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Construction of Situational Teaching Mode for AI-Empowered English Public Speaking Course

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Abstract: Under the modern education system, college English public speaking courses are undergoing profound transformations in teaching approaches. With the in-depth integration of artificial intelligence technology and foreign language education, technical strengths including intelligent simulation interaction, situational modeling, speech evaluation, and personalized data analysis provide innovative paths for implementing situational teaching in English public speaking courses. On this basis, this paper mainly explores the construction paths of the situational teaching mode for AI-empowered English public speaking courses, so as to promote the digital, situational, and precision-oriented transformation of teaching modes for English public speaking courses.

Keywords: Artificial intelligence; Digitalization; English public speaking; Oral English; Cross-culture; Contextualization

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1. Introduction

As a core course that cultivates students' abilities in oral English output, logical critical thinking, cross-cultural communication, and comprehensive pragmatic competence, the English public speaking course features practicality, situatedness, and communicativeness. It relies heavily on authentic, diverse, and interactive linguistic situations to support the development of students' language competence. Traditional teaching of English public speaking has long been carried out via the fixed mode of teacher lectures, model essay appreciation, and in-class simulated presentations, which can hardly fully meet the educational requirements for fostering foreign language core competencies and cultivating applied language talents in the new era. Integrating AI technology into the teaching of English public speaking courses can effectively make up for the shortcomings of traditional situational teaching for English public speaking. It enables immersive creation of teaching situations, regular development of training processes, and targeted delivery of teaching guidance, thereby improving students' comprehensive competence in English public speaking and their core

language competencies, and advancing college English teaching reform.

2. Advantages of constructing the situational teaching mode for AI-empowered English public speaking courses

2.1. Expanding dimensions of teaching situations and realizing diversified upgrading of situational resources

The development of English public speaking competence is highly dependent on rich, authentic, diverse, and dynamic communicative linguistic situations. The richness, simulation degree, and adaptability of situations directly determine the quality of students' language output, their logical thinking in expression, and the cultivation effect of their cross-cultural communicative competencies [1]. With big-data resource pools, intelligent generation algorithms, and other technologies, teachers can build a full-coverage, multi-level, and iterative situational resource system for English public speaking. It covers multi-level scenario types such as formal academic speeches, public thematic presentations, cross-cultural exchange remarks, impromptu opinion expression, and simulated competition speeches, realizing the breadth extension and depth expansion of public-speaking situations.

In addition, AI boasts resource advantages of dynamic updating, autonomous generation, and on-demand adaptation. It can continuously iterate new public-speaking situations in combination with current hot topics, cultural themes, curriculum standards, and competency objectives. It further enriches students' experiential learning in linguistic situations and helps them establish linguistic expression logics, pragmatic norms, and expression paradigms adapted to different communicative scenarios [2].

2.2. Optimizing the situational interaction mechanism and building an immersive independent training ecosystem

Technologies such as real-time human-computer interaction, intelligent speech response, dynamic contextual adaptation, and immersive scenario interaction can build a modern situational training ecosystem featuring two-way interaction, immersive experience, independent inquiry, and continuous training.

On the one hand, technologies including intelligent speech interaction, virtual simulation dialogue, and dynamic contextual response can construct highly simulated authentic communicative interaction scenarios. Real-time two-way interaction, impromptu response, and dynamic expression between students and intelligent situational carriers can be realized, allowing students to complete comprehensive training in language output, thinking transformation, on-the-spot adaptability, and expression adjustment within immersive contexts [3].

On the other hand, AI interaction systems feature all-weather, non-stop, and repeatable training. Free from the constraints of classroom time and space, they provide students with situational interaction training carriers for regular, independent, and personalized practice. Students can repeatedly conduct immersive situational drills according to their own learning rhythms, so as to continuously polish their language expression, on-the-spot psychological quality, and contextual adaptability.

2.3. Innovating teaching and educating modes and promoting the digital upgrading of courses

The Action Plan for Innovation in Artificial Intelligence in Institutions of Higher Education emphasizes

that people should vigorously promote the digital transformation of education and teaching and form a new ecosystem for English course teaching. Centered on authentic situation creation, supported by independent interactive training and learning-condition data, and facilitated by intelligent evaluation and optimization, AI technology can build a new teaching process of immersive situational experience, personalized independent training, data-driven targeted guidance, and three-dimensional comprehensive evaluation. It thoroughly breaks the static, indoctrinating, and unified educational pattern of traditional classrooms [4].

Meanwhile, intelligent technologies can connect the whole-time-sequence educational links of pre-class situational rehearsal, in-class immersive training, and after-class personalized expansion. They realize the organic connection between classroom teaching and extracurricular training, build an all-weather, regular and continuous situational education system, effectively broaden the time and space for curriculum education, diversify classroom educational forms, and improve comprehensive educational efficiency [5].

3. Existing problems in situational teaching of English public speaking courses

3.1. Monotonous and rigid construction of teaching situations

Students' linguistic adaptability, contextual-adaptation thinking, and cross-cultural expression paradigms need to be gradually developed by relying on diverse, authentic, dynamic, and changeable communicative situations in English public speaking courses [6]. Nevertheless, restricted by multiple objective conditions such as classroom time and space, teaching resources, teachers' energy, and teaching venues in traditional teaching modes, classroom situations are mostly confined to standardized public-speaking scenarios with fixed themes, fixed procedures, and fixed expression paradigms. There is a lack of systematic construction of complex situations such as impromptu expression, unexpected Q&A, multi-scenario communication, and cross-cultural interaction.

Moreover, teaching situations manually created in traditional teaching generally suffer from low simulation degrees, weak sense of immersion, and insufficient scenario atmosphere. There exists a notable gap between simulated classroom situations and real-life contexts such as social communication, academic speeches, and public remarks [7].

3.2. Superficial classroom interaction modes

Core interactions in traditional classrooms mainly consist of one-way teacher lecturing, static appreciation of model essays, individual student presentations, and unified teacher comments. Meanwhile, classroom interaction forms are quite limited, mostly confined to superficial levels such as simple teacher-student questioning and comments on learning outcomes. Multi-dimensional, regular, and dynamic situational interactive practice sessions are not set up.

In addition, limited by teaching hours and class sizes, students can only passively receive knowledge, mechanically recite manuscripts, and finish presentations following fixed procedures [8]. Accordingly, they rarely get opportunities to take part in contextual interaction, impromptu responses, or flexibly adjust their expressions according to on-site conditions. In the long run, students' language output will remain at a pre-set and formula-driven superficial level. They can hardly gain immersive contextual experience or undergo in-depth training of linguistic thinking.

3.3. Relatively rigid curriculum teaching systems

Traditional teaching modes generally revolve around theoretical lectures, model-essay analysis, skill indoctrination, manuscript polishing, in-class presentations, and manual comments. The overall teaching logic tends to be static, knowledge-oriented, and template-based. Teachers attach excessive importance to imparting superficial knowledge, including speech text structures, fixed skills, and standardized pronunciation, while neglecting the dynamic development of students' practical language application competence, on-the-spot critical thinking, and cross-cultural communicative competence in authentic situations [9].

At the same time, curriculum teaching resources, carriers, and means are updated slowly. Digital and intelligent new teaching tools and situational carriers are not incorporated. Teaching scenarios, training forms, and educational dimensions remain rigid for a long time, failing to optimize curriculum education systems in response to linguistic communication scenarios and social expression demands in the new era.

4. Construction paths of the situational teaching mode for AI-empowered English public speaking courses

4.1. Optimizing curriculum teaching systems to adapt to the construction of situational teaching modes

First of all, with the assistance of AI tools, teachers can reconstruct and integrate curriculum knowledge systems, skill training systems, and competency cultivation systems in accordance with foreign-language core-competency objectives of the new era, international language communication standards, and pragmatic norms for real-life public-speaking scenarios. They optimize the structural levels and cutting-edge dimensions of course content, strengthen its situational adaptability, contemporaneity, and practicality, and build a specialized course content matrix adapted to multi-situational public-speaking training [10].

Secondly, AI platforms can connect the whole-time-sequence teaching links of pre-class intelligent preview, in-class situational practical training, and after-class intelligent consolidation. A coherent and closed-loop curriculum teaching process is constructed to implement situational teaching throughout the whole curriculum education and form regular and long-term situational education mechanisms.

Thirdly, optimize the proportion of theoretical lectures, skill training, situational practice, and competency expansion. Reduce the proportion of static knowledge indoctrination and increase the curriculum proportion of dynamic situational practice, intelligent interactive training, and on-the-spot competency cultivation, highlighting the practical educational attributes of English public speaking courses [11].

4.2. Building AI-based interactive training mechanisms and creating an immersive situational education ecosystem

Teachers should reshape the interaction logic of situational teaching for English public speaking courses with AI technology and build a new education ecosystem centered on students' independent experience, dynamic output, and on-the-spot practice.

In the first step, teachers log into the AI human-computer interactive training platform, pre-set virtual communicative contexts, virtual audience types, on-the-spot questioning materials and scenario-change conditions, and restore the uncertainty and interactive features of real-life public-speaking occasions [12]. Meanwhile, they debug functions such as speech collection, language recognition, and interactive response,

set multi-gradient public-speaking interactive tasks based on class learning conditions, and plan in-class and after-class training content by taking advantage of the system's repeatable-training feature.

In the second step, students enter virtual public-speaking scenarios via terminals and select corresponding themes and difficulty levels for practice. The AI system collects in real time students' language output, expressive logic, sentence-pattern application, pronunciation and intonation, as well as on-the-spot adaptability. It dynamically switches communicative contexts and simulates audience feedback, on-the-spot questioning, scenario changes, and other elements, prompting students to activate their linguistic thinking, adjust public-speaking strategies instantly, and improve their contextual adaptability [13].

In the third step, after class, students can make use of the AI system to independently carry out multi-scenario, multi-theme, and multi-difficulty public-speaking interactive exercises according to their own learning rhythms. They continuously accumulate experiential learning in communicative situations, optimize language expression, and temper their on-the-spot psychological quality.

4.3. Adopting digital robots to construct new intelligent situational education modes

Intelligent interactive robots boast highly-simulated language interaction capabilities and can simulate audience interaction, on-the-spot Q&A, contextual feedback, and dynamic communicative changes in real-life public-speaking scenarios [14].

On the one hand, prior to human-computer interaction, teachers set situational training tasks such as "meeting remarks," "cultural exchange," "the Belt and Road Initiative," and "social-hot-topic debates." Then students enter the public-speaking state within the preset situational framework and finish basic public-speaking output, including thematic statements, opinion presentation, opening elaboration, and main-part argumentation. Digital robots simultaneously activate data-collection mechanisms for full-domain speech collection, language-track capture and expressive-logic recording, and conduct comprehensive and fine-grained data recording of students' pronunciation and intonation, expression fluency, sentence-pattern frameworks, logical layers and content completeness.

On the other hand, according to students' real-time expressions and contextual development logics, digital robots generate dynamic questions, follow-up inquiries, topic extensions, and contextual feedback conforming to real-life communication rules. They simulate dynamic communicative behaviors in real-life public-speaking scenarios such as audience interaction, on-the-spot interrogation, and topic shifting, guiding students to conduct impromptu responses, on-the-spot critical thinking, and dynamic expression adjustment, so as to continuously train their contextual adaptability and on-the-spot adaptability competencies.

For instance, take "cultural confidence" as the core theme. Digital robots automatically construct highly-simulated public-speaking contexts for international-youth exchanges, cross-cultural thematic sharing, and external cultural communication. Students need to deliver English thematic speeches focusing on fine traditional Chinese culture, contemporary cultural development, the cultural core of Chinese-style modernization, and young people's cultural responsibilities. After students finish their speeches, digital robots carry out layered intelligent questioning and in-depth follow-up inquiries from dimensions including cultural differences, cultural inclusiveness, comparisons between Chinese and foreign cultures, paths for cultural communication, and young people's cultural missions. They simulate multi-perspective interrogations and open-ended topic extensions in real-life international-exchange scenarios, guiding students to deliver impromptu responses, dynamic critical thinking, and supplementary arguments centering on the core of

cultural confidence [15].

4.4. Improving the AI-enabled multi-dimensional intelligent evaluation system to realize the closed loop of situational teaching and education

First of all, expand the multi-dimensional evaluation scope for situational teaching. Apart from the final public-speaking outcomes, core competencies that are not directly observable shall all be incorporated into evaluation, including students' engagement in situations, on-the-spot adaptability performance, dynamic contextual adaptability, linguistic critical-thinking logic, cross-cultural expression competencies, progress made in training, and the quality of impromptu output. In this way, comprehensive, three-dimensional, and whole-process evaluation can be realized for students' overall public-speaking competence.

Secondly, AI systems can record the whole process of students' situational training and collect full-process data of language output and situational interaction, including language fluency, word pronunciation, grammar application, and language expression. Real-time scoring is implemented to build a continuous, dynamic, and developmental process-oriented evaluation system that truly reflects students' comprehensive competence.

Finally, during students' public speeches, intelligent algorithm models automatically generate professional evaluation reports. They accurately identify subtle shortcomings and room for improvement in students' phonetic expression, logical framework, contextual adaptation, and on-the-spot delivery, and provide targeted and practical optimization schemes for situational training. Thereby, a complete closed loop of situational education is formed, in which evaluation promotes learning, practice, and improvement.

5. Conclusion

Against the backdrop where artificial-intelligence technology continuously empowers educational development, college English public speaking courses are gradually moving toward intelligence and digitalization. By optimizing curriculum teaching systems, building AI-based interactive training mechanisms, constructing new intelligent situational education modes, and improving the AI-enabled multi-dimensional intelligent evaluation system, people can deepen the in-depth integration of technologies and courses and strengthen the effectiveness of situational teaching. This further facilitates the coordinated development of students' language output competence, on-the-spot critical-thinking level, and cross-cultural communicative competencies.

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