

Research on the Construction Strategies of College English Smart Learning Community under the Background of New Liberal Arts

Fangrui Lu

College of Humanities, Liaoning Communication University, Shenyang, 110136, China

Abstract: With the rise of new media and new concepts, there have been new opportunities and problems for college English teaching. Based on this background, building a College English learning community with intelligence can help improve the level of education, foster all-round development of college students, and cultivate new-era advanced specialized English talents who are open to the outside world and innovative. Building an intelligent learning community can be done to make good use of modern educational technology and build an efficient, interactive and personalized learning environment that meets the requirements of college English education in the new era. Through the construction of an intelligent learning community, strengthen interdisciplinary integration and innovation, students can have a more all-round learning experience and promote the reform and development of college English education.

Keywords: New Liberal Arts; College English; Smart Learning Community; Construction Strategies; Educational Reform.

1. Introduction

Under the new liberal arts construction, changes and reforms have been made to the field of humanities and social sciences. The new liberal arts now emphasize interdisciplinary integration, the development of innovation and global outlook, etc., so the demands on College English teaching are increasing. It needs to expand the scope and depth of teaching content, modernize teaching methods and individualize them, improve students' all-around cross-cultural communication skills, and so on. In light of the above circumstances, the reform of college English education is urgently needed; at its core, it should be to update teaching concepts, innovate teaching models and optimize the allocation of teaching resources to meet the requirements of talent cultivation in the new era. The new concept of education in a smart learning community is based on the foundation of information technology and network platforms. Through the sharing of resources, collaborative learning, intelligent feedback, and so on, deep communication and knowledge creation among learners and between learners and teachers can be fostered in the learning ecosystem. Drawing on the foundations of multiple bases from constructionist learning theory, cooperative learning theory, educational technology, etc., it aims to build an open, dynamic and personalized learning environment that can motivate students to be eager to learn and enhance their self-study abilities. With the new demands of the new liberal arts for College English teaching, the construction of a College English smart learning community is needed and urgent. It can address the problems of uneven resource distribution and weak interactivity in the old-fashioned teaching model, and by means of intelligent teaching methods and approaches, personalize teaching content, foster new ways to teach, and expand the development path of the teaching evaluation system to boost both the quality and efficiency of English teaching. This article will explore the construction strategies of a College English smart learning community in the context of the new liberal arts to improve the quality and talent cultivation level

of College English teaching.

2. The Significance of Constructing an Intelligent Learning Community for College English in the Context of the New Liberal Arts Education

2.1. Promoting innovation in teaching models.

From the perspective of new liberal arts, the English intelligent learning community marks a revolution in educational methods. The traditional teaching model focuses on "knowledge transmission", while this community emphasizes the "subjective position" and "active participation" of students [1]. Intelligent classrooms will be employed to allow students to take part in the reconstruction of historical scenes at home via virtual reality, and so on. It can also be done remotely outside of school, so students are not tied to physical classrooms and can study freely at home or other places. The new online English-learning platform developed by a certain university can be used flexibly by students in their spare time or in the evening to learn listening. The system will immediately return the answer and teach me correctly. The new digital teaching tools have added some novelty to the form of teaching and promoted active participation from all students in class.

2.2. Enhancing students' autonomous learning ability and comprehensive quality.

Building a smart learning community is necessary to help college students learn independently and improve all aspects of their lives. Students are no longer passively receiving knowledge in this model; they will actively learn. They learn by themselves, work in groups, and explore; thus, they improve their study efficiency and quality. There are many learning resources and activities in the community, such as live broadcasts of foreign academic conferences and cross-cultural exchange forums; these can broaden students' worldviews and all-round development. Organize online international cultural exchange activities, such as simulated

United Nations conferences, to have students discuss global issues in English and directly communicate with students from other countries; thus, their cross-cultural communication ability will be enhanced and their understanding and respect for different cultures will be deepened in practice.

2.3. Promoting optimal allocation and sharing of educational resources.

In the information age, the establishment of a smart English learning community helps solve the imbalance issues of educational resource allocation among regions, schools, and disciplines [2]. Through the national high-quality course resource library on the Internet, students in remote areas can also take high-quality courses from top universities and make better use of resources. At the same time, a system of mechanisms has been set up for teacher exchange and online teaching research communities to facilitate the spread and sharing of teaching experience among various areas and schools, thereby enhancing the general level of education. Optimize the use of resources to improve the effectiveness of teaching and promote equitable development of education.

2.4. Adapting to the demands of the new era society and cultivating high-quality talents.

Glocalization and the development of technology have raised new demands for talent. In response to the needs of the times, the construction of the English Smart Teaching Community will strive to cultivate high-quality talents with international competitiveness. In addition to the foundation of good English, many parts of society are also interested in cultivating students' global outlook, creativity and moral character. Organize online innovation workshops to have students apply English in project planning and implementation, such as designing cross-cultural communication applications; this will help them use their creativity to build new works with good English proficiency. At the same time, a program for reading humanistic classics in combination with online discussions will be organized to have students think deeply about the diversity and commonalities of human civilization and cultivate their humanistic spirit. Together, these plans will help the students grow up well in all aspects and prepare them for active engagement in the world [3].

3. Construction Strategies of College English Intelligent Learning Community in the Context of New Liberal Arts

3.1. Technology Empowerment: Creating a smart learning environment.

Science and Technology are the main impetus for educational reform and development. Under the background of "New Liberal Arts", we have made good use of modern information technology to construct a College English intelligent learning community and a comprehensive, intelligent teaching environment that can boost teaching quality. Many universities have poured a lot of money into building new intelligent Classrooms. High-precision interactive electronic whiteboards have been added to these classrooms, and now teachers can use pens and fingers to write and annotate on the screen; thus, the distance between

students and learning materials has been reduced [4]. At the same time, we have added intelligent projectors to play all kinds of files and videos smoothly to enhance the teaching methods. Most importantly, by means of speech recognition and machine translation technology, the system can gather the English oral language data of students in real time and provide them with timely feedback on some necessary indications, such as pronunciation accuracy and naturalness; thus, students can correct their mistakes promptly and improve their oral expression. The schools have been upgrading the hardware and are independently building some good online-learning platforms. The platform has prepared all sorts of study aids to cater to different learning requirements, such as videos, online tests, chat spaces for all kinds of talks, etc. According to the study data and results of students, an intelligent recommendation system will be introduced to suggest suitable study materials and methods that can help them study better. In addition, we have used natural language processing and machine learning to automatically analyze students' homework and exam answers, offer them some tailored feedback and advice, help them quickly identify knowledge deficiencies, and thereby improve their grades[5]. Practice has proved that the above technology empowerment measures have achieved remarkable results. In the English oral language test, the teacher used intelligent recognition technology to discover that a usually introverted student had significant pronunciation problems. After targeted guidance and training, the student's English oral language level significantly improved in a short period of time, with increased confidence, and began to actively participate in classroom discussions, forming a virtuous cycle.

3.2. Curriculum Reconstruction: Integrating New Liberal Arts Concepts with English Teaching.

The curriculum is the soul of education and the cornerstone of the construction of a smart learning community. Under the guidance of new liberal arts, university English teaching must break away from the traditional framework and deeply integrate humanistic education and an international perspective to cultivate comprehensive talents who are proficient in language and possess profound cultural foundation [6]. For instance, a university has completely restructured its English courses and introduced a new teaching model called "Cross-cultural Communication and English Application". This course covers cross-cultural communication, world literature appreciation and international economy and management, etc., aiming to broaden students' horizons and cultivate critical thinking and innovation skills. In terms of teaching implementation, a mixed online and offline approach is adopted. Online courses allow students to preview through watching teaching videos by experts from home and abroad on the school's internal network learning platform, mastering basic knowledge; Offline courses focus on in-depth discussions and practical application, using group discussions, case analysis, role-playing, etc., to closely combine theory with practice, stimulating students' interest in learning and innovation ability. At the same time, the school has established a complete teaching evaluation system to ensure the effectiveness of the curriculum reform. Through regular collection of student feedback, organizing teacher discussions, inviting external experts for evaluation, etc., the content and teaching methods of the courses are continuously optimized.

After more than a year of teaching practice, student satisfaction has reached 95% and English application ability and cultural literacy have been significantly improved. Especially in international academic competitions and exchange activities, they have performed outstandingly, earning widespread praise.

3.3. Staff Enhancement: Cultivating smart English teachers.

Teachers are to be used in the building of a smart learning community. Improving the information literacy of English teachers is an essential part of smart education and will also be required by the development of English teaching reform. The university periodically organizes a series of training activities called "Smart Education and Teacher Development", inviting top scholars and industry veterans from the field of educational technology, psychology, etc., to instruct our English teachers. The content of the training is new educational ideas and methods, such as project-based learning and flipped classrooms, as well as the use of information technology in teaching; that is to say, how to use big data to analyze students' learning behaviour, design interactive multimedia courses, and employ artificial intelligence to assist teachers. There are many ways to learn, such as online live-streaming and offline practice workshops; all will be suitable for all teachers. At the same time, the school has also set up an all-round assessment system for the training outcomes. By all means, such as teaching observation, students' self-assessment, and display of teaching results, the whole level of teachers' teaching intelligence is assessed. In addition, the school has organized research projects and teaching reform activities for teachers to apply what they have learned in their studies and continuously explore and innovate in practice. According to data, after more than three years of training and practice, the information-technology application ability of the English teachers in this university has risen significantly. The learning satisfaction of students and the quality of teaching have risen significantly, which in turn promotes the development of students' desire to learn independently and their ability to innovate.

3.4. Learning Community: Constructing a collaborative and shared learning environment.

The idea of a smart learning community is cooperation and sharing by students. Build a good learning Environment that can foster students' interest in learning and develop in collaboration. At the same time, a relatively good stage for students to communicate and learn from each other has been established in the teaching process. Each group has students of various grades and different departments, and they hold regular online and offline meetings each week to share English study experiences and tips. For example, English major students are introducing the root-memory method, and other students are sharing how they improve their listening and speaking skills by watching English movies. Therefore, cross-departmental activities can help the students better know the university and motivate them to learn better. At the same time, the school has set up an English-learning-community website to offer students various online learning materials, such as English learning diaries, online dictionaries and grammar practice libraries. Students can post their study notes and problems they have encountered on the school website to help each other learn better. In addition, the school

has organised various English competitions, special research activities, etc., to further promote the building of a learning community. Hold English dubbing competitions, cross-cultural exchange activities and other events to have students experience the application of English in practice and improve their teamwork and cross-cultural communication skills. Based on the survey, students who participate in such projects generally have better English skills and other qualities; they are also good team players and innovative thinkers.

3.5. Evaluation Innovation: Implementing a diversified intelligent evaluation system.

The old way of teaching assessment mainly examines students' study results and ignores all other kinds of development. A complete teaching evaluation system should be set up in the new liberal arts teaching environment to carry out all kinds of process-oriented and intelligent assessments. [7]. Universities have constructed all-round intelligent assessment systems to monitor students' behaviour in class, use of online learning resources, results of project-based learning, peer assessment, etc. In class, teachers also observe how well students can express themselves and participate in various language activities, as well as assess their ability to work in groups and think creatively. Through the school's own online learning platform, the utilization of online learning resources will be automatically collected and analyzed, such as learning time, learning path, test scores, etc. The school focuses on the practical abilities and innovation capabilities of the students in the evaluation of course effectiveness. English short film production is used as an example, and students need to take part in all links of the production process, such as writing a script, designing characters, editing and dubbing. During the evaluation, teachers not only pay attention to the quality of the video product, but also evaluate students' teamwork and problem-solving abilities through production logs, group discussion records, etc. Peer evaluation can promote students' learning and self-reflection, improving the objectivity and fairness of the evaluation. At the same time, to ensure the scientific and effectiveness of the evaluation system, schools apply technologies such as big data and artificial intelligence to the teaching evaluation practice. Through machine learning methods, students' learning data is deeply mined and analyzed to provide precise teaching feedback and guidance for teachers. The school also promptly feeds back the evaluation results to students and parents, and continuously improves the evaluation system based on feedback. These measures make the evaluation more accurate and fair, effectively stimulating students' learning enthusiasm and promoting autonomous learning.

3.6. Open Cooperation: Expanding the boundaries of the smart learning community.

In the construction of English smart learning communities, we should not be restricted to the closed-campus environment. Instead, we should actively cooperate with off-campus organizations to extend the scope of smart education in an open-minded way. For example, we can work with the local public library or cultural centre to jointly build an online-offline English-language study centre. The school should also form close cooperation with local public libraries, cultural centers, many foreign companies, etc. Work with the public library to acquire a wealth of English reading materials and multimedia resources for students at all levels in the school.

Cooperate with the cultural centre to organize many cultural exchange activities for students, such as English Corners and international cultural festivals, so that they can learn to communicate in different cultures. Collaboration with foreign enterprises can offer students internships or jobs; they will be able to use English in real life and develop that skill.

4. Conclusion

Currently, there are both problems and opportunities in the construction of the College English intelligent teaching community. Using new educational technology, we have been able to integrate good teaching materials and innovative teaching methods to bring new life to college English teaching. With the deep integration of information technology and education in the future, it is expected that the community of intelligent teaching for college English will be more personalized and intelligent. It is proposed that in the future, further research can be conducted to explore how to integrate technology with teaching methods and how to better assess and promote the improvement of students' learning outcomes to build a strong foundation for cultivating English professionals in the new era.

References

- [1] Li, M., Chen, Y., Yang, K., et al. (2024). Exploration of the reform and innovation paths of college English courses under the new liberal arts context. *Journal of Liaoning Economic and Technical College*, (1), 102–104.
- [2] Ping, J. (2024). Exploration of the teaching reform path of college English under the new liberal arts context. *Journal of Shangqiu Vocational and Technical College*, 23(2), 58–61.
- [3] Chen, R. (2024). Exploration of the English teaching model in universities under the new liberal arts context. *Education Progress*, (7), 1387–1392.
- [4] Li, L., Xu, M., & Tong, X. (2023). Exploration of the reform of college English teaching in private universities under the new liberal arts context. *Knowledge Window (Teacher Edition)*, (1), 3–5.
- [5] Peng, Y. (2021). Exploration of the second classroom activities of college English under the new liberal arts context. *Education Information Forum*, (4), 48–49.
- [6] Yang, L. (2024). Teaching exploration of the ideological and political education in college English courses under the new liberal arts context. *Foreign English Examination Teaching and Research*, (2), 73–76.
- [7] Zhou, F., & Tu, H. (2024). Research and strategy on the ideological and political education competence of college English teachers under the new liberal arts context. *Journal of Honghe University*, 22(2), 43–48.