the general difficulty of professional literature and related professional writing.

The third “1” is the development stage of professional characteristic interest activities, which integrates the contents of in-class and extracurricular professional characteristic activities. Teachers integrate professional characteristic theme activities into the teaching and organize student training, allowing students to carry out related after-class activities. Let the extracurricular professional characteristic activities be substantially carried out, incorporate professional characteristic theme activities into some practical learning, let students experience professional beauty in English learning, use English while demonstrating professional skills, and experience the joy and achievement of learning English sense.

4. Practical Research on “1+1+1” Model

4.1. Practice Research Combining General English with Professional English

Most students majoring in arts and sports generally have a low starting point, and a weak foundation. If they do not connect with the basic knowledge necessary for the middle school stage, they only advocate the professional characteristic route, which is not in line with the teaching rules and is not conducive to the development of students' English Comprehensive application capabilities. Therefore, the first school year of this model is designed as the general English learning stage. Appropriate general English textbooks are selected to consolidate and consolidate the foundation of students and lay a solid foundation for professional English learning. The second school year focuses on professional teaching and selects suitable ones. Specialized teaching materials for arts and sports, highlighting professional characteristics, and focusing on the cultivation of students' professional skills in using language to lay a solid foundation for students' career development.
4.2. **Practice Research on Interactive Classroom Teaching Design based on Professional Characteristics**

We know that interactive classroom teaching takes students as the main body. Teachers design creative scenarios and language practice activities. At the same time, they carry out independent exploration and cooperative learning through the multiple initiative of students and the multiple interactions between teachers and students, students and students. That improves students' language practice ability, thinking ability and interactive effect of classroom teaching. At the same time, in accordance with the characteristics of students majoring in arts and sports, interactive classroom teaching methods are adopted as a medium. In the pre-class preparation stage, the teacher allows students to cooperate in groups to complete the introduction of the theme of the article; when imparting knowledge in class, the teacher encourages students to participate in class discussions, strengthen experiential learning, cultivate a sense of cooperation and autonomous inquiry, and improve English communication skills; arrangements and majors after-class relevant extended learning tasks, such as completing written exercises related to course teaching, freely composing self-edited scenario scripts with healthy, positive and educational significance and performing role performances, or combining professional advantages to create self-drawn sketches and cartoon scenarios either the story is expressed in English, or the relevant professional vocabulary is sorted and memorized and group competition activities. Or to appreciate English film and television works and try to write film reviews in English. Or to appreciate domestic and foreign art works and ceramics and comment in simple English; Or to conduct sports events broadcast and other activities. Interactive classroom teaching can effectively integrate the multiple interactions between teachers and students, and between students, and effectively combine in-class and extra-curricular, so that students have work to do. That will prevent students from being “head-downers” in the classroom, indulging in fragmented information ingestion activities, and at the same time actively participating in learning, which enhances students’ initiative and enthusiasm in learning and the spirit of cooperation and exploration [8].

4.3. **Practical Research on Integrating Special Activities in and Out of Class**

Combine in-class teaching and extra-curricular activities, integrate the knowledge of in-class teaching into professional special theme activities, and let students carry out related series of activities after class. For example, students who are good at acting can freely compose self-written sitcoms and perform role performances in English; students who are good at art and painting combine their professional advantages to create self-drawn stick figures and comic stories and express them in English; students who specialize in archaeology and fine arts can sort out relevant professional vocabulary and memorize it and group competition activities, or appreciate English film and television works and write film reviews in English, appreciate domestic and foreign art works, ceramic works, and try to comment in simple English; students of majors such as ceramic art and sculpture can targetedly use appropriate English to describe or express the type, glaze color, firing process, etc. of the work created by oneself, which is also in line with our school's mission of strengthening the training of composite talents integrating ceramics, art and materials. And concepts; students who love music and dance can sing English songs and portray dance action performances in English; students in the animation department can develop depictions of art works or dubbing classic cartoons in English; and students majoring in sports can try simple in English, carry out some professional-related sports event broadcasts, and collect and remember sports professional English vocabulary. In order to carry out professional characteristic activities more comprehensively and effectively, we can incorporate professional characteristic activities into some practical classroom teaching, let students combine their professional characteristics to display, use English to summarize and
report activities, express testimonials, and enrich students' learning content and learning methods.

5. Significance of "1+1+1" Model Construction

The construction of the "1+1+1" model constructs a macroscopically a teaching model for college English in arts and sports, and designs a specific implementation plan for each stage and process from the microscopic view. The construction model and implementation plan are scientific, reasonable, and feasible. The construction of the "1+1+1" model has new breakthroughs in content and methods, and has certain guidance for the reform of college English teaching in arts and sports. The construction of the "1+1+1" teaching model of college English for arts and sports is conducive to promoting English teaching combining basic English with professional characteristics, and improving students' English application ability. At the same time, the combination of general English and professional English teaching not only meets the requirements of the latest "University English Teaching Guide", but also meets the spirit and basic requirements of the "National Education Development Program"[9]. It is also an inevitable trend of student professional development and social needs. It is conducive to the development of professional second-class activities, enhances students' enthusiasm for learning English, stimulates students' learning interest and learning initiative, enhances students' English language expression ability and comprehensive application ability, and fully demonstrates students' personal charm. At the same time, it fully embodies the purpose and goals of college English teaching reform in arts and sports, and has important guiding significance for deepening the reform of college English teaching in arts and sports and optimizing teaching methods.

6. Conclusion

The "1+1+1" model combines the teaching of general English and professional English, integrates in-class teaching and extracurricular special activities, and its operability is practical and feasible. This model combines the practical research of in-class theme teaching and extra-curricular characteristic activities to make up for the disconnection between classroom theme teaching and extra-curricular characteristic activities, conforms to the trend of the society's demand for the development of professional talents for art and sports students in the new era, and is conducive to the development of professional second-class activities, enhances students' enthusiasm for learning English, stimulates students' learning interest and learning initiative, enhances students' English language expression ability and comprehensive application ability, and fully demonstrates students' personal charm. At the same time, the "1+1+1" model breaks the tradition of general education and teaching, focuses on combining students' majors, highlights students' professional English ability, and realizes the sustainable development of education. It is in line with the purpose of college English teaching in arts and sports and the reform goals.

References


