

Exploration of Teaching Models of College English Reading in the Internet + AI Era

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Abstract: In the wave of the “Internet + AI” era, information technology is comprehensively reshaping the landscape of college English reading education. Traditional teaching models struggle to meet the demands of talent cultivation in the new era. The integration of “Internet + AI” technologies brings revolutionary opportunities to reading instruction, significantly enriching teaching resources, enabling personalized teaching, enhancing interactivity, and optimizing evaluation systems. Guided by principles such as student-centeredness and integrated innovation, this study proposes multiple strategies for advancing teaching practices. Using the *Understanding Contemporary China: English Reading and Writing Tutorial* (Foreign Language Teaching and Research Press) as a case study, this paper explores practical pathways for reforming college English reading instruction, aiming to improve teaching quality and students’ comprehensive English reading literacy.

Keywords: Internet + AI; College English; Reading teaching models; Understanding contemporary China

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1. Introduction

In the context of globalization and rapid technological advancement, English, as a core tool for international communication, has grown increasingly vital. College English reading instruction plays a pivotal role in developing students’ language proficiency and broadening their intellectual horizons. However, traditional teaching models face limitations in methodology, resource utilization, and evaluation frameworks, failing to address diverse learning needs or societal expectations for high-quality English professionals. The deep integration of “Internet + AI” technologies presents both opportunities and challenges for reforming college English reading instruction. Leveraging the high-quality content of *Understanding Contemporary China: English Reading and Writing Tutorial*, this study investigates innovative teaching models, offering practical insights to drive pedagogical reform and elevate educational outcomes.

2. Significance of applying “Internet + AI” in college English reading instruction

2.1. Enriching teaching resources and expanding reading horizons

The internet aggregates vast information resources, including news, literature, academic papers, and multimedia content. Through “Internet + AI” technologies, educators can efficiently curate materials tailored to instructional needs. Intelligent algorithms analyze students’ interests and language proficiency, enabling precise delivery of content such as foreign commentaries, excerpts from classic English works, and academic abstracts. By transcending traditional textbooks and incorporating real-world contexts—such as film clips or international news reports—AI fosters immersive language learning, enhances practical application skills, and cultivates cross-cultural understanding ^[1].

2.2. Enabling personalized teaching to meet diverse needs

AI technologies collect multidimensional learning data (e.g., reading speed, comprehension accuracy, and quiz performance) to diagnose individual learning styles, knowledge gaps, and competency levels. Based on precise analytics, teachers can design customized learning plans, adjusting reading material difficulty, thematic focus, and learning pathways to align with students’ unique needs. This personalized approach addresses varying skill levels, targets knowledge deficiencies, and unlocks students’ potential, ensuring optimal growth in reading proficiency ^[2].

2.3. Enhancing interactivity and learning engagement

Internet platforms and AI tools—such as online discussion forums and intelligent learning apps—break the spatial-temporal constraints of traditional classrooms. Students engage in virtual discussions, share perspectives, and resolve queries in real time, facilitated by AI-driven instant feedback. This interactive model boosts classroom participation, fosters collaborative and self-directed learning, and shifts pedagogical dynamics from passive reception to active knowledge construction ^[3].

2.4. Optimizing evaluation systems with data-driven feedback

Traditional evaluation methods, reliant on standardized exams, are often reductive and delayed. “Internet + AI” enables dynamic assessment systems that track real-time metrics (e.g., reading duration, interaction frequency, and problem-solving patterns). By analyzing reading strategies and knowledge internalization, AI generates precise diagnostics of strengths and weaknesses. Teachers refine instructional strategies accordingly, while students adjust learning methods, forming a closed-loop “teaching-learning-evaluation” framework that elevates educational quality ^[4].

3. Principles for college English reading instruction in the “Internet + AI” era

3.1. Student-centered principle

Recognizing diverse student capabilities, interests, and knowledge bases, AI technologies analyze platform data (e.g., reading time and interaction patterns) to identify learning preferences and gaps. Customized learning plans—tailored to thematic interests and skill levels—stimulate self-directed learning and lifelong learning habits.

3.2. Integrated innovation principle

Blending online and offline methods, project-based learning, and multimedia tools (e.g., AI-generated materials

and virtual scenarios), this principle fosters engaging, layered instruction that enhances reading outcomes.

3.3. Moderation and purposefulness

Technology should serve as an auxiliary tool, complementing—not overshadowing—instructional goals. Educators must guide students to use AI judiciously, avoiding over-reliance that stifles critical thinking.

3.4. Security and ethical considerations

Robust data protection measures and information ethics education are imperative. Institutions must safeguard student privacy, cultivate digital literacy, and nurture critical discernment to counter misinformation.

4. Implementation strategies for college English reading instruction

4.1. Integrating technologies to build multidimensional resource libraries

AI-powered semantic analysis and intelligent filtering curate globally sourced materials (e.g., bilingual columns, academic databases), categorized by difficulty and theme. For instance, in teaching “Chinese Modernization,” AI aggregates case studies on regional development and multimedia resources, enabling students to explore contemporary China’s advancements in authentic linguistic contexts ^[5].

4.2. Leveraging AI analytics for personalized instruction

Platforms like Learning Pass and ClassIn analyze behavioral data to generate dynamic learner profiles. In teaching “International Communication of Chinese Culture,” AI identifies weaknesses in terminology translation and cross-cultural expression, offering tailored resources (e.g., case libraries on intangible cultural heritage) and adaptive learning paths.

4.3. Fostering interaction and collaboration via digital platforms

Tools like DingTalk and Miro facilitate cross-temporal collaboration. In a project on “China’s 5G Innovations,” students co-create visual analyses using multilingual sources, refine reports via AI translation tools, and present findings on Tencent Meeting, fostering critical thinking and teamwork.

4.4. Optimizing pedagogy and evaluation with intelligent tools

Grammarly and Turnitin enhance writing quality and provide multidimensional feedback. In teaching “Digital China,” AI evaluates reading strategies, logical coherence, and academic rigor, enabling holistic, data-informed assessments.

4.5. Cultivating digital literacy and self-directed learning

Guided projects (e.g., “Data-Driven Stories of Rural Revitalization”) train students in sourcing data via Google Scholar, visualizing trends with Tableau, and refining academic writing with QuillBot, equipping them with skills for autonomous inquiry.

5. Conclusion

The “Internet + AI” era offers transformative pathways for college English reading instruction. By expanding resources, enabling personalization, and fostering interactivity, these technologies elevate educational quality

and student competencies. While challenges like system stability and digital literacy persist, collaborative efforts among stakeholders can unlock the full potential of technological integration, nurturing globally minded talents equipped for cross-cultural communication.

Disclosure statement

The author declares no conflict of interest.

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