

Empowered by AI, making listening and speaking teaching more efficient

——Exploration of college English listening and speaking teaching practice

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Abstract: In the current stage of education work, various emerging technologies have been deeply integrated with the education industry, and to a certain extent, have promoted the reform and development of the education industry. Especially in the practical work of college English listening and speaking teaching, teachers can use AI technology to make listening and speaking teaching more efficient, providing many conveniences for students' learning and growth. Based on this, this article mainly takes the content of "AI Empowering College English Listening and Speaking Teaching" as the starting point, studies the important value of this teaching method, summarizes the problems in the current integration process of the two based on the actual teaching situation, and explores positive optimization strategies from the aspects of technology, teachers, students, evaluation, etc., to study the future development trend of educational practice work, aiming to provide assistance for the improvement of the quality of college English listening and speaking teaching in the future, and cultivate more practical talents who adapt to social development for the development of society.

Keywords: AI empowerment; listening and speaking teaching; college English; teaching practice

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1.The significant value of AI in empowering college English listening and speaking teaching practice

1.1 Breaking through the spatial and temporal constraints of traditional teaching

AI-enabled college English listening and speaking teaching holds significant importance for the overall teaching process. Such teaching practice can effectively break through the limitations of traditional teaching time and space, avoiding students being confined to fixed classroom learning. Typically, a class period lasts only a few dozen minutes, and within this limited time, teachers cannot complete all teaching tasks with high quality, which may also directly reduce the time for students to practice speaking. After the end of classroom teaching, due to the lack of teacher guidance, students find it difficult to re-enter the learning state. With AI technology, students can learn anytime and anywhere through learning platforms, while also making full use of fragmented time. This allows them to acquire various knowledge anytime and anywhere, and they can also spend about 10 minutes before going to bed to practice listening, thus completely breaking the limitations of traditional learning modes and improving students' learning quality.

1.2 Realize personalized learning paths

In the process of English listening and speaking learning, there are significant differences among students in terms of learning foundation, learning habits, and learning attitudes. If traditional teaching methods are used, it will definitely affect the overall learning effectiveness of students. Through practical investigations, it can be found that some students have strong listening abilities but weak speaking abilities, while others are the opposite. This requires teachers to develop targeted teaching plans based on the actual situation of students in subsequent teaching work, allowing each student to learn at their own pace and improve their abilities. Specifically, teachers use AI technology and big data technology to understand the learning foundation of students, and then accurately categorize them, generating specialized learning reports for them. These reports analyze the strengths and weaknesses in their learning process, and teachers then provide targeted guidance, fundamentally helping students improve their academic performance.

1.3 Enrich teaching interaction forms

In traditional classroom teaching, it is often the case that teachers engage in cramming teaching methods, which prevents students from fully exerting their subjective initiative throughout the teaching process. In some situations, only some students actively interact with the teacher, while others still adopt a "wait and see" attitude, resulting in a low overall level of participation in learning. With the help of AI technology, teachers can create diversified interactive scenarios for students. AI teachers can guide students' learning, and virtual dialogue partners can engage in oral practice with students. In this way, students can learn in a rich interactive environment, laying a solid foundation for enhancing their learning enthusiasm in the future.

2. Major Issues Faced by AI-Enabled College English Listening and Speaking Teaching Practice

2.1 The degree of matching between technology application and teaching needs is not high

The implementation of AI-enabled college English listening and speaking teaching practice has achieved remarkable results. However, it also faces certain development issues in practical teaching, which affect the overall quality of teaching practice. Some teachers, in the process of using AI technology for teaching, overly pursue comprehensive functionality, leading to issues such as complex functions in classroom teaching. This does not truly improve teaching quality and may even run counter to the training of listening and speaking skills in English teaching. Consequently, it cannot truly match the learning needs of students, and over time, it will inevitably lead to a decline in teaching quality. In some cases, teachers fail to adjust their teaching based on the current syllabus content when using AI technology, resulting in outdated knowledge that does not align with the actual syllabus. This requires teachers to spend a lot of time modifying and supplementing these contents, which not only fails to leverage the advantages of AI technology but also adds extra burden to teachers.

2.2 Teachers' ability to apply technology needs to be improved

To fully leverage AI technology in college English listening and speaking instruction, teachers must have a comprehensive understanding of AI technology to enhance the quality of teaching practice. However, in practical teaching, especially for some older teachers, they are more accustomed to traditional teaching modes and are reluctant to embrace new teaching methods. While some teachers may be receptive to AI technology, they encounter a series of problems during practical operation and are unable to proficiently use the technology, which directly affects the subsequent teaching work.

2.3 The impact of differences in students' autonomous learning abilities

Although AI technology and big data technology have provided certain conveniences for the implementation of college English listening and speaking teaching practice, for these technologies to truly play their role, students should also possess strong autonomous learning abilities. However, it is not difficult to observe in practice that while some students are able to arrange their learning plans, reflect on their own learning process, and adjust their existing learning methods, others lack self-discipline, easily get distracted during the learning process, and even some students simply study for a few minutes to cope with tasks assigned by teachers and then start doing other things, which directly leads to the full advantage of AI technology not being utilized.

2.4 The teaching evaluation system is not perfect enough

The implementation of scientific and reasonable teaching evaluation can enhance the overall teaching quality. However, in the process of utilizing AI technology for listening and speaking teaching practice, some university teachers adopt a relatively singular evaluation approach, focusing solely on assessing students' grades while neglecting aspects such as their learning process and attitude. Naturally, this cannot accurately reflect students' actual learning outcomes. Additionally, some teachers, when utilizing AI in teaching, do not have a unified scoring standard, which also fails to reflect students' actual abilities. These imperfect evaluation systems will not enhance students' learning enthusiasm and naturally affect their healthy growth.

3. Optimization strategies for AI-enabled college English listening and speaking teaching practice

3.1 Promote the deep integration of technology and teaching needs

In the future teaching of listening and speaking, college English teachers should further promote the deep integration of technological products and teaching needs if they want to truly leverage the role of AI. Teachers should have a comprehensive understanding of existing AI technologies and other related content. Then, in the process of utilizing AI technology, they should be able to effectively integrate technology with existing teaching plans, thereby ensuring the improvement of teaching quality. For example, during the teaching process, teachers should create corresponding training modules for relevant questions in the College English Test Band 4 and Band 6 with the help of AI technology. These training modules can provide students with learning materials of different levels of difficulty, and then design practice exercises for key question types, allowing students to receive professional guidance during the practice process. When conducting special oral training for students, teachers should also adjust the scope of oral topics, adding content related to campus life, social hotspots, and subsequent career planning. This way, students can practice their oral skills in real-life situations and also receive assistance for their future development. On the basis of completing the above tasks, teachers should also strengthen communication and exchange in subsequent development, jointly analyze the application strategies of AI technology, and then propose corresponding improvement suggestions. This will further ensure the integration of AI technology with college English listening teaching. Teachers need to listen to students' suggestions in a timely manner, make adjustments to issues such as inconvenient operation of learning platforms and unreasonable interface design, and also allow students to provide feedback on the difficulty level of learning content. All of these measures can help improve the overall teaching quality.

3.2 Strengthen technical training and ability cultivation for teachers

In the subsequent teaching work, universities should also develop customized training plans for each teacher and guide them to participate in training activities. During the training process, schools need to require teachers to be proficient in the application of AI technology and be able to adjust it according to the actual teaching content, so as to ensure the improvement of the entire teaching content. In the process of professional training for teachers, universities can also adopt a measure of assigning training, that is, assigning older teachers to the "basic class" to learn the basic operational knowledge of AI technology, while teachers with certain AI technology application skills can be assigned to the "advanced class" to learn more advanced AI technology and AI learning platforms, and then adjust their existing teaching methods. On the basis of completing the above tasks, schools can also invite expert teachers from the education industry to give special lectures, analyze the important value of AI technology in the actual teaching process, and then provide targeted training for teachers based on the current teaching development trends. At the same time, they can share relevant successful case experiences with teachers, which can effectively enhance their comprehensive abilities. After completing the training, universities should also encourage teachers to flexibly apply the experience and knowledge learned during the training process, assess teachers' actual performance in the teaching process, encourage those with excellent performance, and punish those who cannot flexibly apply AI technology, creating a good academic atmosphere throughout the campus.

3.3 Guide students to enhance their autonomous learning ability

In their future development, college English teachers should further enhance students' autonomous learning abilities, tailor exclusive learning task lists for each student, and guide them to rationally arrange their learning practices, ensuring effective utilization of all fragmented time. This will enable students to gain a deeper understanding of their learning directions. On the basis of guiding students to improve their autonomous learning abilities, teachers should further cultivate their reflective abilities, requiring each student to regularly summarize their achievements and problems encountered during the learning process. This will provide assistance for

subsequent adjustments to teaching strategies. Teachers can also provide targeted guidance to students after understanding their true thoughts, helping them quickly improve their academic performance. To further enhance students' self-learning abilities, teachers should utilize AI technology to assist students in subsequent interactive learning, organizing learning competitions and group collaborations during the learning process. This will enhance the enthusiasm of each student in a cooperative atmosphere. For example, teachers can organize students to participate in the "Oral Proficiency Challenge" through an online learning platform in listening and speaking teaching. In a real competition environment, students can further enhance their enthusiasm for oral practice, make more friends, and effectively boost their learning enthusiasm.

3.4 Establish a diversified teaching evaluation system

In the teaching work of colleges and universities, English teachers can establish a diversified evaluation system that enables students to truly recognize the gap between themselves and others, which will help them improve their academic performance in the future. In the process of constructing the evaluation system, teachers can appropriately reduce the weight of students' academic performance, and then focus on examining students' learning attitudes and specific progress, so as to truly reflect their actual learning situation. With the help of AI technology and big data technology, teachers can analyze students' learning situations and automatically generate learning analysis reports for each student. Teachers can then make targeted adjustments to students based on the content of the reports. In terms of specific evaluation methods, teachers can introduce student self-evaluation and peer evaluation, and then conduct final evaluation analysis. This way, the evaluation content obtained will be more accurate. It should be noted that teachers should also accept students' feedback during the evaluation process, so as to open up a two-way communication channel. Against this background, students can build a harmonious teacher-student relationship, providing a foundation for the development of subsequent learning work.

4.Future development trends of AI-enabled college English listening and speaking teaching practice

4.1 Immersive learning scenarios will become more prevalent

In the future development of college English teaching, while teachers utilize AI technology to optimize college English listening and speaking instruction, immersive learning scenarios will become more prevalent. Especially with the advancement of VR and AR technologies, teachers can create a completely virtual learning environment for students through these technologies. In such an environment, students will feel as if they are "immersed" in an English-speaking country, engaging in the learning of English knowledge, which can quickly enhance their academic performance. Taking the virtual restaurant scenario as an example, students can act as customers to order food. Throughout the ordering process, they practice their oral English. If students do not express themselves correctly, they cannot complete the corresponding ordering task. In subsequent learning, students can also scan the teaching content on textbooks through mobile phones and tablets, and then the device can play related dialogues, enabling students to quickly acquire knowledge.

4.2 The application of teaching data will become more in-depth

With the continuous development of science and technology, in the future application of AI technology, it will be able to integrate various academic achievements and other data of students, thus accurately reflecting their learning situations. The relevant data obtained can assist teachers in adjusting their teaching strategies. Especially for the types of questions and knowledge points where students often make mistakes in listening and speaking exercises, teachers can analyze the incorrect answers and adjust the focus of teaching content. This will provide targeted guidance for students of different levels, making the entire teaching process more targeted.

5 Conclusion

In summary, the implementation of AI-enabled college English listening and speaking teaching practice can

completely break through the constraints of time and space, providing students with opportunities for personalized learning, while also enabling every student to improve their learning quality through effective interaction. However, there are still certain issues facing the entire teaching process, requiring teachers to provide correct guidance in subsequent teaching work to address these issues. Looking ahead, in the future development of college English education and teaching, teachers should also increase their research efforts on AI technology and big data technology, construct immersive learning scenarios for students, and further cultivate their cross-cultural abilities. This will effectively align with the development trend of education in this era and contribute to cultivating more excellent talents with strong English listening and speaking abilities and cross-cultural communication skills.

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