

Reflections on the Construction of Curriculum Resources in Art Universities and Colleges - A Case Study of College English Combined with Dance Majors

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Abstract: With the continuous reform and upgrading of the university education system, the traditional college English teaching can no longer meet the needs of students majoring in dance. As a new teaching model, stage teaching can break this limitation and improve the interest and efficiency of such students in learning English. Based on the current situation of students learning English in dance majors, the implementation background and implementation principles of the stage teaching plan were introduced in detail, then the teaching content and assessment methods were analyzed, and the effectiveness of the stage teaching was verified in an experimental way. "Stage teaching" can teach students to learn English by learning, adapting and performing classical English stage plays in conjunction with other auxiliary teaching methods, thereby improving students' comprehensive English application ability.

1. Introduction

In recent years, with the deepening of curriculum reform, a lot of fruitful explorations have been made in the teaching research of English in China. Many studies have shown that there are many problems in the traditional English teaching mode, such as the narrow selection of textbooks, the outdated teaching methods and the examination-oriented teaching mode, which not only can not arouse students' enthusiasm for learning English, but also is not conducive to college students' mastery and application of English. However, as a special group, the characteristics of cultural learning of students in dance major are more distinct. Therefore, it is more urgent to re-orientate and study English teaching for dance majors. For students in dance major, College English is an important and difficult compulsory course. Therefore, colleges and universities should change the traditional teaching mode according to their professional characteristics, combine with the unique characteristics of students in dance major, put forward targeted orientation and development goals of English teaching, and carry out stage teaching with characteristics, so as to improve students' interest and enthusiasm in learning English, and fundamentally change students' attitude and methods of learning English. Stage teaching is to teach students English by performing classical English plays, including comprehensive learning and application of words, phrases, grammar, etc. This paper will focus on the thinking and exploration of stage teaching method in the first semester. The first semester is the period when stage teaching lays the foundation, focusing on the accumulation of words, the understanding of grammar, the familiarity of teaching methods and the performance of simple scripts. The following will discuss the basic concept of stage teaching in detail.

2. Course Resources Construction in Art Universities and Colleges

2.1 Background of the implementation of the stage teaching program

The College English teaching purpose is to cultivate students' comprehensive English application ability, so that they can communicate effectively in English in their future study, work and social interaction, enhance their autonomous learning ability, improve their comprehensive cultural literacy, so as to meet the needs of social development and international communication in China [1]. It can be seen that students' mastery of College English can not only achieve effective English

communication, but also enhance their autonomous learning ability and cultural literacy. However, nowadays, it's very difficult for most students in dance major to meet this requirement because of students themselves and teachers' factors. Many dance major's students are weak in English and have no interest in English learning. However, in College English teaching, teachers still adopt traditional teaching methods, and the classroom is teacher-centered, which can not mobilize students' learning enthusiasm [2]. Therefore, in order to achieve the purpose of College English teaching, dance major's College English teaching reform is imminent.

2.2 Principles for the implementation of the stage teaching program

Stage teaching is a combination of English and dance majors, providing a stage for dance majors to fully demonstrate their talents, so that they can learn English in a rich English learning environment in a familiar way. Stage teaching is a student-centered and performance-based teaching mode, which promotes English learning by specialty and weaknesses by strength, thus greatly improving the efficiency of students' English learning [3].

3. Stage Teaching

3.1 Teaching contents

Stage teaching is a comprehensive teaching model for achieving English teaching based on experiencing basic college English course, making full use of various extracurricular teaching materials, stage play scripts, video and multimedia [4]. Stage teaching can be divided into three stages:

The first stage is based on textbooks. This stage is to adapt some dialogues and texts and present them in the form of stage performances on the basis of mastering a certain amount of words and grammar, which will not only lay a solid foundation for the third stage of stage performances, but also allow students to fully grasp the pronunciation, vocabulary, grammar and basic usage of English.

The second stage is to observe classic English stage plays or movies. This way can make students fully engage in a multidimensional linguistic context that simulates real-life exotic cultures, be familiar with English stage dramas, further standardize pronunciation and intonation, and learn how to play their strengths in English stage drama.

The third stage is that students use their own methods to adapt stage plays and use English for stage performances, which is the final and most important output stage [5]. This period of time involves the assignment of characters, the second creation of a script or a movie. Throughout the distribution and rehearsal process, the teacher does not interfere with students, only corrects students' pronunciation, provides guidance and answers questions when necessary.

3.2 Assessment method

The assessment of the stage teaching method will use a combination of process assessment and summative assessment. Process assessment refers to an uninterrupted and comprehensive assessment of the learning situation of students in order to make the learning effect better, including the memory of words and texts, the understanding of grammar, the accuracy of phonetic intonation, etc. [6]. Summative assessment is a comprehensive assessment of a student's teaching at the end of the semester or at the end of a period of study, which focuses on the student's learning outcomes. The combination of these two methods not only helps to comprehensively assess the learning situation of students and the results of new teaching methods, but also helps to motivate students' enthusiasm and initiative [7].

3.3 Expected teaching outcome

Stage teaching is a comprehensive training mode of listening, speaking, reading, writing and translating, which is conducive to improving students' comprehensive English application ability. For the students in dance major, stage teaching not only enables them to improve the stage imagination and creativity in the process of compiling the drama, but also provides some help for

their professional study [8]. In addition, the stage teaching also changes the traditional cramming teaching mode. Now the classroom is student-centered, which can mobilize students' enthusiasm for learning English, broaden their knowledge and horizons, thus enhancing their cultural literacy [9].

4. Stage Teaching Experiment

In order to test the effect of stage teaching in College English teaching, a stage teaching mode was carried out in School of Dance of Southwest University for Nationalities in this paper. Taking the experimental class and the ordinary class of the first grade in Dancing School as two research objects, the exam results were compared with other aspects, thus discussing the achievements and problems of College English stage teaching, and providing the basis for the development of stage teaching in the future [10].

4.1 Research object

This research took Dance Class 2 of Grade 2017 as the stage teaching experimental class and Dance Class 1 of Grade 2017 as the ordinary class. There were 59 students in the experimental class, including 22 secondary technical school students and 37 high-school students, meanwhile, 58 students were in the ordinary class, including 23 secondary technical school students and 35 high-school students. It is not difficult to see that before the implementation of different teaching methods, the English proficiency of the students in the two classes is about the same, however, after two years of study, there are some differences in their scores.

Table 1 Comparison of stage teaching experimental class and traditional teaching ordinary class

Research object	Total number	Secondary technical school students	High-school students
Experimental class	59	22	37
Ordinary class	58	23	35

4.2 Final exam score comparison

The comparative final exams were conducted at the end of the second semester of sophomore after one year of teaching. In the final exam, the stage teaching included composition, written examination and stage performance, while the ordinary class only included composition and written examination. Composition test time was 40 minutes, with 25 review topics; the written examination time was 60 minutes, including single choice, reading comprehension, cloze filling. When calculating the lowest scores of the final exam, the results of any missing exam were not included. The examination content of stage teaching class was more than that of ordinary class, so the time of reviewing each section was less than that of ordinary class students. The following Table details the results of the two classes (the results used have been converted into percentiles).

Table 2 Comparisons of the achievements of the experimental class and the ordinary class

Class test project	Stage teaching experimental class				Ordinary class			
	Proportion	Average	Highest score	Lowest score	Proportion	Average	Highest score	Lowest score
Composition	30%	57	91	3	30%	42	87	0
Written examination	30%	42	84	15	70%	37	76	21
Stage play performance	40%	80	99	42	0	-	-	-
Final results	100%	62	92	28	100%	36	79	15

It can be seen from the above Table that the performance of the experimental class is higher than that of the ordinary class. The main reason is that the performance of the stage drama has widened the gap and improved the final score of the experimental class. In the composition test, the average score, the highest score and the lowest score of the experimental class are higher than that of the

ordinary class. In the written test, although the lowest score of the ordinary class is higher than the experimental class, the average score is still 5 points lower than that of the experimental class. The stage performance is to test students' speaking and performance skills, but the ordinary class doesn't test this item. Here, the experimental class has a high score in speaking and performance skills, even a full score, and the average score is also as high as 80 points, which is a big improvement for art students, especially dance majors. However, due to the personal ability limitations, the relevant data is relatively lacking. And the repeated practice should be carried out to continue to upgrade the stage teaching mode, so as to better promote college English teaching reform and improve students' learning efficiency and practical ability.

5. Conclusion

As a new teaching mode, the stage teaching breaks the limitation that the traditional college English teaching can not meet the needs of students in dance major, which can improve the interest and efficiency of such students in learning English more effectively, and promote the upgrading and development of curriculum resources construction in art Colleges and Universities. This paper is only a reflection and exploration on the teaching mode of stage teaching in the first semester. However, when it is put into the specific teaching practice activities, more shortcomings and defects will be found, and the further correction and improvement are required to show the uniqueness of stage teaching in future teaching work, then exerts greater effect.

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