

An Analysis of Cross Cultural Teaching of English for Physical Education Majors in Universities Based on the Perspective of New Media

Zhusong Chu

Sichuan Police College, Luzhou, Sichuan 646000

Abstract: With the acceleration of globalization and the rapid development of information technology, cross-cultural teaching of English for physical education majors in universities has become an important task in response to the growing demand for international communication. Based on the perspective of new media, this article explores the current situation and challenges of cross-cultural teaching in English for physical education majors in universities, and proposes corresponding solutions. By introducing new media tools and resources such as online platforms and social media, students' language and cross-cultural communication abilities can be effectively promoted. This article aims to provide theoretical basis and practical guidance for the improvement of cross-cultural teaching in English for physical education majors in universities.

Keywords: New media perspective; Physical education major in universities; English cross-cultural teaching

Introduction:

With the continuous advancement of economic globalization and educational internationalization, the importance of cross-cultural teaching in English for physical education majors in universities is becoming increasingly prominent. On a global scale, sports exchanges and cooperation are constantly expanding, and international sports events are frequently held. More and more students are choosing sports majors and facing the challenge of cross-cultural communication. Therefore, how to improve students' English proficiency and cross-cultural communication ability has become an important issue in English teaching for physical education majors in universities.

1. The current situation of cross-cultural teaching in English for physical education majors in universities

At present, cross-cultural teaching of English for physical education majors in universities faces some problems: firstly, traditional teaching methods are too single, mainly focusing on imparting basic vocabulary and grammar, lacking pertinence and practicality. This leads to difficulties for students in practical applications, making it difficult to meet their actual needs. For example, students may need to learn how to communicate with foreign coaches and interpret reports related to sports events, but traditional teaching often fails to provide the necessary skills and knowledge. Secondly, the particularity of the sports field has also become one of the factors restricting students' development. When learning English for sports majors, students need to understand and familiarize themselves with relevant subject background knowledge, such as sports physiology and training methods. However, due to limited textbooks and teaching resources, students may lack a deep understanding of these disciplines, which limits their further development in the field of sports. In addition, cultural differences and language barriers also pose challenges to cross-cultural teaching. Sports is a field with distinct regional characteristics and cultural background, and different countries and regions may have differences in their understanding, values, and practices of sports. Therefore, in the teaching process, it is necessary to consider how to help students understand and adapt to sports practices and communication methods in different cultural environments. At the same time, language barriers also limit students' ability to communicate with foreign coaches, international exchange participants, and others.

2. Cross cultural teaching strategies for physical education majors in universities based on the perspective of new media

With the acceleration of globalization and the rapid development of information technology, cross-cultural teaching of English for physical education majors in universities has become an important task in response to the growing demand for international communication. At present, traditional teaching methods are no longer able to meet the needs of improving the English proficiency and cross-cultural communication ability of college physical education students. Therefore, how to break through traditional teaching models and utilize new media tools and resources to improve the cross-cultural teaching effectiveness of English for physical education majors in universities has attracted widespread attention.

2.1 Building an online learning platform

2.1.1 Design diverse learning content

Through online learning platforms, teachers can record and upload video courses of sports professional English, including vocabulary, grammar, listening, speaking, and other aspects. Students can independently choose to watch video courses according to their learning needs, and engage in learning and thinking in the videos. Video courses can help students more intuitively understand and master knowledge points, while increasing the fun and participation of learning. On online learning platforms, sports English teaching games can be offered, such as word puzzles, grammar filling in the blank, listening selection, etc. These games can not only cultivate students' language application abilities, but also stimulate their interest and motivation in learning. Through the competitiveness and interactivity of games, students can actively participate in learning and improve learning outcomes. The online learning platform can design interactive practice modules, including fill in the blank questions, multiple-choice questions, paired questions, etc. Students can practice independently on the platform and receive timely answers and feedback. This form of practice can help students consolidate and apply the knowledge they have learned, and improve their learning outcomes.

Designing diverse learning content also requires attention to students' individual differences and interest characteristics. Students majoring in sports have strong practical characteristics, and they are more interested in practical sports activities and projects. Therefore, teachers can design cross-cultural learning content related to sports based on students' professional backgrounds and interests, such as English reports on sports events and introductions to international sports organizations. By combining cross-cultural learning with physical education practice, students' learning motivation and participation can be enhanced.

2.1.2 Introducing online discussions and collaborative learning

Online learning platforms can create discussion forums for students to communicate and discuss. Students can share their learning experiences, solve learning problems, and engage in in-depth discussions on cross-cultural communication and sports professional English on the forum. Under the guidance of teachers, students express their opinions, criticize each other, and provide suggestions to enhance their expression and thinking abilities. Online learning platforms can provide collaborative learning tools, such as collaborative editing and document sharing. Teachers can divide students into small groups and have them work together on the platform to complete projects and tasks. Through collaborative learning, students can support and promote each other, solve problems together, improve teamwork skills and cross-cultural communication skills.

2.1.3 Develop personalized learning plans

Online learning platforms can diagnose students' language proficiency, learning interests, and learning goals through tests and surveys. According to the needs of students, teachers can develop personalized learning plans and provide targeted learning resources and tasks for each student. The online learning platform can set up autonomous learning modules, allowing students to choose suitable learning content based on their own learning progress and schedule. The platform can provide classification and recommendation functions for learning resources, helping students better organize and manage their learning process. Online learning platforms can record students' learning processes and achievements, provide learning feedback and evaluation. Students can view from at any time.

Based on learning objectives and priorities, teachers can choose suitable learning resources and tools to help students achieve their learning goals. For example, resources such as online courses, textbooks, learning websites, and multimedia materials can be used to provide students with rich learning content. In addition, various learning tools such as online dictionaries, speech recognition software, and learning applications can be utilized to enhance students' learning outcomes. Based on learning objectives, priorities, and selected learning resources, teachers can develop personalized learning plans and schedules for each student. The learning plan should include weekly learning tasks and goals, as well as corresponding learning resources and tools. Timetables can help students manage their time, allocate learning tasks reasonably to daily or weekly time slots, and ensure learning progress and effectiveness. When students implement their learning plans, teachers can regularly track their learning progress and provide guidance and feedback. Teachers can interact and communicate with students through online discussions, homework submissions, group projects, and other

means. At the same time, teachers can also use online evaluation tools to evaluate students' learning outcomes, in order to timely adjust learning plans and provide personalized guidance.

2.2 Effectively Utilizing Social Media

2.2.1 Create an exclusive teaching social media account

In order to better interact and communicate with students, teachers can use social media platforms such as WeChat official account, microblog or QQ group to create exclusive teaching accounts. By establishing such an account, teachers can regularly publish content related to sports professional English and cross-cultural communication, such as vocabulary analysis, grammar explanation, listening practice, and cultural background. At the same time, students can also ask questions, answer questions, share learning experiences, and interact with teachers and other classmates through these platforms.

2.2.2 Sharing cross-cultural resources and cases

Social media platforms provide teachers with a convenient way to share cross-cultural resources and cases, thereby helping students better understand and apply sports professional English knowledge. Using social media accounts, teachers can share and introduce the sports cultural backgrounds of different countries and regions, including sports activities, customs, etiquette, etc. Through this approach, students can gain a more comprehensive understanding of the differences and commonalities in cross-cultural communication, and improve their cross-cultural awareness and literacy. Teachers can share relevant reading materials, movies, audio and video resources through social media, and explore the elements of sports English and cross-cultural communication with students. These resources can be professional literature, news reports, film and television dramas, etc., aimed at providing students with more opportunities for practical cases and language practice.

2.2.3 Conduct online assessment and evaluation

In order to evaluate students' learning outcomes, teachers can use social media platforms for online assessment and evaluation. Use social media to publish tests or questionnaires to understand students' understanding of sports English and cross-cultural communication, as well as the difficulties and problems encountered during the learning process. Such tests and surveys can help teachers understand students' learning situations, adjust teaching strategies in a timely manner, and provide personalized guidance and guidance. Teachers can ask students to share their learning achievements on social media, such as oral speech recordings, writing works, etc. Students can showcase their ability to apply the knowledge they have learned by publishing their own works, and receive evaluations and suggestions from teachers and other classmates.

2.3 Utilizing video conferencing to share learning outcomes

The use of video conferencing systems for online classroom teaching is one of the most common application methods. Teachers can engage in virtual interactions with students at designated times and locations through video conferencing software such as Zoom and Microsoft Teams. The following is the specific approach. Firstly, prepare before class. Teachers need to prepare relevant teaching materials and activities in advance, upload them to the video conference system or share screen functions. Ensure that students have access to the required teaching resources before or during class. Secondly, interactive teaching. In online classrooms, teachers can use the audio, video, and whiteboard functions of the video conferencing system to interact with students. Teachers can provide brief explanations, then ask questions and engage students in discussions, or engage in group activities. Through interactive teaching, students' interest in learning can be stimulated and their learning effectiveness can be improved. Thirdly, answer questions in real-time. Students can ask real-time questions in the video conferencing system and communicate with the

3. Conclusion

Based on the perspective of new media, this article explores the current situation, challenges, and solutions of cross-cultural teaching in English for physical education majors in universities. By introducing new media tools and resources, students' language and cross-cultural communication abilities can be effectively promoted. In the future, we should continue to strengthen the research and exploration of new media teaching methods, continuously improve and improve cross-cultural teaching of English for physical education majors in universities in practice, in order to better meet the needs of physical education in universities in the era of globalization.

References:

- [1] Tian Xiaodi. On the cultivation of cross-cultural communication ability in college English teaching [J]. *Modern English*, 2023.
- [2] Wang Jingni. The Dilemmas and Strategies of Cross cultural Teaching of College English in the Context of New Media [J]. *Public Relations World*, 2023.

About the author: Zhusong Chu(1988-), female, Han Nationality, born in Weihai, Shandong province, graduate student, lecturer, research direction: Public security education, police technology and tactics.