Review Article

Reform Exploration of Blended Teaching Mode for Advanced English I under the Background of Digital Intelligence Empowerment

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Abstract

With the advent of the digital intelligence empowerment, the demand for English majors has undergone profound changes in the new era. Traditional single-skill language training no longer meets the demands of "New Liberal Arts" education, making the integration of "humanistic literacy, digital proficiency, and innovative thinking" essential for cultivating interdisciplinary talent. Against this backdrop, Chinese colleges and universities urgently need to cultivate new interdisciplinary talents that meet the demands of the times. This paper focuses on the teaching philosophy and course objectives of Advanced English I under the context of digital intelligence empowerment, and explores the teaching design process of smart classrooms based on the Taba model. By integrating digital technology and intelligent tools, the course content and resources are optimized, aiming to construct a "personalized" learning path for every student. This reform exploration promotes the transition from "knowledge assessment" to "competency mapping" and the transformation from "instrumental English" to "value-based English", nurturing future-ready foreign language professionals.
Keywords: Digital Intelligence Empowerment; Advanced English I; Blended Teaching Mode.

1. Teaching Philosophy and Course Objectives

In the training program for English majors at the School of Foreign Languages, Advanced English I is a core course for English and Business English majors, offered in the first semester of the third year with a total of 32 class hours.

After two years of systematic foundational training, students at this level possess solid listening, speaking, reading, writing, and translation skills, along with relatively clear career aspirations. However, as digital and intelligent technologies reshape global discourse systems, the core competencies required of English majors are undergoing structural transformation. Traditional single-skill language training no longer meets the demands of "New Liberal Arts" education, making the integration of "humanistic literacy, digital proficiency, and innovative thinking" essential for cultivating interdisciplinary talent. Accordingly, the Advanced English I teaching team adheres to a student-centered philosophy, emphasizing learners' agency while positioning instructors as facilitators and resource providers. Using the Taba Model as a theoretical framework, the team has built a "value-guided, digitally driven" smart curriculum system.

The course theme, "Understand Contemporary China and Communicate with the World" permeates the five elements of the Taba Model (needs diagnosis → tiered objectives → modular content → contextualized experience → diversified evaluation). This integrates value shaping, knowledge delivery, and skill development, implementing content and language integrated foreign language teaching (CLIL) to enhance cross-cultural critical thinking and human-machine collaboration. Through backward design, the course aligns talent development objectives with three levels: national strategic needs (macro), industry job requirements (meso), and student growth aspirations (micro). Leveraging digital empowerment and blended teaching, the course constructs personalized learning pathways, shifts from "knowledge assessment" to "competency mapping," and transitions from "instrumental English" to "value-based English," nurturing future-ready foreign language professionals.

2. Course Content and Resources

To align with the times and address student needs, since 2022, Advanced English I has adopted *Understanding Contemporary China: Reading and Writing* as its textbook. Developed under the guidance of the Ministry of Education's "New Liberal Arts"

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initiative, this groundbreaking textbook systematically incorporates Xi Jinping Thought on Socialism with Chinese Characteristics for the New Era into core foreign language curricula, fulfilling the mission of moral education. It explores effective pathways for ideological and political education in courses, helping students master China's discourse system and improving their ability to tell China's stories internationally.

In this course, students closely analyze selected texts on five aspects of Xi Jinping Thought, including the mission of youth in the new era, ecological civilization, high-quality development, whole-process people's democracy, and law-based governance. They memorize key vocabulary, analyze textual structures and meanings, and engage in higher-order thinking (application, analysis, evaluation, and creation) to grasp the core ideas and logic of English-language reports. Through activities like "Global Perspectives" and "Telling China's Story to the World," students examine international perceptions (and misconceptions) of China's theories, wisdom, and practices, fostering cross-cultural critical thinking and narrative skills.

3. Teaching Platforms and Tools

In building the smart curriculum, the team leverages the textbook's three core features—unity of political and academic rigor, lengthy texts with specialized terminology, and ideological education requirements—alongside the resources of Unipus platform, technical support of Chaoxing, and several AI tools (e.g., nano-agents and digital broadcasters) to create a "teacher-student-machine-environment" integrated smart education ecosystem. Based on problem mapping and classroom interaction data (e.g., discussions, Q&A, surveys), the system dynamically generates personalized learning paths tailored to individual progress and cognitive traits.

① Multimodal Knowledge Restructuring

Using X-mind software, the team modularizes textbook content into visual mind maps, helping students build a holistic framework. Paired with multimedia resources (audio, video, documents, images) and multidimensional knowledge/ideological maps on Superstar Learning, this approach enhances systematic and targeted knowledge delivery.

② Personalized Learning Support
- In-Class: Real-time data (e.g., discussion analytics) identifies knowledge gaps, enabling dynamic adjustments. AI teaching assistant intervene in debates by providing authoritative excerpts or contradictory cases to deepen critical thinking.
- After-Class: AI teaching assistant tracks self-study metrics (e.g., time spent, quiz performance), refining adaptive learning paths. Its NLP-powered assistant handles nested queries, annotates related knowledge points,

and offers 24(hour)/7(Day) support. Emotion recognition tools detect anxiety (e.g., frequent exam-related queries) and deliver encouragement or simplified learning guides.

③ Human-Machine Collaboration
This dual-track model ("teacher-guided, student-driven, AI-supported") optimizes fairness and efficiency.
- Teacher Side: AI aids lesson prep (e.g., recommending policy documents or common student misconceptions) and grades assignments, flagging logic errors. Real-time classroom analytics enable differentiated tasks (e.g., basic vs. advanced groups for "whole-process democracy").
- Student Side: Adaptive materials (e.g., simplified vs. original texts) address individual proficiency levels. AI writing coaches critique structure, while teachers supplement depth-focused feedback. Peer matching (e.g., pairing "grassroots governance" and "international communication" students) sparks idea exchange.

4. Teaching Process and Evaluation under Taba Model
① Pre-class stage: diagnostic needs, goal formation, content determination, targeted design
◆ Learning situation diagnosis, target generation

Students complete an AI driven survey on the "Contemporary China Cognitive Map" (covering aspects such as politics, economy, ecology, society, culture, etc., such as policy terminology comprehension, text analysis ability, etc.), and the system automatically generates an individual/class ability matrix. Teachers develop tiered teaching objectives based on diagnostic reports and course outlines.

◆ Dynamic adjustment, targeted positioning

Based on the Unipus platform, intelligent lesson preparation is carried out using nano intelligent agents and generative big language models, and matching resources recommended by AI are summarized and organized. And push differentiated resource packages on the Learning Platform (such as basic group: policy diagrams+ terminology list; advanced group: original files+ comparative reading tasks). Design a preview task, submit the "preview three questions" (concept confusion, case association, critical questioning), and generate a classroom discussion hotspot map after AI clustering analysis.

② In-class stage: Organizing content, selecting experiences, organizing experiences, multidimensional interaction, and deep construction.

In the class, the most common way to fully leverage the teachers' role ---leading and the role of students --- master is the flipped classroom model. The

teaching design of this section mainly revolves around the pre class selected teaching content, with layered content organization, language basic knowledge learning, case analysis, and situational practice. It uses various functions in the learning platform, such as sign in, selection, answering, questionnaire survey, main discussion, group tasks, in class exercises, and grading, to interact through multiple channels and stimulate students' sense of subjectivity; Screen teachers' teaching experience and students' learning experience, do a good job of online and offline mixed linkage, embed real political language materials, role-playing tasks and specific practical implementation (such as producing digital human broadcast videos), pay attention to real-time process evaluation, real-time feedback adjustment, and combine teacher evaluation, inter group evaluation, and student evaluation to objectively and comprehensively reflect the learning effect of each student.

③ Post class stage: Expansion and extension, diverse evaluation, continuous empowerment
◆ Extend and consolidate what has been learned in the classroom

After calss, the most crucial aspect is the consolidation, application, and transfer of students' knowledge. Firstly, establish a complete homework library in Xuetong, associate corresponding knowledge points, and monitor students' mastery of each knowledge point; Then assign homework with unified questions but diverse submission forms, and test the classroom learning of different students; And actively guide students to engage in social practice and output, and transfer classroom knowledge.

◆ Evaluation philosophy, methods, and dimensions

The teaching evaluation concept of this lesson is student-centered, combined with goal orientation, using digital tools such as Learning Platform, Xiwo Platform, and nano intelligent agents. Through a multi-dimensional evaluation method that combines process and result evaluation, the performance of students on the Learning Platform, Smart Classroom, and Xiwo Platform is observed and recorded in real time. Data driven, quantitative diagnosis of teaching effectiveness is carried out, visual intelligent analysis and personalized analysis are conducted, and a comprehensive evaluation system including knowledge, skills, attitudes, and ideological and political literacy is established, which runs through the main line of "understanding China's development, embodying patriotism", and implements the cultivation of "humanistic heritage digital literacy innovative thinking" triple fusion composite talents.

5. CONCLUSION

This article explores the reform of blended learning mode for advanced English I under the empowerment of digital intelligence. This course is student-centered and builds an intelligent curriculum system based on the Taba model that is guided by values and driven by numbers. The course utilizes Unipus, Superstar Learning, and AI tools to create an integrated education system of "teacher-student-machine-environment". Through knowledge reconstruction and personalized path design, efficient human-machine collaboration is achieved. Teaching process is divided into three stages: pre class diagnosis, in class flipping, and post class practice. The evaluation system quantifies knowledge, skills, and ideological literacy, promoting the cultivation of compound foreign language talents with humanistic, digital, and innovative qualities.

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