

# The Influence of English Teaching Model Reform and Psychological Intervention on Students' Sports Habits

Yejun Li<sup>1</sup>, Changfa Tang<sup>2\*</sup>

## Abstract

Following graduation, a considerable proportion of individuals exhibit a linguistic proficiency akin to a state of linguistic inefficacy, hindering their competence in practical English Chinese translation and communication tasks. Consequently, the research aims to scrutinize the impact of English pedagogical model restructuring and psychological interventions on students' engagement in sporting activities. The primary focus of the study pertained to investigating the influence exerted by different English curriculum models in middle schools on the establishment of physical exercise routines among middle school students. Employing a multi-method approach encompassing literature review, surveys, expert consultations, and on-site visits, the research conducted a comprehensive examination across 12 randomly selected middle schools within a designated urban locale. Through a comparative analysis of historical and contemporary English curriculum frameworks, the study scrutinized various aspects, ranging from fostering students' keen interest in sports to cultivating enduring physical exercise habits and instilling the notion of lifelong wellness. Furthermore, the article delved into the diverse theoretical underpinnings and evolutionary trajectories characterizing the ongoing reform initiatives in physical education curricula in China, with particular emphasis on elucidating the implications of the latest curriculum standards. Substantial variances were observed in the levels of contentment among students with and without established exercise routines regarding their English classes, the instructional material, and the prescribed textbooks. While the majority of students exhibit a favourable disposition toward English classes overall, those lacking exercise habits evinced an 8.4% decline in satisfaction levels compared to their counterparts with exercise routines. Notably, satisfaction with English teaching content, particularly its alignment with physical exercise requirements, was notably lower among students devoid of exercise habits, with their satisfaction levels registering a nearly 10% decrease relative to their exercise-practicing peers. It is imperative to amalgamate the latest curriculum standards, dissect the components of the English curriculum, and endeavour to enhance the prevailing English curriculum framework to foster wholesome notions of physical education among students. Additionally, findings posit that integrating physical activities into English instruction and administering psychological interventions can significantly bolster students' proclivity towards sporting pursuits, thereby potentially enhancing their physical fitness and holistic welfare. These implications underscore the significance of amalgamating educational and psychological methodologies to promote a salubrious and dynamic lifestyle among students.

**Keywords:** English Teaching Mode and Psychological Intervention, Sports Interest, Lifelong Sports, Physical Exercise Habits, Curriculum Reform.

## Introduction

Following graduation, a significant proportion of individuals persist in a state of limited English proficiency, impeding their competency in English-Chinese translation and communication tasks (Jiang & Zhang, 2019). This phenomenon stems from several factors. Firstly, the proliferation of university enrolments has resulted in a decline in overall student quality, evidenced by deficiencies in grammar, pronunciation, and vocabulary ("the enrolment vocabulary is only about 1800 words, while the vocabulary of non-English major students entering non-key universities is

less, often less than 1600"). Secondly, English learning among college students is predominantly examination-oriented, accompanied by various psychological impediments. Thirdly, English courses for non-English majors are conducted in large class settings (Zhang & Li, 2022), necessitating a single instructor to manage all aspects of teaching, including listening, speaking, reading, writing, and translation for more than 50 students, with outdated teaching methods. Fourthly, mastery of a language requires significant autonomous learning beyond the confines of classroom instruction, a feat difficult to achieve within the limited timeframe of two to three years of formal teaching. Due to these inherent

<sup>1</sup> School of Educational Science, Hunan Normal University, Changsha, 410080, China

<sup>1</sup> Department of Physical Education and Research, Hunan Institute of Technology, Hengyang, 421002, China

<sup>2</sup> School of Educational Science, Hunan Normal University, Changsha, 410080, China

\*Corresponding Author: Tang, C; Email: [tangchangfa421@163.com](mailto:tangchangfa421@163.com)

challenges, compounded by deficiencies in teaching materials, instructors, and educational environments, the efficacy of college English instruction in China is understandably suboptimal (Yang et al., 2019). Consequently, adapting to this reality, exploring avenues for English teaching reform, and enhancing college students' practical English proficiency have emerged as paramount concerns within English education.

English serves as a pivotal tool for communication, and the core objective of English pedagogy lies in nurturing and enhancing students' proficiency in utilizing this tool for interpersonal interactions (Moussu & Lurda, 2008). Particularly in the contemporary landscape of sports, marked by frequent international events, the utility of English as a means of communication is notably heightened (Kowalikowa, 2009). China's increasing participation in global sporting competitions has accentuated the significance of athletes' English communication skills, prompting greater emphasis on English instruction within cultural courses offered by sports institutions and the broader sports industry (Ding & Saunders, 2006; Gil & Adamson, 2011; Pratama & Roesdiyanto, 2022). Nonetheless, students in sports institutions typically commence specialized training at a young age, contend with rigorous training regimens, possess limited time for academic pursuits, exhibit comparatively weaker foundations in cultural subjects, and often harbour minimal interest in English learning (Henry, 2022). Consequently, comprehension of classroom instruction is often hindered, with instructors assuming the burden of reading, leading, and elucidating content, while student engagement is sporadic, marked by whispering and distractions (Woolf et al., 2024). Consequently, English emerges as a particularly challenging subject for both educators and students in sports institutions. In response, I have undertaken a preliminary exploration into reforming English classroom instruction and fostering students' interest in English learning, informed by the specific teaching context and student demographics of sports institutions. This endeavour aims to optimize students' English learning experiences within the constraints of limited time, enabling them to effectively acquire and utilize English for communication purposes.

The deficiencies inherent in the conventional English curriculum model among middle school students pose a hindrance to their inclination towards physical exercise, consequently impeding their enthusiasm for English classes and directly impacting their ability to cultivate enduring habits of physical activity (Kaya & Ok, 2020; Looi et al., 2023). In the context of the latest curriculum reform initiatives, scholars have advocated for a novel perspective on physical education curriculum, characterized by an overarching

commitment to prioritizing health, fostering students' holistic development, igniting passion for sports, instilling an appreciation for lifelong physical education, individualizing educational approaches, recognizing students' agency, accommodating diverse needs, and ensuring equitable benefits for all learners (Lambert & Penney, 2019). Building upon this discourse, it is essential to acknowledge that the influence of English teaching model reform and psychological interventions on students' physical exercise habits may vary contingent upon factors such as age, cultural background, and individual variances. Consequently, further investigation is warranted to delineate these associations comprehensively and devise efficacious strategies for augmenting students' physical activity habits through educational interventions. Thus, the current research aims to examine the impact of English teaching model reform and psychological intervention on students' physical exercise habits.

The researcher conducted an investigation within urban middle schools, delving into the conceptualization and essence of physical education curriculum, and scrutinized the evolution of past and contemporary models of such curriculum. With a focus on fostering robust enthusiasm for sports among students and nurturing enduring habits of physical exercise, alongside fostering ideals of lifelong physical education, the study examined diverse theoretical underpinnings and developmental trajectories characterizing China's ongoing reforms in physical education curriculum. Particularly, emphasis was placed on the exploration of novel curriculum standards, juxtaposed with an analysis of constituent components of physical education curriculum, in a bid to ascertain a curriculum framework conducive to instilling students' enduring commitment to lifelong physical education. Central to this endeavour was the ambition to cultivate students' proficiency in one or two sports, engender a steadfast interest in sports, and instil a practice of sustained engagement in physical exercise, thereby actualizing the aspiration for lifelong physical education. The research was structured into five chapters encompassing an introduction, literature review, research methodology, data analysis and findings, and discussion and conclusion.

## Literature Review

In recent years, there has been a heightened interest in investigating the effects of educational interventions on students' levels of physical activity. One area of focus has been exploring the interplay between reforms in English teaching models and psychological interventions on students' sporting habits. This literature review seeks to examine existing research in this domain and elucidate potential outcomes of these interventions.

The study of curriculum theory in China has relatively nascent origins, with specialized research in this field emerging more recently (Zhao, 2020). Notably, research into physical education curriculum models is sparse, with a predominant focus on teaching methodologies rather than comprehensive curriculum frameworks (Pan et al., 2019). Many studies on physical education teaching models have primarily concentrated on enhancing teaching methods and organizational structures, neglecting fundamental questions regarding curriculum content (Baena-Morales et al., 2021; Renzulli, 2023). Failure to address the core issue of curriculum content undermines the efficacy of curriculum reforms (Harvey et al., 2020).

Adolescence is a pivotal period for physical and personal development, with the establishment of healthy exercise habits during this phase bearing significant lifelong benefits in terms of health and vitality. Given that adolescents spend a substantial portion of their time in school, school-based sports programs play a crucial role in enhancing physical fitness and functional development. However, limitations in resources and policy misconceptions impede access to adequate sports facilities in schools and communities. Furthermore, the influence of both Western and Chinese cultural traditions on school physical education curricula complicates reform efforts (Laar et al., 2021; Xu et al., 2023). The prevailing uniformity and standardized approach in Chinese physical education curricula have further hampered innovation and flexibility (Laar et al., 2021; Sum et al., 2020).

In addressing these challenges, Alabai, F implemented strategies for promoting learner autonomy within the classroom, resulting in significant improvements in students' English autonomy (Alrabai, 2021). Additionally, Zhang, X examined the impact of diversified teaching models,

particularly within the context of mobile internet, on college students' English proficiency (Zhang et al., 2021).

Furthermore, researchers have investigated the influence of English teaching model reforms on students' sporting habits. For instance, Sukendro et al. (2020) found that integrating physical activities into English language learning positively impacted students' engagement in sports, suggesting a reciprocal relationship between language learning and sports participation. Moreover, psychological interventions, such as motivational strategies and goal-setting techniques, have shown promise in promoting students' sports habits (Silva et al., 2020; Sundgot-Borgen et al., 2020).

Given the nuanced interplay between English teaching models, psychological interventions, and students' sporting habits, further research is warranted to explore these relationships across diverse demographic and contextual factors. Hence, the current research aims to investigate the influence of English teaching model reforms and psychological interventions on students' sports habits.

## Research Methodology

### Questionnaire Survey Method

This questionnaire is primarily structured around three key dimensions: firstly, to explore the motivations driving middle school students' engagement in physical exercise; secondly, to examine students' perceptions concerning various aspects of English classes, including content, instructional methods, and scheduling; thirdly, to scrutinize the factors influencing middle school students' involvement in physical activity.

**Table 1**

*Distribution and Recovery of the Interviewed Schools and Questionnaires*

School	School	Number of Questionnaires Distributed	Number of Questionnaires Collected	Number of Valid Questionnaires		
				Total	Number of Boys	Number of Girls
Senior Middle School	Thirty-four Middle School	100	97	95	50	46
	Ninth Middle School	80	67	64	30	35
	11th Middle School	80	70	64	32	33
	Twenty-nine Middle School	80	68	67	35	33
	27 Middle School	80	68	67	32	36
	Third Middle School	80	71	71	34	36
	Thirteen Middle School	80	75	74	40	35
Junior High School	34 Middle and Middle School Department	100	100	97	48	50
	54 Middle School	80	71	71	36	34
	Branch of School A	80	72	70	37	34
	6 Middle and Middle School Department	80	62	61	30	30
	B Road Middle School	80	74	75	38	46

## Respondents

We administered a questionnaire survey and conducted interviews with a sample of physical education instructors and students drawn from 12 urban-area comprehensive high schools. Students from various urban middle schools were randomly selected as survey participants. These middle schools are ranked at or above three stars, predominantly catering to high school students, with approximately 40% of students originating from junior high schools (refer to [Table 1](#)).

### Questionnaire Distribution and Recovery

The dissemination and retrieval of this questionnaire garnered robust endorsement from school administrators and physical education faculty, who facilitated student involvement in both survey participation and retrieval efforts. Out of the 1000 student questionnaires distributed, 896 were successfully retrieved, resulting in a recovery rate of 89.7%. The effective rate of returned questionnaires stood at 98.3%, with a total of 880 responses deemed viable. Among the respondents, 442 were male students and 448 were female students.

### Questionnaire Validity and Reliability Test

The dissemination and retrieval of this questionnaire garnered robust endorsement from school administrators and physical education faculty, who facilitated student involvement in both survey participation and retrieval efforts. Out of the 1000 student questionnaires distributed, 896 were successfully retrieved, resulting in a recovery rate of 89.7%. The effective rate of returned questionnaires stood at 98.3%, with a total of 880 responses deemed viable. Among the respondents, 442 were male students and 448 were female students ([Kirchgasser & Yolcu, 2022](#)).

### Questionnaire Statistics Processing

Descriptive and quantitative statistical analyses are employed to mathematically scrutinize the questionnaire data.

## Literature Method

Accessing pertinent literature via the library: Utilize the campus network to procure doctoral and master's theses along with scholarly journals pertinent to the research domain. Gather research findings and scholarly works on curriculum theory, English curriculum theory, English curriculum reform, physical exercise theory, and methodologies. Extract relevant perspectives and theoretical underpinnings from these sources. Additionally, obtain information from relevant departments and academic institutions, and methodically incorporate it into the research endeavour.

## Student Interviews

The primary interviewees consist of students from the author's institution, supplemented by a random selection of students from neighbouring schools within the region. Employing the survey methodology, sample surveys are conducted among students within proximity, while data acquisition is facilitated through symposia, individual interviews, with particular emphasis on questionnaire administration, yielding both quantitative and qualitative insights.

### Expert Interviews

We have compiled pertinent materials addressing theoretical quandaries encountered during the reform of the English curriculum, elucidating them with reference to national physical education policies, English curriculum theory, and the tangible outcomes of curriculum reform. Interviews are conducted with experts in pertinent domains, including officials overseeing physical education, educators engaged in physical education teaching and research within teacher training institutions, professors and distinguished instructors affiliated with normal universities, as well as leaders of physical education teaching and research teams. Their perspectives and insights are documented for subsequent analysis and synthesis ([Chen et al., 2022](#)). The theoretical rationale for embracing a pragmatic teaching approach stems from the limitations of traditional English pedagogy, which predominantly focuses on input-oriented methodologies. Key characteristics of this traditional approach include: firstly, a knowledge-centric orientation, emphasizing comprehension while neglecting application, thereby treating students as passive recipients of linguistic knowledge rather than active users thereof; secondly, an emphasis on teaching over learning, with instructors assuming a directive role and overseeing all aspects of students' tasks, thereby fostering a reliance on instructor-led instruction and impeding opportunities for independent knowledge processing and application.

## Field Investigation Method

Given the research unit's engagement in experiments regarding English curriculum reform, primary data can be gathered and examined. Concurrently, comparison is drawn between students of grades utilizing the new curriculum teaching mode and those employing the traditional curriculum teaching mode. Additionally, field visits are conducted in selected schools within a specific urban area for comparative analysis. Consultation with relevant physical education departments is also pursued. The amassed questionnaire and scale data are inputted for statistical

analysis, encompassing descriptive statistical analysis within each sample. Subsequently, SPSS 20.0 statistical software is employed for data processing. Analytical techniques including descriptive analysis (mean ± standard deviation), t-tests, and analysis of variance (ANOVA) are applied.

## Results and Discussion

### Factors affecting the formation of physical exercise habits among middle school students.

Numerous factors influence the engagement of middle school students in physical exercise. Findings from the

questionnaire survey on determinants affecting physical activity reveal prevalent reasons such as time constraints, waning interest, apprehension of fatigue, physical limitations, inadequacy of suitable facilities and equipment, concern over academic impact, and insufficient sports proficiency (Kirchgasler, 2023; Kirchgasler et al., 2022). Analysis of questionnaire feedback underscores that time constraints and inadequacy of suitable venue equipment represent prominent factors, constituting 56.8% and 49% of reported reasons, respectively, surpassing other considerations by a significant margin (refer to Table 2).

**Table 2**

Investigation on Factors Affecting Middle School Students' Developing Physical Exercise Habits (N=880)

Index	No spare time	No interest	Too tired	Physical reasons	No suitable venue equipment	Fear of affecting learning	No sports specialties
Number of people	501	176	229	79	422	132	220
Proportion	56.8%	20%	26%	9%	49%	15%	25%

( $\chi^2=794.01$ ,  $P<0.01$ )

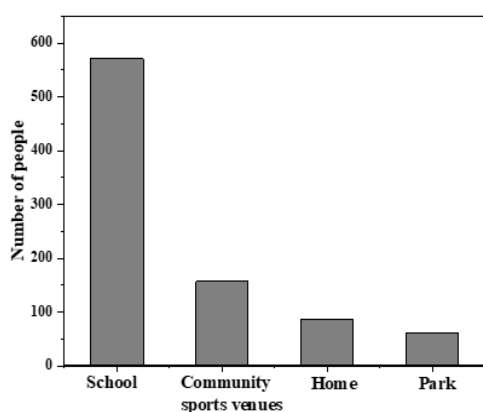
As per the exercise venue survey findings (refer to Table 3), educational institutions remain the primary exercise venue for students. However, the quantity of sports venues and amenities in public locales such as communities fails to

align with students' exercise requirements. Numerous venues remain inaccessible to the public or incur substantial opening costs, thereby impeding student groups' convenience in utilizing these facilities.

**Table 3**

Survey of Student Exercise Places (N=880)

Index	School	Community sports venues	Home	Park
Number of people	571	157	87	61
Proportion	66%	17%	11%	8%



**Figure 1:** Survey Distribution Map of Exercise Sites.

As evidenced by the data analysis depicted in Figure 1, the author conducts a thorough examination and categorization of factors influencing the establishment of physical exercise habits among middle school students. These factors are discernibly divided into subjective and objective dimensions.

Subjective factors encompass interest, hobbies, perseverance in physical exercise, and awareness of the significance of physical activity. These elements exhibit a symbiotic relationship, wherein the absence of interest in a particular sports activity precludes the development of a corresponding hobby or enduring commitment to the endeavour. Conversely, the cultivation of interest, hobbies, and perseverance accelerates the natural formation of habits. Moreover, students' comprehension of the significance of physical exercise is pivotal. Deficiencies in fundamental knowledge of physical hygiene and exercise not only compromise the efficacy of physical activity but also engender unfavourable exercise habits. Therefore, it is imperative for physical education instructors to prioritize the impartation of fundamental knowledge regarding physical exercise and health care to facilitate students' understanding of both the rationale and methodologies underlying physical activity (Alghazali et al., 2022).

Objective determinants encompass societal, familial, and scholastic sporting influences. For middle school students, the cultivation of their physical exercise habits is intricately intertwined with their participation in school physical education. The facets influencing middle school students' physical activity within the school physical education domain include the following aspects:

#### **Importance Attached by the School**

The extent to which schools prioritize the cultivation of students' physical exercise habits directly influences the establishment of these habits. A survey assessing schools' emphasis on fostering students' physical exercise habits revealed that approximately 60% of students perceive schools as prioritizing this endeavour. Among those students who perceive schools as not prioritizing the cultivation of physical exercise habits, a higher proportion of individuals without exercise habits was observed compared to those with established exercise habits: approximately 30% of students in both groups are uncertain about the matter. Evidently, the execution and fulfilment of the task to "cultivate students' physical exercise habits" within schools are deficient, lacking specificity and efficacy (Derakhshan, 2022). The formulation of English teaching models and psychological interventions is also closely intertwined with the level of attention afforded by schools. While certain school models remain antiquated and resistant to significant adjustments in the curriculum, persisting with outdated and rigid English teaching models and psychological interventions, others demonstrate a strong commitment to physical education. These institutions endorse the proactive implementation of curriculum reforms within sports programs, providing ample support for sports facilities and equipment, class scheduling, and teaching methodologies. Such initiatives have spurred the enthusiasm of physical education instructors and facilitated significant transformations in physical education. Consequently, students have distinctly experienced the impact of the novel English teaching models and psychological interventions.

#### **English Curriculum Factors**

The survey findings reveal a notable discrepancy in students' satisfaction levels with English classes, teaching content, and textbooks based on their exercise habits. While most students express a favourable attitude towards English classes, those lacking exercise habits exhibit an 8.4% decrease in satisfaction compared to their active counterparts. Moreover, satisfaction with the alignment of English teaching content with physical exercise needs is notably lower, with a nearly 10% decline among students

without exercise habits. This underscores the necessity for a cohesive integration of teaching content and physical activity practice. Furthermore, there is a call for reforming physical education teaching content to align with the overarching goal of lifelong physical education, tailored to the unique circumstances of each school. Approximately half of the students express relative satisfaction with physical education textbooks, with a higher proportion of unsatisfied students lacking exercise habits compared to their active peers. This underscores existing shortcomings in sports textbooks in guiding students towards exercise and fitness, particularly impacting those without exercise habits. Therefore, prioritizing the reform of physical education teaching content, bolstering the development of physical education textbooks to cater to students' exercise needs, and fostering genuine enjoyment of physical education are crucial steps towards fostering students' active engagement in exercise (Waters & Higgins, 2022).

#### **Campus Physical Exercise Atmosphere**

The campus cultural milieu plays a multifaceted role encompassing education, guidance, and dissemination, with the campus physical exercise ambiance exerting a nuanced influence on enhancing students' physical cultural literacy, instilling correct sports values, and fostering positive physical exercise habits. Psychological research underscores the phenomenon of herd behaviour, indicating that individuals are influenced by their external surroundings, thereby shaping their psychological predispositions. In an environment conducive to physical exercise, individuals are gradually predisposed to internalize attitudes and behaviours, adapting to the prevailing ethos through subtle influences encountered in daily experiences. Survey findings indicate that approximately 50% of students perceive their school as fostering a favourable physical exercise atmosphere, with a lower proportion among those lacking exercise habits. Nevertheless, 22.1% of students express dissatisfaction with the existing exercise ambiance in schools, underscoring the significance of the physical exercise atmosphere as a determinant of students' exercise habits formation.

#### **Sports Competition**

School sports competitions represent an integral component of school athletic endeavors, serving as a pivotal mechanism for fostering the widespread proliferation of mass sporting activities within educational institutions. These competitions serve as a significant conduit for realizing the overarching objectives and tasks delineated within the purview of school athletics. Based on survey data and statistical

analyses, no discernible disparity emerges between students possessing and lacking physical exercise habits in their participation levels across various school-sponsored or external competitions, as well as within classroom settings. Nonetheless, noteworthy disparities surface when examining students' engagement in spontaneously organized sporting events, with a higher prevalence observed among individuals adhering to regular exercise regimens. This underscores the heightened enthusiasm of physically active students towards competitive sports and their adeptness in orchestrating impromptu sporting events. Moreover, an examination of students who have never partaken in sports competitions reveals a distinct trend, with a greater prevalence of non-participation observed among individuals with sedentary lifestyles. As such, organizing sports competitions encompassing diverse scales and events stands as a potent catalyst for instilling proactive engagement in sports among students and fostering the cultivation of enduring physical exercise habits (Tursunovich, 2022).

#### **"Important Other" Factors**

The literature often underscores the pivotal influence of "Significant Others" in fostering an individual's engagement in physical activities. Survey findings on the influence of immediate social circles on students' participation in physical exercise highlight the paramount role played by physical education instructors, classmates (friends), and parents, successively.

Analysis regarding the pivotal role of physical education instructors in shaping students' physical exercise habits reveals that while 67.9% of students perceive physical education instructors as influential, 26.2% remain ambivalent, suggesting an incomplete realization of instructors' catalysing potential in fostering students' exercise habits. As architects and advocates of school physical education, instructors must grasp the significance of instilling enduring exercise habits among students to effectively fulfil their pedagogical duties (Karimov, 2022).

Furthermore, an investigation into parental involvement in physical exercise unveils a strong correlation between parents' exercise behaviours and their children's exercise habits. Parents of active students exhibit a higher participation rate in physical exercise by 8.6% compared to those of inactive students, with a corresponding 11% disparity observed in the prevalence of inactive parental behaviours between the two groups. This underscores the substantial impact of parental exercise behaviours on the formation of students' exercise habits. Moreover, findings underscore the substantial influence wielded by class

instructors' support and personal attitudes towards physical exercise on students' cultivation of healthy exercise habits. Therefore, emphasis must be placed on harnessing the constructive role of class instructors in fostering students' exercise habits.

#### **The Relationship Between English Teaching Mode and Psychological Intervention and The Formation of Physical Exercise Habits Among Middle School Students**

Numerous factors contribute to the development of physical exercise habits among middle school students, with school physical education playing a significant role for those predominantly residing on campus. Within this context, the English teaching mode and psychological intervention serve as pivotal conduits for school physical education. The interplay between English teaching mode and psychological intervention in shaping middle school students' physical exercise habits can be delineated into the relationship between distinct components of the curriculum mode and the multifaceted factors influencing the formation of these habits.

#### **The Relationship Between Curriculum Ideas and Objectives and The Formation of Physical Exercise Habits Among Middle School Students**

Curriculum ideology and objectives delineate the trajectory and benchmarks for nurturing educational entities, thereby shaping the formation and assimilation of their attitudes towards sports. Our survey indicates that a majority of students engaging in over five hours of exercise per week exhibit a correct comprehension of physical activity and a clear motivation for participation. The curriculum philosophy outlined in the new curriculum standards espouses prioritizing "health first" as a guiding principle to foster students' holistic well-being. Emphasizing the cultivation of lifelong sports consciousness and individualized student development, this paradigm diverges from traditional "discipline-centred" and "technology-centred" approaches, as well as the previous emphasis on physical fitness. Instead, it embodies the principles of "quality education" and prioritizes health, particularly within the English curriculum domain. Under this guiding ideology, there is heightened attention to the holistic development of students' physical and mental faculties, along with a focus on nurturing their individual personalities. Moreover, the primacy of students' agency is underscored, signifying an endorsement of distinctively tailored school sports initiatives. The refinement of curriculum ideals not only underpins the diversification of curriculum models but also paves the way for their proliferation.

### **The Relationship Between Course Content and The Cultivation of Physical Exercise Habits Among Middle School Students**

Curriculum content, organization, and methodologies wield considerable influence over learners' acquisition of physical training techniques and principles. Fundamentally, curriculum content addresses the question of what to teach, distinct from how to teach. Hence, the judicious selection of curriculum content serves as the bedrock and prerequisite for effective instruction. Within school physical education, debates persist over whether the emphasis should be on imparting sports skills or fostering students' personal and holistic development. Similarly, there are considerations regarding the integration of competitive sports into school sports programs. Some experts advocate for the incorporation of competitive sports teaching materials to enrich school sports content, while also advocating for a balanced approach that encompasses recreational, fitness, and rehabilitative education alongside adapted competitive sports content. Through such learning experiences, learners cultivate proper values, adopt a lifelong attitude towards sports, acquire essential health and sports-related knowledge, and proficiently master various sports or exercise techniques, thus laying a robust foundation for the development of enduring physical exercise habits.

### **The Relationship Between Curriculum Organization and Methodology and The Formation of Physical Exercise Habits Among Middle School Students**

Curriculum organization constitutes a fundamental area of inquiry within physical education theory and practice, encompassing the systematic implementation of curriculum frameworks. The successful execution of physical education tasks hinges largely upon the organizational structure of the curriculum implementation process. Within the curriculum system, teaching methodology assumes a pivotal role, as emphasized by the new educational "Standards". These standards advocate for two guiding principles in teaching methodology reform. Firstly, there is an imperative to enhance guidance for students in acquiring effective learning methods. Recognizing teaching as an interactive process fostering communication and mutual development between educators and learners, the emphasis on teacher-centred teaching methods alone may fail to effectively engage students and enhance teaching quality. Thus, it becomes imperative to explore and facilitate students' acquisition of learning methods, thereby fostering enthusiasm and improving educational outcomes. Secondly, there is a call to intensify research on

teaching methods to elevate teaching quality. The expanded scope of learning domains stipulated by the new standards imposes heightened demands on educators instructing physical education and health courses. Consequently, a mere adherence to traditional teaching methods may prove insufficient to meet the requirements outlined in the standards. Hence, there is a pressing need to enhance guidance on students' learning methods, while simultaneously attending to their mental well-being and social adaptability within the teaching process. This includes promoting the sustenance of students' sports interests and the cultivation of positive behavioural habits. Such endeavours represent focal points deserving special attention in the research efforts of educators.

Curriculum organization and methodology play crucial roles in ensuring effective delivery of course content. Regulations and arrangements regarding course schedules, teaching materials, methods, venues, and equipment significantly influence the successful implementation of curriculum content. These elements directly impact students' interest, learning efficiency, and engagement in sports practice, pivotal factors in the formation of physical exercise habits.

### **The Relationship Between Curriculum Evaluation and The Formation of Physical Exercise Habits Among Middle School Students**

Curriculum evaluation involves making value judgments based on established criteria and methodologies by systematically gathering data on curriculum design, organization, and implementation. Its primary objective is to assess the scientific rigor of curriculum system design and organization, as well as to gauge the extent to which curriculum objectives are achieved. Serving as a crucial basis and approach for continually refining curriculum systems and advancing curriculum reform, curriculum evaluation serves to ascertain students' mastery of educational content and provides feedback on teaching efficacy. In the context of physical education, evaluating students' learning achievements adheres to English curriculum standards, encompassing evaluation content, standards, forms, and learning objectives within the physical and mental capabilities, cognitive levels, and practical skills of students. Utilizing comprehensive evaluation methods such as student self-assessment, group peer evaluation, and teacher assessment, this process ensures an objective and timely assessment of students' physical education learning outcomes. Such evaluation should occupy a prominent position within the broader school physical education teaching system, serving as a pivotal component for promoting physical education reform, enhancing teaching quality, fostering student



engagement, and nurturing healthy exercise habits. The characteristics of the high school English teaching model and psychological intervention are particularly noteworthy, with many middle and high schools adopting this approach. Popular among both educators and students, this model effectively leverages teachers' specialized expertise to enhance students' proficiency in specific sports, thus fostering the acquisition of physical exercise methods and cultivation of exercise habits. However, in junior high schools, English teaching models and psychological interventions remain relatively traditional and uniform. Emphasis is placed on exam preparation within physical education classes, which somewhat restricts the diversification and advancement of teaching methodologies and psychological interventions in this educational tier.

## Conclusion

In conclusion, our investigation has revealed disparities in the impact of various English teaching models and psychological interventions on students' physical exercise habits. While specialized curriculum models have shown promise in enhancing students' specialized sports abilities and interests, unit combination models have demonstrated efficacy in broadening students' sporting interests. However, subjective and objective factors such as exam-oriented education, the availability of physical education teachers, and inadequate school sports facilities and equipment have impeded the full realization of these benefits. Health education content has been inadequately implemented in teaching, and many sports activities remain absent from the curriculum, hindering the cultivation of physical exercise habits among middle school students. Despite progress made through English curriculum reforms, our survey indicates that the overall situation regarding physical exercise habits among middle school students in a specific urban area remains suboptimal. While various English teaching models and psychological interventions exhibit differing effects on the formation of students' exercise habits, they represent only one facet among several factors influencing this aspect. Thus, within school physical education, the influence of English teaching models and psychological interventions

on the development of students' physical exercise habits remains notably significant. Further research and concerted efforts are warranted to address existing challenges and optimize interventions in this domain.

## Implications and Future Recommendations

The survey revealed that while most schools prioritize students' interests in designing elective physical education courses, there remains a disparity between course offerings and student preferences. Traditional sports like ball games, athletics, and gymnastics dominate high school physical education, while ethnic and emerging sports projects, preferred by students, receive less attention. Although aligning teaching content with school contexts garners support, the issue of disregarding student choices persists. To address this, teachers can tailor elective courses based on student abilities and preferences, emphasizing sports interest cultivation. Stimulating interest doesn't necessitate total alignment with student preferences; rather, it involves reforming teaching methods to enhance direct interest in sports learning. Furthermore, promoting sports values and social responsibility can bolster indirect interest in physical exercise, mitigating limitations stemming from school and regional disparities in sports choices.

To effectively implement the new curriculum, particularly in elective teaching, it's crucial to first enhance the promotion of elective courses, ensuring students grasp the significance, methods, and criteria for course selection. Subsequently, through thorough investigation and analysis of students' preferences and needs, in conjunction with school resources and faculty, appropriate physical education options aligned with students' interests, hobbies, and requirements are determined. However, the selection of course content should strike a balance; offering too many options can strain school resources and management, while too few options may limit student choice and compromise teaching effectiveness. Generally, it's advisable for schools to limit the number of students in each option class to maintain manageability. To facilitate informed decision-making, students may trial available options for a specified period or receive guidance from teachers to make reasoned choices based on their circumstances.

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## Appendix

### Survey Instrument

#### Questionnaire

Hello dear classmates. The main purpose of this survey questionnaire is to understand the students' physical exercise situation, as well as some opinions and suggestions on physical education classes. Please mark "√" in the parentheses after the option you want to choose at the bottom of the question. Thank you for your participation and support.

Respondent's age:

Gender:

Grade:

High School  Middle School

1. Do you enjoy taking physical education classes

A likes  B is average  C doesn't like

2. Do you participate in physical exercise

A often  B occasionally  C hardly

3. What is the reason why you don't often participate in physical exercise (multiple choice)

A has no time  B is not interested  C is too tired  D has physical reasons  E does not have suitable venue equipment  F is afraid of affecting learning  G does not have sports specialties

4. May I ask what is the purpose of your participation in physical exercise (multiple choice)

A enhances physical fitness  B alleviates stress  C socializes  D loses weight  E enjoys  F school regulations

5. Have you developed an exercise plan

A has  B has  C has, but cannot persist

6. The approximate time for participating in physical exercise every week is

A less than 2 hours  B 2-5 hours  C more than 5 hours

7. Where do you often participate in physical exercise

A school  B community sports venue  C home  D park