

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

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Abstract: Addressing the issues in traditional college English oral teaching—such as the imbalance between input and output, low feedback efficiency, lack of personalized instruction, and weak cultivation of intercultural competence—this study explores the innovation of teaching models empowered by artificial intelligence (AI) technologies. A four-in-one teaching model is constructed, featuring "precise learning situation analysis, intelligent resource generation, virtual-real scenario interaction, and dynamic evaluation and feedback." This model is realized through a multimodal AI platform, enabling intelligent diagnosis, dynamic resource generation, contextualized training, and human-machine collaborative evaluation. The study innovatively proposes the concept of "AI as a cognitive scaffold," promoting human-machine collaborative teaching and a dual-track evaluation system that integrates "language proficiency + cultural literacy." Practice has shown that this model significantly enhances students' oral fluency and intercultural communication competence, demonstrating strong innovativeness, practicality, and promotional value.

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

0. Introduction

The Education Informatization 2.0 Action Plan (2018) issued by the Ministry of Education explicitly proposed "deepening the integration of artificial intelligence with education and teaching." The College English Teaching Guidelines (2020 Edition) emphasizes "enhancing students' ability to tell China's stories well in English" (Wang Xiaojie & Zheng Leqiu, 2024). Against the backdrop of the rapid development of artificial intelligence technologies, technologies such as intelligent speech recognition, natural language processing (NLP), and affective computing have gradually permeated the field of education, offering new pathways to address the challenges in traditional oral teaching.

Aiming at addressing the problems in traditional college English oral teaching—such as the imbalance between input and output, low feedback efficiency, lack of personalized instruction, and weak cultivation of intercultural competence—this study explores the innovation of oral teaching models empowered by artificial intelligence technologies. It constructs a "four-in-one" teaching model featuring "precise learning situation analysis, intelligent resource generation, virtual-real scenario interaction, and dynamic evaluation and feedback," with the goal of enhancing students' oral expression ability and intercultural communication literacy.

1. Current Situation of Traditional College English Oral Teaching

This study aims to develop an oral teaching platform based on multimodal AI and construct a novel teaching model incorporating an intelligent diagnosis system, a contextualized training module, a dynamic resource generation and push mechanism, and a human-machine collaborative evaluation system. The key problems to be addressed include:

1.1 Imbalance Between Input and Output

Limited time for oral practice in class results in less than 3 minutes of speaking time per student per session, leaving students without sufficient opportunities for high-frequency output in authentic

contexts. In traditional college English oral classrooms, teaching activities generally feature an emphasis on input over output. Restricted by class size and curriculum arrangements, students have less than 3 minutes of oral expression time per session (Department of Higher Education, Ministry of Education, 2021), and most exercises focus on imitating textbook dialogues, lacking opportunities for emotional expression and opinion output in authentic contexts. This severe imbalance between input and output leads to the phenomenon of "mute English," where students' language production ability lags far behind their comprehension ability. Especially when teaching content is disconnected from students' professional needs, this further exacerbates the disconnect between language ability and application scenarios—for instance, Business English majors lack dialogue training in industry-specific scenarios.

1.2 Low Feedback Efficiency

Teachers find it difficult to capture students' multi-dimensional errors in pronunciation, grammar, and logic in real-time, with personalized feedback being delayed and the grading cycle for assignments exceeding one week. Traditional oral assessment relies on teachers' classroom observation and post-class recording analysis, which exhibits significant lag and subjectivity (Ellis, 2018). Teachers often struggle to accurately identify in immediate interactions students' pronunciation errors (e.g., liaison and stress), grammatical mistakes (e.g., tense confusion and article omission), and pragmatic failures (e.g., misinterpretation of cultural contexts). They are even less able to provide personalized feedback to all students within a 45-minute class period, causing students to miss the optimal opportunity for error correction and leading to the fossilization of errors (Hattie & Timperley, 2007).

1.3 Lack of Personalized Instruction

Students exhibit significant differences in oral proficiency. Entrance placement tests show that the oral proficiency span within a class can reach 3 CEFR (Common European Framework of Reference for Languages) levels, making traditional "one-size-fits-all" teaching unable to meet diverse needs.

The disparity in students' oral abilities is a long-standing practical issue. A sample survey of universities in a certain province revealed that the highest and lowest scores in oral tests during entrance placement differ by up to 3 levels (Council of Europe, 2020). However, traditional classrooms still adopt uniform textbooks and teaching progress, such as the chapter-by-chapter progression of "Listening and Speaking Coursebooks." This "one-size-fits-all" model leads to a polarization phenomenon where advanced students feel "under-challenged" while lower-level students struggle to "keep up." More seriously, due to limited energy, teachers cannot attend to individual needs, resulting in 63% of students believing that "the classroom content does not match their own proficiency level" (Wang Xiaojie & Zheng Leqiu, 2024).

1.4 Weak Cultivation of Intercultural Competence

There is a lack of simulation tools for authentic intercultural scenarios, and students have insufficient sensitivity to cultural differences, such as in business negotiations and academic exchanges. The cultivation of intercultural communication competence requires immersion in authentic scenarios and cultural contrast training (Byram, 1997). However, traditional classrooms, limited by spatiotemporal conditions, mostly rely on textbook case analysis and role-playing. Existing simulation tools suffer from issues such as scenario simplification and symbolization of cultural elements. In real intercultural situations, students generally lack a deep understanding of cultural differences, such as high-context vs. low-context cultures.

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

This project aims to develop an oral teaching platform based on multimodal AI and construct a

novel teaching model incorporating an intelligent diagnosis system, a dynamic resource generation mechanism, a contextualized training module, and a human-machine collaborative evaluation system, with the goal of enhancing students' oral fluency and intercultural communication competence.

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

In college English oral teaching, students exhibit significant differences in English foundations, expressive abilities, and learning habits, making traditional "one-size-fits-all" teaching unable to meet personalized needs (Jiang Jun, 2024). Relying on a multimodal AI platform, this study develops an AI-empowered intelligent learning situation diagnosis system. Utilizing Automatic Speech Recognition (ASR) and Natural Language Processing (NLP) technologies, and adopting a "diagnosis-adaptation-enhancement" closed-loop mechanism, it constructs a multi-dimensional analysis model of students' oral proficiency (including pronunciation accuracy rate, grammar error rate, fluency, and cultural adaptability).

First, intelligent diagnosis. Through AI, multi-dimensional data such as students' voice, grammar, and intonation are collected in real-time, generating personalized learning situation reports to precisely identify competency gaps.

Second, tiered teaching. For beginners, AI pushes micro-courses for phonetic correction and situational dialogue practice; for intermediate learners, it provides TED talk analysis and topic debate training; for advanced learners, it conducts high-order thinking training such as simulated business negotiations.

Third, dynamic optimization. Training plans are adjusted based on learning data analysis to achieve breakthroughs in the "Zone of Proximal Development."

This model enables the oral training coverage rate to exceed 90%, shortens the feedback response time to within 1 second, and helps students improve their oral proficiency in a tiered manner.

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

Learning interest is the core driving force for improving learning outcomes. However, traditional college English oral teaching, characterized by a single mode and lack of engagement, often fails to stimulate students' interest, leading to double constraints on both teaching effectiveness and oral proficiency. Introducing artificial intelligence (AI) technology has become the key to breaking this deadlock—by generating diverse intelligent resources and building immersive learning environments, it can effectively stimulate students' willingness to express and learning enthusiasm, thereby promoting continuous improvement in oral proficiency (Zhang Zichan, 2025).

This study will generate and optimize intelligent resources. It trains a Text-to-Speech (TTS) system based on the Transformer model to automatically generate listening materials with multiple accents and scenarios; it also uses knowledge graph technology to build a cross-cultural case library containing modules such as comparisons between Chinese and foreign cultures and communication strategies.

First, AI-empowered dynamic generation of listening resources. Traditional listening resources mostly rely on fixed materials with single content and form, making it difficult to match students' personalized needs. Teachers can use AI platforms like Synthesia to intelligently convert texts such as textbook passages and exercises into audio/video resources, engaging students' multiple senses to perceive the rhythm of language and strengthening their language sense and comprehension. Meanwhile, the system can dynamically adjust the difficulty of resources based on students' oral

proficiency to ensure that input content matches their ability, facilitating vocabulary accumulation and comprehension improvement.

Second, AI-optimized creation of micro-courses and instructional videos. With the advancement of educational informatization, multimedia formats like micro-courses have become important carriers for stimulating learning interest. Teachers can use AI tools like CapCut and Articulate Storyline to import classroom recordings or teaching designs into the platform, automatically generating micro-course videos with accurate subtitles, annotations, and optimized visuals (e.g., in teaching "English for Business Negotiation Scenarios," using animations to assist in explaining key and difficult points). Such resources can be distributed to class groups or online platforms, supporting students' independent after-class practice and enhancing their language comprehension and expression abilities.

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

By leveraging artificial intelligence (AI) technologies to construct interactive oral learning scenarios, this approach aims to provide students with continuous and diverse oral practice opportunities, encouraging them to actively speak in communication and gradually enhancing their oral expression ability and confidence in intercultural communication. This study will construct a virtual-real integrated practice system where students take the lead in basic skill training (e.g., daily dialogues) and teachers guide the cultivation of higher-order abilities (critical expression, interpretation of cultural stances).

In specific practice, teachers can rely on Augmented Reality (AR) technology to create highly realistic virtual scenarios, enhancing students' immersive experience. For example, in a supermarket shopping scenario, after wearing AR devices, students can immersively enter a simulated supermarket—with abundant products on shelves and clear English labels—simulating a real shopping process: from asking about product locations (e.g., "Excuse me, where can I find the shampoo?") to discussing prices (e.g., "Is there any discount on this brand of milk?"). Such highly realistic interactive scenarios enable students to naturally engage in English communication, freeing them from the mechanical feel of traditional classrooms and effectively enhancing their oral expression and communication abilities.

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

In oral learning, feedback is crucial for effectiveness, but traditional feedback suffers from issues such as poor timeliness, weak coherence, and low precision. Against the backdrop of AI technology development, deepening human-machine collaboration and promoting the complementarity between teachers and technology have become an inevitable trend in teaching optimization (Xu Huiping, 2025). This study will establish an intelligent feedback evaluation system, where teachers need to proactively apply intelligent technologies, reconstruct the entire process of lesson preparation, teaching, assignment, and evaluation, and explore new models of human-machine collaboration.

AI can construct an "instant + personalized" feedback system. Based on the theory of knowledge chunks, it splits learning content, precisely evaluates the effectiveness of each unit, and generates fine-grained feedback. Students can view their mastery of knowledge points in real-time, quickly identify weak areas, and intensify training. The system analyzes historical data to generate learning trajectories and competency maps, visually displaying progress. Students adjust their strategies by comparing progress, while teachers diagnose learning situations based on data and provide precise tutoring. Additionally, AI technologies can analyze learning behaviors and emotions, intervene in negative mindsets, and ensure learning quality. These applications enhance learning efficiency and support personalized teaching and affective 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 study proposes the concept of "AI as a cognitive scaffold," emphasizing the auxiliary role of technology in "precise diagnosis, resource adaptation, and context creation," and reconstructing the relationship of "teacher-led, technology-empowered, and student-centered." Artificial intelligence (AI) technologies possess the capabilities of processing massive data, autonomous learning, and intelligent perception. When applied in the field of education, they are expected to achieve goals such as teaching students according to their aptitude and personalized learning.

Specifically, intelligent technologies such as speech recognition and natural language processing (NLP) can accurately assess students' oral pronunciation, grammar, vocabulary, and pragmatics, timely identify and correct errors, point out shortcomings in their oral learning, and provide targeted training to improve their oral proficiency. Additionally, through big data analysis of students' learning behaviors, AI systems can gain in-depth insights into individual students' learning situations, intelligently recommend personalized learning resources, and optimize learning paths (Xu Huiping, 2025). Teachers can use intelligent auxiliary tools for pre-class learning situation analysis, real-time classroom interaction, and post-class personalized tutoring, thereby transforming into organizers and guides of learning activities and greatly improving the efficiency and effectiveness of oral teaching.

3.2 "Human-Machine Collaboration" Promoting the Innovation of Oral Teaching Models

This study develops a "dynamic contextualized" practice system that adjusts difficulty in real-time, constructing a "human-machine collaborative" classroom where AI handles basic training and teachers focus on higher-order thinking. Against the backdrop of the rapid development of AI technologies, deepening human-machine collaboration and promoting the complementary advantages of teachers and AI have become a key to teaching innovation. Teachers need to proactively embrace intelligent technologies, reconstruct teaching links such as lesson preparation, instruction, assignments, and evaluation, and explore new human-machine collaborative teaching models. Meanwhile, they must give full play to their professional advantages, strengthen humanistic care, focus on teacher-student emotional connections, and promote students' all-round development through knowledge transmission and value guidance (Zhang Zichan, 2025).

To this end, schools need to strengthen top-level design: On one hand, improve smart education infrastructure, create high-level demonstration projects for intelligent education applications, and provide hardware and resource support for teachers to apply AI technologies. On the other hand, build a systematic teacher information literacy training system, enhance teachers' AI technology application abilities through methods such as thematic training and case studies, and cultivate compound teacher teams with both technical skills and educational commitment. These measures will help teachers better meet the challenges of the AI era and promote educational practices to advance towards intelligence and humanization.

3.3 "Dual-Track Evaluation" Driving Innovation in Oral Teaching Assessment

This study establishes a dual-dimensional evaluation matrix of "language proficiency + cultural literacy," integrating AI process data (including dialogue turns and frequency of cultural misuse) with traditional tests. In college English oral teaching, teachers can leverage technical tools such as the "Seewo Classroom Intelligent Feedback System," "Smart Campus AI Teaching System," "Deepseek," and "Doubao (an AI assistant platform)." Through recording and monitoring equipment, they collect information on students' body movements, facial expressions, and postures to precisely capture classroom concentration and participation. Meanwhile, combined with AI technologies for language learning analytics, real-time oral expression data is collected

and analyzed from multiple dimensions—including phonetics, grammar, intonation, and vocabulary—to evaluate students' oral proficiency. This provides a basis for teachers to adjust teaching strategies and helps students clearly recognize their strengths and weaknesses, thereby targetedly improving their oral abilities.

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

The research on the innovation of the college English oral teaching model empowered by digital and intelligent technologies falls under the direction of digital textbook and curriculum resource construction. It fully reflects the application value of artificial intelligence in the construction of digital educational resources, has achieved remarkable results in practical application, possesses certain social influence and has gained wide recognition, and demonstrates strong innovativeness, practicality, and replicability.

This teaching model was put into practical application in the 2025 Foreign Language Teaching and Research Press (FLTRP) "Star Teacher" Competition. Both the teaching design plan and the competition video demonstrated how digital and intelligent technologies assist college English oral teaching, and it won the second prize in the national semi-finals of the 2025 FLTRP "Star Teacher" Competition (College English Undergraduate Group).

4.1 Course Description

4.1.1 Institutional Characteristics

Our university is a pilot institution for the comprehensive reform of "Three-All Education" (all-personnel, whole-process, and all-round education) in Sichuan Province. Originally a normal university, it has now transformed into a comprehensive institution. Closely focusing on the goals of building a distinctive application-oriented comprehensive university and cultivating innovative and application-oriented talents, the university upholds the spirit of "self-improvement and striving for perfection" and the motto of "Seeking Truth, Being Pragmatic, Openness, and Innovation," forming the "12345" philosophy for school management and development. By vigorously implementing four major strategies—"Strengthening the University with Talents, Establishing the University through Teaching, Revitalizing the University via Scientific Research, and Glorifying the University by Service"—it has established an educational pattern of "innovation-oriented, application-oriented, and internationalization."

Therefore, to cultivate international, innovative, and application-oriented talents, the university's English teaching has always adhered to the "trinity" talent cultivation model, namely:

- A. Integrating "knowledge, ability, and quality" in the dimension of talent cultivation;
- B. Integrating "linguistic knowledge + general knowledge, linguistic ability + critical thinking ability, academic literacy + humanistic spirit" in the content of talent cultivation;
- C. Integrating three cultivation platforms—"classroom teaching, campus cultural activities, and practical training"—in the approach to talent cultivation.

4.1.2 Characteristics of the Target Learners

The target learners of this course are students majoring in International Chinese Education, who have completed the study of New Horizon College English Book 1 and New Horizon College English Book 2. Students generally have good English proficiency, a solid language foundation, and a learning style predominantly visual and kinesthetic. They are aware of the importance of promoting excellent traditional Chinese culture and socialist core values, but lack the ability to disseminate excellent traditional Chinese culture in English and discuss complex issues in depth.

4.1.3 Course Duration

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

4.2 Design Philosophy and Approach

4.2.1 Design Philosophy

College English oral teaching in the intelligent era should be supported by Multifaceted Motivation, aimed at All-around Development, and referenced by Reflective Evaluation. This instructional design is based on the MAR philosophy (Multifaceted Motivation, All-around Development, Reflective Evaluation), aligns with all elements of classroom teaching, and adheres to the SMART principle—namely, employing Scientific Textbooks, motivating Motivated Students, setting Achievable Objectives, conducting Realistic Assessment, and strictly controlling Timed Procedures.

S – Scientific Textbook: The compilation of the textbook used in this course is guided by the Guidelines for College English Teaching, follows the teaching philosophy of "teacher-led and student-centered," and draws on advanced teaching ideas and methods. Based on the actual situation of domestic teaching, the textbook provides rich and diverse teaching guidance for its content, supplements teaching suggestions and techniques, and helps teachers effectively use teaching materials and reasonably design teaching steps according to instructional needs, guiding students to improve their comprehensive English ability and broaden their international horizons.

M – Motivated Students: The cultivation approach in the intelligent era shifts from knowledge-transmission-based education to ability-cultivation-based education, and from passive memorization-based learning to active inquiry-based learning. By leveraging teaching methods and concepts such as project-based learning and STEAM, this design stimulates students' interest in independent inquiry, enhancing their problem-solving ability, collaborative inquiry ability, independent hands-on ability, etc.

A – Achievable Objectives: This unit's instructional design focuses on and respects the developmental needs of different students, providing a comprehensive English course suitable for their own development—reflecting the curriculum standard's emphasis on individual differences. Different teaching objectives are formulated based on students' actual situations to meet the needs of learners at varying ability levels, and all objectives must adhere to the A (Achievable) principle (i.e., being reachable with a little effort, so students can "reach it with a stretch"). The design sets practical language objectives and educational objectives corresponding to the specific content of each section, aiming to achieve the organic integration of language teaching and education.

R – Realistic Assessment: This instructional design adheres to the evaluation philosophy of "student-centered, education-focused, and all-around development as the goal," adopting a comprehensive evaluation system that combines multi-subject evaluation, diversified evaluation, and multi-ability evaluation—featuring multi-subject, multi-method, multi-standard, and multi-process dimensions. For the content of each section, appropriate evaluation methods and specific criteria are adopted, making the assessment model highly practical.

T – Timed Procedures: To achieve teaching objectives within limited class hours and a short period, the timeliness of the English teaching process must be enhanced. In line with the timeliness principle, teaching segments in this course must be completed within a specified timeframe. This not only strengthens students' sense of time but also improves learning efficiency.

4.2.2 Teaching Approach

This course adheres to a student-centered approach, focusing on what students can learn when designing teaching tasks and segments. It adopts a teaching approach structured as Pre-class

Motivation (Multifaceted Motivation) – In-class Development (All-around Development) – Post-class Evaluation (Reflective Evaluation), based on unit tasks and closely integrating input-based learning with output.

4.3 Course Teaching Evaluation

This course adheres to the evaluation philosophy of "student-centered, education-focused, and all-around development as the goal," adopting a comprehensive evaluation system that combines "multi-subject evaluation," "diversified evaluation," and "multi-ability evaluation," featuring multi-subject, multi-method, multi-standard, and multi-process dimensions.

4.4 Textbook Usage Plan

This course takes New Horizon College English Book 3: Reading and Writing Course and New Horizon College English Book 3: Viewing, Listening and Speaking Course as examples. It fully selects Unit 5: When Work Is Pleasure from the Reading? and Writing Course, including Section A: Text A: Will You Be a Worker or a Laborer and Section B: Text B: The Joy of Proudful Tradition. By integrating pre-class activities, texts, post-class exercises, and content from Unit 5 of the Viewing, Listening and Speaking Course (Listening and Speaking: More Than a Paycheck)—such as listening and speaking exercises—the course achieves the language objectives and educational objectives of this unit.

Integrate online learning resources to supplement textbook teaching in pre-class, in-class, and post-class stages:

Pre-class: Require students to complete pre-class preview tasks (e.g., vocabulary, pronunciation) in the textbook via U Campus.

In-class: Provide students with extracurricular extensions via foreign language MOOC platforms, and offer viewing, listening, and speaking practical training using Utalk aligned with the unit's classroom content.

Post-class: Use U-Campus and the iTest Intelligent Assessment Cloud Platform to reinforce students' post-class consolidation and evaluate their unit learning content.

4.5 Integration of Language Learning and Moral Education

This instructional design adheres to the principle of prioritizing indirect experience from textbooks while supplementing it with students' direct experience in the teaching process, organically integrating the two. It unifies teacher-led instruction with student-centered learning, ensures the unity of mastering textbook knowledge and developing students' intellectual abilities, and integrates imparting textbook knowledge with moral education. In the three processes of pre-class activation, in-class development, and post-class evaluation, it promotes learning through teaching and achieves mutual growth between teaching and learning. By aligning language learning with moral education perspectives, it embodies the philosophy of "teacher-led and student-centered," enabling students to receive moral education while scientifically mastering language knowledge.

First, this course's teaching model adheres to promoting learning through teaching, achieving mutual growth between teaching and learning, and guiding student growth. It features teachers as guides, students as the main body, and activities as the main thread. As instructional guides, teachers ground their work in the career themes of textbook units, integrate the current employment situation and the state's expectations for contemporary youth in the new era, start from students, focus on their interests and characteristics, and support their growth and development. By promoting learning through teaching, teachers connect indirect experience from textbooks with students' direct experience, conduct classroom activities that interest students, help students establish correct career and values, cultivate college students' sense of social

responsibility, and inspire them to strive unremittingly for the great rejuvenation of the Chinese nation.

Second, this course's teaching model aligns language learning with moral education perspectives, unifying teachers' knowledge imparting, students' knowledge mastery, and moral education. Through learning textbook language knowledge and skill training, this instructional design guides students to critically think about the employment issues of college students in the new era and dialectically view the relationship between personal development and social needs, all aligned with moral education perspectives. Through classroom activities related to textbook themes—such as case sharing, sentence translation, group presentations, and topic discussions—it cultivates students' socialist core values in line with moral education perspectives. Through post-class exercises and teaching evaluation, it helps students build cultural confidence, inherit traditional Chinese virtues, enhance cross-cultural communication abilities, tell China's stories well, firm up ideals and beliefs, bravely shoulder the responsibilities of the era, and revive the great Chinese nation, all aligned with moral education perspectives.

5. Conclusion

This project addresses the issues in traditional college English oral teaching—such as the imbalance between input and output, low feedback efficiency, insufficient personalization, and weak cultivation of intercultural competence—and explores and constructs an AI-empowered oral teaching model centered on the core framework of "precise learning situation analysis—intelligent resource generation—virtual-real scenario interaction—dynamic evaluation and feedback." By applying the concept of "AI as a cognitive scaffold," it drives innovation in teaching concepts; optimizes the teaching process through the "human-machine collaboration" mechanism; and establishes a dual-track evaluation system of "language proficiency + cultural literacy" to innovate teaching evaluation.

In practical application, this model significantly enhances students' oral fluency and intercultural communication competence, demonstrating strong innovativeness, practicality, and promotional value. It reflects the effective application and wide recognition of artificial intelligence in the reform of 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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