Research on the Construction of Multi-dimensional College English Teaching Model Under the Background of New Liberal Arts

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Abstract

Nowadays, with the rapid development of information technology, "new liberal arts" breaks through the thinking mode of traditional liberal arts, promotes the intersection and deep integration of multiple disciplines. As an important part of the humanities, College English teaching should take the construction of the new liberal arts as the background. Based on the impact and inspiration of the new liberal arts construction on College English teaching, it should explore the multi-dimensional College English teaching model with the integration of information technology and College English teaching practice, the integration of ideological and political education and class teaching practice, the integration of the first classroom and the second classroom from the perspective of the teaching idea, teaching goal, teaching content, teaching method, the allocation of resources and the evaluation system, etc, in order to optimize and improve the teaching mode and connotation of College English and promote the development of College English teaching reform.

Key words: New liberal arts; College English; Ideological and political education; Multi-dimensional teaching mode

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The concept of "new liberal arts" was first proposed by Hiram college in 2017. Since Hiram College first proposed the concept of "new liberal arts", this talent training concept representing the new needs of the 21st century has been rapidly promoted and expanded in the world's higher education. Colleges and universities in China have also rapidly introduced this concept. On the basis of putting forward the construction goal in the field of "new engineering" in 2018, in August of the same year, the Central Committee of the Communist Party of China issued a special document before the national education conference calling on China's higher education to achieve innovative development in the talent training mode, and accelerate the construction of "new medical science", "new agricultural science" and "new liberal arts" on the basis of solid promotion of the construction of new engineering, the construction of "new liberal arts" began to change from the research and advocacy of theoretical circles to the strategic goal of national higher education, providing a directional guide for comprehensively promoting the construction of liberal arts in China. In October of the same year, the Ministry of Education decided to implement the "six excellence and one top-notch" plan nationwide. For the first time, humanities and social sciences related disciplines were included in the training plan for top-notch students in basic disciplines, and the construction of new liberal arts gradually moved from policy to practice. The official launch of the new liberal arts construction is marked by the promulgation and implementation of the "six excellence and one top-notch" plan 2.0 in May 2019, which has become one of the important measures for the innovation and reform of talent cultivation in China's higher education in the new era. On November 3, 2020, the new liberal arts construction work conference of the Ministry of education was held in Weihai, Shandong Province, marking that China's new liberal arts construction has entered a new stage.

The traditional liberal arts pay attention to the cultivation of professional ability, so the division of professional boundaries is obvious and the task of discipline construction is clear, but it is easy to form professional barriers and the talent training mode is single, which restricts the comprehensive development of talents. "New liberal arts" takes inheritance and innovation, cross and integration, collaboration and sharing as the main ways, which promotes the cross and integration of multiple disciplines and brings inspiration to the development of foreign language disciplines. College English course is the most widely accepted course in foreign language teaching at the stage of higher education. College English teaching under the background of new liberal arts should innovate educational concepts, deeply integrate with information technology, enrich teaching methods and means, and bring Chinese perspectives and excellent Chinese traditional culture into English teaching, strengthen value guidance, construct the curriculum from the perspective of teaching concepts, teaching objectives, teaching methods, teaching contents, resource allocation, the evaluation system and other aspects, and explore the construction of a multi-dimensional College English teaching model that integrates information technology with college English teaching, ideological and political education with college English classroom practice, and the first classroom with the second classroom.

1. CURRENT SITUATION OF COLLEGE ENGLISH CLASSROOM TEACHING

Guided by foreign language teaching theory, College English Course is a compulsory basic course for college students. With English language knowledge, application skills, cross-cultural communication and learning strategies as the main contents, it integrates a variety of teaching modes and means. The traditional college English classroom takes the teacher's knowledge teaching as the main form, the teaching mode is single and the teaching content is monotonous. The students mainly "listen" in the classroom, passively accept the knowledge taught by the teacher, and have few opportunities to express their own ideas and views. Therefore, the traditional college English teaching lacks personalization, and it is difficult to mobilize the enthusiasm and initiative of students.

At the same time, in the College English classroom teaching, due to the large number of texts and limited classroom time, teachers have no time to arrange classroom discussions or impromptu performances and speeches related to the theme of texts for students in class, thus teachers lack effective interaction with students. After class, apart from occasionally assigning students some exercises after the text, teachers seldom have other interesting practical tasks, such as shooting small videos related to the text theme or making courseware related to the text theme. For the correction of traditional paper-based homework, most teachers just mark out language errors, mark a date, or give a grade, which means teachers in the classroom lack a mechanism to make timely evaluation of students' learning status during the semester. Teachers' teaching has no effectiveness, and students' learning lacks binding force and motivation.

In addition, for most college students, College English is only a public basic course, which can not be valued by students. Students are unwilling to devote time and experience equivalent to professional courses, therefore, they seldom preview texts, do not take notes in class, and do not review or actively read and write after class.

2. INSPIRATION OF NEW LIBERAL ARTS CONSTRUCTION ON COLLEGE ENGLISH TEACHING

The development of the times puts forward new requirements for education and teaching, and the era of information technology calls for new education and teaching models. Under the background of the high development of information technology and the constant acceleration of the internationalization process, College English teaching should constantly adapt to the requirements of the connotative development of higher education, innovate teaching concepts, deeply integrate information technology with education and teaching, promote the reform of talent training models and teaching methods, and use big data technology to optimize the whole process of education and teaching, create interactive spaces for online and offline learning and enrich College English teaching models through innovations in offline classroom learning, online learning, hybrid learning and other information-based teaching forms.

At the same time, the information technology platform has also widened the ways and channels for integrating ideological and political elements into classroom teaching. Through innovation in learning contents and methods, foreign language teachers can integrate excellent Chinese culture into the first and second classes of College English teaching, stimulate students' learning motivation, trigger students' in-depth learning, and cultivate talents of the new era who have both moral integrity and talent.

3. CONSTRUCTION OF MULTI-DIMENSIONAL COLLEGE ENGLISH TEACHING MODEL

College English teaching in the context of the new liberal arts should make full use of information technology to achieve the effective combination of classroom teaching and autonomous learning, and expand interactive, open and mobile teaching channels to meet students'

multi-modal and personalized learning in the first and second classrooms. At the same time, teachers also need to improve their ideological and political cultural literacy, guide students to identify multiple perspectives, compare different cultures, make students become compound talents with a sense of social responsibility, an international vision, an innovative spirit, and give students the opportunity to understand the unique charm of Chinese culture, thus cultivate students' feelings of home and country.

3.1 Integration of Information Technology and College English Teaching

College English teaching in the context of the new liberal arts adopts a combination of online and offline teaching methods, and integrates information technology with College English teaching purposefully and creatively. With the help of "U campus" and other information technology platforms, through the teaching design before, during and after class, teachers can make full use of online teaching means and high-quality online resources such as micro classes and MOOC, integrate "the first class" with "the second class", and promote the effective interaction between teaching contents, teaching methods and teaching objects.

3.1.1 Pre-class Period

Before starting a unit of learning, students can preview the text with the help of information technology means and platforms under the guidance of teachers. For example, teachers can release preview questions through the "U campus" platform, activate students' advanced knowledge and inspire students to think and explore; at the same time, teachers can also upload courseware or audio and video related to the text to the platform resources to guide students to understand the theme of the text; in addition, teachers can also divide students into groups, assign long and difficult sentences in the text to each group for analysis and discussion, and encourage each group to publish their understanding of long and difficult sentences in the discussion area for interactive discussion with classmates. In this process, teachers need to give guidance and help to students at any time. Students will understand the text information, integrate the new information with the existing knowledge, build a knowledge system independently, and make full preparations for teaching in class. All these preparation is especially important for College English teaching, which has only one chance of meeting between teachers and students every week. Teachers can diagnose students' strengths and weaknesses through the pretest, and provide learning information for classroom teaching design. The whole pre-class learning can fully mobilize students' initiative, so that students can fully experience that they are the masters of learning.

3.1.2 In-class Period

In class refers to offline classroom teaching, the key and difficult points are to explain the understanding of long and difficult sentences as well as the theme of the text that have not been solved in the independent learning and online discussion before class. The understanding of long and difficult sentences requires students to find out the key structures and words or phrases first, and then teachers can encourage students to replace these difficult words or phrases with more understandable language for the difficulties. On this basis, the whole sentence is interpreted in English, students are thinking and using English language to solve problems throughout the whole process.

In College English learning, discourse learning is the most important. As the carrier of language knowledge and cultural knowledge, discourse provides text materials for language learning, reflects the way of thinking and conveys cultural connotation and value orientation. During discourse analysis, teachers can encourage each group to make an in class report based on the preview task before class, which is not only the learning of language knowledge but also the exploration process of theme meaning. In text analysis, students understand the layout, writing skills, writing purpose and language features of different texts through independent thinking and group discussion, so as to provide guidance for their writing and realize the transfer of knowledge. At the same time, teachers can guide students to discuss the possible shortcomings of the text in writing, explain the reasons and provide suggestions for improvement. In this way,teachers can also cultivate critical thinking ability, improve academic literacy and team cooperation ability while learning language knowledge.

3.1.3 After Class Period

In the combination of online and offline learning mode, after-school activities are also an indispensable part of the cultivation of autonomous learning ability. The writing of the after-school reflection log requires students to give a complete account of the preparation process of the group task, summarize, reflect and self-evaluate the completion situation, and formulate an improvement plan for the future study according to self-evaluation. This activity helps develop students' meta-cognitive ability and is also an important step in improving their language ability. Students should reflect and evaluate self-expression based on evidence, make self-learning strategy adjustment, actively plan the path of self-growth, and cultivate themselves as a lifelong learner. The after-school test is helpful to check the shortcomings, perfect the knowledge system, and do further compensatory learning according to the shortcomings. After class online troubleshooting provides students with learning support, helps create a good learning ecology, provides emotional and academic support for students' independent learning, and also provides conditions for the cultivation of academic perseverance. Teachers should encourage students to answer questions and share resources with each other, form a positive learning atmosphere of helping, learning

and sharing each other, and create a positive learning environment for students.

College English teachers enrich College English teaching methods through online and offline teaching design in three stages: before class, during class and after class, and extend College English teaching from the first class to the second class, so as to serve the talent training objectives of College English Teaching under the new liberal arts background.

3.2 Integration of Ideological and Political Education and College English Classroom Teaching

College English teaching in the context of "new liberal arts" is not only a process of imparting English language knowledge, but also a process of injecting new ideas and thoughts. College English teaching should combine the characteristics of disciplines and specialties, deeply tap the ideological and political education elements and moral education functions of the curriculum, select teaching themes and contents, use information technology to broaden the integration ways and methods of ideological and political elements, and combine the improvement of cultural literacy and language skills.

3.2.1 Establish the Educational Concept of Ideological and Political Education

"Curriculum ideological and political education" is an important measure for colleges and universities to implement the fundamental task of building morality and educating people, and also an important starting point for improving the "three integrity education". The teaching reform of College Public English "curriculum ideological and political education" is not only the return of the teaching essence of teaching and educating people, but also the practical need of realizing comprehensive education. As the most widely used language in the world, English is the link between Chinese and Western cultures and plays an important role in cross-cultural communication. The study of College English courses can help contemporary college students master language skills and connect the culture, history, economy and values of Western society. Therefore, in the process of College English learning, they will inevitably come into contact with Western ideology and values.

In order to improve students' English language ability in an all-round way, College English textbooks mostly choose original English articles, so the western humanities, art, politics, economy, science and technology , which are carried by articles, have also entered the vision of contemporary college students. College English "curriculum ideological and political education" meets the needs of the times of curriculum development. English teachers should base themselves on the basic nature of the subject, actively explore the teaching reform of English "curriculum ideological and political education", improve students' self-confidence in their national culture, enhance

students' cultural pride and sense of belonging, and promote students' all-round development, thus achieving the goal of training students to have good cross-cultural communication ability in the cultural exchange between China and the west, and to have good logical thinking ability and critical ability to absorb western ideas in the process of reform, opening up and globalization.

3.2.2 Innovate the Integration Approach of Ideological and Political Education

First of all, teachers can use the selected textbooks to dig deeply into the ideological and political cultural elements in each unit and each section, and guide students to understand the differences between Chinese and Western cultures and customs from the perspective of the comparison of Chinese and Western cultures, so that students can fully understand China's excellent traditional culture and cultivate students' patriotic sentiments. In addition, teachers can also release pictures or videos related to the theme of the text in advance with the assistance of the information technology platform, guide students to think deeply about some viewpoints in the text when previewing the text, and release some open assignments after class, such as letting students shoot small videos of cultural themes or make short courseware to sublimate students' understanding of relevant cultural themes. At the same time, teachers can also integrate ideological and political elements into the whole process of College English learning with the help of some second class activities.

3.2.3 Improve the Ideological and Political Literacy of Foreign Language Teachers

Teaching and educating people are the responsibility of teachers. College English teachers are not only the imparters of English professional knowledge, but also the shapers and guides of college students' correct values. College English teachers should design teaching contents, innovate teaching models and carry out teaching activities around the fundamental goal of building morality and cultivating people. At the same time, College English teachers should use advanced information tools to timely understand and learn the relevant national policies, enhance the awareness of ideological and political education, help college students fully understand the equal significance of knowledge education and value shaping, become the leader of students' values, and improve the quality of ideological and political integration teaching of College English courses.

3.3 Integration of College English First Classroom Teaching and Second Classroom Learning

The second classroom is the supplement and extension of the first classroom; it is the stage to improve students' professional knowledge and skills, but also a solid platform for the development of students' innovative spirit and practical ability. College English teachers should take

information technology as the support, optimize the task setting of the second classroom, improve the assessment and evaluation mechanism of the second classroom, and build the cooperative education mechanism between the first classroom and the second classroom.

3.3.1 Implement the Second Class With the Help of Online Independent Learning

Online independent learning refers to the independent learning tasks on the learning platform that students need to complete before and after class. It is an important part of practical teaching in the second class, and it is specifically manifested in the following way: teachers can release pre class preview tasks and post class expansion assignments through the information technology platform, at the same time, teachers can also guide students to prepare for College English Band four and band six exams with the help of online question banks of online platforms such as "Ci Da Ren" and "U campus".

3.3.2 Implement the Second Class With the Help of Extracurricular English Activities

Extracurricular English activities include competition activities and non-competition activities. Competition activities include large-scale English skills competitions represented by "National College Students English competition", "'Ci Da Ren Cup' National College English vocabulary competition" and "FLTRP Cup National College Students' speech, writing and reading competition". Compared with the examination in the process of classroom teaching, various English competitions have more driving force, and can also stimulate students' interest in learning, so that they can obtain a sense of achievement and satisfaction, and improve their interest in English learning. In addition, teachers can also organize interesting non competition activities such as "English dubbing contest" and "English reading contest" with the help of English clubs such as "English corner" and "College Students English club", so that students can improve their language skills and interest in English learning in the process of preparing for the activities.

4. CONCLUSION

In the context of the new liberal arts, the interdisciplinary intersection and integration of foreign language discipline is becoming increasingly prominent. College English, which has the widest audience among foreign language disciplines in higher education, should also take advantage of the opportunities of the new liberal arts construction, consolidate its roots and explore innovations, enrich the ways and methods of College English teaching with the help of digital technology, computer technology, information technology and other technical means, promote the integration of information technology with College English teaching, ideological and political education with college English classroom practice, and the integration of the first classroom with the second classroom.

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