

Exploration and Practice of University English Teaching Reform in Application-Oriented Undergraduate Colleges under the Background of New Liberal Arts—A Case Study of Course of English News Compilation

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Abstract: *The construction of new liberal arts has brought new opportunities for the reform and innovation of English teaching in application-oriented undergraduate colleges. According to the characteristics and particularities of university English teaching in application-oriented undergraduate colleges, combined with the talent training goals and the requirements of university English curriculum reform under the background of new liberal arts, the current situation of English teaching in application-oriented undergraduate colleges is objectively analyzed by taking Course of English News Compilation as an example, and the teaching content and the teaching mode that would meet the needs of national and regional economic and social development are explored.*

Keywords: *New Liberal Arts, Application-Oriented Undergraduate Colleges, College English, Pedagogical Reform, Discipline Integration and Innovation*

1. New Requirements for English Education in Application-Oriented Undergraduate Colleges in the Construction of New Liberal Arts

1.1. Benchmarking National and Regional Development Strategies

The reform and innovation of university English teaching would be related to the quality of talent training and the better service of foreign language disciplines to the strategic needs. Under the background of the new liberal arts, foreign language education should pour more attention into the development of students' abilities of critical thinking, communication, teamwork, innovation and cross-cultural communication, so that students can become international talents with international vision, also familiar with international rules, and able to participate in international affairs and international competition [1]. What's more, the reform and construction of English courses in application-oriented undergraduate colleges should shift from independent disciplines to interdisciplinary integration, absorb knowledge in humanities, geography, science, economics, philosophy, society and other fields, as well as expanding the connotation of English disciplines, and formulate talent training programs and syllabuses that meet national strategies, regional development and students' employment needs.

1.2. Benchmarking the New Liberal Arts Innovation Requirements

Under the background of new liberal arts, application-oriented undergraduate colleges should continue to deepen the effective integration of education and science and technology in university English teaching, rely on new technologies and models such as artificial intelligence, big data, and "Internet plus" to vigorously promote ideological and political construction, curriculum construction, teaching quality and supervision system construction, talent training base construction and management service construction. Furthermore, English education in application-oriented undergraduate colleges should meet the requirements of innovation, also establish new concepts and systems, then build new structures, together with innovating in professional training goals, curriculum systems, teaching content and practical links, and expand the boundaries in line with reasoning [2]. Starting from practical teaching and relying on double-professionally-titled teachers, the colleges could build a new teaching

model, then achieve new breakthroughs in teaching, and walk out of a new path of application-oriented characteristic development.

1.3. Benchmarking Interdisciplinary and Interdisciplinary Integration Requirements

From the perspective of the new liberal arts, university English teaching in application-oriented undergraduate colleges should break the relatively closed and isolated development state between disciplines, break through professional barriers, and strive to achieve the integration of specialization and creativity, so that college English, professional English and innovation and entrepreneurship are integrated [3]. Under the background of new liberal arts, the teaching goals of university English in application-oriented undergraduate colleges would be not only to cultivate students' practical language application ability, but also to pay attention to the cultivation of students' critical thinking ability and humanistic spirit, guided by industry needs, organically integrate professional education and English education [4]. Also, the colleges need to cultivate application-oriented innovative talents with solid and broad language basic knowledge and professional knowledge, strong application ability and high comprehensive quality.

2. Analysis of the Current Situation of English Teaching in Universities of Application-Oriented Undergraduate Colleges

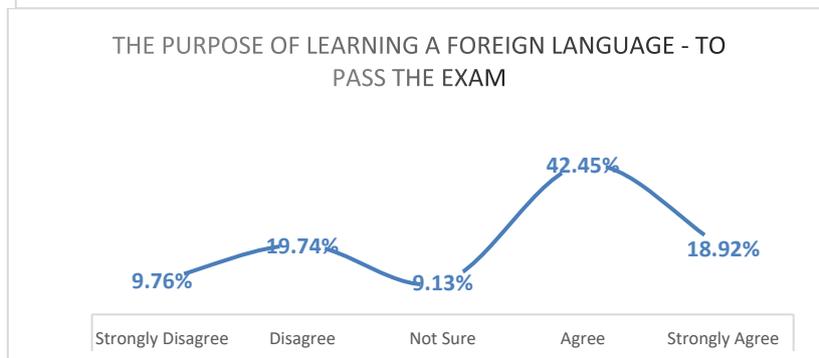
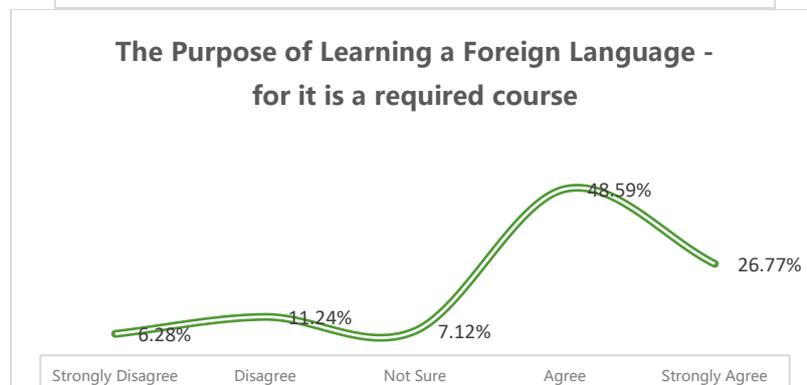
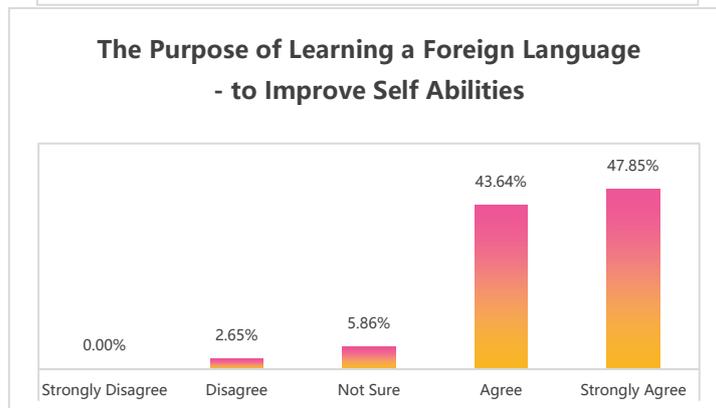
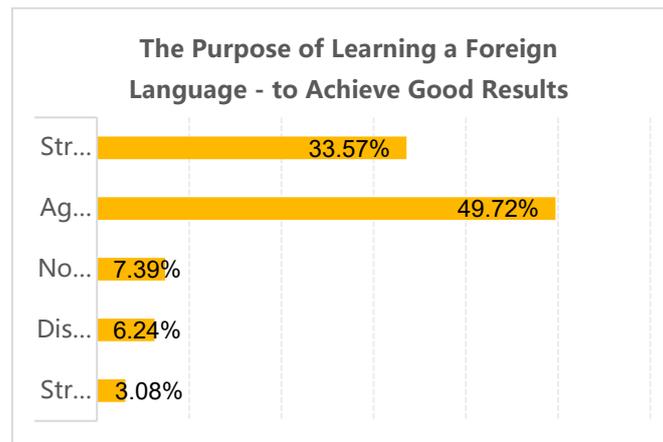
2.1. Urgently Needed Of Diversification for Target Positioning

The Guidelines for English Teaching in Universities (2020 edition) clearly stipulate that university English courses serve the school's educational goals, departmental talent training goals and students' individual development needs [5]. However, the design of university English teaching content in many application-oriented undergraduate colleges is limited to language learning, the degree of integration with students' majors is low, the docking with the national development strategy is lacking, and the demand for talents in local economic and social development is ignored. College English is not only an integral part of the construction of new liberal arts, but also a powerful driving force for the comprehensive implementation of new engineering, new medical science, and new construction of agricultural science. The construction of new liberal arts puts forward diversified requirements for the construction of university English courses. As far as application-oriented undergraduate colleges are concerned, the design of university English courses should be based on the premise of meeting the needs of society and the personalized development needs of students, serving the school's educational goals, serving the talent training goals of different departments, and promoting the personalized development of students [6]. In addition, targeted multi-directional and multi-dimensional curriculum training goals are the only way to reform university English teaching.

2.2. Urgently Needed of Innovation

At present, many universities have set up university English course systems, but for a long time, the construction of university English courses in many application-oriented undergraduate colleges has not yet formed a curriculum system that serves the school's educational goals, talent training goals and local economic and social development. In the face of the diversified needs of target positioning, application-oriented undergraduate colleges should change ideas and models of traditional curriculum construction, then have a high-order, innovative and challenging course, also build a special and creative integration curriculum system that integrates college English, professional English and innovation together with entrepreneurship [7]. Moreover, they need to cultivate students' abilities to understand, interpret and disseminate Chinese culture to the outside world, and ultimately realize the organic unity of the instrumentality and humanism of university English is shown in Table 1-4.

Table 1-4: The purpose of learning a foreign language.



2.3. Urgently Needed of Double-Professionally-Titled Teachers

For application-oriented undergraduate colleges, building a "dual-teacher and dual-ability" teaching team is not only the requirement of the times, but also the requirement of reform and innovation of local colleges and universities. English teachers in application-oriented undergraduate colleges should

optimize their knowledge structure as soon as possible, then reconstruct their professional identity, and make themselves both theoretical and practical teachers, with the ability to teach and educate students, as well as having proficient professional skills. Building a team of double-professionally-titled teachers for English courses will be an important part of the construction of teachers in application-oriented undergraduate colleges.

3. Reform Strategies of English Teaching in Application-Oriented Undergraduate Colleges under the Background of New Liberal Arts - Taking Course of English News Compilation as an Example

3.1. Clarifying the Concept of Interdisciplinary Integration

The perspective of new liberal arts puts forward higher requirements for the cultivation of English professionals. On the one hand; we should pay attention to improving the construction of professional connotation and improving the quality of professionalism. Under the premise of consolidating the professional foundation, the colleges should actively explore the intersection, integration and cooperation with related disciplines through the extension and intersection of the discipline and the integration of the discipline [8]. Interdisciplinarity is a concept based on related disciplines, integrating research thinking to promote the emergence of new cognition, and solving practical problems as the ultimate goal, which has its own connotation characteristics and operation rules. For English majors in applied universities, the starting point of interdisciplinary integration is to cultivate applied English talents who meet the requirements of regional economic development. Then, we could seek the entry point for English, also draw on interdisciplinary education theories and research paradigms to update the concept of traditional English subject education, then enrich the methods and means of English interdisciplinary education, as well as constructing a new type of English talent training system under the interdisciplinary concept, and finally implement it into the curriculum teaching, which is the basic premise for the implementation of the interdisciplinary integration and development of English majors.

3.2. Cross-Border Integration to Create a Characteristic Professional Curriculum System

English majors in colleges and universities cannot blindly cater to the market, leave the true nature of humanities majors behind, nor can they build majors behind closed doors and abandon the needs of social markets. The traditional English news translation course mainly plans the teaching content from the translation theory and skills in the process of language conversion. News compilation is also a practice of news and media content production, and the roles, functions and business skills of journalists, editors and translators often intersect. Therefore, the course of news compilation needs to reflect the interdisciplinary perspective of translation and news in the teaching content, and learn and master news compilation skills from the path of production practice by participating in the production process of media translation in different media forms [9]. Secondly, the course of news compilation takes media media as a structural clue, which also reflects the influence of media media and communication channels on news compilation. Different media forms and communication channels also indicate different production routines and media ecology, and the teaching system of news compilation reflects the characteristics.

3.3. Widely Applying the Interdisciplinary Teaching Model

The theory of experiential learning cycle, which has a far-reaching impact on education and talent training, also provides ideas for the innovation of teaching mode of English news compilation. The colleges should try to cooperate with different media groups and media platforms to build a practical project-driven experience cycle talent training mechanism. Instead of homework exercises and short-term internships in traditional courses, media projects for news compilation allow students to directly test what they have learned in class throughout the semester. Through the complete process of participating in hands-on projects, students understand the workflow and ecology of English news compilation. Through the theoretical and practical guidance of classroom teachers and the guidance and improvement of reporters and editors of cooperative media, students' news compilation composite skills were improved. Then through project practice, students can have news compilation in different media forms and ecosystems, learn English news compilation skills, and understand the influencing factors behind international news and the reasons for product forms. In addition, students not only learn to compile news in English, but also know how to select, edit, plan and disseminate compiled reports.

Also, the teaching mode of news compilation embodies the learning process of experiential learning cycle theory, applies theoretical learning to experience, and transforms experience into knowledge, skills and attitudes through feedback and thinking, so as to complete the experiential learning cycle mode of effective learning.

3.4. Reshaping Roles and Tempering Professional Teachers

Building a high-quality teaching team with noble morality, optimized structure and exquisite business is the basic guarantee for applied universities to cultivate interdisciplinary compound talents. And professional English teachers only have language abilities, but also should have the abilities to integrate language and subject content, cross-cultural English teaching and critical English teaching. For example, the Course of English News Compilation, in the training program of media translation major, stresses that the colleges should impart the theory and skills of media translation, also cultivate media translation talents who not only master the theoretical knowledge of news communication and the basic skills of news interviewing, writing, editing, translation. Furthermore, the teachers need to have a solid theoretical foundation and practical ability of translation, then master translation methods, and have excellent interpretation and translation capabilities is shown in Table 5 [10].

Table 5: Statistics of good foreign language teachers.

Statistics of Good Foreign Language Teachers					
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Funny and humorous	/	1.37%	4.02%	33.24%	61.37%
Be lively in class	/	1.22%	3.24%	29.46%	66.08%
Be knowledgeable	/	0.73%	2.50%	27.55%	69.22%
Fluent spoken language and standard pronunciation	/	0.79%	2.30%	24.90%	72.01%
Organize various activities in class	/	3.09%	9.02%	37.45%	50.44%
Notes with substantial contents	0.74%	2.40%	9.90%	39.26%	47.70%
Can help students improve their listening, speaking, reading and writing	/	0.78%	2.65%	32.70%	63.87%

Then the training plan emphasizes the improvement of translation abilities and the analysis of translation cases, requiring practice to run through the whole teaching process, and students need to complete at least 150,000 words of media translation. According to the training plan, the teaching content of translation and media majors is taken into account in the design. On the one hand, the traditional translation theory, interpretation and translation and other translation teaching are carried out step by step. And on the other hand, the basic theory of journalism and communication, interview and writing, news editing, media translation and other news communication theory and business courses are added, and an interdisciplinary teaching team is jointly established by the Advanced School of Translation and the School of Journalism and Communication. Last but not least, they need to select teachers with both language or translation backgrounds and journalism and communication backgrounds to plan and teach news compilation courses [11-12].

Acknowledgements

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