

The Integration of Zero-Start Foreign Language Professional Courses for Beginners under the New Liberal Arts Background

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Abstract: *Under the background of the new liberal arts, research results on the macro design of the integration of foreign language majors and new majors and the professional personnel training mode, both have gradually produced research results. However, the integration path and micro practice methods of zero-start foreign language courses and new liberal arts are rarely mentioned. This article explores the integration of the new foreign language major formed by the intersection of a foreign language and another major at the zero-start stage of practical teaching and analyzes the objectives, paths, methods, and the effects of new foreign language teaching integration.*

Keywords: *New liberal arts, New foreign language major, Zero-Start, Integration*

1. Introduction

In 2020, the Ministry of Education started the construction of new arts, 2021 the Ministry of Education of higher education department director pointed out that the construction of new arts "to similar professional cluster"^[1], then, university teachers began to actively explore the new arts construction and foreign language professional integration practice, educators also put forward the concept of "new foreign language"^[2]. "New foreign language" specifically refers to the intersection between a foreign language and a major. Foreign language major belongs to the liberal arts. In order to serve the needs of national construction, educators have been exploring what major is suitable for foreign language and professional integration. This is the first step to solve the problem. The second step is how to integrate successfully in practice, and the third step is the evaluation of integration effectiveness and successful password promotion. At present, a four-year undergraduate education cycle has not yet been reached, the data research has not yet formed a closed-loop demonstration, and the latter two problems, research needs to be continuously tracked and explored.

In the first step, "with what major is suitable for integration", educators have different opinions, but do not mention the way of integration of the initial foreign language major. Usually, the micro practice research results of "new foreign language" in foreign language majors are rare, while the new foreign language research is even less. The characteristics of zero-point professional learning determine that the "first step" is difficult to achieve.

2. Period of Fusion

According to the requirements of knowledge and ability of core courses, the zero-point foreign language major is often divided into three stages: basic grade 1-2, grade 3 intermediate and advanced grade 4. Usually pass the National Professional Level 4 examination, indicating the primary stage (hereinafter referred to as the primary level); pass the National Level 8 examination and pass the advanced stage. The basic stage is also divided into basic primary order and basic higher order, which correspond to grade 1 and grade 2 respectively.

The initial learning situation determines the difficulty of teaching reform and the low research heat. The problems are as follows: foreign language professional knowledge structure is not modular, but basic, with the foundation and the pace of reform; the characteristics of leap learning speed and avalanche accumulation and the knowledge saturation of students; the transition period of learning method and concept and the reform progress, reducing the impact value to the minimum within a

reasonable range. The characteristics of the preliminary learning evaluation determine that the main evaluation basis is the highly unified output ability of knowledge and skills. After the reform, the learning evaluation cannot be separated from the basis of foreign language.

In the face of the above learning problems in the transition period, the reform of "new foreign language" needs to be considered carefully. Foreign language major itself is still under the tide of reform, and some problems have not been solved. Like other specialized courses, foreign language courses are also faced with reduction. There is a certain space for the adjustment of the knowledge structure of senior courses, and the course goal is relatively free with the reform. However, in the original purpose, that is, to consolidate the pronunciation, grammar, vocabulary basis, the reform can only make the icing in this stage, to make subversive innovation, and a certain difficulty. Compared with the senior specialized courses, the biggest difference between the core courses of primary courses is the high difficulty of reform and innovation, and the reality of consolidating language knowledge and skill base.

At the beginning of the reform, language, skills, target language culture formed around the main traditional elements of teaching design into the new professional elements, need to achieve knowledge remodeling, ability reconstruction, values lead innovation, but into too deep will be encouraged, into too shallow will be considered with middle school zero, also difficult to make "high order, innovation, challenge". "New foreign language" is usually regarded as the reform trend and the effort goal in the teaching practice. This leads to the two possibilities of realizing the integration of the new liberal arts in the zero starting stage, no fusion or fusion, integrity or innovation, independence or reform.

The alignment strategy is to give the task of integration to the intermediate and advanced stages. Since the initial reform is faced with problems such as objective transition period, knowledge structure, professional characteristics and depth, it is better to retain the traditional advantages. After all, the traditional teaching results of zero starting point have been proved by the long-term teaching practice at home and abroad, and they have trained generation after generation of foreign language talents for the society. For foreign language colleges and universities, special basic colleges can be set up to integrate all non-English types to establish an independent "strong foundation" stage and carry out international cooperation to achieve more efficient application of knowledge and skills.

If the fusion strategy is adopted, how to implement the "way of integration" is the second step to solve the problem. Even in the face of thousands of difficulties, continuous innovation in the middle of the guard is the general trend of professional development. In the era of AI intelligence, the by-products derived from the meta-universe are enough for learning to realize data management. The initial knowledge-based teaching of foreign languages has been online, and the knowledge and ability have been consolidated and mastered through offline physical classroom teacher guidance, making it possible to learn in flipped, task-based, group and other ways. The mixed teaching mode has won the classroom time and space for the new foreign language teaching reform.

3. The Road to Integration

The three paths of "new foreign language" reform are to optimize the reform around the teaching objectives of knowledge, ability and quality, from the ability first strategy, knowledge composite strategy and quality crossing strategy.

3.1 Ability-first Strategy

Traditional foreign language teaching classroom belongs to the language skills standard, language knowledge teaching, language expertise, etc., taking foreign language tool skills and related knowledge background as the main training goal. In the face of the demand of cultivating foreign language talents in new liberal arts, the concept of "turning" of "ability first, knowledge later" provides an idea for the exploration of teaching reform. Foreign language is another professional tool for exploration, which focuses on the application function. Just as Dai Weidong, a well-known foreign language educator in China, believes that the training of compound senior foreign language talents should take language ability as the core, application ability as the focus, and innovation ability as the driving force^[3]. The concept of "turning around the axis" refers to "putting the development of students' removable skills in the core position of teaching and learning, setting up training programs and teaching reform around ability training, and cultivating talents in the new era to meet the needs of society"^[4].

With the promulgation of a series of important documents of national higher education, the

cultivation of talent ability in universities has been paying more and more attention. The ordinary institutions of higher learning undergraduate foreign language and literature professional teaching guide (hereinafter referred to as "guide") ability requirements included in the "specification", including Russian professional, for example, ability including (professional language) use ability, literary appreciation ability, cross-cultural ability, thinking ability, research ability, innovation ability, information technology, autonomous learning ability and practice ability and so on nine.

Professional language application, literature appreciation and cross-cultural communication belong to "foreign language ability", and the other seven abilities are the ability to learn new things, face the future world, and broaden the development space, which any professional learners need to have, with transferability, namely "migratory ability". In both literature, science, agriculture, medicine and other disciplines, each major has its own "ability space" characteristics, personality and commonness. The cultivation of transferable ability has a far-reaching impact on students' long-term development. Transfer ability connects foreign language ability and professional ability. Professional ability refers to the relevant characteristic ability applicable to the research and practical development of specialized disciplines. Professional ability, foreign language ability and transferable ability together constitute the "new foreign language" ability.

New foreign language abilities influence and associate with each other. The first of all abilities is the independent learning ability. Under its influence, the language use ability will also increase positively, and other professional abilities will also improve, which shows that the influence of ability is superimposed. Ability is related to knowledge in achieving different goals, but it cannot be separated from quality. For example, to solve the obstacles faced by Chinese enterprises to "go global" in the context of foreign culture; to interpret Chinese thoughts and actions from the perspective of foreign culture requires the ability to tell Chinese stories and find, analyze and solve problems, so the ability is closely related to knowledge and quality.

3.2 Remodeling of Knowledge Space

Foreign language and other professional knowledge to cross and interdisciplinary learning, to build a more complex knowledge space. The initial characteristics should be a foreign language, which is the root of "new foreign language", on the basis of integrity, adopt superposition reform, rather than directly entering the hinterland of another professional term, otherwise the foreign language major will change its attribute to become a public foreign language. Knowledge space remodeling can be realized through innovative knowledge module design and distribution design.

The new foreign language knowledge module has high compatibility between regional country studies and foreign language. The teaching integration strategy of the preliminary course is divided into the modular operation of speech, expression and regional vocabulary superposition, national condition knowledge expansion superposition, and the second classroom practice superposition. Will speech imitation, grammar, new word knowledge learning to online, to set speech, grammar, vocabulary as one of the offline space, in this way, the target language national conditions extended to use the region of the language, before class, after class reference books, class reading harvest and share chapter mind map, in class orderly launch a small number of representative words leads to expand history, geographical knowledge. The second classroom practice activities can organize the theme cloud collection of the target language region, visit the destination language, cultural elements, and explore the elements related to the regional development of the target language in China.

The knowledge distribution design should follow the students' cognitive law. The key factor of the knowledge superposition fusion design in the hybrid flipped classroom model is the sequence of foreign language professional knowledge and superimposed knowledge. The design of traditional foreign language classroom teaching unit often takes speech as the head, grammar as the belly and speech expression as the end. As the core symbol of foreign language ability, the verbal expression level of speech cannot leave the basis of correct speech output and skilled use of grammar, and the intake, mastery and application of speech knowledge determines the success of cross-cultural communication ability. So can try to traditional classroom knowledge process reverse design, namely from the end of the speech knowledge learning, grammar knowledge development for belly, voice knowledge, students first understand the imitation, roots again, the final voice imitation accurate output, also can meet the students began to use a foreign language communication as soon as possible, skilled after superposition area country research knowledge, promote unit subject learning foreign language proficiency and knowledge depth, to a certain extent, save the standard pronunciation practice time spending.

3.3 Quality Leap

From the construction of ability space to the remodeling of knowledge space, and then to the guidance of emotional value, to realize the ideal of small individual, to the ideal of "greater self". In fact, quality crossing is the process of students' growth, and the challenge that teachers and students need to face together. From the macro perspective of the training program, under the guidance of teachers, students can tell Chinese stories, enhance the image of China's international communication foundation, and make their own efforts for the development of international affairs and world peace and stability. At the micro level, the value guidance of a course echoes the professional knowledge structure, such as respecting the old and caring for the young, loving the family, seeing a friend in need, and dreaming. In terms of the integration of regional countries, the regional cultural commonness of "Belt and Road" and the beauty of "harmony without uniformity" of Chinese culture can also reflect the elements of "respect", "love", "friend" and "dream". In the commonness of the influence and perception of students have double resonance, to realize the quality training upgrade.

"Road of Integration" always practices the reform concept centered on student development and pays attention to the analysis of learning situation. In addition to the commonality, there are personality differences. There are differences in learning conditions between different groups of schools, different foreign language majors in the same school, different groups of different grades in the same major, and different groups of different classes in the same grade, which also affect the depth and breadth of integration. Therefore, the integration of practice cases in the same class group has personalized characteristics.

4. The Method of Fusion

In the fusion path, the teacher-student interaction often adopts the following fusion methods.

4.1 Personal Display Type

Students independently complete a certain oral or written task, such as regional and national interest presentation, reading experience sharing, daily life report, etc. After the personal display, the rest of the peers are the teachers' interactive questions and comments. Personal display theme selection and time control are relatively free, and fully respect students' personal wishes.

4.2 Interview Type

Design the course units with the themes. Such as making Russian "sports star" theme interview video, using the theme vocabulary on the Internet to collect various games, sports related introduction, after preparing flip in classroom display, realize the ability of practical use, rather than classroom skilled practice, through both questions, solve the social problems in sports, thinking how to solve and behind the regional events "big game". Relying on the foreign language theme guidance, explore the ability to explore and the courage to face challenges.

4.3 Workshop Type

The design of flipped classroom is inseparable from the classroom atmosphere and distinctive classroom culture. The more positive energy the classroom design is, the more harmonious the classroom atmosphere will be. Workshop type is the embodiment of the comprehensive strength of teamwork. According to the special topics, such as language, translation, literature, tourism, foreign affairs, and local characteristics, various different groups can be formed to carry out relevant practical activities. This type can fully demonstrate students' regional module knowledge accumulation and critical thinking level, improve their cooperative ability to solve problems, enhance the sense of team, improve their learning attitude, change their learning style, and feel the freedom of learning through mutual appreciation and mutual promotion.

5. The Effect of Fusion

"New foreign language" is integrated into ability, knowledge and quality. Through these three aspects, online and offline mixed weight item evaluation. Among them, ability and knowledge are

weighted online through homework, classroom interaction, discussion, course audio and video, chapter tests, group tasks and exams, accounting for 60%, and offline paper mid-term and final exams account for 40%. Regional national knowledge and ability evaluation is reflected in the above. The integration evaluation of quality is reflected in the video display and discussion of quality, such as classroom interaction, group tasks and homework.

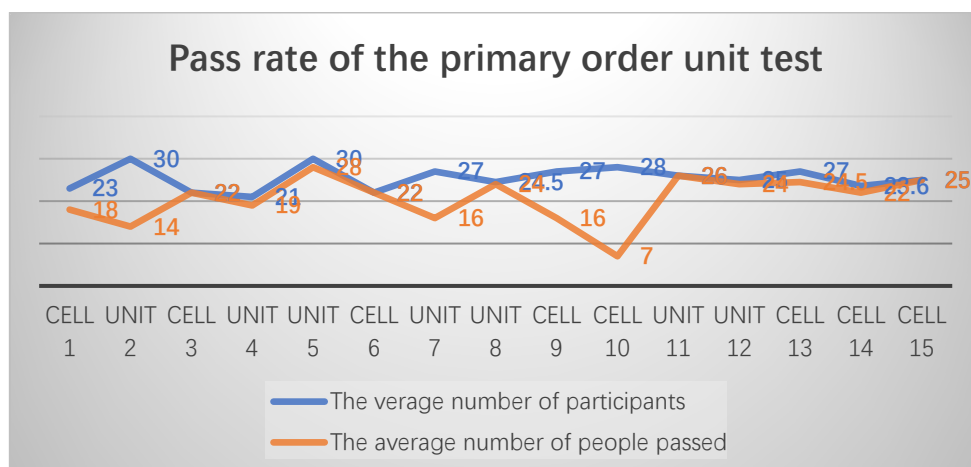


Figure 1: Comparison of the number of participants and the number of participants passing the initial 15-unit test (2022.9-12)

In the first semester of this year, a total of 32 students will study. After each chapter, a unit test with new foreign language elements will be released. Students will choose whether to participate in each unit test or not. In terms of the number of participants, the number of participants at the beginning of the semester decreased from the end of the semester, but the number of independent participants was relatively stable.

There are 15 units in the first semester, including questions include filling in the blanks, translation, selection, judgment, etc. Each set of questions has regional countries and small questions telling Chinese stories, forming the "new foreign language" question type. After the number of people who passed the comparison test, multiple V-shaped distributions were presented (Figure 1). In the initial stage of unit 1-2 and the knowledge density of language knowledge in unit 5-7 and the new foreign language, the pass rate was significantly reduced. After the students adapt, their learning status has been improved. Term V trough just at the end of the speech phase of 9-10 unit interval, foreign language "new" professional from the vocabulary superposition mode into the theme expression sentence, paragraph, article level, new foreign language professional knowledge in speech expression and national multidimensional, students after two units of self-adaptation and adjustment, in 11 unit through the number gradually rebounded, and steady to the end of the semester. The number of people who passed the final semester test was significantly higher than at the beginning of the semester.

Due to the need to integrate new professional elements, the teaching speed and task completion of "new foreign language" have been significantly reduced. From the teaching progress of the same preliminary level core course in the past three sessions, 18,17 and 15 units have been completed respectively. The overall online grade of each class of students also showed a downward trend. Taking the same teacher teaching the same course as a sample, and extracting the labels of "Foreign language major", "New Foreign language pilot" and "new Foreign language" in 2017,2019 and 2022, it was found that the average scores of the three labeled classes were 89.6,81.88 and 71 points respectively. The decreasing progress of year by year and the "double drop" of performance are partly related to the saturation of unit knowledge. Looking back on the learning situation, students need to master the basic skills of new elements and improve the comprehensive level of new elements. At this time, the addition has been sufficient. Is it necessary to make a reasonable subtraction in the knowledge progress or unit content integration? How to ensure that students' future language ability evaluation will not be reduced after subtraction? The above problems still need to be demonstrated by practical data.

6. Conclusion

As the saying goes, "a single tree does not make a forest". The new liberal arts of a course cannot lift a big wave, so is the new foreign language. Only a complete series of course design and practice

can truly shake the change from the object remodeling to the subject concept. In micro practice, how to supplement the loss of foreign language basic skills as much as possible, and find the best balance between "new" and "foreign language", still need to pay continued attention and practical demonstration.

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