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# Research on the Use of Teaching Media in Foreign Literature Teaching in Applied Universities Under the Background of New Liberal Arts

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**Abstract:** Essentially, the construction of new liberal arts involves the cross-integration of different disciplinary fields, which undoubtedly points out a new reform direction for talent cultivation in applied universities. Against the backdrop of educational informatization, digital media, with its unique technical advantages, provides new ideas and technical support for the innovation and development of foreign literature teaching in universities. Based on the background of new liberal arts, this paper mainly analyzes and studies the important significance, existing problems, and practical strategies of the use of teaching media in foreign literature teaching in applied universities. The aim is to further improve the quality of talent cultivation in various disciplines of foreign language and literature in applied universities, hoping to provide some reference for peers.

**Keywords:** new liberal arts; applied universities; foreign literature; digital media; teaching application

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## 1. Introduction

The construction of new liberal arts is an important measure for China's higher education to achieve connotative development in the new era, and its key and core lies in breaking the barriers between different disciplines <sup>[1]</sup>. As an important part of the field of humanities and social sciences, foreign literature can realize the dissemination of exotic cultures and plays an irreplaceable role in cultivating students' humanistic literacy and cross-cultural communication capabilities. However, the current foreign literature teaching in universities generally faces problems such as insufficient student interest and disconnection between theory and practice, making it difficult to meet the requirements of new liberal arts construction. Nevertheless, the development and application of digital media provide a good opportunity to solve the above problems. Applying it to foreign literature teaching can innovate teaching models, greatly improve students' learning participation, and help promote the improvement of talent cultivation quality. Therefore, as a foreign literature teacher in the new era, we should actively explore the specific application of digital media in teaching to provide students with better quality teaching services.

## **2. Important significance of the use of teaching media in foreign literature teaching in applied universities under the background of new liberal arts**

### **2.1. Conducive to enriching teaching resources and breaking the limitations of traditional teaching**

Traditional foreign literature teaching in applied universities mostly relies on paper resources such as textbooks and teaching notes, which are relatively single in form, limited in content, and lagging in updates, making it difficult to meet the personalized and diversified learning needs of different students. Integrating digital media into foreign literature teaching in applied universities can greatly enrich teaching resources and break the limitations of time and space in teaching.

On the one hand, from the perspective of digital media, online course platforms, literary databases, digital libraries, etc., can provide rich and diverse high-quality resources for “teachers’ teaching” and “students’ learning”, such as foreign literary works from different countries, periods, and schools<sup>[2]</sup>. This helps students understand and master the development context of foreign literature and its cultural connotations more comprehensively and in-depth. On the other hand, by using digital media, teachers can transform complex and abstract literary texts into concrete videos, animations, etc., such as adapting Shakespeare’s plays into film and television clips, thereby making the originally obscure literary content vivid and intuitive. This not only greatly reduces students’ learning difficulty but also effectively breaks the limitations of the traditional single teaching model of “text + explanation”<sup>[3]</sup>.

### **2.2. Conducive to promoting teaching reform and adapting to the development requirements of new liberal arts**

Under the background of new liberal arts, universities need to break the teaching barriers between different disciplines and actively promote the integration of foreign literature teaching with teaching in other disciplinary fields. The organic integration of digital media and foreign literature teaching in universities is undoubtedly a concrete manifestation of the combination of humanities and social sciences with digital technology.

On the one hand, the application of digital media enables teachers to update their educational and teaching concepts in a timely manner, optimize teaching content and methods, and help improve teachers’ digital literacy and teaching capabilities, which is of great significance for promoting the teaching reform of foreign literature. On the other hand, the application of digital media in foreign literature teaching in universities can effectively promote cooperation between foreign literature and other disciplinary fields such as digital media technology and computer science, which is conducive to the development of digital literary products. While expanding the breadth and depth of foreign literature teaching, it makes foreign literature teaching more in line with the requirements of interdisciplinary integration and innovative development in new liberal arts construction<sup>[4]</sup>.

## **3. Existing problems in the use of teaching media in foreign literature teaching in applied universities under the background of new liberal arts**

### **3.1. Insufficient teachers’ digital literacy and lack of teaching application capabilities**

Teachers are the main implementers of teaching activities and the use of digital media, and the level of their own digital literacy will directly affect students’ learning effects<sup>[5]</sup>. However, at present, the digital literacy of some foreign literature teachers in applied universities is slightly insufficient, making it difficult for them to adapt to the requirements of teaching reform and development in the digital age. On the one hand, some teachers have a very limited understanding of digital technology and are not proficient in the use of digital media, making it difficult to reasonably select digital media resources suitable for teaching needs. On the other hand, some teachers have not fully realized the important role of digital media in teaching, still prefer to use traditional lecture-based methods, and lack the awareness and ability to actively integrate digital media with foreign literature teaching in depth. In addition, some applied universities have not paid sufficient attention to the training of teachers’ digital literacy, which will also restrict the improvement of teachers’ digital teaching capabilities to

a certain extent.

### **3.2. Formalistic teaching interaction and insufficient depth of student participation**

Although the teaching application of digital media provides more possibilities for teaching interaction, in practical teaching, some university teachers have an insufficient understanding and utilization of the interactive functions of digital media, which is very likely to lead to the problem of formalistic teaching interaction. For example, some teachers simply post learning and discussion topics on online platforms and let students discuss freely on the platforms, but lack effective guidance and summary comments on the student discussion process. Ultimately, students' learning discussions mostly stay on the surface level, making it difficult for them to conduct more in-depth learning and thinking on the discussed topics. In addition, some students have insufficient independent learning ability and awareness, are more accustomed to passively accepting knowledge, and lack the enthusiasm to actively participate in classroom learning interactions, which will also affect the effect of teaching interaction to a certain extent <sup>[6]</sup>.

### **3.3. Imperfect evaluation system, difficult to adapt to the development needs of digital teaching**

In terms of the construction of the evaluation system, the current teaching evaluation system of foreign literature in some applied universities is still dominated by traditional teaching evaluation, which overemphasizes the assessment and evaluation of students' mastery of knowledge, and lacks a comprehensive evaluation of students' core competencies such as cross-cultural communication ability, innovative thinking ability, and independent learning ability <sup>[7]</sup>. In terms of evaluation methods, most universities adopt result-oriented evaluation such as final exams, failing to pay attention to students' learning processes, resulting in evaluation results that cannot fully reflect students' learning and development status. Obviously, such teaching evaluation is difficult to meet the requirements of new liberal arts construction. In addition, some universities have not established a sound evaluation and incentive mechanism for teachers' digital media teaching application capabilities and teaching effects, which will also affect teachers' enthusiasm and initiative in using digital media for teaching, thereby reducing the effect of the integrated application of digital media in foreign literature teaching.

## **4. Practical strategies for the use of teaching media in foreign literature teaching in applied universities under the background of new liberal arts**

### **4.1. Improve teachers' digital literacy and strengthen teaching application capabilities**

To ensure the normal application of teaching media in foreign literature teaching, universities must attach importance to the training of teachers' digital literacy, and actively carry out targeted education and training for them around the operation skills of digital media tools, methods for screening and integrating digital teaching resources, and the integration design of digital media and foreign literature teaching, so as to help teachers proficiently master and apply relevant digital teaching skills <sup>[8]</sup>. At the same time, universities can rely on digital technology to build communication platforms for teachers, encouraging them to exchange digital teaching experience, share excellent teaching demonstration courses and teaching resources, thereby promoting teachers to learn from each other and make progress together.

In addition, universities can incorporate teachers' digital teaching capabilities and teaching effects into the evaluation system such as professional title evaluation and performance appraisal, further improve the teacher incentive mechanism, and better stimulate teachers' enthusiasm and initiative in using digital media for teaching <sup>[9]</sup>.

### **4.2. Deepen the design of teaching interaction and enhance the depth of student participation**

For students, only when they truly participate in classroom learning activities can they truly understand and master what they have learned. Therefore, when carrying out foreign literature teaching, teachers first need to change their educational and teaching concepts, fully recognize the importance and necessity of effective interaction with students, and actively

design more innovative and interactive classroom teaching activities in combination with teaching content and students' actual learning conditions.

For example, in practice, teachers can lead students to carry out interactive learning activities such as thematic debates, role-playing, and literary work adaptation around classic literary works to stimulate students' participation interest. They can also use online collaboration tools to let students complete project-based learning tasks such as cross-cultural literary comparative research and literary work promotion plan design in groups, thereby effectively cultivating students' teamwork ability and innovative ability<sup>[10]</sup>. In this process, teachers need to attach importance to the guidance and management of the entire interaction process, pay timely attention to students' interaction status, make reasonable comments and guidance on students' views and insights, help students generate more in-depth thinking, and avoid interaction being merely formalistic<sup>[11]</sup>.

### **4.3. Promote the integration of digital media and teaching content to enhance teaching targetedness**

Under the requirements of new liberal arts construction, when using digital media for foreign literature teaching, university teachers need to attach importance to the organic integration of media and teaching content, deeply explore the core connotation of foreign literature teaching content, further clarify the application points of digital media in teaching, and organically combine digital media resources with core teaching content such as literary text interpretation, humanistic spirit cultivation, and cross-cultural cognitive improvement, so as to better help achieve the goal of cultivating applied talents<sup>[12]</sup>.

For example, when explaining cultural images in foreign literary works, teachers can use digital media to show students relevant cultural background materials and image resources to help students deeply understand the cultural connotation of the images in the works. At the same time, teachers can rely on online cross-cultural communication platforms to allow students to conduct real-time communication with foreign students, organically combining literary knowledge with practical application, thereby realizing the cultivation of students' cross-cultural communication ability. However, for specific practical applications, teachers also need to flexibly select more targeted digital media resources according to students' actual learning conditions, design more personalized teaching implementation plans, and actively explore more scientific teaching methods for integrating digital media with teaching content, so as to better meet students' learning and development needs and achieve the goal of improving teaching effectiveness<sup>[13]</sup>.

### **4.4. Improve the teaching evaluation system to ensure the effect of digital teaching**

Evaluation is one of the key links in the teaching process and teaching reform, and an important support for ensuring the use effect of digital media. Therefore, teachers also need to actively build a more comprehensive teaching evaluation system. In terms of evaluation content, teachers should not only evaluate students' mastery and application of knowledge but also focus on the comprehensive evaluation of students' core competencies such as independent learning ability, innovative ability, cross-cultural communication ability, and cooperation ability<sup>[14]</sup>. In terms of evaluation methods, teachers can combine process-oriented evaluation with result-oriented evaluation to ensure the comprehensiveness and scientificity of teaching evaluation results. Among them, process-oriented evaluation can be realized by recording students' learning progress, participation in interactions, and homework completion quality through online learning platforms. Result-oriented evaluation can comprehensively reflect students' learning situation through final exams, papers, and practical achievement displays.

In addition, to ensure the effect of digital media teaching, schools can also establish an evaluation mechanism for teachers' digital teaching capabilities and teaching effects, assess and evaluate teachers' ability to develop and apply digital teaching resources, teaching design and implementation capabilities, and the improvement of students' learning effects, and commend and reward teachers with outstanding performance, thereby better stimulating teachers' enthusiasm and initiative in carrying out digital teaching<sup>[15]</sup>.

## 5. Conclusion

In summary, under the background of new liberal arts, combining digital media with foreign literature teaching in applied universities can greatly enrich teaching resources, effectively promote curriculum teaching reform, thereby effectively improving teaching quality, and providing a strong foundation for the output of applied talents. In practice, teachers can give full play to the educational advantages and educational value of digital media through various measures such as improving digital literacy, deepening the design of teaching interaction, promoting in-depth integration, and improving the evaluation system, promote the quality and efficiency of foreign literature teaching, and thus contribute to cultivating more applied talents with humanistic literacy, innovative ability, and cross-cultural communication ability.

## Disclosure statement

The author declares no conflict of interest.

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