

Research on the Construction of Intelligent English Classrooms in Art Colleges and Universities



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Abstract: In the current information age, the intelligent classroom is an important direction for the future development of teaching. It can effectively stimulate students' interest in learning, regulate the learning atmosphere of the English classroom, and promote the achievement of college students' English learning goals. The author analyzes the problems of current English teaching in universities, especially art colleges, pointing out that the students learning art have the issues of weak English foundations, lack of motivation, and little interest among bachelor students in art institutes. In response to these problems, the author adopts descriptive research methods, proposing a series of implementable methods and measures to construct an intelligent classroom. These include using micro-classes in a flipped classroom mode, where teachers are advised to create micro-lesson videos that match students' abilities. Additionally, it's suggested that through English dubbing exercises, students' oral expression can be improved while stimulating their interest. The author also advocates for making full use of online resources such as real-time interactive online communication tools and English resources related to art topics. By changing the traditional teaching model and constructing a new intelligent classroom model, it is hoped that the professional capabilities of teachers will be enhanced and students' comprehensive English abilities and interest could be effectively improved.

Keywords: Art Colleges and Universities; College English; Intelligent Classroom

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1 Introduction

In the era of "Internet +", the role of college English courses in compulsory courses at major universities is extraordinary. To coordinate with and respond to the teaching reform policies of the Ministry of Education, universities need to integrate information technology tools proactively and innovatively into English classroom teaching to adapt to and transition to the teaching model of intelligent classrooms as soon as possible. [1] This change is not only the advancement of educational teaching technology, but also a challenge and update to the educational concept. The integration of information technology not only greatly broadens the source and form

of teaching resources and improves teaching efficiency, but also requires us to reconsider the goals and methods of education. For example, teaching with the aid of information technology should focus more on cultivating students' autonomous learning ability, rather than just the process of knowledge imparting. Using various online learning resources and interactive platforms, students can choose suitable learning content based on their English level and learning needs and actively participate in learning activities. [2]

In addition, the new teaching model also requires us to focus more specifically on training students to use

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English's practical skills and strive to cultivate compound talents that can adapt to and meet the needs of contemporary society. This means that we need to strive to improve students' on-the-spot response ability, oral expression ability, ability to solve problems, and other practical application skills in teaching.

Therefore, universities need to actively respond to the challenges of technology, make full use of the advantages of information technology, reform and optimize English teaching methods, to ensure that teaching activities conform more to the needs of modern education. For example, introducing information teaching tools such as MOOC, English dubbing, forming a modern teaching model with students as the main body, teachers as the guide, and a combination of online and offline interaction. Meanwhile, as the designers and guides of teaching activities, teachers should take the initiative to learn and enhance their teaching technology capabilities, and apply information technology more precisely and effectively to provide more diverse, autonomous, and practical learning experiences for students' English learning. [3]

2 Problems Existing in English Learning of Undergraduates in Art Colleges and Universities

2.1 Weak English Foundation

Among undergraduates majoring in the arts, a common issue is their lack of systematic understanding in the process of English learning and inaccuracy in mastering the key and difficult points of the language. They often struggle to organize fluent and coherent sentences in oral English, lack understanding of the rules of English phonetics and intonation, leading to non-standard pronunciation and certain deviations in the use of intonation in specific language contexts. [4] Furthermore, common issues in their phonetic expression, such as inappropriate pauses or linking, also affect their spoken English proficiency. When it comes to grammar learning, they often struggle to accurately grasp and apply important grammar rules; confusion often occurs in the use of tenses and voices, preventing them from correctly using tenses and moods when constructing sentences or writing. [5] In their compositions, they often rely heavily on simple sentence structures and commonly used

vocabulary, with less usage of complex sentence structures and advanced vocabulary. Their logical reasoning and coherence also pose considerable issues. Overall, their writing ability is still at the level of middle and high school.

2.2 Insufficient Autonomy in Learning

Students majoring in arts generally have lively thinking and pronounced personality, and actively develop self-awareness. However, they often lack sufficient understanding and proper application of autonomous learning when it comes to English study. In the modern information age, they are expected to face a vast amount of learning resources and constantly updated knowledge, which requires strong learning motivation and clear learning objectives. [6] But some students may indeed feel confused in this aspect: they struggle to find lasting and robust learning motivation, find it challenging to set clear learning objectives, lack complete understanding of the importance of English learning, or cannot fully engage in it. Additionally, some students' learning methods do not fit their learning style or objective, they do not have precise learning plans or passively respond to learning tasks and exams, lacking a positive and active learning attitude. [7]

To address these issues, both students and teachers need to make efforts. For students, they need to find their internal motivation, set clear short- and long-term learning goals, and explore learning methods and strategies that suit them. For teachers, they need to observe and understand each student's learning style, set tailor-made teaching strategies based on this, and encourage practice and innovation to enhance students' autonomous learning ability. [8] At the same time, we need to build an inclusive and open learning environment, encouraging students majoring in arts to fully capitalize their unique talents and innovative thinking during their learning process. [9]

2.3 Lack of Interest and Motivation in English Learning

In traditional English teaching methods, educators often focus on the training of grammar, vocabulary and reading comprehension, and most of the content of English teaching is academic. There is little focus on practical applications in the arts field, even simple artistic vocabulary and specialized terminology explanation is

lacking. This teaching model poses a heavy burden on art students. They often feel that English learning is far from their professional needs in their fields, this not only frustrates students but also generates resistance to English learning in their hearts.

In addition, many art colleges lack effective and appealing motivation mechanisms in English teaching. Assessment standards often use exam scores as the final measure, while students' class participation, innovative thinking, and practical application ability in English are ignored. This evaluation method is too singular and rigid, increases students' learning stress, and reduces their interest and motivation in English study. Undergraduates in art colleges have sensitive perceptions in visual and auditory aspects. They often have innovative thinking. Their learning style and environment needs are significantly different from students in other majors. However, current English course design has not fully considered and met these demands, overlooked the importance of personalization and differentiated teaching. [10]

Most English learning resources focus on social sciences, business, and technology fields, but suitable learning resources for the art field are extremely scarce. Therefore, arts students do not find genuinely interesting study materials, especially those that are multi-dimensional and symbolic, during their learning process. Consequently, their interest and motivation in English learning gradually diminish. For instance, when watching art programs or movies, the lack of English subtitles and related materials could affect students' learning outcomes. [11]

3 Construction of Intelligent Classroom for College English in Art Colleges and Universities

3.1 Application of Micro-lessons in English Teaching

College students majoring in art usually show a lower persistence in attention, making it difficult for them to stay focused in traditional, long-duration English classes. Taking Tianjin Media College as an example, the teaching mode of college English classrooms often uses large class sizes, with an average of 2-3 classes per session and about 60 students. In such an environment, students in the same

class have highly divergent English proficiency and varying abilities to absorb the teaching content, making it difficult for the teacher to cater to students of all levels. Therefore, this scenario stimulates teachers to explore new teaching models in actual teaching to improve the teaching effect of college English. [12]

Micro-lessons are an emerging teaching model, which appeal to students majoring in the arts that are open-minded, seeking innovation and trends, due to their brief and focused nature. They have a high acceptance of new things, like trying and are passionate about novelty. Compared with traditional teaching modes, micro-lessons are more focused on explaining a specific module, with a short teaching duration, meticulous teaching design and a complete teaching process, which can captivate the attention of art students, and effectively complete the teaching tasks.

Micro-lesson videos are suitable for students at all levels. [13] They can watch repeatedly, pause anytime to contemplate if there are any misunderstood parts, and students of different levels can choose videos that match their own proficiency for learning. Micro-lesson teaching is a very effective teaching method. Applying it to English classrooms and extracurricular teaching can not only achieve online learning for students but also realize the sharing of teaching resources. Here are three key factors to consider when creating micro-lessons.

3.1.1 Value Basic English Knowledge

When creating micro-lessons, teachers should take the actual needs and major of students as the starting point to differentiate course design and content selection. Among them, valuing and strengthening basic English knowledge is key. Teachers can collaborate to systematically turn various English modules into micro-lessons for students to choose on their own outside of class. They can choose the appropriate micro-lessons based on their learning situation, to strengthen their English foundation, improve their English level, and better integrate into future English courses.

3.1.2 Integration of Art Major and English Learning

Against the backdrop of global economic integration, Chinese society is experiencing rapid development. Economic, cultural and life exchanges between countries are increasingly strengthened, and more and more talents are joining foreign companies or multinational

corporations seeking career development, which unavoidably requires English communication. Therefore, universities are striving to cultivate high-quality foreign language talents with the “foreign language + profession” combination. Taking Tianjin Art College as an example, many students majoring in radio and TV hosting has opportunities to participate in art hosting events, award ceremonies, etc. When making micro-lessons, it can be considered to include content on how to express a program script in authentic English. At the same time, when designing writing micro-lessons, they should also include highly applied professional writing content in arts, such as writing English resumes, creating posters for art events, and writing and responding to English emails, etc.

3.1.3 Cite Topics of Interest

English learning content covers a wide range, including politics, economy, culture and social life in the UK and the US. [14] When designing micro-lessons, teachers can choose topics that students are interested in, such as English films, food, British and American culture, sports etc., and incorporate them into micro-lesson learning. This kind of micro-lesson combining interesting topics with English learning can effectively stimulate students’ interest in learning, making it easy for them to learn via smartphones, tablets, and other mobile electronic devices during their spare time. It helps broaden their knowledge horizon, develop their independent learning ability, and simultaneously effectively make up for the lack of English learning time outside of class.

3.2 Utilization of Diversified Online Teaching Resources

With the continuous advancement of educational reforms, online teaching has emerged and become an innovative teaching model. Online teaching has a vast number of resources, simple and convenient operations, and adapts to students of all grades and different levels. Therefore, it is highly praised in many higher education institutions. Traditional classroom teaching resources are relatively narrow, mainly relying on textbook learning and derivative, and the teaching model is relatively single and conservative, which has limited help in cultivating students’ innovative thinking and critical thinking abilities. [15] However, online teaching of college English gives us the opportunity to break this limitation. The voluminous information on the

web, including the latest subject research, rich and diverse content, will help students acquire a large amount of English knowledge, cultivate their interest in learning, and improve their ability to learn independently.

3.3 Utilize MOOC and Quality Course Resources

“MOOC” is an abbreviation for “Massive Open Online Course”, colloquially known in Chinese as “MOOC”. As an open-source online course platform, MOOC integrates many excellent English teaching resources at home and abroad. Students can learn high-quality English courses anywhere, anytime on the MOOC platform through devices such as computers and mobile phones, and explore a richer variety of excellent English teaching resources. Against the backdrop of the rapid development of the internet, College English education should comply with the trend of the times, including learning resources, learning concepts, and learning models, all of which need corresponding changes.

In the traditional English learning mode in colleges and universities, the teacher usually stands in the central position, and students passively accept the way of instilling English knowledge, which often cannot fully stimulate students’ interest in learning and cultivate their ability to learn independently. In contrast, MOOC and some quality courses offer a variety of learning pathways for English learning. In addition to textbooks and written versions of learning materials, students can also use video materials, audio materials, and various online English learning resources covering a rich array. The diversity of resources helps students perceive the cultural characteristics of English-speaking countries and experience authentic English oral expressions in their daily learning, thereby effectively improving students’ English listening and speaking abilities.

3.4 Learn with “English DUB”

“English DUB” is a smartphone application specifically designed for English learners. By integrating classic and popular English movies, TV shows, speeches, and song clips from worldwide, it provides an entertaining opportunity for English oral practice, especially favored by English learning enthusiasts. Its design philosophy is to improve learners’ oral English through repeatedly imitating quality English expressions. In the actual use of

the platform, teachers can select appropriate materials as students' dubbing targets according to the course content. For instance, college English courses in Tianjin Academy of Fine Arts, teachers assign dialogue dubbing homework from the textbook "New Horizon College English", enabling students to better exercise and enhance their spoken English skills while studying the text.

Furthermore, to reduce the difficulty of dubbing and increase students' learning enthusiasm, this app splits all sentences into small sections and simplifies the learning process, making it easier for students to achieve 'close listening' effects by listening and mimicking, and gradually master and familiarize themselves with words and phrases in English. In this way, while enjoying the fun of learning, it indirectly improves students' listening skills and prepares them for listening to more difficult materials, such as English news, in the future.

In addition, it provides not only a practice platform for speaking and listening, but also includes voice recognition evaluation and feedback mechanisms, allowing students to real time understanding of their pronunciation accuracy and language fluency, further adjust and improve English pronunciation. Moreover, the community popular dubbing sharing and user comparison functions of the application can stimulate students' interest in learning and competitiveness, therefore encourage them better, to persist and enjoy the learning process.

3.5 Video Teaching Resources

Video teaching resources, with their strong audio-visual effects and randomness, provide learners with a richer and more vivid English learning experience. Websites such as YouTube, Bilibili and other video platforms offer many English teaching videos, including basic grammar explanations, practical oral practice, various situation listening training, and specialized courses to improve writing skills etc. These video teaching resources cover many aspects of English learning, meeting the individual learning needs of students. At the same time, using video animations, subtitles and intuitive examples make abstract language knowledge vivid, making it easier for learners to understand and remember.

Practicality and interest are another big feature of video teaching resources. Many videos are made to simulate real scenes, such as business English scenes and day-to-day situational dialogues, aiming to train students' ability to use English for actual communication. At the same time, some teachers express the fun of English learning in a

humorous and interesting way to reduce student's stress in learning. Furthermore, these video platforms usually have comment and interaction functions. Students can participate in the discussion of various questions and share their learning experiences while watching the video, thus form an online learning community and enhance the depth and breadth of learning.

In general, video teaching resources break the spatial constraints of traditional classrooms, allowing students to learn anytime and anywhere, and through a variety of teaching forms, they improve students' interest in learning and effectiveness, and deeply promote the building process of English smart classrooms for art students.

3.6 Real-Time Online Interaction Tools

Real-time online interaction tools have become an indispensable part of modern teaching, among which tools like Zoom, Microsoft Teams, and Google Meet are widely used. These tools allow teachers and students to establish an interactive environment like a real classroom in cyberspace, effectively narrowing the sense of presence gap between teaching and learning, so that remote learning can almost simulate the experience of real classrooms. These real-time online interaction tools provide one-to-one video calls and multi-person meeting modes to meet different teaching needs.

Teachers can not only use it for large lectures, small seminars, or individual tutoring, but also use 'picture-in-picture' mode to control multimedia resources or demonstrate boards at the same time. These tools usually have the function of sharing screens and documents, which enables teachers to share PPT, documents, web pages and other learning resources with students during teaching, and to make real-time annotations and explanations on these resources, providing students a stronger sense of participation and better understanding. Additionally, these tools provide real-time message interaction and interactive voting functions, which compensate for the lack of "face-to-face" interaction in online teaching. Teachers can collect student feedback and answers through the voting feature and answer questions through the chat box. Most of the online interactive tools also have screen recording, so even students who cannot participate in real-time can watch classroom videos later to ensure they don't miss any important information. In summary, these online real-time interactive tools enhance the interaction between teachers and students, enrich teaching methods, improve teaching

effectiveness, and are an important component of smart English classrooms.

3.7 Art Topic English Resources

Art topic English resources are key tools to enhance language learning effects in specific art fields, such as art films, documentaries, lectures, and special websites. These resources, with their specialty and practicality of content, greatly ignite students' interest and passion for language learning in the art field, thereby improving learning efficiency and effectiveness.

Art films and documentaries provide a rich artistic audiovisual experience and practical everyday language and specific vocabulary in the art field with their realistic characters, perfect pictures, vivid dialogues, and profound theme thoughts. Watching these movies and documentaries can help students learn while entertaining, and enhance their thinking ability and creativity. Lectures and special websites in the art field offer in-depth study and discussion of professional knowledge to meet students' learning needs in depth and breadth. Some lectures are even taught by experts and scholars in the art field, leading students to understand the latest artistic perspectives, theories, and practices. Special websites may contain a large amount of information on art resumes, works, news etc., and often provide professional interpretation and discussion. The integration of various resources can help students have a comprehensive learning experience. For instance, after watching an art film or documentary, students can perform a deep analysis of the film content through related lectures and online information, thereby gaining a deeper understanding and cognition. In general, art topic English resources provide a personalized method that combines interest and learning for undergraduates in art, enabling them to improve their English ability while enjoying art.

4 Conclusion

Based on the above analysis, this article not only identifies issues but also opens a new chapter to address them. Given the English language learning characteristics of undergraduate students in arts colleges, it is strongly suggested to construct a new smart classroom model, which requires not only changing static teaching methods, but also deepening teaching content and stimulating

student interest.

Firstly, the specific characteristics of art students must be fully considered in devising learning strategies and choosing suitable learning methods that meet their needs. For art students with strong visual and auditory perception, for instance, more multimedia teaching resources such as images, audio and video can be added to make the teaching content more audio-visual. Innovative teaching activities, such as role playing and drama performances, can also be designed to make English learning more interesting.

Secondly, micro-courses and online teaching platforms are two important ways to construct a smart classroom. Micro-courses can enrich teaching content and meet students' needs for learning anytime and anywhere. Online teaching platforms can break spatial restrictions and realize remote teaching. These two aspects can complement each other to collectively enhance art students' interest in English learning and their ability to learn independently.

Thirdly, making full use of teacher resources and internet resources is necessary. Teachers are not only transmitters of knowledge, but also guides and promoters for students' learning. Their teaching philosophy and methods will directly affect students' learning states and effects. In terms of online resources, the collection of English learning materials for art students should be increased; for example, providing art-related English reading and listening materials will allow students to keep abreast of the latest information and knowledge in the art field while learning English.

In conclusion, the construction of a smart English classroom for undergraduate students in arts colleges requires the support of several aspects, including updating classroom teaching concepts, improving teaching methods, enriching teaching content, and innovating evaluation mechanisms etc. Only in this way can we truly enhance the English learning effect of undergraduate students in art colleges, enabling them to grow knowledge, improve skills, and be more proficient in using English, all while enjoying and benefiting from learning.

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