

# A Study on the Integrated Learning Model of Business English Audio-Visual-Speaking Course in the Context of New Liberal Arts

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**Abstract:** The concept of New Liberal Arts emphasizes interdisciplinary integration and the ability to respond to complex situations, providing clear direction for the reform of Business English Audio-Visual-Speaking courses. To address the disconnection between skill training and authentic contexts in traditional teaching, this study aims to construct an integrated learning model. Through theoretical reconstruction, the study elucidates how New Liberal Arts expands the paradigm of language competency. Based on the multimodal characteristics and higher-order cognitive demands of business audio-visual discourse, it demonstrates the appropriateness of integrated learning. Furthermore, the study systematically constructs a core model encompassing a multidimensional content framework, an immersive iterative process, and a competency-oriented evaluation system. It also explores implementation pathways such as the support of a digital learning ecosystem and the transformation of teacher roles. This research provides a systematic theoretical framework and practical solutions for the teaching of related courses, contributing to the cultivation of integrated communication talents who can adapt to the global business environment.

**Keywords:** New Liberal Arts; Business English; Audio-Visual-Speaking Course; Integrated Learning; Model Construction

## 1. Introduction

The New Liberal Arts concept advocates interdisciplinary integration and knowledge synthesis, providing a theoretical opportunity for paradigm innovation in Business English teaching. The content of Business English Audio-Visual-Speaking courses exhibits significant multimodality, contextuality, and professional specificity. Traditional teaching models, which emphasize discrete skill training, often fall short in adequately cultivating the comprehensive communicative competence required by learners in authentic, complex business scenarios. Therefore, constructing a teaching model that organically integrates linguistic knowledge, business cognition, cross-cultural awareness, and multimodal literacy is not only an inherent requirement for curriculum reform but also an inevitable choice for aligning with the objective of cultivating interdisciplinary talent. This study aims to address this need by systematically exploring and constructing an integrated learning model for Business English Audio-Visual-Speaking courses suitable for the context of New Liberal Arts. Its core lies in promoting learners' effective transformation from fragmented knowledge to integrated application capabilities through systematic curriculum design, thereby providing a theoretical reference and practical framework for related pedagogical reforms.

## 2. Theoretical Reconstruction of New Liberal Arts Concepts and Business English Audio-Visual-Speaking Teaching

### 2.1 Expansion of the Language Competency Paradigm by the Connotation of New Liberal Arts

The evolutionary path of New Liberal Arts does not constitute a simple negation of traditional humanities fields, but rather reflects a profound disciplinary self-awareness and paradigm reconstruction. Its core characteristic lies in advocating for the dissolution of disciplinary barriers and the reintegration of knowledge systems. It emphasizes that when addressing complex real-world issues, it is necessary to transcend the linear thinking inherent to single disciplines and instead rely on

multidimensional, comprehensive cognitive frameworks and solutions. This philosophy places the contextual, complex, and critical nature of knowledge production and application at the forefront, demanding that the educational process cultivates in learners the ability to establish interdisciplinary perspectives and achieve the organic transfer of knowledge.

This paradigm shift has exerted a substantive influence on the definition of competency within the field of Business English. The traditional view of language competency often focuses on grammatical accuracy, lexical breadth, and the discrete mastery of listening, speaking, reading, and writing skills. From the perspective of New Liberal Arts, language use in business contexts is understood as an integrated social communicative practice. Consequently, the paradigm of language competency expands into a composite communicative literacy embedded with business cognition, cross-cultural sensitivity, multimodal literacy, and ethical judgment. The goal of language learning thus shifts from the acquisition of instrumental skills to cultivating integrated actors capable of effective meaning negotiation and problem-solving within the complex, dynamic, and uncertain global business environment emphasized by New Liberal Arts<sup>[1]</sup>.

## ***2.2 Instructional Characteristics and Cognitive Demands of Business English Audio-Visual-Speaking***

The instructional materials for Business English Audio-Visual-Speaking are, in essence, carriers of social discourse that are highly contextualized and specialized. Their content typically involves authentic or simulated business activities such as negotiations, presentations, meetings, and client communications, where linguistic and paralinguistic features are intricately interwoven, exhibiting significant multimodality. Audio and video resources convey not only linguistic information but also construct meaning through various semiotic resources, including intonation, speech rate, body language, images, charts, and scene settings. This multimodal nature necessitates that learners simultaneously mobilize auditory, visual, and cognitive resources to decode, filter, and synthesize information.

Processing such materials places higher-order demands on the learner's cognitive system. It extends beyond basic language comprehension, requiring learners to identify key business concepts within a stream of instantaneous information, infer the speaker's stance and intent, grasp the power dynamics and interaction patterns among interlocutors, and discern the embedded cultural presuppositions and industry norms. This process involves a series of complex cognitive operations, including selective attention, the integration of information in working memory, schema-based inference of meaning, and the flexible mobilization of cross-cultural frameworks. Consequently, the inherent requirement of Business English Audio-Visual-Speaking instruction points directly towards cultivating learners' comprehensive cognitive ability to process information redundancy, manage cognitive load, and construct coherent understanding within multisemiotic meaning networks.

## ***2.3 Theoretical Origins and Pedagogical Appropriateness of the Integrated Learning Concept***

The theoretical foundations of the integrated learning concept can be traced back to the core tenets of constructivism and situated learning theory. From a constructivist perspective, knowledge is not passively received but is actively constructed by learners based on their prior experiences and external information; this process of construction is, in essence, the result of the interaction and integration between prior and new knowledge. Situated learning theory further emphasizes that the development of knowledge and ability cannot be divorced from the socio-cultural contexts of its application. Meaningful learning emerges from participating in authentic communities of practice, where conceptual understanding, tool use, and cultural adaptation develop synergistically. These perspectives collectively point to learning as a dynamic, interactive, and meaning-driven integrative process<sup>[2]</sup>.

This concept exhibits a high degree of inherent appropriateness for the teaching objectives of Business English Audio-Visual-Speaking courses. Business communication is, in itself, a comprehensive practical activity that integrates linguistic knowledge, professional content, communicative strategies, and cultural awareness. Traditional teaching methods that compartmentalize vocabulary, grammar, listening skills, and speaking practice struggle to recreate the complexity of such practice. The integrated learning model advocates for the creation of learning tasks that approximate authentic business discourse situations. It guides learners to naturally amalgamate language skills, business knowledge, communicative strategies, and multimodal literacy while completing projects or solving problems. This instructional approach not only echoes the call for knowledge integration within New Liberal Arts but also directly addresses the composite cognitive demands posed by processing

business audio-visual discourse, thereby providing theoretical support and a design framework for the transfer of knowledge and skills to authentic contexts.

### **3. Core Construction of the Integrated Learning Model for Business English Audio-Visual-Speaking**

#### ***3.1 A Multidimensional Interactive Framework for Content Integration***

The content framework of the integrated learning model abandons the traditional approach of mechanically categorizing content by language skills or knowledge types. Instead, it shifts towards a multidimensional interactive system centered on complex business communication scenarios. This framework aims to break down the inherent boundaries between linguistic forms, business functions, cultural dimensions, and cognitive strategies, enabling their symbiotic integration within specific thematic or project-based tasks. The selection and organization of content revolve around simulated authentic business topics, such as communication during due diligence in international mergers and acquisitions, project coordination within cross-cultural teams, or the analysis of multimodal brand promotion strategies. This ensures that the learning materials themselves inherently embed the necessity for multiple knowledge interactions. This design stems from a renewed understanding of the nature of business communication, which is not linear information transmission but rather a dynamic process of meaning negotiation and relationship building through the comprehensive use of various semiotic resources within specific socio-cultural contexts.

Under this framework, language learning ceases to be an isolated objective and instead serves as both the tool and the process for understanding and participating in business discourse practices. Professional business concepts, industry terminology, and discursive conventions are introduced concurrently with training in their corresponding linguistic expressions. The dimensions of cross-cultural comparison and critical reflection are embedded within the analysis of communicative events to investigate the norms, values, and power relations underlying the discourse. Simultaneously, training in interpreting non-verbal semiotic resources (such as body language, images, and spatial arrangement) within audio and video texts aims to systematically enhance learners' multimodal literacy. The content from these various dimensions is not simply juxtaposed; rather, it is interconnected through the design of challenging driving questions, forming a relationship of continuous interaction and mutual interpretation. For instance, when analyzing a video of a cross-border negotiation, the choice of language strategies, the articulation of professional clauses, the interpretation of non-verbal signals, and the consideration of cultural presuppositions must all be examined comprehensively within a single analytical framework. This approach collectively supports learners in constructing an integrated knowledge network of business communication and a contextualized framework for understanding meaning<sup>[3]</sup>.

#### ***3.2 Immersive and Iterative Process Design***

The design of the learning process follows an iterative cyclical path of "Immersion and Perception - Analysis and Deconstruction - Simulation and Reconstruction - Reflection and Transfer." It emphasizes achieving spiral deepening of cognition through deep engagement. In the initial Immersion and Perception stage, high-fidelity business discourse situations are created using high-quality audio-visual materials to guide learners in holistic observation and intuitive understanding. The focus is on acquiring an overall impression, grasping the core issues and emotional tone, and initially forming cognitive schemas. In the subsequent Analysis and Deconstruction stage, learners are guided to utilize tools such as pausing, replaying, and textual support to conduct detailed linguistic and discourse analysis of the situational features, including language characteristics, communicative strategies, cultural symbols, and multimodal coordination. This transforms holistic perception into discernible, describable constituent elements and operational rules. The key to this stage lies in cultivating learners' refined observational skills and metalinguistic awareness.

Building upon the analytical deconstruction, the Simulation and Reconstruction stage requires learners to comprehensively apply the extracted elements to complete new, analogous, or more challenging communicative tasks through forms such as role-playing, scenario simulation, video re-creation, or strategic planning. This achieves the transformation of ability from analytical understanding to creative and strategic production. The final Reflection and Transfer stage promotes systematic comparison between the learner's initial perception and final output, examining the

effectiveness of the strategies employed, the rationality of assumptions, and the integration of knowledge and skills across different dimensions. This is facilitated through structured reflective journals, rubric-based peer assessment, or guided metacognitive questioning. This cycle is not completed once but is repeated multiple times for a series of business communication tasks with increasing complexity. Each iteration introduces new contextual variables, communicative obstacles, or cultural considerations based on the cognitive outcomes of the previous cycle, thereby continuously refining and expanding the learner's cognitive model. This process drives the continuous evolution of the learner's business communication competency towards higher levels of automatization, adaptability, and strategic proficiency.

### ***3.3 A Competency-Oriented, Multi-Dimensional Assessment System***

This model's assessment system moves beyond testing the memorization of discrete knowledge points or isolated language skills, shifting towards a multi-dimensional comprehensive evaluation with integrated application competency as its core focus. The assessment focus is placed on the overall effectiveness and appropriateness demonstrated by learners in simulating or quasi-authentic business tasks, where they comprehensively mobilize linguistic resources, professional knowledge, cross-cultural awareness, and strategic thinking to achieve specific communicative goals. This includes evaluating the accuracy and synergy of their information processing, the critical interpretation and creative utilization of multimodal resources, the sensitive adaptation and strategic response to cross-cultural situations, as well as their ability to collaborate, negotiate, and co-construct meaning within dynamic interactions. The underlying assessment philosophy shifts from "knowing what" to "what one can do synthetically with what is known"<sup>[4]</sup>.

To achieve the aforementioned assessment objectives, it is necessary to employ diverse methods and tools that are integrated throughout the learning process. Formative assessment occupies a significant position, dynamically tracking learners' developmental trajectory and level of integration by documenting their performance at each stage of the iterative process, their reflective texts, and their contributions to collaborative tasks. Summative assessment, on the other hand, relies on performance in comprehensive simulation tasks, such as delivering a complete business presentation and handling inquiries, or managing an emergent crisis communication scenario. The assessment criteria must be explicitly constructed to cover multiple interrelated dimensions, including content logic, linguistic appropriateness, strategic application, cross-cultural awareness, and multimodal expression. This approach provides a comprehensive, multi-faceted profile of the learner's integrated communicative literacy and, in turn, informs the optimization of the learning process and the provision of personalized learning support.

## **4. Implementation Pathways and Efficacy Prospects of the Integrated Learning Model**

### ***4.1 The Supporting Role of the Digital Learning Ecosystem***

The construction of a digital learning ecosystem provides an indispensable foundational framework and enabling environment for the implementation of the integrated learning model. The core function of this ecosystem lies in breaking the spatial and temporal constraints of the physical classroom. By integrating virtual simulation platforms, business corpora, cloud-based collaboration tools, and intelligent analysis systems, it creates a sustainable, accessible, highly interactive, and resource-rich learning field. Within this ecosystem, learners can access a vast number of authentic or highly simulated multimodal business discourse samples and engage in repeated practice and inquiry within simulated, risk-controllable complex situations. Technology serves not merely as a resource carrier but also as a cognitive tool, supporting learners in marking, annotating, conducting comparative analysis, and creating visual representations of audio-visual materials. This deepens their insights into linguistic features, communicative strategies, and cultural subtexts.

Furthermore, a mature digital ecosystem, through its data recording and learning analytics functions, makes possible personalized and precise support for the learning process. The system can track learners' behavioral data, interaction pathways, and performance outcomes across different task stages, identifying their areas of strength and potential bottlenecks in competency development. Based on this data, the ecosystem can intelligently recommend suitable learning resources, collaborative partners, or advanced challenges. Teachers can also provide more targeted scaffolding interventions accordingly. Therefore, the digital ecosystem transcends the scope of traditional technological assistance, evolving

into an organic support system capable of dynamically responding to learning needs, facilitating deep interaction, and catalyzing knowledge integration. This enables the immersion, iteration, and reflection advocated by integrated learning to be realized even within large-scale instruction.

#### ***4.2 The Synergistic Transformation of Teacher Roles and Teaching Paradigms***

The effective operation of the integrated learning model necessarily entails a profound synergistic transformation of the teacher's role and the overall teaching paradigm. The core function of the teacher shifts from being a unidirectional transmitter of knowledge to becoming a designer of the learning environment, a facilitator of cognitive processes, and a guide for academic inquiry. Their central task transforms into meticulously designing project-based tasks that can stimulate integrative thinking and authentic communicative needs. During the learning process, they must construct necessary cognitive scaffolds through questioning, feedback, and resource provision to help learners connect discrete knowledge points and build more complex networks of meaning. Teachers need to possess keen observational and diagnostic abilities to identify the cognitive or communicative obstacles learners encounter during the process of integrated application and to provide timely, personalized support<sup>[5]</sup>.

This transformation of roles drives the teaching paradigm to shift from the linear transmission of predetermined content to a dynamic, interactive process organized around learners' meaning construction and competency development. The classroom is no longer a space dominated by teacher-led instruction but is transformed into a social space where a community of learners engages in collaborative inquiry, simulated practice, and collective reflection. The success of teaching activities depends more on whether they can stimulate learners' high-level cognitive engagement, effective peer dialogue, and metacognitive monitoring of their own learning processes. Consequently, teachers' professional development needs to correspondingly focus on emerging competency areas such as curriculum design, multimodal discourse analysis, the organization of online collaborative activities, and data-based diagnosis of learning situations. This focus is essential to ensure that teachers can play a key guiding and catalytic role within the new teaching paradigm.

#### ***4.3 Theoretical Contribution and Future Directions for the Evolution of the Model***

The theoretical contribution of the integrated learning model constructed in this study is mainly reflected in the deepening of the research scope and the expansion of the methodology within Business English pedagogy. It concretizes the macro concept of New Liberal Arts into an operable and analyzable curriculum and teaching framework, explicitly proposing a systematic design scheme with "integration" as its core, connecting content, process, and assessment. This model treats language learning, business cognition, and cultural literacy as an organic whole rather than a simple aggregation, theoretically responding to the practical demands of the global business environment for interdisciplinary talent. It provides a more dynamic and contextualized theoretical perspective for understanding the connotation of Business English competency. At the methodological level, it emphasizes the deep integration of the digital ecosystem with the design of the teaching process, offering an integrated analytical pathway—from environmental support to cognitive intervention—for research on technology-enhanced language teaching.

Looking ahead, the evolution of this model may deepen along the directions of personalization and intelligence. Leveraging learning analytics, artificial intelligence, and adaptive technologies, the model has the potential to develop intelligent variants capable of dynamically generating personalized learning pathways and resources based on an individual learner's cognitive style, existing knowledge graph, and developmental stage. Another evolutionary direction involves further breaking down disciplinary boundaries to explore deeper curriculum integration and collaborative project development with fields such as business ethics, international business, and digital marketing. This would test and enhance learners' integrated application abilities within broader interdisciplinary contexts. Sustained academic inquiry should focus on the adaptive adjustment of this model across different educational contexts, as well as its potential impact on students' long-term career development and lifelong learning capabilities. This will continuously enrich and refine the theoretical system of Business English education.

### **5. Conclusion**

Through interpreting the concept of New Liberal Arts and analyzing its intrinsic connection with

Business English Audio-Visual-Speaking instruction, this study systematically constructs and elaborates an integrated learning model for Business English Audio-Visual-Speaking with integration as its core orientation. Theoretically, this model concretizes the macro advocacy of New Liberal Arts into an operational framework supported by the pillars of a "multidimensional content framework," an "immersive iterative process," and a "competency-oriented assessment system," thereby deepening the understanding of the constitution of Business English competency and its developmental pathways. At the practical level, the effective implementation of this model relies on the synergistic support of a digital learning ecosystem and a profound transformation of the teacher's role from a knowledge transmitter to a designer and facilitator. The research indicates that this model aims to address the complexity and comprehensiveness of business audio-visual discourse, guiding learners to achieve the organic integration and synergistic development of knowledge, skills, and literacy within simulated authentic task-based contexts. Future research could build upon this foundation to further explore the deep integration of this model with technologies such as artificial intelligence and learning analytics, developing more personalized adaptive learning pathways. Concurrently, its integrated application within broader interdisciplinary course projects could be expanded, and its impact on students' long-term career development capabilities could be continuously tracked. This will promote the ongoing refinement and innovative development of the theoretical system for Business English pedagogy.

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