

Construction of a Mixing Mode of Online and Offline College English Deep Learning in the Context of the New Liberal Arts

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Abstract: *Based on the interpretation of the goal of cultivating college foreign language talents in the context of the new liberal arts, it is proposed that college English teaching guided by the concept of deep learning is one of the feasible ways to achieve this goal. From the three objective dimensions of cognition, interpersonal relationship, and self, the construction of an online and offline mixing mode of college English deep learning integrating mutual evaluation, self-evaluation, and teacher evaluation is divided into three stages: before class, during class, and after class. With the aim of providing an operable action guidance framework for deep teaching and learning, it proposes alternative paths for achieving college English teaching objectives in the context of the new liberal arts.*

Keywords: *New Liberal Arts; College English; Deep teaching; Deep learning; Mode Construction*

1. Introduction

In April 2019, 13 departments including the Ministry of Education and the Ministry of Science and Technology jointly launched the Six Excellence and One Top Plan 2.0, which requires comprehensive promotion of the construction of new engineering, medical, agricultural, and liberal arts disciplines, and comprehensive improvement of the ability of universities to serve economic and social development. Under the background of “Four New”, where should college English teaching, as an important component of the new liberal arts, go? Wu Yan, Director of the Department of Higher Education of the Ministry of Education, proposed the overall requirements for the reform of higher foreign language education in the new era at the 4th National Forum on Foreign Language Education Reform and Development in Higher Education Institutions, focusing on the new mission, the big pattern, the new liberal arts, and the big foreign language [1].

The reform requirement for public foreign language teaching in universities that involve a wide audience and have a large impact is to cultivate international and versatile talents with one skill and multiple abilities and one specialty and multiple abilities. In the context of the new liberal arts, college foreign language education should not only help learners learn work, agriculture, and medical knowledge well, but also mold them into the literate, emotional, responsible, and innovative scientists, agronomists, doctors, or engineers. In other words, the new liberal arts should cultivate all people. To meet the requirements of teaching reform in the context of the new liberal arts, achieve the goal of cultivating outstanding talents, make the new liberal arts truly the driving force for the comprehensive implementation of the new engineering, medical, and agricultural disciplines, cultivate learners' skills, and implement the fundamental task of cultivating morality and cultivating talents, what should be changed in college English teaching? How to change it? This article proposes that we should start with the reform of teaching concepts and teaching models, and practice online and offline hybrid deep learning [2].

2. Deep Learning

Deep learning corresponds to shallow learning. This idea can be traced back to Bruner's cognitive goal dimension, namely, the six processes of knowledge (memory), understanding, application, analysis, synthesis (creation), and evaluation, which go from shallow to deep, implying that learning has deep and shallow levels. Memory and understanding are called low-level goals, while application, analysis, synthesis (creation), and evaluation are called high-level goals. Marton and Saljo from the

University of Gothenburg in Sweden were the first to explicitly propose the concept of deep learning.

Through a reading test experiment, the two researchers found that students had two orientations in the processing of text: some could understand the text as a whole, summarize the main idea, and combine their own thinking; some just focused on the part being asked and try to retell it. Both point out that deep learning is a process of knowledge transfer that helps learners improve their ability to solve problems and make decisions. Since then, many scholars have defined and studied deep learning from different perspectives. However, generally speaking, there are mainly two types, one is based on the information processing theory of psychological cognitive school. This type of research mainly focuses on the processing of information within the student's brain, ignoring the impact of social, cultural, emotional, and value factors on learning. Deep learning based on this understanding can easily lead to deviations in values. The other category is full perspective deep learning that considers social and cultural factors. This type of research emphasizes the impact of ideas, emotions, and values on learning, emphasizing the integrity of education, but ignoring the significance of deep learning at the cognitive processing level, resulting in a lack of operability in deep learning. Different research perspectives demonstrate researchers' different understanding and emphasis on deep learning. A relatively complete concept of deep learning should be a combination of the above two research perspectives. Therefore, deep learning can be defined as: learners critically learn new ideas and knowledge based on memorization and understanding, integrate these new ideas and knowledge into existing knowledge structures, establish connections between numerous ideas and knowledge, and be able to transfer knowledge into new situations for problem-solving and decision-making. At the same time, build your own individual knowledge through the creation of learning situations and diverse role experiences, enrich your own emotional experience, develop your own identity, and cultivate good interpersonal and collaborative relationships. According to the above definition, deep learning refers to the realization of the goal of whole person education through certain operable procedures based on information processing theory.

3. Construction of the Mode

The continuous reduction of class hours in college English teaching makes it difficult for traditional teaching, which is limited to face-to-face teaching, to lead students' learning to deep learning. In the context of the new liberal arts, college English teaching needs to expand teaching space, extend teaching time, strengthen teacher-student communication, and promote the combination of individual learning and group cooperative learning. Centering on the four evaluations, it is particularly necessary to strengthen the combination of student mutual evaluation, self-evaluation, and teacher evaluation in process evaluation. Therefore, this study is guided by the theory of deep learning, centered on learners' learning, and guided by output to construct an online and offline mixing deep learning model.

However, the occurrence of deep learning largely depends on teachers' deep teaching. Without teachers' deep teaching, deep learning of college English is difficult to occur. To change students' learning behavior in teaching, it is necessary to first change teachers' teaching behavior. To change teachers' teaching behavior, it is necessary to first change their teaching concepts. Teachers should change their role as knowledge owners and transmitters, and change their teaching concepts. The teaching of teachers is for the learning of students, and teaching is a common activity of teachers and students under the teacher leading. Teachers provide guidance, support, and assistance for students' learning. Therefore, to construct a deep learning model, it is necessary to construct a deep teaching model first[3-4].

3.1 Deep teaching mode

Deeply refining language knowledge, cultivating language skills, and cultivating values and emotions. In depth teaching, teachers need to deeply understand and process knowledge. On the basis of understanding students' learning situation, teaching activities are carefully designed according to the syllabus and discipline training objectives, guiding students to conduct in-depth learning under the positive emotional impetus. Based on Tyler's classic curriculum theory, the study designed an deep teaching model from four curriculum elements: teaching objectives, teaching content, teaching methods, and teaching evaluation. College English teaching was divided into three stages: pre-class, during class, and after class, with each stage promoting the occurrence of deep learning from the three dimensions of deep learning.

In the deep teaching model, the concept of deep learning is embodied in all aspects of teaching,

each of which includes three levels of teaching objectives: knowledge (cognition), interpersonal, and self. The realization of teaching objectives requires the use of certain teaching content, teaching methods, and teaching evaluation methods. In turn, teaching evaluation and teaching methods act on teaching content to promote the achievement of teaching objectives. In the deep teaching mode, each link of teaching is centered on learners' learning. The learning center theory advocates that all activities of classroom teaching should serve the occurrence of effective learning. In the deep learning model, not only classroom teaching activities, but pre and post class activities are aimed at promoting effective learning, allowing students to become masters of learning, and actively constructing teaching activities. The entire teaching process focuses on learners' emotional experience and strives to create a good learning atmosphere.

In this mode, the teaching of core knowledge is mainly completed through autonomous learning before class and explanation of key and difficult points in class. Before class, assign tasks through the Autonomous Learning Task Book to help students clarify unit learning objectives, unit teaching links, and learning tasks and activities in each link, so that students can plan their learning with a clear purpose. Through the input of teaching materials, language point videos, and supplementary language material information, as well as pre-class quizzes, autonomous learning is promoted, helping students understand core knowledge, establish an online learning community, and learn to communicate and cooperate. Answers to key and difficult points, topic discussion and expansion, and group presentations and sharing in class are intended to promote deep thinking, enable students to learn to synthesize, analyze, and evaluate, learn to self-explore, learn to learn, learn to transfer applications, and solve problems. After class tests provide a basis for students to evaluate their own learning. The purpose of writing a group task reflection log is to cultivate students' academic aspirations and perseverance, and provide effective information for teachers to improve and improve teaching plans in a timely manner to better serve effective teaching.

Online topic discussion and Q&A aims to strengthen the interaction between teachers and students, cultivate a positive learning culture, develop thinking skills, and cultivate good emotions between teachers and students. Good emotions can promote learners' engagement in learning and form a virtuous circle. Effective interactive communication is not only conducive to solving problems, but also creates contexts for deep teaching. The integration of teaching, learning, and evaluation enables teachers and students to negotiate and establish evaluation standards, providing evidence for students' self-evaluation and mutual evaluation. Under the guidance of the teacher, students can identify their own strengths and strengths of the other by referring to the mutual evaluation table, and point out their shortcomings in appropriate and clever language. This not only cultivates students' critical thinking, but also promotes effective communication. The combination of various evaluation methods allows students to recognize that they are the masters of learning and that learning is ubiquitous. It should be noted that in the mutual evaluation and self-evaluation between students and students, it is necessary for teachers to provide students with a scaffold for evaluation, otherwise students will have no way to start, and the evaluation will become superficial and lose its significance. Teacher's evaluation focuses on encouragement and appropriately points out shortcomings to cultivate positive teacher-student emotions, thereby promoting students' active learning[5].

3.2 Deep learning mode

The learning of each unit of college English is centered around a certain thematic context, relying on different texts, and using certain learning strategies to learn language and cultural knowledge, in order to cultivate and improve language skills, enhance cultural awareness, thinking quality, and learning ability. The teaching of each unit will generally be completed within 3 weeks and 6 class hours. In terms of teaching arrangements, we should follow the rules of foreign language learning: first input, then output, first understanding, then expression, first individual autonomous learning, then group cooperative learning, first learning, then testing, and then evaluating, from shallow to deep. Based on the above deep teaching model and combined with college English teaching practice, it is possible to construct an online and offline mixing deep learning model that focuses on learning and aims to promote the common development of students' cognitive, interpersonal, and self-dimensions.

3.2.1 Before class

Before starting a unit of study, students preview the text under the guidance of the teacher. Before preview, consider two questions and share the answers on the learning platform: What do I know about this topic? (such as knowledge, resources, etc.) and how do I define key words in the topic (such as success)? This step helps activate students' advanced knowledge, take the first step towards starting

deep learning, and prepare for topic exploration. Then preview the text based on questions, and if necessary, use electronic textbooks provided by the publishing house to understand it.

In addition, students should increase language input, listen to and read other subject-related corpus provided by the teacher, and understand the topic from multiple perspectives and levels. In language learning, only by ensuring sufficient quantity and quality of language materials can students have effective language output. Textbook corpora are far from meeting the needs of students in language learning, and supplementary corpora must be used to fully expose students to the language. In addition to teacher supplementation, students should also be encouraged to explore, discover, and share corpus related to the topic. After preview and listening, students share good words and sentences, as well as an overview of supplementary materials, on the learning platform for peer appreciation, learning, and evaluation. Encourage long and difficult sentences to be posted in the discussion area for discussion. In this process, students understand new information, integrate new information with existing knowledge, and independently build a knowledge system. At the same time, it also provides learning information for teachers' deep teaching. Students assigned to group projects should also fully communicate and cooperate before class, and modify and polish them based on teacher's feedback to prepare for the presentation in class. Students evaluate their sharing with other students in various ways, such as sending flowers, giving compliments, and writing evaluations. This can create a positive learning culture for deep learning and give students a sense of security and belonging. Feedback and suggestions from teachers and peers provide academic and emotional support for students' learning. Teachers and students work together to build a learning community, which is particularly important for college English teaching where teachers and students meet only once a week. Through pretests, students' strengths and weaknesses are diagnosed, and learning situation information is provided for classroom teaching design. The entire pre-class learning allows students to fully experience themselves as the master of learning. Admittedly, completing these pre-class learning tasks is not easy, and poses certain challenges to autonomous learning ability and academic perseverance. The preparation of group projects creates a true context for fostering solidarity, collaboration, and effective communication.

3.2.2 In class

The key and difficult learning in offline classroom face-to-face teaching is mainly aimed at autonomous learning before class and the understanding of long and difficult sentences that have not been resolved in online discussions. In the learning of this section, the name and question of the student being asked are displayed on the slide at the same time. The teacher expresses appreciation to the student being asked, pointing out that this is an expression of positive and serious thinking, giving the student a sense of identity, and at the same time, the inspiration to other students is that non-understanding isn't shame, and bravely asking questions without understanding is a commendable behavior, thereby encouraging everyone to think positively, boldly ask questions, and explore together. Understanding long and difficult sentences requires students to first identify key structures and words or phrases, and then encourage students to explain these words or phrases in a language that is easier to understand. On this basis, interpret the entire sentence in English. Throughout the process, students are thinking, using language, and solving problems.

In college English learning, text learning is the top priority. Text provides textual material for language learning, is a carrier of linguistic and cultural knowledge, reflects ways of thinking, conveys cultural connotations, and values. Textual analysis activities conducted by teachers and students in the classroom are both the learning of language knowledge and the exploration of thematic meaning. As for the learning of language knowledge, in discourse analysis, students provide guidance for their writing through independent thinking, group discussion, and understanding of the textual layout, writing skills, writing purposes, and language characteristics of different texts to achieve knowledge transfer. At the same time, it can also discuss the possible shortcomings of the text in terms of writing, explain the reasons and provide suggestions for improvement. This way, while learning language knowledge, can also cultivate critical thinking skills and improve academic literacy. As far as topic exploration in discourse analysis is concerned, in the process of exploring the meaning of a topic, students need to apply certain learning strategies, integrate language knowledge, language skills, and cultural knowledge, and share what they know, think, and feel. It is a complex learning activity in various forms, and is also a key component of in-depth college English learning. Further deepen the theme through discussion and expansion on the basis of thematic exploration. Link history with real life, penetrate knowledge, and apply what you have learned to deepen your understanding of the theme, ultimately achieve the goal of solving practical problems, enlightening life, and cultivating correct values. Leaving aside textual language learning, it will only be fragmented and instrumental language learning, which makes it difficult for students to cultivate high-level thinking and humanistic

sentiments and almost impossible to achieve the goal of deep learning.

Language enhancement exercises are a comprehensive activity. Through the study of a paragraph carefully selected by the teacher, students complete vocabulary and phrase filling and paragraph imitation exercises. In this activity, students can not only deepen their understanding and application of key vocabulary and expressions, but also improve their writing skills and establish links with real life. For example, when discussing the impact of willpower on success, students can choose typical cases from the Top 10 Moving People in China to imitate, which is not only to learn language, but also cultivate character, feelings of family and country, as well as a sense of social responsibility.

Group project activities include pre-class preparation, in-class presentation and evaluation, and post-class reflection. The presentation content requirements in the class include five parts: 1) After learning this unit, how has your understanding of the topic changed? 2) Can you show the content you are most interested in about this topic to the entire class? 3) What other confusion do you have about this topic? 4) What implications may learning and thinking about this topic have for your future studies, life, and even work? 5) What difficulties did you encounter during the preparation of the team project? How did you solve it? In the presentation, students try to use the new words, expressions, and sentence structures they have learned. Group projects also expand and deepen the theme. Answering the above five questions cannot only promote the mastery of language knowledge, but also cultivate the ability to solve complex problems. Team collaboration and effective communication run through the entire project completion process. The ability to connect new and old knowledge, the construction of knowledge, the transfer and application of knowledge, and the learning ability are all developed in a moistening and silent manner during the doing process.

3.2.3 After class

In the deep learning mode, learning does not stop in the classroom. A series of activities after class is also an indispensable part of the cultivation of deep learning ability. Writing a reflection log after class requires students to provide a complete description of the preparation process for group tasks, summarize, reflect, and self-evaluate the completion, and develop future improvement plans based on self-evaluation. This activity helps develop students' metacognitive abilities and is an important step in improving their language skills. Reflect and evaluate self-performance based on evidence, adjust self-learning strategies, proactively plan paths for self-growth, and cultivate oneself as a lifelong learner.

Learn and evaluate excellent compositions in each unit of writing tasks on an online learning platform, learn to appreciate the strengths of others, develop the ability to express appreciation for others, cultivate good interpersonal communication skills, and analyze possible shortcomings in others' compositions and express their opinions and suggestions in appropriate ways. In this process, develop critical thinking skills and further build your own knowledge system. Wen Qiufang proposed that in order to cultivate the whole person, the topic of output tasks should be conducive to students' establishing a correct world outlook, outlook on life, and values. Input materials should have a high intention, promote positive energy, cultivate students' sentiment, and help establish a correct ideological value system. According to this formulation, in-depth learning online topic discussions should connect unit themes with social reality. Students can transfer their knowledge to practical problem solving through thinking, expressing, applying, analyzing, synthesizing, and evaluating, and improve their ability to apply what they have learned. Because issues are closely related to social life, student discussions can demonstrate their worldviews, values, and outlook on life to a certain extent, helping students make like-minded friends through the learning of online communities. Through appropriate guidance from teachers, learn to treat dissent with a correct attitude, cultivate a sense of social responsibility, feelings of family and country, and broaden international horizons.

Unit testing helps to identify and correct gaps, improve the knowledge system, and make further compensatory learning based on deficiencies. After-class online troubleshooting provides students with learning support, helps create a good learning ecosystem, provides emotional and academic support for students' autonomous learning, and also provides conditions for the cultivation of academic perseverance. Encourage students to answer each other and share resources to form a positive learning atmosphere of mutual help, mutual assistance, mutual learning, and mutual enjoyment, create a safe learning environment for students, and provide emotional support for in-depth learning.

Under this model, students' deep learning ability is expected to be comprehensively developed through online and offline activities at three stages: before class, during class, and after class, from three dimensions of cognition, interpersonal, and personal, thereby serving the goal of cultivating college English teaching talents in the context of the new liberal arts.

4. Conclusion

The construction of new liberal arts is both an opportunity and a challenge for college foreign language teaching. In order to cope with changes, foreign language education must be reformed. The reform puts forward the goal of cultivating first-class foreign language talents with one proficiency and multiple abilities, one specialty and multiple abilities. In order to achieve the goal, college foreign language teaching requires eliminating the noneffective courses, creating the effective courses, improving the high-level, innovative, and challenging nature of the courses, and requiring corresponding changes in teaching models. In this context, the ability cultivation goals under the concept of deep learning are consistent with the talent cultivation goals of college foreign language teaching reform in the context of the new liberal arts. The concept of deep learning can be used for college foreign language teaching reform. Based on this understanding, a deep teaching and learning model for college English has been constructed, aiming to provide an operational framework for teaching practice through the construction of the model.

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