A Study on the Construction of Multidimensional Teaching Model for Graduate Public English Course Under the Background of New Liberal Arts

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Abstract

Nowadays, with the rapid development of information technology, "new liberal arts" has broken through the barriers between disciplines and injected new vitality into the development of traditional liberal arts. As an important course in the postgraduate stage, the teaching of public English course should take the construction of new liberal arts as the background. Based on the influence and inspiration of the construction of new liberal arts on English teaching, this paper explores the construction of a multi-dimensional public English teaching model for graduate students, which integrates information technology with English teaching, ideological and political education with English classroom practice, and the first and second classrooms from the aspects of teaching philosophy, teaching objectives, teaching content, teaching methods, resource allocation, and evaluation system. The aim of this study is to optimize and perfect the English teaching model and teaching connotation at the graduate level, and to promote the development of the reform of public English teaching for graduate students.

Key words: New Liberal Arts; Graduate Public English; Ideological and Political Education; Multidimensional Teaching Model

1. INTRODUCTION

Due to the limitations of disciplinary boundaries, traditional humanities overly emphasize the cultivation of students' abilities in professional fields, neglecting the reference and exchange between disciplines. The introduction of information technology into traditional humanities has promoted the upgrading and reform of traditional humanities, and also inspired the development of foreign language disciplines. As a compulsory course in graduate studies, public English courses shoulder the important mission of improving students' overall English proficiency and cross-cultural communication abilities. Under the new liberal arts background, English teaching for graduate students should make use of the support of information technology platform, constantly explore new ways and approaches to integrate with information technology, enrich teaching means and teaching methods, and integrate Chinese perspective and excellent Chinese culture into English teaching to strengthen its value-leading role. From multiple dimensions such as teaching concepts, teaching goals, teaching strategies, teaching contents, resource allocation and evaluation system, a multi-dimensional public English teaching model for graduate students, which integrates information technology with English teaching, ideological and political education with English classroom practice, and the first classroom with the second classroom should be explored.

2. TEACHING STATUS OF PUBLIC ENGLISH COURSES FOR GRADUATE STUDENTS

Public English for graduate students is a compulsory course for graduate students. It aims to cultivate students' English language knowledge and application skills, such as listening, speaking, reading, writing and translating, and equip them with certain intercultural communication skills. At the same time, while helping students to lay a solid language foundation and master good language learning methods, it also improves students' comprehensive cultural literacy. The traditional graduate public English classroom is teacher-led, with lectures as the main form, the teaching content is monotonous and the teaching mode is single. As the object of classroom teaching, students focus on "listening" in class, and have few opportunities to express their ideas and viewpoints. Therefore, the traditional public English teaching for graduate students lacks individuality, and it is difficult to mobilize students' enthusiasm and initiative.

At the same time, due to the limited time in English class, teachers have no time to arrange classroom discussions or activities related to the theme of the text, such as impromptu performances and speeches, thus the teachers lack effective interaction with students in class, the teachers also have no clear criteria to evaluate students' classroom participation results. After class, teachers rarely assign various interesting practical tasks to students, such as shooting small videos related to the theme of the text or making courseware related to the theme of the text and so on. In addition to the final exams, teachers lack process evaluation of students, teaching lacks effectiveness, and student learning lacks constraint and motivation.

In addition, as a public basic course, graduate public English is not a professional course for students and cannot be given sufficient attention, as a result, students are unwilling to invest as much time and energy as professional courses. They rarely preview the text independently before class, do not take notes in class, and do not review or actively read and write after class, resulting in a lack of coherence in graduate students' learning of public English and the teaching effectiveness is unsatisfactory.

3. THE INSPIRATION OF THE CONSTRUCTION OF NEW LIBERAL ARTS ON THE TEACHING OF PUBLIC ENGLISH FOR GRADUATE STUDENTS

The development of the times has posed challenges to the teaching of public English for graduate students, but it has also brought new development opportunities. The era of technological information calls for new English teaching models. In this context, the graduate public English course should adapt to the era and constantly adapt to the requirements of the connotative development of higher education. Through innovation in information technology teaching forms such as "online+offline learning", ubiquitous learning, and mobile learning, information technology and education should be deeply integrated to jointly create an interactive learning space that combines online and offline, enrich the teaching mode of graduate public English course and optimize the entire process of education and teaching. At the same time, information technology platforms have also expanded the ways and channels for integrating ideological and political elements into English graduate public English classroom teaching. Therefore, foreign language teachers can use information technology means to broaden the ways and methods of integrating ideological and political elements into classroom teaching, so as to integrate excellent Chinese culture into the first and second classrooms of graduate public English teaching, increase the fun of English learning, and thus trigger deep learning among students.

4. CONSTRUCTION OF MULTI-DIMENSIONAL TEACHING MODEL FOR GRADUATE PUBLIC ENGLISH COURSES

Under the background of new liberal arts, graduate English teaching should fully adapt to the characteristics of the information technology era, use information technology platforms to expand the time and space of college English teaching, and meet the multi-modal personalized learning of students in the first and second classrooms through ubiquitous and open teaching channels. At the same time, teachers of graduate public English courses also need to enhance their ideological and political cultural literacy, fully tap into the ideological and political elements in the teaching process, guide students to correctly view the differences between Chinese and Western cultures, cultivate their thinking and cross-cultural communication abilities, enable students to understand the rich and long-standing traditional Chinese culture, and cultivate their cultural confidence and patriotism.

4.1 Integration of Information Technology and English Teaching

Under the background of new liberal arts, public English teaching for graduate students can utilize a combination of online and offline teaching methods to integrate information technology into graduate public English teaching in a targeted and innovative manner, effectively extending the learning time in class. English teachers can use information technology platforms such as "U campus" to design the classroom in three stages, which is the stage before class, in class and after class with the help of

online teaching methods and high-quality online resources such as micro lessons and MOOCs, thus integrating the "first classroom" with the "second classroom" and promoting effective interaction between teaching content, teaching methods, and teaching objects.

4.1.1 The stage before class

Each unit of public English textbooks for graduate students has a relatively independent theme. Before starting a new unit of learning, teachers can use information technology platforms to release preview materials before class and guide students to independently preview the text. For example, teachers can post preview questions on the "U campus" to activate students' prior knowledge, inspire their thinking and exploration with a problem oriented approach. At the same time, teaching can also upload courseware or audio and video related to the text to the supplementary resources of "U campus", guiding students to understand the theme of the text through various modes such as audio modality and visual modality. In addition, teachers can also divide students into several small groups and assign long and difficult sentences in the text to each group for analysis and discussion. At the same time,teachers can encourage each group to post long and difficult sentences in the discussion area and interact with classmates for discussion. During this process, teachers can use interactive communication tools to provide students with the necessary guidance at any time, so that students can fully understand the information in the text, and integrate their own understanding with existing knowledge to form a new knowledge framework, which is fully prepared for the development of in class teaching. This is special ly significant for English teaching with limited course time. Teachers can use platform data statistics to check the duration of pre-class preparation and homework completion of students. At the same time, classroom tests can be used to identify problems and deficiencies in pre-class tasks, preparing for the teaching process in class. Online self-directed learning before class will also fully mobilize students' subjective initiative, laying the foundation for their active participation in classroom teaching.

4.1.2 The stage in class

In class teaching, also known as offline classroom teaching, focuses on providing targeted explanations for students' self-study before class and online discussions that have not yet been resolved. Firstly, students present their results of pre-class tasks in the form of group reports, and then the teacher provides guidance and supplementary explanations based on the student reports. For example, if students are unable to correctly interpret long and difficult sentences assigned individually, the teacher needs to lead them to demonstrate the method of analyzing long and difficult sentences, that is, first identify the main sentence components such as the subject, verb, and object, and then interpret the role of modifying elements. At the same time,

teachers should guide students to interpret these long and difficult sentences in English. In this process, students not only learn the method of interpreting long and difficult sentences, but also learn how to solve problems with English thinking. In addition, there are significant differences between English and Chinese discourse in terms of cohesion and coherence. Teachers need to guide students to identify cohesive words in English discourse, explain the rules for using cohesive words in English discourse, and their importance in writing English discourse. For another example, students may not have a deep understanding of ideological and political themes,therefore further guidance and interpretation from teachers are needed. This form not only fully demonstrates the dominant position of students in English classrooms, but also exercises their teamwork and language expression abilities.

4.1.3 The stage after class

In the combination of online and offline learning mode, a series of activities and assignments after class are also an important component of cultivating students' self-learning ability. Teachers can guide students to write personal insights based on the teaching content of this unit. Students can record their own insights and gains, while reflect and self-evaluate their shortcomings and deficiencies in the learning process of this unit in order to make progress in the future learning process. At the same time, teachers can also assign some open-ended assignments based on the unit theme, such as guiding students to shoot a video related to understanding the unit theme, or organizing inspiration and insights from the ideological and political theme of this unit into courseware for classroom presentations.

The public English course teachers use a combination of online and offline teaching methods to design teaching through three stages: pre-class preparation, in-class lectures, and post-class summary and reflection. This enriches the methods of English teaching and effectively expands the time and space of English learning, thereby serving the construction of a multi-dimensional graduate public English teaching model.

4.2 Integration of Ideological and Political Education with Graduate English Classroom Practice

The public English curriculum for graduate students under the background of "New Liberal Arts" not only undertakes the task of imparting English language knowledge and skills, but also injects new concepts and ideas. Therefore, English teaching should consider the characteristics of the subject and major, deeply explore the ideological and moral education elements of the curriculum, select teaching themes and content, use information technology to expand the integration of ideological and political elements and methods, combine cultural literacy

and language skills improvement, and truly achieve "moistening things silently".

4.2.1 Establishing the Educational Concept of Curriculum Ideological and Political Education

Implementing ideological and political construction of business English curriculum in higher education institutions is an important way for universities to implement the fundamental task of moral education and talent cultivation. As a bridge between Chinese and Western cultures, the English curriculum serves as a link between Chinese and Western cultures. The study of graduate public English courses can help contemporary college students master English language knowledge and skills, understand the culture, history, economy, and values of Western society. Therefore, in the process of reading and learning English literature, students will inevitably come into contact with Western ideological and values. English curriculum teachers should play their role as guides, guiding students to understand the differences between Chinese and Western cultures, distinguishing right from wrong, discarding the shortcomings, establishing students' confidence in their own national culture, enhancing their sense of cultural pride and belonging, and promoting their comprehensive development.

4.2.2 Innovating ways to integrate ideological and political thinking into the curriculum

Firstly, teachers can use the selected textbooks to deeply explore the ideological and political elements in each unit and module, and guide students to understand the differences in history, culture, etiquette, customs, and other aspects between the East and the West from the perspective of comparing Chinese and Western cultures, as well as to analyze the reasons for these differences, so that students can fully appreciate the charm of China's excellent traditional culture, love and inherit these precious cultural heritage. In addition, teachers can also use information technology platforms to publish ideological and political materials related to the theme of the text before class, such as pictures, videos, or courseware, to guide students to think deeply about the ideological and political points in the text when previewing the text. At the same time, teachers can release some open-ended homework to deepen the understanding of ideological and political themes after class, such as allowing students to create courseware, micro videos, etc. on ideological and political themes. At the same time, teachers can also use some activities in the second classroom to naturally integrate ideological and political elements into the entire process of college English learning.

4.2.3 Enhancing the Ideological and Political Literacy of Foreign Language Teachers

Teaching and educating students is the responsibility of teachers, and graduate public English teachers are not only transmitters of English language knowledge, but also shapers and guides of students' correct values. Graduate public English teachers should design teaching content, innovate teaching models, and carry out teaching activities around the fundamental goal of "cultivating morality and nurturing talents". At the same time, teachers should continuously improve their ability to operate information technology equipment, use advanced information tools to timely understand and learn about relevant national policies, fully recognize the equal importance of knowledge education and value shaping, enhance their awareness and ability of ideological and political education, become leaders in student values, and fully leverage the educational role of graduate English courses.

4.3 Integration of the First and Second Classrooms of English Teaching for Postgraduates

The second classroom refers to teaching activities related to the first classroom that are conducted outside of classroom teaching. The second classroom is an extension of classroom teaching. Compared with traditional first classroom teaching, the forms of the second classroom are more diverse, lively and interesting. Supported by information technology, teachers of public English courses for graduates can optimize the form and content of activities in the second classroom as an effective supplement to the first classroom. At the same time, teachers need to continuously improve the assessment and evaluation mechanism of the second classroom, and incorporate it into the formative evaluation at the end of the course learning.

4.3.1 Utilizing online autonomous learning to carry out the second classroom

Online autonomous learning refers to the process in which students, under the guidance of university English course teachers, independently complete various class tasks before or after class posted on the platform outside of the classroom. It is an important component of practical teaching in the second classroom. Specifically, before class, students need to complete various independent preview tasks posted by the teacher on the information technology platform, and after class, they need to complete the post class expansion homework posted by the teacher. At the same time, teachers can also use online question banks such as "Word Master" and "U campus" to guide students in preparing for the College English Test Band Six.

4.3.2 Utilizing extracurricular English activities to carry out the second classroom

Extracurricular English activities include two categories: competitive activities and non- competitive activities. The competitive activities include large-scale English skill competitions represented by the National College English Competition, the Foreign Language Teaching and Research Press National Talent Cup National College

Students Speech, Writing, and Reading Competition
and so on. Compared to exams for classroom teaching,
various English competitions have a wider coverage, more
driving force, and can better stimulate students' interest in
learning, enabling them to achieve a sense of achievement
and satisfaction, and enhance their interest in learning
English. In addition, teachers can also use English clubs
such as "English Corner" and "College English Club" and
noncompetitive activities to carry out English activities
such as "English Dubbing Competition" and "English
Recitation Competition", so that students can improve
their language skills and interest in learning English
during the preparation process.

5. CONCLUSION

Under the background of the construction of new liberal
arts, teachers of graduate public English courses not
only need to improve their knowledge and theoretical
level in the professional field, but also need to enhance
their information technology literacy and ideological and
political literacy. Based on the support of information
technology, college English teachers need to fully utilize
intelligent teaching methods to enrich the content of
classroom teaching, screen high-quality ideological
and political teaching resources, build a high-quality
ideological and political curriculum teaching resource

library, optimize the task setting of the second classroom,
explore the construction of a multidimensional graduate
public English teaching model that integrates information
technology with English teaching, ideological and
political education with English classroom practice, and
the first classroom with the second classrooms.

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