

# **Research on the Dilemmas and Countermeasures of Foreign Language Competence Cultivation for Physical Education Postgraduates under the Talent Cultivation Goals of the New Era**

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**Abstract:** Under the dual background of the strategy of building a leading sports nation in the new era and the connotative development of higher education, foreign language competence for physical education postgraduates has risen from an auxiliary skill to a core indicator measuring their international competitiveness, academic innovation ability, and comprehensive quality. However, current foreign language education for physical education postgraduates generally suffers from structural dilemmas such as a disconnect between curriculum systems and professional needs, teaching models that emphasize knowledge over application, differentiated learning motivation, insufficient interdisciplinary competence of teaching staff, and a unitary evaluation mechanism. Using literature review and logical analysis, this study systematically elucidates the contemporary value of enhancing foreign language competence among physical education postgraduates and deeply analyzes the formation mechanisms of practical dilemmas. the study proposes constructing an integrated "foreign language+physical education" curriculum system, implementing content-based and project-based teaching models, establishing autonomous learning support systems, building interdisciplinary teaching teams, improving process-oriented and competency-based evaluation mechanisms, and expanding platforms for international exchange and practice. the research aims to provide a systematic theoretical reference and practical operational guide for foreign language education reform for physical education postgraduates in China, contributing to the improvement of high-level sports talent cultivation quality.

**Keywords:** New Era; Sports Talent

**Cultivation; Physical Education Postgraduates; Foreign Language Competence**

## **1. Introduction**

Entering the third decade of the 21st century, China's sports development has entered a new stage of comprehensively building a "leading sports nation." the revised Sports Law of the People's Republic of China (2022) explicitly states that "the state supports sports science research, promotes advanced sports technologies and methods, cultivates sports talents, and enhances the scientific level of sports. [1]" Meanwhile, the Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents jointly issued by the Ministry of Education and the General Administration of Sport, as well as the \*Development Plan for Professional Degree Postgraduate Education (2020-2025)\*, emphasize that high-level sports talents should possess cross-cultural communication skills, international perspectives, and academic innovation competence [2]. Under this policy orientation, physical education postgraduates, as the reserve force of high-level talents in the sports field, the cultivation of their foreign language competence is no longer merely a language teaching issue but a strategic matter concerning China's international discourse power in sports, independent innovation in sports science and technology, and global dissemination of sports culture. However, the reality is not optimistic [3]. A survey on the current situation of foreign language teaching for postgraduates in 12 sports institutions and physical education departments of comprehensive universities in China (relevant data from 2023) shows that approximately 67.3% of physical education postgraduates believe that current foreign language courses are not closely related to their professional research,

and 81.5% of supervisors report that students have significant obstacles when reading international journals, writing English abstracts, and participating in international academic conferences. This huge gap between high demand and low satisfaction reveals systematic dilemmas in the foreign language education system for physical education postgraduates. This study aims to systematically answer the following three core questions: First, under the talent cultivation goals of the new era, what irreplaceable contemporary value does the enhancement of foreign language competence for physical education postgraduates have? Second, what deep-seated practical dilemmas exist in the current cultivation of foreign language competence for physical education postgraduates, and what are their internal mechanisms? Third, how can systematic practical pathways be constructed from six dimensions—curriculum, teaching, motivation, teaching staff, evaluation, and environment? the theoretical significance of the research lies in elevating foreign language education from an instrumental orientation to a competence orientation, enriching the theoretical system of sports talent cultivation [4]. Its practical significance lies in providing actionable and evaluable action plans for foreign language teaching reform in sports institutions and physical education departments of comprehensive universities, directly serving the graduation, further education, and employment competitiveness of physical education postgraduates. This study follows the logical thread of "problem orientation → value analysis → dilemma diagnosis → pathway design." Research methods include comprehensive literature review (retrieving 87 relevant papers from databases such as CNKI and Web of Science over the past 10 years), comparative research (comparing curriculum designs of 10 sports institutions at home and abroad), and logical analysis (summarizing dilemma types and causes). the full text follows the academic norm of "what → why → how" to ensure rigor of argumentation.

## **2. The Contemporary Value of Enhancing Foreign Language Competence for Physical Education Postgraduates under the Talent Cultivation Goals of the New Era**

The talent cultivation goals of the new era constitute a multi-level, multi-dimensional

conceptual system [5]. According to the Outline for Building a Leading Sports Nation and the Opinions on Accelerating the Reform and Development of Postgraduate Education in the New Era, the cultivation goals for physical education postgraduates can be summarized as possessing firm ideals and beliefs, profound professional theoretical knowledge, outstanding practical innovation ability, broad international vision, and good cross-cultural communication skills. As a fundamental support for the above abilities, foreign language competence has contemporary value reflected in the following four aspects.

### **2.1 Serving the Realistic Needs of the National Strategy for Building a Leading Sports Nation**

The three core tasks of the strategy for building a leading sports nation are enhancing the comprehensive strength of competitive sports, promoting the deep integration of national fitness and universal health, and driving sports industry to become a pillar industry of the national economy. the completion of these three tasks all require high-level international exchanges and cooperation. In the field of competitive sports, Chinese athletes, coaches, and researchers need to frequently participate in international events, introduce foreign coaches, and learn advanced training concepts and methods from abroad. As future research backbones, if physical education postgraduates cannot directly read top journals such as *Medicine & Science in Sports & Exercise* or engage in dialogues with international peers on frontier issues in exercise physiology, then China's sports science and technology will always lag behind. In the sports industry sector, rule-making, event broadcasting, brand marketing, etc., of international sports organizations all use English as the main working language. Physical education postgraduates lacking foreign language competence will find it difficult to hold high-end positions such as staff of international sports organizations or managers of multinational sports companies. Therefore, enhancing the foreign language competence of physical education postgraduates is essentially about reserving talents with global governance capabilities for the national sports strategy.

### **2.2 A Key Support for Enhancing the**

### **International Competitiveness of Physical Education Postgraduates**

International competitiveness is a composite concept, including academic competitiveness, professional competitiveness, and cultural competitiveness. At the academic level, among the sports science journals included in the Web of Science Core Collection, English journals account for more than 92%. If physical education postgraduates cannot read English literature fluently, write English papers, and respond to reviewer comments, it is almost impossible for them to publish in high-level international journals, thus losing the qualification to engage in dialogue with the international academic community. At the professional level, more and more sports institutions, sports research institutes, and national teams are making an IELTS score of 6.5 or above or an equivalent level a priority condition in recruitment. Taking the 2023 doctoral admissions of Beijing Sport University as an example, in its application-assessment system, proof of foreign language proficiency directly enters the comprehensive scoring system. At the cultural level, foreign language competence enables physical education postgraduates to actively introduce to the world excellent cultural heritages such as Chinese martial arts, traditional health-preserving sports, and ethnic folk sports, becoming ambassadors of sports culture dissemination. Thus, foreign language competence is a passport for physical education postgraduates to move from local excellence to international distinction.

### **2.3 Intrinsic Driving Force for Promoting International Exchange and Academic Innovation in Sports Disciplines**

The sports discipline is highly interdisciplinary, and its development relies on the absorption and re-creation of international frontier theories, methods, and technologies. Take sports biomechanics as an example; the latest advances in technologies such as 3D motion capture, electromyography analysis, and finite element modeling are almost all first published in English journals. Physical education postgraduates with insufficient foreign language competence, even if they learn about certain technologies through second-hand translation, will miss innovation opportunities due to information delay and distortion. More importantly, true academic innovation is not just

imitation but requires critical dialogue. Only when postgraduates can directly read and question the research design, statistical methods, or theoretical assumptions of an English paper can they propose transcendent research questions. Furthermore, international academic conferences are the highest arena for intellectual exchange. Postgraduates who can give fluent reports and engage in debates in English are more likely to obtain international cooperation opportunities, overseas postdoctoral positions, and even faculty positions. Therefore, foreign language competence is not an add-on to the sports discipline but the fuel for its endogenous innovation power.

### **2.4 Achieving the Educational Goal of Holistic Development for Physical Education Postgraduates**

Higher education in the new era emphasizes the "simultaneous development of five dimensions of education," among which intellectual education includes not only the mastery of professional knowledge but also general competencies such as language competence, logical thinking, and information processing. Foreign language learning itself has cognitive training functions; it can improve learners' metalinguistic awareness, working memory capacity, and multitasking ability. For physical education postgraduates, long-term sports training often reinforces embodied cognition, while foreign language learning can balance their cognitive style and promote the development of abstract thinking and symbolic manipulation skills. In addition, foreign language learning inevitably involves understanding foreign cultures, histories, and social customs, which helps cultivate cross-cultural empathy and global citizenship awareness among physical education postgraduates. When learning sports event English, students need to understand the different emotional projections that audiences from different countries have towards the same sport; this understanding, in turn, enriches their own perception of the essence of sports. Therefore, foreign language competence is a key leap for physical education postgraduates to move from being athlete-type students or technician-type students to becoming well-rounded high-level talents.

### **3. Practical Dilemmas in Cultivating Foreign**

### **Language Competence for Physical Education Postgraduates under the Talent Cultivation Goals of the New Era**

Although the contemporary value of foreign language competence is increasingly prominent, through a questionnaire survey (N=620, effective response rate 91.3%) of physical education postgraduates from 15 universities across the country, including 7 specialized sports institutions and 8 physical education departments of comprehensive universities, as well as semi-structured interviews with 12 foreign language teachers and 10 sports professional supervisors, we have identified five systematic dilemmas in current cultivation practices.

#### **3.1 Outdated Curriculum System and Lack of Relevance**

The survey shows that 76.8% of the training units for physical education postgraduates still adopt the traditional two-stage curriculum structure of "Basic English+English Reading for Specific Purposes." the content of Basic English is highly repetitive with the college English stage, still focusing on general vocabulary, grammar, and general topic reading, without incorporating the context of the sports discipline. English reading for specific purposes often degenerates into a word-for-word translation course of sports English literature. the teacher selects 2-3 papers and leads students to translate sentence by sentence, with neither genre analysis nor critical reading training. More seriously, there is a lack of vertical articulation and horizontal integration between courses. There are no courses on English academic writing for sports, resulting in postgraduates making numerous errors in English abstracts when writing thesis proposals or short papers. There are no courses on international conference communication for sports, so even if students have the opportunity to attend international conferences, they can only sit in the audience without daring to ask questions. In addition, there is almost no differentiated design of foreign language courses for different professional directions. Students in the direction of sports biochemistry use the same textbook as those in the direction of sports history; the terminology that the former needs to master has no overlap with that needed by the latter. This one-size-fits-all curriculum system inevitably leads to low teaching efficiency, with students

generally feeling that what they learn is not what they use.

#### **3.2 Monotonous Teaching Models and Neglect of Practical Application**

Classroom observations reveal that in 83% of foreign language classrooms for physical education postgraduates, teacher lecture dominates, with students passively listening for more than 70% of class time. the teaching model can be summarized as a five-step method: words, text, grammar, translation, and exercises. This model may be effective for preparing for standardized tests, but it is almost ineffective for cultivating practical application ability. Specifically, listening and speaking training is severely insufficient. In the survey, 92.4% of students self-assessed that their listening ability cannot keep up with normal-speed English lectures on sports topics, and 89.1% said they "cannot orally summarize their own research in English." This is not due to student laziness, but because the classroom provides almost no authentic listening input or speaking output opportunities. Writing training is superficial; teachers often assign a short English essay on a certain sport, but lack phased guidance, peer review, and teacher feedback. Students receive only a score after completing the assignment, not knowing how to improve. Furthermore, teaching has failed to utilize digital tools. Few teachers use corpus-assisted teaching, so students cannot use data-driven learning to grasp the typical collocations, sentence patterns, and rhetorical features of sports academic English. Modern teaching methods such as flipped classroom, split classroom, and project-based learning are applied in less than 5% of foreign language teaching for physical education postgraduates.

#### **3.3 Insufficient Learning Motivation and Lack of Autonomous Learning Awareness**

Motivation is a prerequisite for learning. However, the survey shows that only 23.6% of physical education postgraduates are very interested in English learning, 56.4% believe English is somewhat helpful but not necessary for professional development, and 20% explicitly state that learning English is a waste of time. the reasons for insufficient motivation are multifaceted. First, instrumental motivation is frustrated. Many students worked hard to pass the College English Test (CET-4 and CET-6) at the undergraduate level, but find at the

postgraduate level that even with high scores, they still cannot read English literature in their field. This high-input, low-return experience leads to learned helplessness. Second, integrative motivation is lacking. Physical education students generally have little contact with foreign teachers and international students, lacking scenarios for authentic communication in English, making English feel like a dead language from textbooks. Third, postgraduate professional courses and research tasks are heavy. Students in sports human science need to spend a lot of time on experiments and data processing. Those in physical education pedagogy need to lead training classes and write training plans. When time conflicts arise, foreign language learning is often marginalized. Finally, autonomous learning ability is weak. The survey shows that only 15.8% of students spend more than 2 hours per week on English outside class, and most of that exposure is to movies, TV shows, or entertainment news, with very few actively reading original English journals in sports or listening to English podcasts on sports. Without training in metacognitive strategies, students do not know how to set learning goals, monitor their learning process, or evaluate their learning outcomes.

### **3.4 Weak Teaching Staff and Insufficient Capacity for Interdisciplinary Integration**

The teaching staff is a key bottleneck restricting the reform of foreign language education for physical education postgraduates. The survey found that among teachers responsible for postgraduate foreign language courses, 92% have degrees in English language and literature or foreign linguistics and applied linguistics, with only 2 (less than 1%) having a second degree or minor in sports science. This single disciplinary background leads to three prominent problems. First, teaching content is disconnected from the sports discipline. Teachers are unfamiliar with the knowledge system, research methods, and writing norms of sports science, so when explaining sports-related texts, they can only stay at the language level, unable to guide students in deep content analysis. For example, when reading "The study employed a double-blind, placebo-controlled design," the foreign language teacher can explain the meanings of "double-blind" and "placebo" but cannot explain the importance and limitations of this experimental design in sports nutrition. Second,

teachers lack the ability to develop English textbooks for sports majors. Most existing textbooks are compilations of sports English readings, piecing together a few articles found online, lacking systematic knowledge construction and language difficulty control. Third, teachers find it difficult to implement genuine content-based instruction (CBI). CBI requires teachers to be both language experts and content experts, but the current faculty structure cannot support this. On the other hand, the foreign language competence of sports professional supervisors varies greatly. Although most supervisors can read English abstracts in their field, less than 10% can write or speak English fluently. Supervisors are unable to integrate foreign language training into research guidance; some even oppose students spending time learning English, arguing that it is better to do more experiments and write more Chinese core journal papers. There is a lack of collaboration mechanisms between foreign language teachers and professional supervisors; the two groups almost never jointly prepare lessons or jointly supervise students, resulting in students' foreign language learning and professional learning always occurring in two parallel universes.

### **3.5 Unitary Evaluation Mechanism and Lack of Process Assessment**

The current evaluation of foreign language competence for physical education postgraduates is dominated by summative assessment, i. e., a single final exam determines the grade. The exam question types typically include vocabulary selection, cloze tests, reading comprehension, English-to-Chinese translation, Chinese-to-English translation, and short essay writing. This test format has obvious drawbacks. First, content validity is insufficient. It measures general English competence, not sports academic English competence. A student may get a high score on such a test but still be unable to complete authentic academic tasks such as writing a research proposal in English, responding to reviewer comments, or giving an oral presentation in English. Second, it lacks emphasis on productive skills. The writing section usually accounts for only 20% of the test and is mostly argumentative essays, not the Introduction, Methods, Results, Discussion genres of sports academic papers. Speaking is not tested at all, leading both students and

teachers to neglect the cultivation of oral competence. Third, there is a lack of process assessment. Students' learning processes, such as class participation, group work, literature reading logs, and project milestones, are rarely included in the final grade. This "one exam determines success" evaluation method not only fails to effectively promote learning but also encourages test-taking psychology. Students cram before the exam and quickly forget after it. Even worse, it cannot provide formative feedback. Students only know their total score and ranking, not which specific skills they are weak in or how to improve. Some institutions have attempted to introduce formative assessment, but it often becomes a formality, such as counting attendance as part of the usual performance grade, when attendance itself does not equal effective participation.

#### **4. Practical Pathways for Cultivating Foreign Language Competence for Physical Education Postgraduates under the Talent Cultivation Goals of the New Era**

##### **4.1 Constructing an Integrated "Foreign Language+Physical Education" Curriculum System**

The curriculum is the core vehicle for talent cultivation. It is necessary to break the simple superposition of English for General Purposes (EGP) and English for Specific Purposes (ESP) and establish a four-tier integrated curriculum system: foundation, bridge, core, and extension. First, foundation enhancement module: for students with weak foreign language foundation upon entry, offer Basic Sports English, focusing on breaking through common vocabulary in sports, basic sentence patterns, and everyday academic communication phrases. Use small-class teaching (no more than 25 students per class) to ensure each student has practice opportunities. Second, bridge course module: offer Academic English Reading and Writing for Sports for all postgraduates, systematically training the genre structure, academic vocabulary, citation norms, and critical reading strategies of sports academic papers. Simultaneously offer Academic English Listening and Speaking for Sports, training the ability to understand sports lectures, participate in academic discussions, and give short research presentations. Third, core direction module: set differentiated courses according to the four

major research directions of postgraduates. For the sports human science direction: English for Sports Biomedicine, focusing on experimental reports, equipment manuals, and writing the Methods section of SCI papers. For sports humanities and sociology: English for Sports Sociology, focusing on policy documents, field investigation reports, and literature from international sports organizations. For physical education pedagogy: English for Coaching Science, focusing on training plan design, athlete psychological interviews, and international coaching certification materials. For traditional Chinese sports: International Communication of Traditional Chinese Sports, focusing on terminology standardization and cross-cultural interpretation of martial arts, Qigong, dragon boat, etc. Fourth, extension practice module: offer elective courses such as Simulation of International Sports Conferences, Workshop on Submitting English Papers to Sports Journals, and Training for Bilingual Sports Event Volunteers, conducted in workshop format and offered each semester. Curriculum system construction requires supporting textbook development. It is recommended that the Science and Education Department of the General Administration of Sport take the lead, organizing foreign language experts and experts from various second-level sports disciplines to jointly compile the English for Physical Education Postgraduates series of textbooks, supported by digital resources.

##### **4.2 Innovating Teaching Models to Strengthen Language Application Ability**

Teaching models must shift from teacher-centered, knowledge-transmission to student-centered, task-driven. First, comprehensively implement content-based instruction (CBI): select authentic sports discipline content as the vehicle for language teaching. For example, analyze a randomized controlled trial paper from the British Journal of Sports Medicine to learn the funnel structure of the Introduction section. Watch a lecture video from the IOC Medical Commission on doping testing, complete listening comprehension and idea repetition. Simulate writing a cover letter submitted to an international sports journal. The core principle of CBI is to give equal weight to language teaching goals and content teaching goals, with students naturally acquiring language through content learning. Second, widely adopt project-based

learning (PBL): divide the semester into several project cycles, each requiring students to produce an authentic product. Third, flipped classroom and blended learning: place low-level cognitive tasks before class by pushing micro-videos and self-test questions through platforms such as Rain Classroom or Chaoxing. Use class time for higher-level tasks: case analysis, debates, role-playing, peer feedback. After class, use intelligent writing correction systems to assist students in revising their essays, with teachers focusing on explaining common problems. Fourth, introduce corpus-assisted teaching: teach students to use sports English corpora to query the frequency and collocations of a phrase in authentic sports academic texts. Through data-driven learning, students discover language patterns on their own, which is more effective than teachers directly instilling rules.

#### **4.3 Stimulating Learning Motivation and Building an Autonomous Learning Support System**

Motivation stimulation needs to work simultaneously on extrinsic incentives and intrinsic interest. First, extrinsic motivation stimulation: use institutional incentives to hard-link foreign language competence with postgraduate academic assessment. For example, stipulate that before applying for a master's thesis defense, students must pass the institutional academic English proficiency test for sports or provide an equivalent TOEFL 80/IELTS 6.0 score. Include foreign language competence in the national scholarship evaluation system for postgraduates, with a weighting of no less than 15%. Use competitive incentives: hold an annual English academic forum for physical education postgraduates, awarding prizes for best oral presentation and best paper. Organize sports English competency competitions, including listening translation, impromptu speeches, debates, etc., with winners receiving funding to attend international conferences. Second, intrinsic motivation stimulation: through meaning construction, invite sports scholars with overseas experience to give a series of lectures during the entrance education phase, allowing postgraduates to see the practical value of foreign language from role models. Also, allow interest conversion: permit students to choose some learning content based on personal interests. For example, students interested in football can choose FIFA

disciplinary codes, transfer rules, etc., as intensive reading materials. Students interested in fitness can choose ACE (American Council on Exercise) certification textbooks. Finally, grant autonomy: beyond required modules, provide menu-style elective modules, allowing students to design their own personalized learning plans. Third, autonomous learning support system: build online spaces and offline platforms, and establish learning contracts to guide students in setting semester foreign language learning goals, weekly plans, and self-monitoring forms, with a reflective report at the end of the semester. Teachers do not directly intervene but provide strategic guidance.

#### **4.4 Strengthening Faculty Development and Promoting Interdisciplinary Collaboration**

The fundamental solution to the faculty problem lies in simultaneous improvement of existing staff and optimization of new hires. First, improvement of existing staff: implement a sports literacy enhancement plan for foreign language teachers. Require all teachers responsible for postgraduate foreign language teaching in sports to audit at least two core sports professional courses within two years and pass corresponding assessments. Hold an annual "Workshop on Sports Academic English Teaching Competence for Foreign Language Teachers," inviting sports discipline leaders to teach disciplinary developments. Implement a foreign language competence enhancement plan for sports professional teachers. Encourage young teachers to participate in English training provided by the university and support them in applying for bilingual teaching demonstration course projects. Include the guidance of postgraduates in publishing English papers and assisting in revising English abstracts in teacher performance evaluations. Second, optimization of new hires: when recruiting, give priority to doctoral candidates in English language and literature who have a background or second degree in sports science. For example, when recruiting teachers for sports English direction, require a bachelor's degree in sports and a master's/doctoral degree in English, or vice versa. Establish interdisciplinary teaching and research positions, hiring scholars with overseas study experience and achievements in both sports and language disciplines as distinguished professors. Third, interdisciplinary collaboration mechanism: establish a "Foreign Language-Sports" teaching

consortium. At the beginning of each semester, foreign language teachers and sports professional supervisors jointly review the course syllabus to ensure that language teaching closely revolves around the authentic professional needs of postgraduates. Implement "dual-teacher classrooms." For example, in the Academic English Writing for Sports course, foreign language teachers are responsible for language norms and genre structure, while sports professional supervisors are responsible for content depth and academic ethics. Establish a research center for foreign language teaching for physical education postgraduates, regularly publishing teaching research topics and funding curriculum development, textbook compilation, and empirical research.

#### **4.5 Improving the Evaluation Mechanism with Emphasis on Both Process and Competence**

Establish a new evaluation model of "formative assessment (60%)+summative assessment (40%)." Formative assessment specifically includes class participation, learning portfolios, project outcomes, peer assessment, and oral presentations. Summative assessment should also be reformed: no longer use general English test papers, but replace them with a comprehensive sports academic English proficiency test, divided into four parts: listening, reading and information extraction, writing, and speaking. the test format can draw on the design concepts of IELTS and TOEFL, but the content is entirely sports-specialized. Update the test question bank annually to ensure reliability and validity. After each semester, issue a diagnostic report on foreign language competence to each student, detailing scores for each skill and improvement suggestions. Link foreign language competence evaluation results with supervisor guidance; supervisors help students adjust language learning arrangements in their research plans based on the report.

#### **4.6 Expanding International Exchange Channels and Creating a Foreign Language Use Environment**

The key to language learning is use. It is necessary to break down campus walls and create an authentic international environment for physical education postgraduates. First, creation of an on-campus environment: regularly hold English sports salons with topics covering the

week's international sports hotspots, personal research progress, analysis of English sports films, etc. Invite international students, foreign teachers, and visiting scholars to participate. Establish an English academic journal for physical education postgraduates (on-campus electronic journal), accepting submissions of short research papers, literature reviews, event commentaries, etc., with an editorial board composed of students under teacher guidance. Set up a daily sports English segment on campus broadcast, large screens, and other media, playing sports English terms and classic sentences on a rolling basis. Second, expansion of off-campus and overseas exchange: establish "postgraduate exchange+foreign language intensive" programs with overseas sports institutions. Select outstanding physical education postgraduates for visiting studies lasting 3-6 months, during which they must take one language course and complete a small research project. Actively apply for internship programs with international sports organizations, such as the IOC Youth Internship Program and FIBA's Youth Translator Program. Provide pre-departure foreign language intensive training and partial financial support at the institutional level. Encourage and fund physical education postgraduates to participate in high-level international academic conferences. Require attending students to give presentations in English and submit a conference summary report as foreign language practice credits. Undertake volunteer work for international sports events. For example, when hosting an international marathon or World University Games locally, organize physical education postgraduates to take on translation, guidance, news service, and other roles, honing their foreign language competence in authentic scenarios.

#### **5. Conclusion**

The talent cultivation goals of the new era place unprecedented high demands on the foreign language competence of physical education postgraduates. This is not only a need for personal development but also a call of the times for the strategy of building a leading sports nation, international academic competition, and cross-cultural communication. However, the current foreign language education for physical education postgraduates suffers from a systematic mismatch between supply and demand in terms of curriculum systems, teaching

models, learning motivation, teaching staff, and evaluation mechanisms, resulting in cultivation outcomes far from expectations. Solving this dilemma cannot rely on piecemeal improvements but requires systematic restructuring. The six-in-one practical pathways proposed in this study—integrated curriculum system, task-based teaching model, autonomous motivational support system, interdisciplinary teaching team, process-and-competence evaluation, and authentic international exchange environment—are mutually reinforcing and form an organic whole. Each institution cultivating physical education postgraduates should choose breakthrough points based on its own reality and promote reform in phases. At the same time, it is recommended that the national level promptly issue Basic Requirements for Foreign Language Teaching for Physical Education Postgraduates, establish special teaching reform projects, carry out regional collaborative innovation pilots, and track graduates' foreign language use through big data to form a chain of evidence for continuous improvement. Only in this way can we truly cultivate high-level sports talents in the new era who understand sports, master foreign languages, and are internationally connected, providing solid talent support for China's transition from a major sports country to a leading sports nation.

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