

Research on the Construction and Practice of "Digital Interdisciplinary" Teaching Mode in College English from the Perspective of New Liberal Arts: A Case Study of Qingdao City University

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ABSTRACT

In the context of the construction of new liberal arts, the "digital interdisciplinary" teaching mode of college English has gradually attracted widespread attention from educators. Especially in cultivating students' interdisciplinary literacy and innovation ability, traditional single language skill training teaching has limitations, which to some extent limit the development of students' comprehensive application ability. Therefore, exploring the construction of a "digital interdisciplinary" university English teaching model is related to improving the quality of talent cultivation. The purpose of this study is to explore in depth the construction and practice of a "digital interdisciplinary" teaching model for college English from the perspective of new liberal arts, providing useful references for improving the appropriateness of college English teaching and promoting students' comprehensive development.

KEYWORDS

New liberal arts; College English; Digital interdisciplinary; teaching model

New liberal arts emphasizes the cross integration of knowledge from different disciplines, focusing on cultivating students' interdisciplinary literacy and innovative practical abilities. This poses new requirements and challenges to traditional college English teaching. As an important component of general education in universities, college English not only consolidates students' language foundation, but also shoulders the responsibility of expanding their international perspective, cultivating cross-cultural awareness, and shaping humanistic literacy. At present, there are still problems in college English teaching, such as emphasizing language skills training and neglecting the cultivation of humanistic literacy, subject fragmentation, and neglecting integration and innovation. Therefore, it is of great significance to explore and construct a "digital interdisciplinary" teaching model for college English that fits the connotation of the new liberal arts, in order to solve the difficulties of traditional teaching, improve the quality of college English teaching, and cultivate compound talents with solid language foundation, broad knowledge base, and distinctive innovative characteristics.

1 Integrating teaching resources through digital platforms and conducting interdisciplinary integrated teaching

To construct a "digital interdisciplinary" teaching model for college English from the perspective of new liberal arts, it is necessary to fully utilize digital platforms, integrate interdisciplinary teaching resources, and carry out interdisciplinary integrated teaching. Digital platforms provide convenience for the sharing and integration of teaching resources across different disciplines, laying the foundation for the organic integration of English with other subjects. Teachers can rely on smart teaching platforms to digitally integrate English subject resources with other subject resources, develop interdisciplinary project-based courses, guide students to learn and apply English in solving complex problems, and enhance language proficiency and interdisciplinary comprehensive literacy.

Taking Qingdao City University as an example, the school actively explores the "digital interdisciplinary" model in college English teaching. Teachers integrate teaching resources through digital platforms and construct an integrated path of "English+international cultural tourism". In specific practice, teachers rely on smart teaching platforms to combine English language learning with international cultural and tourism professional knowledge, and develop a series of digital curriculum modules. For example, in the "English+International Cultural Tourism" course, students use virtual reality (VR) technology to "tour" world cultural heritage sites while completing related English listening, speaking, reading, and writing tasks. The platform also embeds real cases from the cultural and tourism industry, such as international tourism route design, cross-cultural communication strategies, etc. Students need to use English to complete case analysis, team collaboration, and project reporting. In addition, the school has also introduced artificial intelligence assisted systems to provide students with personalized learning feedback and interdisciplinary knowledge graphs, helping them better understand the correlation between language and cultural tourism knowledge. To further deepen interdisciplinary integration, Qingdao City University has also partnered with cultural and tourism enterprises to establish a "digital

cultural and tourism training platform". Students participate in simulated international tourism projects through the platform, such as designing cultural experience routes for foreign tourists in English and writing multilingual cultural and tourism promotional materials. This practice enhances students' language application ability and cultivates their comprehensive literacy in cross-cultural communication and cultural tourism planning. At the same time, the school uses big data analysis to track students' learning behavior and outcomes in real time, dynamically adjust teaching strategies, and ensure the effectiveness and pertinence of the "digital interdisciplinary" model. This practice has enriched the connotation of college English teaching and provided replicable experience for interdisciplinary integration in the context of the new liberal arts.

2 Carry out 'digital situational tasks' to improve teaching quality

Building a "digital interdisciplinary" teaching model for college English from the perspective of new liberal arts requires fully utilizing digital technology to design contextualized and task driven teaching activities, in order to improve teaching quality and effectiveness. Digital interdisciplinary education has injected new vitality into English teaching. Teachers can use technologies such as virtual reality and augmented reality to create an immersive language learning environment, design tasks related to students' majors and connected to the real world, guide students to learn and apply them in the process of completing tasks, and strengthen their language proficiency and interdisciplinary literacy. This teaching model embodies the concept of student-centered approach and emphasizes the cultivation of practical abilities. It can stimulate students' interest in learning, demonstrate the practical value of English learning, and explore new paths for cultivating compound talents who can adapt to the development needs of the new liberal arts.

Taking Qingdao City University as an example, the school actively carries out "digital situational tasks" in college English teaching, deepening the interdisciplinary integration of "English+international cultural tourism". Teachers rely on smart teaching platforms to carry out a series of digital situational tasks. In the "virtual interview" task, students play the role of news reporters and use video conferencing software to interview a foreign cultural scholar, engaging in a dialogue around a country's cultural heritage. Students are required to ask questions, take notes, and write interview reports in English. Teachers guide students on the platform to develop interview outlines and invite international cultural teachers to provide comments on students' interview reports. In the task of "Digital Cultural Map", students work in groups to select representative cultural symbols of a country, write an introduction speech in English to explain the entries, create cultural images, annotate geographic information, and finally integrate the results of each group into a web-based cultural map. Cultural and tourism teachers participate in guidance and provide suggestions on image selection, information annotation, etc. Students will share their achievements with international students, seek feedback, and respond in English. A student provided feedback: "In the process of completing the task, I had a deep understanding of the culture of a country, learned how to vividly introduce culture vividly in English, and experienced the fun of cross-cultural communication. This benefited me a lot." Finally, in order to promote continuous optimization, the school regularly holds student symposiums to understand students' feedback and suggestions on digital situational tasks, and combines learning situation analysis data to continuously improve task design, empowering students' development with precise teaching.

3 Combining online and offline teaching to meet students' personalized learning needs

Building a "digital interdisciplinary" teaching model for college English from the perspective of new liberal arts requires a scientifically designed blended learning approach that combines online and offline teaching to meet students' personalized learning needs. Online teaching can break through the limitations of time and space, provide students with rich and diverse digital learning resources, and achieve self-directed inquiry based learning; Offline teaching can promote face-to-face interaction and communication between teachers and students, strengthen situational and experiential learning. The two complement each other, not only stimulating students' interest and initiative in learning, but also deepening their internalization and absorption of knowledge under the guidance of teachers, and improving learning effectiveness. At the same time, teachers can rely on smart teaching platforms, use learning behavior data analysis, accurately grasp learning situations, teach students according to their aptitude, provide personalized learning support for different students, help them learn from each other's strengths and weaknesses, and achieve personalized development. This teaching model breaks through the traditional "one size fits all" teaching and embodies the student-centered concept. It has important value in improving the appropriateness of college English teaching and meeting the diverse learning needs of students.

Taking Qingdao City University as an example, the School of Foreign Languages actively practices the "digital interdisciplinary" teaching mode that combines online and offline teaching in college English teaching, promoting the

integration and innovation of English and international cultural tourism majors. In terms of online teaching, the college has developed a series of micro courses such as "Chinese and Foreign Festival Culture" and "International Tourism Etiquette" based on the intelligent teaching platform, incorporating elements of cultural and tourism majors, and accompanied by relevant exercises and thematic discussions. Students can utilize fragmented time for online learning and share their viewpoints and exchange experiences in English in the discussion forum. Teachers will push expanded resources based on students' learning progress, discussion performance, and other data. In terms of offline teaching, teachers have designed interdisciplinary theme tasks such as "Experience of Foreign Cuisine" and "International Ecotourism Research", invited cultural and tourism teachers to collaborate and guide students in using English skills comprehensively, and carried out activities such as on-site experience, group collaboration, and achievement display. For advantageous students, teachers have also tailored high-level tasks such as "International Exhibition Interpretation" and "Cultural Tourism Promotion Video Production" for them. A student wrote on their blog, 'Studying culture has given me a deeper understanding of tourism English.

4 Constructing a diversified teaching evaluation system to promote students' comprehensive development

Building a "digital interdisciplinary" teaching model for college English from the perspective of new liberal arts requires the establishment of a diversified teaching evaluation system to promote students' comprehensive development. Traditional English teaching evaluation places too much emphasis on the examination of language knowledge and skills, neglecting the cultivation of students' interdisciplinary literacy and innovative practical abilities. The "digital interdisciplinary" teaching model emphasizes the cross integration and practical application of knowledge, and requires the evaluation system to be adapted to it.

The School of Foreign Languages at Qingdao City University actively constructs a diversified evaluation system that matches the implementation of "digital interdisciplinary" teaching in college English. On the one hand, the college has developed evaluation indicators covering multiple dimensions such as language use, cross-cultural communication, and interdisciplinary research, focusing on testing students' ability to comprehensively apply language and interdisciplinary knowledge to solve problems in real situations. On the other hand, the college adopts a combination of formative evaluation and summative evaluation, with process evaluation running through the entire teaching process. For example, in the interdisciplinary project of "Chinese Culture Going Global", teacher evaluation, peer evaluation, and self reflection work together to evaluate students' performance in project proposal writing, research practice, and achievement display from multiple dimensions. The college also makes full use of online teaching platforms such as "Cloud Class Courses" to track students' learning progress in real-time through classroom feedback tools (such as online quizzes and bullet comments), analyze learning data, provide personalized feedback guidance for students, and help them adjust their learning strategies in a timely manner. The college also regularly holds student discussions to understand students' feedback on the evaluation system, continuously optimizes the evaluation mode, and promotes the use of evaluation to promote learning and lead development.

In short, in the construction of a diversified evaluation system in the "digital interdisciplinary" teaching of college English, it is necessary to focus on the goal of cultivating composite talents, formulate evaluation standards from multiple dimensions such as knowledge, ability, and literacy, flexibly adopt diversified evaluation methods, use digital technology to optimize the evaluation process, and enhance the pertinence and timeliness of evaluation. Innovating evaluation concepts and mechanisms, breaking the shackles of singular evaluation, and making "evaluation" truly a "baton" to promote teaching reform and assist students' comprehensive development, can effectively improve the quality of talent cultivation and demonstrate the value of the new liberal arts education era.

5 Conclusion

In summary, to construct a "digital interdisciplinary" teaching model for college English from the perspective of new liberal arts, it is necessary to start from integrating teaching resources, carrying out situational tasks, integrating online and offline teaching, and establishing a diversified evaluation system. By fully utilizing digital platforms, breaking down disciplinary barriers, achieving the integration and innovation of English and other disciplines, developing digital situational tasks that combine students' majors and are close to real applications, deeply integrating online independent exploration and offline collaborative experience, meeting students' personalized learning needs, establishing a diversified evaluation mechanism that focuses on language ability and interdisciplinary literacy, can truly break through the "bottleneck" of traditional teaching, and achieve the transformation and innovation of teaching concepts and models. This is of great value for improving the quality of college English teaching and cultivating new liberal arts talents with

patriotism, global vision, and innovative abilities.

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