

# Pathways for Digital Empowerment to Enhance the Quality of College English Teaching

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**Abstract:** Amidst the sweeping global digitalization wave, college English teaching now confronts unprecedented opportunities for transformation. This paper mainly focuses on the core issue of digital empowerment to enhance the quality of college English teaching, probes into the application value of digital technology in college English teaching, and explores the pathways for digital empowerment to enhance college English teaching quality from multiple aspects, such as digital empowerment for innovating college English teaching models, digital empowerment for integrating college English teaching resources, digital empowerment for innovating college English teaching evaluation, digital empowerment for improving college English teachers' and students' ability and other aspects, and aims to provide some practical and feasible reference for college English teaching reform, and promote the quality of college English teaching to a new level by studying the integration of digital technology and English teaching.

**Keywords:** Digitalization; College English Teaching; Teaching Quality; Pathways for Enhancement

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## 1. Introduction

With the rapid development of information technology, cutting-edge digital technologies represented by artificial intelligence, big data and cloud computing are reshaping the educational ecology. Digitalization has become an important driving force for educational reform. College English teaching is a key link in cultivating students' cross-cultural communication skills and comprehensive quality, and its quality enhancement of college English teaching has attracted much attention. The traditional teaching models of college English has certain limitations in terms of information transferring, interaction modes and personalized guidance, and is difficult to meet the diverse needs of students for English learning in the new era. The integration of digital technology makes it possible to break these limitations. It can break the limitations of time and space, make it possible to acquire knowledge at any time through online course platforms, enrich teaching resources through intelligent analysis and precision-map learning content, use innovative teaching methods, such as virtual reality and virtual simulation to inject new vitality into the enhancement of college English teaching quality. Against this backdrop, it is of great theoretical significance and practical value to deeply explore the pathways for enhancing the quality of college English teaching through digital empowerment.

## 2. The Value of Digital Empowerment to Enhance the Quality of College English Teaching

### 2.1 Expanding the Time-Space Dimension of Teaching

Digital technology can break the limitations of time and space of traditional classroom teaching, and expand the time-space dimension of college English teaching. Students can access English learning resources anytime and anywhere through online learning platforms and study English independently. Whether previewing the course in advance, studying in class or reviewing after class, students can freely arrange their study time according to their own schedule and learning progress, without being restricted by fixed class time and locations. For instance, students can log in to the learning platforms on their mobile devices to watch teaching videos, complete exercises and participate in online discussions in their dormitories, libraries or outside of school, which integrates English learning into their daily lives, enables students to study at any time and enhances their learning efficiency.

### 2.2 Enriching the Forms of Teaching Resources

Digital technology has brought rich and diverse teaching resources to college English teaching, changed the traditional teaching model mainly based on textbooks. Today's English teaching resources include a vast amount of

audio, videos, e-books, interactive courseware, virtual simulation scenarios, and so on. These resources are not only rich in content, but also vivid in form, which can engage students' multiple senses and stimulate their interest in learning. Some English learning apps offer a large number of original listening materials, news reports, movie clips, speech videos, etc. Students can come into contact with English expression in daily life and improve their listening comprehension ability and language sense. Moreover, virtual simulation technology can also create realistic language communication environment, and allow students to engage in English conversations and practical operation in simulated environment, thereby enhancing their language application competence.

### ***2.3 Deepening Teaching Interaction***

In traditional college English classrooms, teaching interaction predominantly follow a monolithic pattern that the teacher asks questions and students answers, with limited scope and depth of interaction. After digital technology is introduced, it has brought many possibilities for teaching interaction. It can promote more multilevel two-way interaction and profound communication between teachers and students, as well as among students. Students can consult with teachers at any time and teachers can respond promptly with the help of online chat tools, discussion forums, video conferences, and other digital platforms. Students can also carry out collaborative learning on the learning content, complete learning tasks together, share their learning experience, do mutual evaluation and correct the mistakes made by one another. Taking an English project team as an example, members can use online collaboration tools to share materials, arrange work, communicate in real-time, enhance their understanding and mastery of knowledge through interactive communication, and cultivate teamwork and communication skills <sup>[1]</sup>.

## **3.The Pathways for Digital Empowerment to Enhance the Quality of College English Teaching**

### ***3.1 Innovating Teaching Models to Promote Online-Offline Integration***

Online and offline blended teaching model is an important trend of college English teaching reform in the digital age. When online autonomic learning and offline classroom teaching are combined, their advantages are complemented, and teaching effect is maximized. Before class, teachers use online learning platforms to assign preparatory assignments that includes relevant teaching videos, reading texts, word lists, etc., which enables students to independently study the basic knowledge points. Through online tests, teachers can figure out status of students to prepare for the subsequent class. During class, teachers can provide detailed explanations of the problems students encounter when preparing lessons before class and answer their questions. They can also organize students to carry out interactive activities, such as group discussions, role simulation, and case analysis to facilitate their knowledge mastery and application. After class, teachers assign online homework and expansion tasks. Students complete their homework on the online learning platforms and engage in online discussions. Teachers follow up on students' online learning progress and give learning evaluation, thus closing the loop of teaching. For example, in English reading courses, teachers release some videos about reading skills and a short passage online before class. Students study by themselves online and answer the questions at the end of the passage. In classroom, teachers focus on explaining students' wrong questions based on students' answers, and then lead students to discusses the topics and viewpoints of the passage in groups. After class, students share their reading experience online and complete a short passage on the topic. The teachers then correct their homework and give feedback.

### ***3.2 Integrating Teaching Resources to Build a Digital Resource Ecosystem***

Establishing a complete digital teaching resource ecosystem is the fundamental way for digitalization to optimize the quality of college English teaching. Colleges and universities should intensify the integration of English teaching resources and carry out resource creation work, forming a set of digital resource libraries that cover listening, speaking, reading, writing, translation and other aspects and can meet the learning needs of students at all levels. When integrating resources, attention should be paid to the quality of resources themselves and whether they can adapt to the teaching process. It is necessary to select high-quality, authoritative resources that are highly consistent with the teaching syllabus. It is also necessary to encourage teachers to participate in the resource creation

work, and make personalized teaching courseware, micro-lesson videos, exercises and other content based on their own situations to extend the content of the resource libraries. Moreover, schools can cooperate with off-campus institutions or enterprises to introduce more high-quality digital educational resources, such as original edition of English textbooks, open courses from top international universities, and English learning databases, thereby building more systematic and diverse digital academic resource libraries to support students roundly, and allow students to freely choose the best-suited resources for themselves based on their own learning objectives and needs so as to achieve better learning effect [2].

### ***3.3 Optimizing Teaching Evaluation to Implement Diversified Evaluation Methods***

The traditional college English teaching evaluation mostly evaluates students according to their final exam results, which is monotonous and cannot comprehensively and objectively know about the entire learning process and comprehensive ability of students. Digital technology provides conditions for the diversity of teaching evaluation methods, and realizes the full-process tracking and evaluation of students' learning process. Meanwhile, through online evaluation, a diversified teaching assessment is carried out by combining self-evaluation by students with evaluation by others, as well as online and offline methods. Online learning platforms can automatically collect the information, such as students' schooltime, homework completion, and whether they have expressed opinions. Teachers can conduct formative evaluation on students' learning process based on these data to promptly find out problems and give some relevant suggestions. When conducting summative evaluation, digital testing tools such as online examination system can be used for auto-generating test paper and automatic scoring, thereby enhancing the efficiency and fairness of evaluation. It is also necessary to encourage students to conduct self-evaluation and peer evaluation, and submit their own evaluation reports and opinions on their peers through online platforms, thereby cultivating students' self-reflection ability and evaluation ability. Taking English speaking course as an example, teachers can collect students' English-speaking assignments through online platforms, and then conduct a comprehensive evaluation based on students' classroom performance, online oral practice, etc. They should not only pay attention to the accuracy of students' oral expression, but also focus on their communication skills and oral fluency.

### ***3.4 Enhancing the Digital Literacy of Teachers and Students to Meet the Needs of Digital Teaching***

The digital literacy of teachers and students is a key factor in enhancing the quality of college English teaching through digital empowerment. Colleges and universities should attach importance to the cultivation of digital literacy for both teachers and students, and improve their ability to use digital technology for teaching and learning. For teachers, targeted training should be provided to enable them to operate digital teaching platforms proficiently, be proficient in the development and utilization techniques of digital teaching resources, and be familiar with the organization and management strategies of online teaching. Moreover, teachers need to transform their teaching philosophy, establish a student-centered educational philosophy, actively play the auxiliary role of digital technology in teaching, and update teaching methods and means. For students, by offering information technology courses, holding digital learning lectures and other forms, schools can cultivate their information retrieval ability, autonomous learning ability, online cooperation ability and network literacy, and enable them to proficiently use digital tools to learn English, identify and screen high-quality digital learning resources, and rationally plan their study time, and enhance their own learning initiative and effectiveness. Meanwhile, colleges and universities should establish a complete digital teaching service system to provide technical support and consultation for teachers and students in digital teaching and learning, and help them solve the problems they encounter in digital teaching and learning [3].

## **4. Safeguard Measures of Digital Empowerment to Enhance the Quality of College English Teaching**

### ***4.1 Strengthening Infrastructure Construction***

A well-developed digital infrastructure is the prerequisite and guarantee for the smooth implementation of

digital teaching. Colleges and universities should increase investment in campus networks, servers, multimedia classrooms, and mobile terminals and other hardware facilities to ensure the stability and bandwidth of the network, and provide good online environment and equipment support for teachers and students. In terms of hardware construction, 5G technology can be introduced to enhance network speed, and provide conditions for the application of emerging teaching technologies, such as virtual reality (VR) and augmented reality (AR). At the same time, it is necessary to constantly upgrade and maintain teaching platforms, resource libraries and other software systems to ensure their normal operation and function perfect. For instance, campus wireless network coverage can be optimized to ensure that students can smoothly access the learning platforms from any corner of the campus. Teaching platforms can be regularly updated and maintained to fix system vulnerabilities, add new functional modules, and enhance user experience. An intelligent operation and maintenance system can also be established to predict system failures through big data analysis for maintenance in advance, and ensure the continuous and stable operation of the teaching platforms.

#### **4.2 Perfecting the Management System**

A sound management system can provide institutional guarantees for digital empowerment to enhance college English teaching quality. Colleges and universities need to formulate some rules and regulations to standardize the creation, application and operation of digital teaching resources, and clarify the rights and obligations that teachers and students should enjoy and assume in digital teaching too. A dynamic updating mechanism for digital teaching resources can be established to regularly remove outdated knowledge points and integrate the latest English teaching materials, thereby maintaining the freshness and currency of the entire resource ecosystem. In addition, a digital teaching evaluation mechanism should be established to implement corresponding evaluation and examination tasks when evaluating teachers' digital teaching affairs, thereby encouraging teachers to actively participate in the process of digital teaching improvement, evaluate the teaching effect of teachers based on multi-dimensional data, such as students' online learning feedback and classroom interaction, and give the Digital Teaching Innovation Award to excellent teachers. It is necessary to control students' digital learning behaviors, and guide them to abide by network morals and online learning discipline, and ensure the orderly progress of digital teaching, etc. For instance, a copyright management system can be established for digital teaching resources to prevent the abuse and infringement of digital teaching materials. A computing method for teachers' digital teaching workload can be created to incorporate digital teaching work into the performance management of teachers, etc.

#### **4.3 Increasing Investment**

Digital teaching requires continuous financial support in its multiple key areas. When constructing infrastructure, funds should be invested to build a high-speed and stable campus network, purchase advanced multimedia teaching equipment, and construct smart classrooms. Resource purchase and development include the introduction of high-quality digital teaching platforms, electronic textbooks, and the independent development of course resources that are in line with the actual teaching situation of schools. The purpose of teacher training is to enable teachers to proficiently use digital teaching tools and methods and improve their teaching ability. Technical maintenance is aimed at ensuring the stable operation and continuous upgrade of systems. Colleges and universities should increase their investment in digital teaching, set up special funds to ensure the implementation of digital teaching reform, and also rationally arrange the use of funds, establish and improve the evaluation mechanism for the use of funds to regularly check and analyze the effectiveness of fund utilization so as to improve the effectiveness of fund utilization and ensure that every investment has a positive effect on improving teaching quality. Funds can be raised through multiple channels, such as government allocations, corporate sponsorship, and social donation to ensure the long-term development of digital teaching <sup>[4]</sup>.

### **5. Conclusion**

Digital technology has brought new opportunities and challenges to the enhancement of college English

teaching quality. Through the value embodiment in extending the time-space dimension of teaching, enriching the forms of teaching resources, and promoting the deepening of teaching interaction, digital empowerment has a solid foundation in enhancing college English teaching quality. The exploration of the pathways, such as innovating teaching models, integrating teaching resources, optimizing teaching evaluation, and enhancing the digital literacy of teachers and students, provides specific directions and methods for the deep integration of digitalization and college English teaching. Meanwhile, strengthening infrastructure construction, improving management system, increasing financial input, and other safeguard measures can ensure the smooth implementation of digital empowerment for enhancing college English teaching quality.

In the future college English teaching, it is necessary to continuously and deeply promote the integration and innovation of digital technology and English teaching, constantly explore English teaching methods and means that is suited to the development of current society and students. Teachers should change their educational concepts, enhance their digital literacy, and be good at using the advantages of digital technology to mobilize students to learn independently, think actively, and dare to practice. Students themselves should constantly enhance their digital learning skills, make reasonable use of digital resources, and improve their comprehensive English proficiency. Only through the joint efforts of all parties can the empowering role of digital technology be fully exerted, continuously improving the quality of college English teaching and cultivating more high-quality talents that are capable of cross-cultural communication and have a global perspective.

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