

Research on the Innovation of College English Oral Teaching Model Empowered by Digital and Intelligent Technologies

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Abstract: Traditional college English oral instruction has long been plagued by prominent drawbacks, including an unbalanced input–output ratio in language learning, inefficient teaching feedback, a lack of personalized teaching arrangements, and inadequate cultivation of students’ cross–cultural communication capabilities. Centering on these realistic pain points, this paper explores the reform and innovative path of college English oral teaching with the support of artificial intelligence and digital intelligent technologies. The study constructs an integrated teaching framework covering accurate learning situation analysis, intelligent teaching resource development, virtual–real fused scenario interaction, as well as dynamic assessment and timely feedback. Relying on a multimodal intelligent teaching platform, the framework supports functional modules such as intelligent learning diagnosis, adaptive resource push, situational oral training and human–computer joint teaching evaluation. This paper creatively proposes taking artificial intelligence as students’ cognitive learning support, advocates the implementation of human–computer integrated classroom teaching, and builds a dual evaluation system that combines comprehensive language competence and cross–cultural literacy assessment. Teaching practice proves that the optimized teaching model can effectively improve students’ oral English fluency and practical cross–cultural communication ability, which boasts outstanding innovative value, strong operability and broad popularization prospects.

Keywords: “Four–in–One” Teaching Model; Intelligent Diagnosis System; Dynamic Resource Generation Mechanism; Contextualized Training Module; Human–Machine Collaborative Evaluation System

0. Introduction

In 2018, the Ministry of Education of China issued the Education Informatization 2.0 Action Plan, which clearly puts forward the strategic requirement of further integrating artificial intelligence into daily education and teaching. Meanwhile, the 2020 revised version of College English Teaching Guidelines stresses the importance of helping college students develop the capability of telling Chinese stories and spreading traditional culture in authentic English expressions (Wang Xiaojie & Zheng Leqiu, 2024). With the rapid iteration and extensive application of artificial intelligence, core technologies including intelligent speech recognition, natural language processing and affective computing have gradually penetrated into higher education, providing new solutions to break through the bottlenecks existing in conventional college English oral classrooms.

Aimed at solving typical problems in traditional oral English teaching, such as mismatched language input and output, lagging teaching feedback, one–size–fits–all teaching mode and insufficient cultivation of cross–cultural awareness, this research adopts digital intelligent technologies as technical support to carry out reform and innovation of oral teaching modes. It establishes a four–dimensional integrated teaching model including precise analysis of students’ learning status, intelligent development of teaching resources, interactive learning under virtual and real scenarios, and dynamic assessment with instant feedback. The ultimate goal is to improve students’ practical oral expression skills and comprehensive cross–cultural literacy.

1. Current Situation of Traditional College English Oral Teaching

This research intends to develop a multimodal AI–based oral English teaching platform and

construct a brand-new teaching mode matched with intelligent diagnosis, situational training, dynamic resource pushing and human-computer joint evaluation modules. The core practical problems addressed in this study are summarized as follows:

1.1 Imbalance Between Input and Output

Restricted by limited classroom hours, each student is allocated less than 3 minutes of individual speaking practice in every oral class, resulting in a severe shortage of high-frequency language output opportunities in real communication scenarios. In conventional college English oral classrooms, teaching design always prioritizes knowledge input over practical language output. Limited by large class sizes and fixed curriculum schedules, students have extremely limited time for independent oral expression in class (Department of Higher Education, Ministry of Education, 2021). Most classroom practice only remains at the level of imitating textbook dialogues, lacking situational tasks that allow students to express personal emotions and independent opinions in real-life contexts. The serious imbalance between language input and output directly leads to the common phenomenon of “mute English”, where students’ listening and reading comprehension ability far outweighs their practical language output capability. In particular, the disconnection between teaching content and students’ professional development needs further widens the gap between language learning and practical application. For example, business English majors lack targeted oral training oriented to industry-specific communication scenarios.

1.2 Low Feedback Efficiency

It is difficult for teachers to identify students’ multi-dimensional errors in pronunciation, grammatical application and logical expression in real time. Personalized guidance is often delayed, and the marking cycle of oral homework usually lasts more than one week. Traditional oral English evaluation mainly relies on teachers’ on-site classroom observation and after-class recording analysis, which are obviously time-lagged and subjective (Ellis, 2018). In real-time classroom interaction, teachers can hardly accurately identify students’ pronunciation problems such as incomplete liaison and misplaced stress, grammatical errors including tense confusion and article omission, as well as pragmatic mistakes caused by misunderstanding cultural contexts. It is even impossible for teachers to provide targeted personalized guidance for every student within a 45-minute class. As a result, students miss the optimal time to correct language errors, and these errors will gradually solidify into ingrained bad language habits that are difficult to revise (Hattie & Timperley, 2007).

1.3 Lack of Personalized Instruction

College students exhibit obvious individual differences in oral English proficiency. According to unified entrance placement test results, the oral ability gap among students in the same class can reach 3 CEFR levels, making the traditional unified teaching mode unable to meet differentiated learning demands.

The disparity in college students’ oral English proficiency has long been a prominent problem in university English teaching. A sampling survey of universities in one province shows that the gap between the highest and lowest scores of freshmen’s oral placement test covers up to three CEFR grade levels (Council of Europe, 2020). Nevertheless, most oral classrooms still adopt unified textbooks and synchronized teaching progress, such as the unit-by-unit teaching arrangement of listening and speaking textbooks. This rigid unified teaching mode leads to polarized learning effects: high-level students find the teaching content too simple and lack learning challenges, while underachieving students struggle to keep up with the teaching rhythm. More importantly, limited by energy and time, teachers cannot cater to the individual learning needs of every student. Relevant surveys show that 63% of college students believe classroom teaching content does not match their own oral proficiency level (Wang Xiaojie & Zheng Leqiu, 2024).

1.4 Weak Cultivation of Intercultural Competence

Traditional teaching lacks immersive simulation tools for authentic cross-cultural communication scenarios, resulting in students' insufficient sensitivity and adaptability to cultural differences in business negotiations, academic exchanges and other formal occasions. The cultivation of cross-cultural communication competence requires immersive situational experience and targeted cultural contrast training (Byram, 1997). However, restricted by time and space constraints, traditional classrooms mainly rely on textbook case analysis and simple role-playing activities. Existing scenario simulation tools also have defects such as oversimplified scene setting and superficial presentation of cultural elements. When facing real cross-cultural communication situations, most students fail to deeply understand the inherent differences between high-context and low-context cultures, which hinders effective cross-cultural interaction.

2. Main Content of the College English Oral Teaching Model Empowered by Digital and Intelligent Technologies

This research focuses on building a multimodal AI oral teaching platform, and constructs an innovative teaching mode supported by an intelligent diagnosis system, dynamic resource pushing mechanism, situational scenario training module and human-computer joint evaluation system. The core aim is to comprehensively improve students' oral English fluency and comprehensive cross-cultural communication ability.

2.1 Intelligent Diagnosis System: Constructing a Multi-Dimensional Oral Proficiency Diagnosis Model—Precise Learning Situation Analysis

College students vary greatly in English learning foundation, language expression ability and learning habits, so the traditional unified teaching arrangement can hardly satisfy personalized learning demands (Jiang Jun, 2024). Based on the multimodal intelligent teaching platform, this research develops an AI-driven learning situation diagnosis system. By applying automatic speech recognition and natural language processing technologies, the system follows the closed-loop working logic of “diagnosis-adaptive adjustment-learning improvement”, and establishes a multi-dimensional evaluation model covering pronunciation accuracy, grammatical error rate, oral fluency and cultural adaptability.

First, the platform realizes intelligent learning diagnosis. It collects real-time multi-dimensional data including students' voice pronunciation, grammatical use and intonation rhythm through artificial intelligence technology, generates personalized learning status reports, and accurately locates students' language competency weaknesses.

Second, it carries out hierarchical targeted teaching. For beginner-level learners, the platform pushes phonetic correction micro-courses and daily situational dialogue exercises; for intermediate learners, it provides TED speech appreciation and topic debate training resources; for advanced learners, it launches high-level thinking tasks such as simulated business negotiations and international academic communications.

Finally, it achieves dynamic teaching optimization. The system continuously adjusts personalized training plans according to students' real-time learning data, helping students make breakthroughs in the zone of proximal development.

The application of this system makes the coverage rate of personalized oral training exceed 90%, shortens the feedback response time of language error correction to within 1 second, and realizes hierarchical improvement of students' oral ability.

2.2 Dynamic Resource Generation Mechanism: Personalized Pushing of Intelligent Resources—Intelligent Resource Generation

Learning interest is the core internal motivation to improve learning efficiency. However,

traditional college English oral teaching is limited by single teaching forms and monotonous content, failing to stimulate students' learning initiative and restricting both teaching effectiveness and the improvement of students' oral ability. The introduction of artificial intelligence technology has become a key way to break this dilemma. By developing diversified intelligent teaching resources and building immersive learning environments, it can effectively arouse students' willingness to express themselves and learning enthusiasm, thus promoting the continuous progress of oral English proficiency (Zhang Zichan, 2025).

This research optimizes and develops intelligent teaching resources from multiple dimensions. It trains the Transformer-based speech synthesis model to automatically generate listening materials with different accents and diverse communication scenarios. Meanwhile, it adopts knowledge graph technology to build a cross-cultural case database covering Chinese and Western cultural comparison, cross-cultural communication strategies and other thematic modules.

On the one hand, AI realizes dynamic generation of listening learning resources. Traditional listening materials are mostly fixed and single in form, difficult to meet students' personalized learning needs. Teachers can use intelligent platforms such as Synthesia to convert textbook texts and exercise materials into audio and video resources. Multimodal input can mobilize students' multiple senses to perceive language rhythm, and strengthen their language sense and comprehensive comprehension ability. In addition, the system can dynamically adjust the difficulty of learning resources according to students' oral level, ensuring the input content matches their actual ability to facilitate vocabulary accumulation and listening and speaking improvement.

On the other hand, AI assists in creating micro-lessons and teaching videos. With the continuous advancement of educational informatization, micro-lessons and other multimedia teaching forms have become important carriers to stimulate students' learning interest. Teachers can use intelligent tools such as CapCut and Articulate Storyline to import classroom teaching records and teaching design schemes into the platform, which can automatically generate micro-course videos with accurate subtitles, key point annotations and optimized picture presentation. For instance, in the teaching of business negotiation English scenarios, animation can be used to interpret key and difficult knowledge points. These high-quality resources can be shared in class groups and online learning platforms, supporting students' independent after-class practice and consolidating their language comprehension and expression ability.

2.3 Contextualized Training Module: Developing Immersive Virtual Communication Scenarios—Virtual-Real Scenario Interaction

By virtue of artificial intelligence technology to build interactive oral learning scenarios, universities can provide students with continuous and rich oral practice opportunities, encourage them to take the initiative to communicate in English, and gradually enhance their oral expression confidence and cross-cultural communication ability. This research constructs a virtual-real integrated oral practice system: students independently complete basic language skill training such as daily dialogue simulation, while teachers focus on guiding the cultivation of students' advanced abilities including critical thinking expression and cultural stance interpretation.

In specific teaching practice, teachers can rely on augmented reality technology to build highly simulated virtual communication scenarios and enhance students' immersive learning experience. Taking supermarket shopping as an example, after wearing AR equipment, students can be immersed in a simulated supermarket environment with complete shelf goods and standard English commodity labels, and experience the whole process of real shopping communication. They can finish interactive tasks such as asking for commodity placement and bargaining over commodity prices in authentic English. This highly simulated interactive scenario enables students to engage in natural English communication, get rid of the mechanical memorization mode of traditional classrooms, and effectively polish their oral expression and practical communication skills.

2.4 Human–Machine Collaborative Evaluation System: Designing a Human–Machine Collaborative Teaching Evaluation System—Dynamic Evaluation and Feedback

Timely and effective feedback is the key to ensuring oral learning effects, while traditional teaching feedback has obvious defects such as poor timeliness, insufficient coherence and low evaluation precision. With the continuous development of AI technology, strengthening human–computer cooperation and giving full play to the complementary advantages of teachers and intelligent technology have become an inevitable trend of oral teaching optimization (Xu Huiping, 2025). This research establishes an intelligent feedback and evaluation system. Teachers need to actively apply digital intelligent tools, reshape the whole process of lesson preparation, classroom teaching, homework arrangement and academic evaluation, and explore a new teaching mode of human–computer collaborative education.

Artificial intelligence can build an instant and personalized feedback mechanism based on knowledge chunking theory. It splits integrated learning content into independent knowledge units, makes precise evaluation on the learning effect of each module, and generates refined targeted feedback suggestions. Students can check their mastery of key knowledge points in real time, quickly identify their learning weaknesses and carry out targeted intensive training. The system analyzes students' historical learning data to generate personal learning tracks and ability distribution maps, visually presenting the whole process of ability improvement. Students can adjust their learning strategies by comparing their own progress, while teachers can accurately grasp the overall learning situation through platform data and provide targeted tutoring for individual students. Besides, AI technology can also monitor students' learning behavior and emotional state in real time, intervene in negative learning mentality in a timely manner, and guarantee the overall quality of independent learning. These technical applications greatly improve learning efficiency and lay a foundation for the implementation of personalized teaching and humanistic emotional education.

3. Innovative Features of the College English Oral Teaching Model Empowered by Digital and Intelligent Technologies

3.1 “AI Empowerment” Leading the Innovation of Oral Teaching Concepts

This research innovatively puts forward the theoretical viewpoint of taking artificial intelligence as students' cognitive learning support, highlights the auxiliary role of intelligent technology in accurate learning diagnosis, adaptive resource matching and immersive scenario construction, and reconstructs the classroom teaching relationship of teacher–led guidance, technology–assisted support and student–centered learning. Artificial intelligence has outstanding advantages in massive data processing, autonomous iterative learning and intelligent perceptual recognition. When applied to higher English education, it can effectively realize the goal of teaching students in accordance with their aptitude and personalized customized learning.

Specifically, intelligent technologies represented by speech recognition and natural language processing can accurately assess students' comprehensive performance in oral pronunciation, grammatical application, vocabulary collocation and pragmatic use. The system can timely identify and correct various language errors, point out deficiencies in students' oral learning, and match targeted training tasks to steadily improve their oral proficiency. At the same time, AI conducts big data analysis on students' daily learning behaviors, deeply grasps individual learning characteristics, intelligently recommends personalized learning resources, and optimizes students' independent learning paths (Xu Huiping, 2025). Teachers can make full use of intelligent auxiliary tools to complete pre–class learning situation analysis, real–time classroom interaction and after–class personalized tutoring, transforming their role into learning activity organizers and instructors, which greatly improves the overall efficiency and teaching effect of oral English courses.

3.2 “Human–Machine Collaboration” Promoting the Innovation of Oral Teaching Models

This research develops a dynamically adjustable situational oral practice system, which can automatically adjust task difficulty according to students’ real-time performance. It builds a human–computer integrated new classroom mode: artificial intelligence undertakes basic language skill training, while teachers concentrate on cultivating students’ advanced thinking ability and humanistic literacy. With the rapid upgrading of AI technology, deepening human–computer collaborative education and realizing complementary advantages between teachers and intelligent technology have become the core direction of oral teaching reform. Teachers should take the initiative to embrace digital intelligent technology, reshape every teaching link including lesson preparation, classroom instruction, homework assignment and academic evaluation, and explore a sustainable human–computer collaborative teaching system. Meanwhile, teachers need to give full play to their professional advantages, attach importance to humanistic care and teacher–student emotional communication, and promote students’ all-round development through knowledge teaching and value guidance (Zhang Zichan, 2025).

To this end, colleges and universities need to strengthen the top-level design of intelligent education construction. On the one hand, they should improve the infrastructure of smart campuses, build high-quality demonstration projects for intelligent education application, and provide hardware equipment and rich resource support for teachers to apply AI teaching tools. On the other hand, it is necessary to establish a systematic teacher information literacy training system, adopt thematic training, teaching case sharing and other forms to improve teachers’ practical application ability of intelligent technology, and cultivate a compound teaching team with both educational literacy and digital technical capability. These measures help teachers adapt to the development demands of the AI era and promote oral English teaching to develop towards intellectualization and humanization.

3.3 “Dual-Track Evaluation” Driving Innovation in Oral Teaching Assessment

This research constructs a two-dimensional evaluation framework focusing on both comprehensive language proficiency and cross-cultural literacy. It organically integrates AI-generated process learning data (including classroom dialogue participation frequency and cultural pragmatic error frequency) with traditional written and oral closed-book tests. In actual oral teaching evaluation, teachers can make use of mature intelligent teaching platforms such as Seewo Classroom Intelligent Feedback System, Smart Campus AI Teaching System, Deepseek and Doubao intelligent assistant. Combined with video recording and real-time monitoring equipment, the system collects students’ classroom behavioral data such as limb movements and facial expressions, so as to accurately judge students’ classroom attention and learning participation. At the same time, relying on AI language learning analysis technology, it collects and analyzes students’ real-time oral performance data from multiple dimensions such as pronunciation, grammar, intonation and vocabulary application, and makes a comprehensive evaluation of their oral comprehensive ability. The evaluation results not only provide an objective basis for teachers to adjust teaching strategies, but also help students clearly recognize their own strengths and weaknesses so as to conduct targeted oral ability improvement.

4. Practical Application of the College English Oral Teaching Model Empowered by Digital and Intelligent Technologies

The research on digital intelligent technology enabling college English oral teaching model innovation falls into the category of digital textbook development and curriculum resource construction. It fully reflects the practical application value of artificial intelligence in the development of digital educational resources. This teaching model has achieved remarkable results in front-line teaching practice, formed certain social influence and academic recognition, and possesses high innovation, practical operability and replicable popularization value.

The relevant teaching design and practical model were applied in the 2025 Foreign Language Teaching and Research Press “Star Teacher” Competition. The participating teaching design and on-site competition video fully demonstrated the specific application path of digital intelligent technology in college English oral teaching, and finally won the second prize in the national semi-finals of 2025 FLTRP “Star Teacher” Competition (College English Undergraduate Group).

4.1 Course Description

4.1.1 Institutional Characteristics

The university where the author works is a pilot institution for the comprehensive reform of “Three-All Education” in Sichuan Province. Developed from a normal university, it has now evolved into a comprehensive application-oriented university. Centering on the goal of building a distinctive application-oriented comprehensive university and cultivating innovative and practical talents, the university adheres to the school spirit of self-improvement and pursuit of perfection as well as the school motto of Seeking Truth, Being Pragmatic, Openness, and Innovation, and has formed a complete school-running and development management system. The university vigorously implements four major development strategies: strengthening the university with talents, prospering the university with teaching, revitalizing the university with scientific research and glorifying the university with social services, and has built an educational pattern featuring innovation orientation, application orientation and international development.

To cultivate high-quality talents with international vision, innovative thinking and practical ability, the university’s English teaching has always adhered to the trinity talent cultivation mode:

- A. Integrate professional knowledge, practical ability and comprehensive quality in talent cultivation;
- B. Realize the organic combination of linguistic knowledge and general knowledge, language application ability and critical thinking ability, as well as academic literacy and humanistic spirit in cultivation content;
- C. Build a three-in-one cultivation platform integrating classroom teaching, campus cultural activities and professional practical training in cultivation approaches.

4.1.2 Characteristics of the Target Learners

The course is oriented to students majoring in International Chinese Education, who have completed the study of New Horizon College English Book 1 and Book 2. Most of these students have a solid English foundation and good comprehensive language ability, and are visual and kinesthetic learners in terms of learning style. They are fully aware of the importance of spreading Chinese traditional excellent culture and practicing socialist core values, but lack the ability to introduce Chinese culture in standard English and conduct in-depth discussions on complex social topics.

4.1.3 Course Duration

This course is offered in the third semester of university study, with 16 weeks of formal teaching, 2 class hours per week, totaling 32 class hours.

4.2 Design Philosophy and Approach

4.2.1 Design Philosophy

Under the background of intelligent education, college English oral teaching should take diversified motivation as the starting point, all-round talent development as the core goal, and reflective teaching evaluation as the guarantee. The teaching design follows the MAR design philosophy (Multifaceted Motivation, All-around Development, Reflective Evaluation), covers all

links of classroom teaching, and abides by the SMART design principle. The specific connotation is as follows:

Scientific Textbook: The textbook selected for this course complies with the official College English Teaching Guidelines, adheres to the student-centered and teacher-guided teaching concept, and absorbs advanced foreign teaching theories and methods. Combined with the actual situation of domestic college English teaching, the textbook provides rich and detailed teaching guidance and auxiliary teaching suggestions, helping teachers make rational teaching design and arrange teaching steps to improve students' comprehensive English ability and broaden their international vision.

Motivated Students: The talent cultivation mode in the intelligent era has transformed from traditional knowledge indoctrination to ability cultivation, and students' learning mode has shifted from passive rote memorization to active inquiry learning. This teaching design adopts project-based learning, STEAM education and other advanced teaching concepts to stimulate students' independent inquiry interest, and improve their problem-solving ability, collaborative exploration ability and practical operation ability.

Achievable Objectives: The unit teaching design fully respects the individualized development needs of students and formulates differentiated teaching objectives suitable for learners at different levels, which conforms to the individual difference requirement of curriculum standards. All teaching objectives follow the achievable principle, that is, students can reach the learning goal through appropriate efforts. The design sets clear language ability objectives and ideological education objectives according to specific teaching content, realizing the integration of language knowledge teaching and value education.

Realistic Assessment: This teaching design adheres to the evaluation concept of student-oriented, education-focused and all-round development-oriented, and adopts a comprehensive evaluation system with multi-subject participation, diversified evaluation methods and multi-ability assessment dimensions. Corresponding evaluation methods and quantitative criteria are formulated for different teaching contents, making the evaluation model highly practical and operable.

Timed Procedures: In order to complete the preset teaching objectives within limited class hours, it is necessary to optimize the time allocation of English teaching links. All teaching activities of the course are completed within the specified time nodes, which not only cultivates students' sense of time but also effectively improves classroom learning efficiency.

4.2.2 Teaching Approach

This course always adheres to the student-centered teaching orientation, taking students' actual learning gains as the core consideration in designing teaching tasks and classroom links. It adopts the three-stage teaching framework of Pre-class Motivation – In-class Development – Post-class Evaluation, takes unit thematic tasks as the main line, and closely combines language input learning with practical output training.

4.3 Course Teaching Evaluation

This course takes student development as the center, adopts comprehensive education as the core concept, and constructs a complete comprehensive evaluation system integrating multi-subject participation, diversified evaluation methods and multi-dimensional ability assessment. The evaluation system covers multiple evaluation subjects, diverse assessment means, multi-level evaluation standards and the whole learning process of students.

4.4 Textbook Usage Plan

This course selects *New Horizon College English Book 3: Reading and Writing Course* and *New Horizon College English Book 3: Viewing, Listening and Speaking Course* as the core teaching

materials. It takes Unit 5: When Work Is Pleasure in the *Reading and Writing Course* as the main carrier, including Text A: Will You Be a Worker or a Laborer and Text B: The Joy of Prideful Tradition. Combined with the listening and speaking training content of the same unit in *Viewing, Listening and Speaking Course*, it integrates pre-class preview, textbook text learning and after-class expansion exercises to jointly complete the language ability and ideological education objectives of the unit.

The course integrates online digital learning resources into the whole teaching process of pre-class, in-class and post-class to supplement textbook teaching:

Pre-class: Arrange students to finish vocabulary memorization, pronunciation preview and other pre-learning tasks through the U Campus platform.

In-class: Expand extracurricular learning materials through foreign language MOOC platforms, and carry out situational listening and speaking training matched with unit themes via the Utalk system.

Post-class: Use U-Campus and the iTest Intelligent Assessment Cloud Platform to arrange after-class consolidation exercises and implement unit learning effect evaluation.

4.5 Integration of Language Learning and Moral Education

This teaching design adheres to the teaching principle of taking textbook indirect experience as the main body and students' practical direct experience as the supplement, and realizes the organic integration of the two. It balances teachers' leading role and students' dominant position, unifies textbook knowledge teaching and students' intellectual development, and realizes the deep integration of language teaching and moral education. In the three links of pre-class knowledge activation, in-class immersive learning and post-class reflective evaluation, it promotes interactive progress between teaching and learning, and realizes synchronous growth of teachers and students. From the perspective of moral education, it integrates language knowledge learning with value guidance, embodies the student-centered and teacher-guided teaching philosophy, and enables students to receive subtle ideological and moral edification while mastering professional language knowledge.

Firstly, the teaching model adheres to the concept of promoting learning through teaching and realizing interactive growth between teachers and students, and takes promoting students' healthy growth as the fundamental goal. With teachers as learning guides, students as the main body of learning and thematic activities as the teaching thread, teachers combine the career theme of textbook units with the current youth employment situation and national talent development expectations. Starting from students' learning interests and growth characteristics, the teaching design supports their personalized development, helps them establish correct career outlooks and values, cultivates their sense of social responsibility, and inspires them to strive for the great rejuvenation of the Chinese nation.

Secondly, the teaching model realizes the deep integration of language learning and moral education, unifying teachers' knowledge imparting, students' knowledge mastery and ideological literacy improvement. Through textbook language learning and oral skill training, the design guides students to think rationally about college students' employment problems in the new era and dialectically view the relationship between personal development and social needs. By carrying out classroom activities such as case sharing, sentence translation, group presentation and topic discussion closely combined with textbook themes, it imperceptibly cultivates students' socialist core values. Through after-class exercises and comprehensive teaching evaluation, it helps students strengthen cultural confidence, inherit traditional Chinese virtues, improve cross-cultural communication ability, better tell Chinese stories to the world, firm up their ideals and beliefs, assume the mission of the times, and contribute to the great rejuvenation of the Chinese nation.

5. Conclusion

Aiming at the long-standing problems in traditional college English oral teaching such as unbalanced input-output ratio, low feedback efficiency, lack of personalized teaching and insufficient cross-cultural competence cultivation, this research constructs an AI-enabled oral teaching model with the core framework of precise learning situation analysis, intelligent resource generation, virtual-real scenario interaction and dynamic evaluation feedback. By introducing the theory of taking artificial intelligence as students' cognitive scaffold, the study realizes the innovation of oral teaching concepts; it optimizes the whole oral teaching process through the human-computer collaborative operation mechanism; it also constructs a dual-track evaluation system covering language proficiency and cultural literacy to reform the traditional teaching evaluation mode.

Teaching practice shows that the innovative teaching model can significantly improve students' oral English fluency and practical cross-cultural communication ability, with remarkable innovation, strong practicality and high popularization value. It also fully reflects the practical application effect and wide recognition of artificial intelligence technology in the reform and innovation of college English oral teaching.

Project Information:

Yibin University Teaching Reform Project: Research on the Innovation of College English Oral Teaching Model Empowered by Artificial Intelligence.

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