Research on the Innovation of English Educational Models in Chinese Universities in the Context of Artificial Intelligence

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Abstract:

The application of artificial intelligence technology plays an important role in innovating universities' English educational models. However, given the incomplete understanding of the application mode and concept of artificial intelligence technology by teachers and learners and the imperfect construction of their own artificial intelligence teaching platform, some colleges and universities in China have not fully embraced artificial intelligence educational models. To fully adopt artificial intelligence technology in college English educational innovation, colleges and universities should not only enhance English teachers' and learners' understanding and application of artificial intelligence technology, but also should consider adding artificial intelligence factors to the educational evaluation system, and to improve the the development of artificial intelligence platform in English curriculum development.

Keywords: Artificial intelligence; English educational model; Evaluation system; Innovation

I. INTRODUCTION

Artificial intelligence technology has been developing very fast and becoming very mature in all areas in China recent years. Meanwhile, the application of artificial intelligence technology in the educational field, especially at colleges and universities in China, is becoming more and more prevalent. The development of artificial intelligence technology has blazed a trail for the innovation of English teaching in tertiary education in China, which would not only help improve English teaching quality, but also update students' learning mode. However, in the course of English teaching reform in some Chinese colleges and universities, the drawbacks of artificial intelligence technology have emerged as people over dependent on it due to its inevitable defects.

II. CHALLENGES AND OPPORTUNITIES OF ARTIFICIAL INTELLIGENCE IN COLLEGE ENGLISH REFORM

At this stage, the relationship between artificial intelligence technology and Chinese college education is becoming more closer. To carry out the innovation of college English teaching with the help of artificial

intelligence technology, we need to bravely face the limitations and possible difficulties of artificial skill technology, and we also need to fully tap the advantages of artificial intelligence technology in English teaching.

2.1 Limitations of Artificial Intelligence Technology in College English Education

Given the lack of human thinking and emotions, artificial intelligence technology cannot flexibly translate teaching contents and spread cultural knowledge like human beings [1]. Most of its translation and diffusion methods are rigid and single, leading to an unsatisfactory teaching effect. Secondly, the application of artificial intelligence technology used in English teaching in fact mainly relies on the corpus preset in the intelligent system or apps. When teaching is put into effect specifically, unlike human teachers, artificial intelligence technology cannot be adjusted at any time according to the actual learning situation of students and existing teaching resources. Some problems remain in partial artificial intelligence technology that the corpus is not updated in time and partial AI technology does not adapt to the teaching context, resulting in the less desirable effect of English teaching. In addition, in the course of applying artificial intelligence technology to English teaching, especially in the process of language translation, there is no way to grasp different cultures and contexts fully. It brings about the inaccuracy of language translation, which also affects the ongoing English teaching. Moreover, in the actual teaching process, some students only regard intelligent learning software as a tool to complete their homework. In completing their homework, they just copy the reference answers given by artificial intelligence learning software, do not fully think about its connotations and assimilate them for their own use. While some students gradually accept the relevant artificial intelligence learning methods during learning, they ignore their own subjective initiative to a certain extent, which is a recipe for passive learning and low learning efficiency [2]. In addition, with the emergence of intelligent learning software and platform, some students may be distracted when learning English, which is detrimental and counterproductive to improving of their English learning ability.

2.2 Artificial Intelligence Technology Provides the Possibility for the Innovation of College English Teaching Model

Developing college English teaching with the support of artificial intelligence technology fully manifests its advantages, which will be conducive to the innovation of the college English teaching model. Firstly, by combining with artificial intelligence technology it can diversify the college English teaching model. For example, teachers can use the advantages of artificial intelligence technology in vocabulary, sentence patterns, and grammar knowledge to encourage students to preview or review the content of the courses through artificial intelligence learning software or learning platforms before and after class and help students through multi-sensory learning. This method can quickly help students master pronunciation, spelling, and usage of the target vocabulary. At the same time, it also encourages students to increase their English vocabulary, expand the target language's cultural knowledge, etc. In addition, teachers can further clarify the advantages and disadvantages of artificial intelligence technology to students and encourage students to establish critical thinking while using artificial intelligence technology so as to help students

improve their English autonomous-learning ability [3].

III. POSSIBLE PROBLEMS IN COLLEGE ENGLISH TEACHING AGAINST THE BACKDROP OF ARTIFICIAL INTELLIGENCE

As there may be some deviations in the cognition of AI technology, the application of AI technology by English teachers and students and others in the actual English teaching process is very limited.

3.1 The Insufficient Cognition of Artificial Intelligence Technology in the Mainstays of Colleges and Universities

Recently, teachers and students in some Chinese colleges and universities do not have a comprehensive and profound understanding of AI technology. Thus they less frequently use AI technology in the actual English teaching, which hinders the role AI technology plays in college English teaching. Meanwhile, some English teachers in Chinese universities are not very assured about the application of artificial intelligence technology. They believe that it will encourage students' over-reliance on artificial intelligence technology in English learning, which will hamper the improvement of students' actual English ability and be detrimental to the development of students' English learning. Even some teachers and students do not know the characteristics and differences between English teaching based on artificial intelligence technology and traditional English teaching. This brings about their failure to respectively adjust their teaching and learning behavior in real English teaching and learning, thus hindering the development of English teaching and learning.

3.2 Teachers' Insufficient Guidance on Students' Application of Artificial Intelligence Technology

Teachers play an important role in developing various teaching tasks in classroom activities. At present, the development of English teaching activities in universities has resulted in "relative" learning difficulties for some students because of the addition of artificial intelligence technology. Teachers need to give appropriate guidance to students in use of artificial intelligence technology. For example, in some colleges and universities in China, the use of artificial intelligence technology in the actual learning process is too simplistic and myopic. While some teachers only encourage students to use artificial intelligence software in their spare time to query unfamiliar vocabulary or complete corresponding English practice operations, etc., which limits the full potential of artificial intelligence technology. Due to the backward concepts of the application of artificial intelligence technology held by some students in Chinese colleges and universities, they only regard artificial intelligence software as an effective tool to shorten their homework time, thus in the actual learning process, they gradually form the habit of relying on artificial intelligence software[4]. This is not conducive to the improvement of their own English learning ability and the cultivation of their independent thinking ability. What's more, some English teachers themselves, especially those older teachers who do not have enough understanding of artificial intelligence software are not proficient in its use and cannot guide students to use it. All these negatively impact the optimization and all-around development of students' actual learning concepts.

3.3 The Imperfect Construction of the Artificial Intelligence Teaching Platform

The construction of an artificial intelligence teaching platform can provide high-quality teaching resources and self-study channels for students' English learning. This is of positive significance to enlarge students' vocabulary, upgrade after-school practice methods and improve their relevant application abilities. However, the construction of relevant English AI teaching platforms in some underdeveloped areas of China is not perfect. For example, the incomplete function of the artificial intelligence teaching platform cannot meet the learning demands of students in the actual English learning process and is less helpful in improving students' English scores. Or the artificial intelligence teaching platform does not fully take the feedback of both teachers and students into consideration during construction. Lack of procedures and steps that are close to the needs of teachers and students, or inconvenient operations serve as the reasons for some teachers and students being unwilling to use the AI teaching platform.

3.4 Insufficient Attention to the Requirements of the English Teaching Evaluation System for the Application of Artificial Intelligence Technology

The requirements of the English Teaching Evaluation System in some Chinese colleges for the application of AI technology are relatively low, and there are fewer clear and detailed provisions on the application scope, mode and frequency of AI technology in courses and teaching [5]. It is not conducive to the optimization and innovation of English teaching. On the one hand, the English Teaching Evaluation System of some colleges and universities is unable to encourage the use of AI technology in teaching, which gives rise to the lack of driving force for teachers to use AI technology to innovate the traditional teaching model. On the other hand, the imperfect construction of teaching supervision or curriculum evaluation staff in colleges and universities also emerges as one of the factors affecting the innovation of English teaching. In some backward areas of China, universities' curriculum evaluators do not master scientifically effective curriculum evaluation methods. To a certain extent, the incomplete evaluation of AI technology in the teaching process hinders the effective promotion of the innovation of their English teaching models.

IV. THE APPLICATION OF ARTIFICIAL INTELLIGENCE TECHNOLOGY TO HELP CHINESE COLLEGE ENGLISH TEACHING INNOVATION

In the context of artificial intelligence, English teaching innovation in Chinese colleges and universities must be strengthened, which not only requires that teachers and students in colleges and universities have a deep understanding of the function and application scope of AI technology so as to promote the full potential of AI technology played in English teaching, but also requires colleges and universities to constantly upgrade the construction of English Teaching Evaluation System with AI technology involved the scope of teachers' teaching evaluation, thus promoting the innovation of college English teaching.

4.1 To Deepen the Profound Understanding of Artificial Intelligence Technology by Teachers and Students in Universities

The innovation of English teaching in Chinese universities based on artificial intelligence requires both teachers and students to proactively and deeply understand the application ways and effective role of AI technology to effectively combine AI technology with class teaching and promote the improvement of teaching quality. Colleges and universities can use various publicity and learning methods to actively show the application paradigms of AI technology in English teaching to the majority of teachers and students who can accept artificial intelligence technology. And their trust and preference for AI technology will be increased. Colleges and universities can also guide or organize teachers and students to learn relevant policy documents and cutting-edge English teaching concepts so that teachers and students can understand the difference and connection between the new model of AI technology embedded in English teaching and the traditional teaching model. Thus, helping teachers and students establish a correct attitude towards the application of artificial intelligence technology when teaching and learning English.

4.2 To Guide and Encourage Teachers and Students to Effectively Apply Artificial Intelligence Software in English Teaching

The improvement of English teaching quality is inseparable from the participation of teachers and students, which requires teachers and students to skillfully and effectively apply relevant AI technology and software in the course of English teaching. Colleges and universities should strengthen the training mechanism of AI platforms for teachers and students, provide sufficient training opportunities for English teachers and students. Thus, helping them learn and proficiently use relevant AI technologies and platforms, enabling them to apply relevant AI technologies to daily English teaching and learning. Teaching concepts from English teachers also need to be constantly updated, who need to deeply understand the relation between AI technology and college English teaching via a variety of learning methods, and constantly enrich their teaching ideas to apply AI technology to actual class teaching, thus upgrading the informatization level of their own English teaching. Teachers also need to constantly guide and encourage students to use artificial intelligence learning platform or apps when teaching English, redress the traditional learning method of "sitting in the classroom, reading and memorizing words hard", thus helping them learn English easily, happily and efficiently through artificial intelligence and improving their learning efficiency.

4.3 The Enhancement of the Construction and Improvement of Artificial Intelligence Platforms in English Teaching

Scientifically effective AI platform can provide teachers and students with plentiful English teaching materials and fast effective learning methods. Therefore, the innovation of college English teaching model is certainly inseparable from the construction and improvement of the AI platform. Colleges and universities shall purchase or set up relevant AI teaching platforms and hire professional technicians to maintain and improve the platform. The top priority is to solve the problems in the actual teaching such as

computer crashes, running slow, disconnection or incomplete function, inflexible application and so on, thus improving the sense of use for teachers and students. Meanwhile, English teaching experts and front-line teachers should also participate in improving relevant AI platforms, and proactively fix the problems that may appear in the AI platform, such as insufficient vocabulary, inaccurate pronunciation or interpretation, atypical and nonstandard example sentences [6], thus promoting the rationality and effectiveness of these AI platforms. In addition, colleges and universities can also add an opinion box in the obvious corner of the campus to widely listen to the opinions and suggestions about the platform from teachers and students in the actual teaching process, thus further improving the applicability of AI technology in English teaching.

4.4 To Strengthen the Combination of Artificial Intelligence Technology and the English Teaching Evaluation System

A scientific and perfect teaching evaluation system plays an important role in improving the quality of college English teaching and students' learning efficiency. First of all, colleges and universities should pay attention to the comprehensiveness of the English Teaching Evaluation System and make a full and detailed plan for the application of artificial intelligence technology, thus pointing the way for the English teachers' actual class teaching work. Secondly, colleges and universities should add some innovative elements to the teaching evaluation system, encourage and support teachers to boldly innovate their teaching models, and further stimulate teachers' enthusiasm to use AI technology in the actual teaching process, thus constantly upgrading and enriching their English teaching models. Finally, colleges and universities should further strengthen the specialized training for teaching supervision or other teaching evaluation experts and further improve the ability to teach evaluation personnel to consider artificial intelligence technology, thus constantly upgrading the existing teaching evaluation system.

V. CONCLUSION

In a nutshell, to carry out the innovation of college English teaching model with the help of artificial intelligence technology, colleges and universities should not only strengthen publicity and deepen all teachers' and students' understanding of artificial intelligence technology but also constantly upgrade English Teaching Evaluation System in colleges and universities as well as the construction and improvement of artificial intelligence teaching platform, thus promoting the innovation of college English teaching model in the context of artificial intelligence from multiple perspectives.

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