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Analysis of the Current College English Learning Situation and Learning Attitude under the Background of AI Intelligence

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ABSTRACT
The deep integration of artificial intelligence technology into higher education is reshaping the learning ecology and teaching paradigm of college English. Taking college students taught by the author as the research object, this paper systematically analyzes the realistic state of college English learning empowered by AI from some dimensions: tool use, learning behavior, attitude cognition, and motivation and anxiety, by means of questionnaire survey and interview. This paper finds that students have a high utilization rate and positive acceptance of AI English tools, with translation, writing and oral training as the core scenarios. Their attitudes present the dual characteristics of "tool dependence + value recognition", while there are also problems such as technology dependence, weakened independent ability, ethical and privacy concerns. Based on this, this paper proposes optimized paths of literacy improvement, mixed teaching, ethical norms and personalized adaptation, providing empirical references and practical plans for college English teaching reform and the cultivation of students' autonomous learning ability in the intelligent era.

KEYWORDS
Artificial intelligence; College English; Current learning situation; Learning attitude; Blended learning

1 Introduction

In the 21st century, the emergence and popularization of artificial intelligence (AI) have attracted global attention. However, at first, for most people, artificial intelligence remains a relatively abstract concept. It was not until the release of ChatGPT in 2022 that people truly realized the powerful potential of artificial intelligence. The most impressive feature of ChatGPT is its ability to generate human-like responses, meaning that when people ask questions or give prompts, it can produce grammatically correct, logically sound and natural-sounding replies. For language learners, this is a huge advantage, as it enables them to practice language skills in a more realistic and interactive way. At present, it has been trained on massive text datasets and possesses an incredible understanding of a wide range of topics. As a resource for language learners, it can provide answers and explanations to various questions. The digital transformation of education and the popularization of generative AI have driven the transformation of college English from "teacher-centered" to "human-machine collaboration". The use of intelligent voice, adaptive assessment, AI dialogue and writing assistants has broken the spatial and temporal constraints of college English learning, providing personalized feedback and immersive training. The deep integration of a new generation of information technology led by artificial intelligence with education and teaching has become the core driving force for the subversive innovation and reform of classroom teaching. AI-empowered classroom is an informationalized teaching process based on mobile Internet and big data technology, which simulates, assists, replaces, extends, expands and enhances students' subjective initiative and learning ability. The empowered classroom teaching pursues and promotes new concepts of intelligent classroom, personalized teaching, adaptive learning and blended learning, echoing and calling for subversive innovation and reform of classroom teaching in the AI era.

2 Characteristics of Current College English Learning Behavior under the AI Background

According to the questionnaire survey, regarding satisfaction with textbooks, 82.26% of students think the current textbooks are of normal difficulty. When asked about their expected college English teaching mode, 38.71% of students prefer textbook explanation as the main part and knowledge expansion as the auxiliary, while 46.77% expect equal emphasis on textbook explanation and knowledge expansion.

偏难	17	13.71%
正常	102	82.26%
偏易	5	4.03%
本题有效填写人次	124	

完全讲解教材	2	1.61%
以教材讲解为主，小部分拓展	48	38.71%
教材讲解和知识拓展比重相等	58	46.77%
以教材讲解为辅，知识拓展为主	16	12.9%
本题有效填写人次	124	

Figure 1

As for what content they hope to expand in English classes, students' answers cover CET-4 and CET-6 test skills; daily oral communication; appreciation of British and American culture; traditional Chinese culture; translation explanation; writing guidance; oral English improvement skills; postgraduate entrance examination and TEM-4 content.

选项	小计	比例
四六级应试技巧	105	84.68%
雅思/托福备考知识	38	30.65%
日常口语交际	87	70.16%
英美文化赏析	44	35.48%
中国传统文化	31	25%
翻译讲解	77	62.1%
写作指导	72	58.06%
口语提高技巧	86	69.35%
其他	3	2.42%
本题有效填写人次	124	

Figure 2

Regarding whether the current college English teaching content meets their learning needs, 73.39% of students say it basically meets them.

很满足	21	16.94%
基本满足	91	73.39%
不满足	12	9.68%
本题有效填写人次	124	

Figure 3

In terms of teacher-student interaction: 30.65% dislike being called on to answer questions in class, while 15.32% like it. 62.9% of students think the frequency of in-class teacher-student interaction is sufficient. 60.48% are willing to interact with teachers, while 9.68% are unwilling. 41.94% of students in group work like thematic discussions, and 50.81% are willing to interact directly with teachers. 53.23% of students like pre-class presentations and actively sign up; 41.94% enjoy listening to others' sharing but do not sign up themselves.

不喜欢老师点名提问	38	30.65%
无所谓	67	54.03%
喜欢老师点名提问	19	15.32%
本题有效填写人次	124	

第 7 题 你认为课堂的师生互动频率是否足够? [单选题]

选项	小计	比例
完全不够	0	0%
适中	46	37.1%
足够	78	62.9%
本题有效填写人次	124	

第 8 题 你愿意与老师互动吗 [单选题]

选项	小计	比例
愿意	75	60.48%
无所谓	37	29.84%
不愿意	12	9.68%
本题有效填写人次	124	

第 9 题 你喜欢哪一种课堂互动形式? [单选题]

选项	小计	比例
小组主题讨论	52	41.94%
跟老师直接互动	63	50.81%
其他	9	7.26%
本题有效填写人次	124	

第 10 题 你如何看待课前 presentation [单选题]

选项	小计	比例
很喜欢，会积极报名	66	53.23%
不喜欢，觉得浪费时间	6	4.84%
喜欢听其他同学们分享，但自己不会报名	52	41.94%
本题有效填写人次	124	

Figure 4

As for the most disliked parts of the current college English teaching procedures: 45.16% dislike word dictation in the reading aloud section. 28.23% dislike speaking in listening and speaking classes. The third is the explanation of after-class exercises in reading and writing courses.

第 18 题 目前的大学英语课堂教学环节，你最不喜欢哪些？ [多选题]

选项	小计	比例
课前演讲	22	17.74%
读写课文讲解	20	16.13%
读写课后练习讲解	27	21.77%
reading aloud 默写	56	45.16%
听说课 listening	28	22.58%
听说课 speaking	35	28.23%
本题有效填写人次	124	

Figure 5

According to the questionnaire, students are basically satisfied with the current college English learning situation and still maintain enthusiasm for English learning. But they don't like word dictation, speaking, and exercises explanation. Based on the above data, adjustments and rectifications should be made in the future courses.

3 Analysis of College Students' Learning Attitudes towards English under the AI Background

3.1 Overall Attitude

The overall attitude is a combination of positive recognition and rational prudence. Students recognize the convenience, personalization and low anxiety brought by AI, believing that it improves efficiency, enhances confidence and relieves the pressure of speaking. More than 70% are willing to use it continuously.

Meanwhile, they hold prudent attitudes: worrying about accuracy, lack of humanistic care, mental inertia and privacy security, and reserving judgment on AI-generated content. They agree that AI is an important assistant rather than a substitute, but lack sufficient understanding of prompt engineering, critical use and ethical boundaries.

They have a high degree of pleasure in using tools and reduced language anxiety; however, long-term isolated learning easily leads to boredom, and the demand for interpersonal interaction is strong. Active exploration coexists with passive coping: students with strong self-discipline can integrate AI to improve their abilities, while those with weak self-discipline become dependent.

They attach importance to the practicality of tools but pay insufficient attention to the long-term value of humanistic literacy, cross-cultural ability and critical thinking ability. In view of the above problems, attention should be paid to teacher guidance and peer influence, as well as school resources and institutional norms.

Excessive reliance on translation and writing assistants leads to the degradation of independent thinking, wording and logical construction ability, resulting in the alienation phenomenon of "being able to use tools but not language". Some students are oriented to doing exercises and finishing homework, lacking application in real contexts, and the humanistic and communicative nature is squeezed by instrumentality.

3.2 Optimization Strategies and Paths

3.2.1 Improving Students' AI English Learning Literacy

Offer special guidance on AI tool use and academic integrity, and strengthen awareness of identification, criticism and compliance. Cultivate strategic abilities in prompt design, multi-tool comparison and independent review, shifting from "passive use" to "active control".

3.2.2 Constructing an "AI + Teacher" Blended Teaching Mode

Focus classrooms on interaction, critical thinking, culture and comment; AI undertakes repetitive tasks such as vocabulary, listening, correction and oral practice. Implement process evaluation, incorporating AI usage records, independent revision traces and classroom performance into assessment.

3.2.3 Improving Platform Resources and Institutional Norms

Build a school-based intelligent English learning platform to improve adaptability and feedback quality, clarify AI usage norms, strengthen privacy protection, and establish an early warning mechanism for academic misconduct.

4 Characteristics of AI-empowered Classrooms

4.1 Artificial Intelligence Undermines the Traditional Teaching Foundation of Knowledge Imparting

Entering the AI era, according to whether knowledge is stable and recognized by experts and the public, it is reclassified into two categories: soft knowledge and hard knowledge. Hard knowledge refers to verified and accepted knowledge that tends to be stable, while soft knowledge refers to unstable knowledge that is easy to be replaced or revised.

For a long time, school education and classroom teaching have mainly imparted hard knowledge, while the information explosion and the explosive creation and growth of knowledge are mostly soft knowledge. With the development of machine learning and deep learning technologies and the fragmentation of learning methods, the half-life of knowledge is getting shorter and the cycle of knowledge obsolescence is accelerating. The proportion of hard

knowledge in the knowledge system and school education is gradually decreasing, while soft knowledge, due to its characteristics of rapid communication and update, will gradually increase in students' knowledge learning.

More importantly, with the networking of knowledge and the innovative development of artificial intelligence, more and more hard knowledge no longer needs to be taught and memorized; it only needs to be obtained, analyzed, processed and applied from network knowledge platforms, resource libraries and intelligent robots. In other words, in a knowledge-networked classroom, simple recitation and memorization of knowledge will be replaced by the Internet and artificial intelligence. The classroom will mainly cultivate students' information acquisition, analysis and processing abilities, lifelong learning ability, critical thinking ability and innovation ability through personalized and adaptive learning.

It can be seen that the practical basis and epistemological foundation of classroom teaching based on knowledge imparting have been completely shaken, and an intelligent classroom focusing on personality development and innovation ability cultivation is emerging.

4.2 Artificial Intelligence Subverts the Traditional Classroom Center of Teacher Lecturing

When classrooms characterized by lecturing, imparting, reciting and memorizing are replaced by classrooms featuring experience, discovery, inquiry and innovation, the central position of traditional teachers in the classroom is completely subverted. The Internet, big data and artificial intelligence will assist teachers in the transformation of their roles in the information age.

Pure lecturing will be replaced by online courses and classrooms, and teachers whose main professional work is lecturing and imparting face the risk of unemployment. More importantly, cross-border competition from the IT industry and online course production companies has disrupted the traditional teacher outlook, teacher roles and training systems, posing huge challenges to teacher education mechanisms.

5 New Teaching Concepts of AI-empowered Classrooms

5.1 Open Sharing of Learning Content and Resources

Today's society is entering an era of sharing. The new generation of digital natives live, learn and grow in an information technology environment. Advanced technologies enable them to obtain all-weather information and resources "on the move". In an era of national informatization, the network will cover all groups of people, the cost of acquiring knowledge is lower than ever before, and information dissemination methods are more diverse than ever. Everyone can obtain information from intelligent learning platforms, and a "shared classroom" will become a reality.

Learners of different regions and ages can share the same teachers and learning resources. The emergence of robot teachers and virtual teachers will provide all learners with round-the-clock intelligent tutors. Technology can become a powerful tool for learning, helping to improve teacher-student relationships, enhance learning and collaboration methods, narrow the long-standing gap in access to high-quality resources and fair education, and make learning experiences meet the needs of all students.

New Internet technologies will bring disruptive shared learning centers and platforms, fundamentally solving the long-standing problem of insufficient classroom teaching resources, making education and learning more efficient and convenient, with more diverse course forms and richer learning content. The era of learning with shared content and resources has arrived.

5.2 Big Data-driven Teaching

First of all, future classroom teaching will be based on the collection, analysis and application of learning big data. Big data will realize the unimpeded flow of knowledge information in classroom teaching, and the breadth, depth and scope of learning recorded by big data will be different. Analysis based on big data will achieve precise push services.

Comprehensive, full-staff and full-process data recording will become possible; all learning process information can be digitally recorded, realizing instant feedback of classroom learning and helping teachers reflect on teaching and make continuous improvements. Through trajectory profiling, it can predict academic performance, judge social interactions, and perceive changes in emotions and attitudes.

In the future, the Internet will transform the closed physical space of the classroom into an open learning space, enabling students to interact with global knowledge and information, and completing the transformation into an intelligent classroom featuring all-round interaction, data-based diagnosis, precise feedback, light burden and high quality.

5.3 Technology-supported Cultural Learning Environment

Using modern information technology, college English teaching has built a technical platform supporting cultural learning and interactive communication. The application of artificial intelligence (AI), online interactive tools and multimedia resources enables students to learn traditional Chinese culture in an immersive environment.

Through technical means such as online forums and social media, they can communicate and share with a wider range of learners, thus promoting deep learning and innovative application of knowledge. For example, using virtual reality

technology, students can "experience" China's historical sites and cultural attractions such as the Forbidden City and the Great Wall firsthand. Through these immersive experiences, students can not only learn and use English in real contexts, but also intuitively feel the charm of Chinese culture and enhance cultural confidence.

6 Opportunities and Challenges

From the perspective of classroom language education, artificial intelligence has a powerful auxiliary function in language teaching and can provide new language teaching methods. It is an effective assistant for language teachers.

In information retrieval, knowledge Q&A, decision analysis and other aspects, it can conduct multilingual text interaction in the form of natural language dialogue, helping teachers handle basic and repetitive tasks such as information retrieval, knowledge explanation, classroom Q&A and test paper generation. For complex tasks such as curriculum design, courseware production and evaluation guidance, it provides creative ideas and methodological suggestions for teachers.

Taking language assessment as an example, by analyzing learners' input, it can provide teachers with detailed information about learners' language proficiency, strengths and weaknesses, helping teachers more accurately assess learners' mastery of knowledge and identify areas for improvement.

By exploring the many benefits of using artificial intelligence for language learning and how it shapes future education, it can be found that it is a powerful tool integrating multiple functions. Its possibilities in language learning are unlimited and may completely change the way people learn languages.

From the ability to understand natural language to generating human-like responses, artificial intelligence is expected to become a favorable tool for language learners. Its ability to understand and generate natural language and its extensive knowledge base make it a valuable resource for language learners. With the continuous development of technology, we are likely to see more ways to use artificial intelligence to enhance the language learning experience, and language teaching will also face more challenges.

7 Conclusion and Prospect

AI has become a standard tool for college English learning. Students' overall attitude is positive and their behavior is pragmatic, but they face challenges such as dependence, superficial learning, insufficient literacy and unbalanced collaboration. Intelligent teaching technology still has great potential in improving learning experience, especially the application of artificial intelligence and virtual reality technology, which provides students with an immersive learning environment and enhances the interactivity and practicality of learning.

At the same time, this study also recognizes the importance of establishing an effective evaluation and feedback mechanism, which is indispensable for continuously improving teaching modes and enhancing teaching effects.

Overall, this paper is a useful exploration of college English teaching modes. It provides a theoretical basis and practical guidance for future educational practice, and has important theoretical and practical significance for promoting the exchange and integration of Chinese and Western cultures and advancing the inheritance and development of traditional culture.

Future research can be further deepened on this basis to explore English teaching modes under different cultural backgrounds and the application of a wider range of educational technologies in cultural teaching, so as to achieve educational diversification and internationalization.

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