

Integration of the First and Second Classrooms Empowers the Enhancement of Students' Comprehensive Capabilities in the New Era

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Abstract

Our country places high importance on the development of the education, and College English is a crucial component of general education, representing one of the most significant foundational courses in university. This study focuses on the required course College English at University of Science and Technology Liaoning, analyzing the significance of constructing the second classroom and proposing a distinctive plan. It explores the interconnected teaching development and practices of the first and second classrooms, effectively empowering the Enhancement of Students' Comprehensive Capabilities in the New Era.

Keywords

First and Second Classrooms, Comprehensive Capabilities, New Era.

1. Introduction

Our country emphasizes the development of the education, as highlighted in the 19th National Congress report, stating "prioritize the development of education." College English courses, as a vital part of general education, play a positive role in imparting English language knowledge, shaping values, and fostering students during their university years. However, achieving the teaching goals outlined in the Ministry of Education's "Teaching Requirements for College English Courses" solely through 2-4 weekly class hours is challenging. University of Science and Technology Liaoning, being an applied undergraduate institution, aims to actively create a second classroom environment suitable for English learning, providing students with opportunities for language practice outside of regular classes. The second classroom, in coordination with the first classroom, forms an interconnected approach, empowering the overall skills enhancement of the new generation.

2. Research Significance

The second classroom in College English courses offers students learning opportunities beyond their major subjects, aiding in improving their listening, speaking, reading, and writing abilities. This is crucial for enhancing students' overall English proficiency and preparing them for future learning and work. Participation in second classroom activities exposes students to a broader range of English learning resources and cultural backgrounds, fostering international awareness and cross-cultural communication skills.

Meanwhile, the second classroom encourages student engagement, fostering independent learning and problem-solving skills. This is significant for developing students' autonomy in learning and their future career development. The construction of the second classroom promotes interdisciplinary integration, enhancing students' comprehensive qualities and

interdisciplinary abilities. Engaging with other disciplines allows students to better understand and apply English knowledge.

In the current globalized context, English has become a crucial professional skill. Through participation in second classroom activities, students can elevate their English proficiency, enhance their overall skills, and better adapt to future career development. In summary, the construction of the second classroom in College English courses is essential for students' English learning and overall skill enhancement. It not only improves students' English abilities but also cultivates their autonomy in learning, broadens their perspectives, promotes interdisciplinary development, and enhances their competitiveness in the job market.

3. Features of Second Classroom Construction

The construction of the second classroom in College English courses refers to providing students with diverse extracurricular activities and learning opportunities outside their major courses. The coverage of the program should be broad and deep. The following areas should be considered.

3.1. Diversified Course Offerings

Provide a variety of English courses, including oral training, writing skills, reading comprehension, and listening training. Design courses of different difficulty levels and types to meet the needs of students at various levels.

3.2. Specialized Lectures and Academic Seminars

Invite foreign teachers, experts, scholars, or industry professionals to deliver themed lectures and academic seminars. This exposes students to the latest academic research results and industry trends, broadening their perspectives and enhancing their academic literacy.

3.3. Regularized Exchange Activities

Organize regular English corners and exchange activities to provide a platform for students to freely communicate and practice English. Different themed English corners, such as cultural exchange or travel experience sharing, can be set up to encourage students' active participation and improve their oral and communication skills.

3.4. Interest-based Cultural Activities

Organize English-related cultural activities, such as English movie appreciation, English drama performances, and English song competitions. Participation in these activities helps students improve their understanding and appreciation of English culture.

3.5. Implementation-oriented Social Practice

Encourage students to participate in English-related social practice and volunteer activities, such as English teaching support, English corner volunteering, etc. Through practical activities, students can enhance their practical application skills and social responsibility.

3.6. Autonomous Online Learning

Provide rich online learning resources, such as English learning websites and academic journal databases, allowing students to engage in autonomous learning and access reference materials at any time and place.

3.7. Integration of Student Clubs and Associations

Encourage students to establish English learning clubs and associations, such as an English speech club or English writing club, providing a platform for mutual learning and communication.

4. Second Classroom Construction and Implementation

4.1. Establishment of Guidance Teacher Team for Foreign Language Innovation and Entrepreneurship Competitions

The successful organization of foreign language innovation and entrepreneurship competitions relies on a strong guidance teacher team. Clarify the goals and scope of various foreign language competitions, recruit suitable teachers, and form a team to tutor the competitions. Ensure that team members have relevant professional expertise and complementary abilities. Assign specific tasks and responsibilities to each guidance teacher, including preparing participants, providing guidance and advice, planning competition details, etc. Encourage the guidance teacher team to propose new ideas and innovations to continually improve the quality and experience of the competitions. The guidance teacher team should conduct regular research and meetings, devising guidance plans.

After the competition, they should summarize experiences for reference. The establishment of the guidance teacher team for foreign language innovation and entrepreneurship competitions requires organization and planning to ensure that all participating students receive full support and guidance, enhancing the quality and impact of the competitions and aiding in the comprehensive improvement of students' abilities.

4.2. Implementation of Second Classroom Activities

The university offers various English-related second classroom activities, covering the following five main areas.

4.2.1. Entertainment Category

Includes English lectures, study workshops, analysis of classic English original films, and events like English dramas, English parties, English drama nights, etc.

4.2.2. English Corner

English Corner is conducted every Friday, featuring both foreign and Chinese teachers at a fixed time and location, providing a platform for free English communication and practice.

4.2.3. Social Practice Category

Involves activities such as English teaching in rural areas, corporate internships, project translation, tour guide translation, and cultural promotion (e.g., research and practice of English cultural promotion for Anshan regional brands).

4.2.4. Textbook, Certification, and Ideological Education Categories

Online second classroom activities on platforms like China Daily English official website (Chinadaily APP), Unipus, Welearn, and others, covering speaking tests, listening and speaking training, reading and writing exercises, CET exam question banks, high-frequency vocabulary practice, and optional online courses like "British Literary History" and "News English Listening and Speaking."

4.2.5. Live Broadcast Category

Public live broadcasts of College English Band 4 and 6 exams, covering topics such as an overview of the College English exams, types of exam questions, word memorization techniques, listening skills, speaking skills, reading skills, writing skills, translation skills, and pre-exam Q&A sessions.

4.3. Establishment of Supporting Mechanisms

The university's academic affairs office, student affairs office, youth league committee, innovation and entrepreneurship college, and various secondary colleges and departments provide corresponding rewards to students with high participation and outstanding

achievements in the second classroom. The rewards include additional credits for the second classroom, extra points for regular subject performance, priority in awards and honors, as well as prizes and cash rewards.

5. Conclusion

As China's internationalization process continues to deepen, educational concepts are constantly updated. Higher education is gradually shifting from the traditional emphasis on imparting basic knowledge in the first classroom to a dual emphasis on the first and second classrooms. The goal is to make the first and second classrooms complement and integrate with each other, fostering comprehensive capabilities in accordance with the laws of individual development. The collaborative enhancement of the first and second classrooms is expected to become a trend in educational reform.

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