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Construction of an "AI + Situational" Mode: Practice of Artificial Intelligence-Assisted Primary School English Teaching

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Abstract: In the era of Educational Informatization 2.0, artificial intelligence (AI) technology has brought new opportunities and reforms to education and teaching [1]. Schools in various regions are actively exploring the integration of AI into English teaching, hoping to improve teaching conditions and enhance teaching effectiveness. However, many challenges exist in the actual implementation process. It is of great practical significance to conduct in-depth research on the current teaching situation and formulate effective strategies [2]. With the rapid development of technology, the application of AI in education has become increasingly widespread. In the process of promoting educational modernization, primary schools have attempted to introduce AI to assist English teaching. It is of great importance to analyze the current situation of AI-assisted English teaching in primary schools, identify existing problems, and propose targeted teaching strategies, so as to improve the quality of English teaching, promote the development of students' English core literacy, and push primary education to a new level [3].

Keywords: Artificial intelligence; Primary school English; Current teaching situation; Teaching strategies

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1. Introduction

Artificial intelligence provides abundant teaching resources for English teaching. With the help of intelligent teaching platforms, teachers can obtain a large number of animations, videos, songs, situational dialogues and other resources supporting primary school English textbooks. Abstract vocabulary and simple sentence patterns are presented to students intuitively and vividly, which reduces learning difficulty and stimulates students' interest in learning [4].

2. Analyzing the current situation and identifying development difficulties

To give full play to the role of artificial intelligence in primary school English teaching, it is first necessary to

have a clear understanding of its application status, including both its positive effects and practical problems, so as to find effective directions for improvement.

2.1. Positive significance of AI in promoting English teaching

Intelligent tutoring systems can provide personalized learning paths and practice exercises for primary school students according to their learning conditions. By analyzing students' weaknesses in word recognition, simple dialogues, basic reading and other knowledge points, the system can push targeted intensive training content to meet the learning needs of different students and realize individualized teaching [5].AI technology can also monitor students' learning process in real time and record data such as learning time, answer accuracy, and classroom interaction participation. Based on these data, teachers can adjust teaching strategies on time, optimize the teaching process, and improve teaching efficiency [6].

2.2. Existing problems in primary schools

Supported by digital technology and project-based learning, our school has constructed a new model integrating technical content and practical activities. At present, the limitations of traditional teaching are prominent: teaching mainly relies on textbook texts and lacks real scenarios; classrooms are teacher-dominated with insufficient interaction; it is difficult to develop students' independent and critical thinking; and one-size-fits-all teaching cannot adapt to students of different foundations. Educational digitalization has brought a wealth of tools. Our school is equipped with digital devices and has built a campus English platform. After training, teachers have designed projects such as the Campus English Broadcasting Station, integrating digital technology throughout.

2.3. Exploring improvement strategies

Schools should increase investment in hardware facilities, upgrade network equipment, and provide a sufficient number of computers or tablets suitable for primary school students to lay a sound hardware foundation for AI-assisted English teaching. Education departments and schools should organize primary school English teachers to participate in AI technology training. The training content should combine the characteristics of primary school teaching and the Shanghai Oxford English textbooks. Experts should be invited to give lectures and practical guidance, and teachers should be encouraged to participate in relevant teaching competitions and seminars to improve their ability to apply AI technology.

3. Innovative practice and design of teaching strategies

Based on the teaching philosophy of digital empowerment, project-driven learning and literacy orientation, our school's digitally empowered project-based teaching for Shanghai Oxford primary school English relies on unit themes of textbooks and uses digital tools to build a complete implementation path: resource integration → project design → task implementation → achievement display → evaluation and feedback [7].

3.1. Ideas and methods

3.1.1. Integration of digital resources

Centering on unit themes of Shanghai Oxford primary school English textbooks, we integrate multi-dimensional digital resources and build a supporting resource library for textbooks. Using digital textbooks,

animated courseware and other supporting materials, we convert dialogues and texts into dynamic videos and interactive games to help students understand knowledge points intuitively. We select suitable English learning platforms, documentaries and English songs for primary school students to supplement textbook content and broaden students' horizons. Students are encouraged to upload classroom exercises and project achievements to the campus English learning platform, forming a personalized resource library shared by teachers and students to improve the practicality and relevance of resources.

3.1.2. Life-oriented project design

Combining students' real life with textbook themes, we design authentic and operable project-based tasks, allowing students to use English in solving practical problems. For example:

For "Unit 2 My summer holiday" in Grade 6 Volume 1, we design a summer holiday Vlog project. Students are required to introduce their holiday schedules and daily activities in English and make Vlogs with video editing tools.

For "Unit 12 The four seasons" in Grade 3 Volume 1, we design a "Happy Seasons" interesting inquiry project. Students work in groups to choose one season (spring, summer, autumn or winter), collect characteristic scenes, simple customs, seasonal animals and plants, and related basic English words such as spring, flower, summer, ice cream. They then make simple English posters with seasonal pictures, corresponding words and one or two simple sentences such as I like spring and Summer is hot, and present them in class to practice basic English expressions.

For "Unit 1 Colours" in Grade 3 Volume 2, we design a "Colorful Campus, Happy Expression" project. Students observe the campus, interview classmates, collect colors on campus and corresponding objects such as a red national flag, green leaves and blue sky, and sort out color words including red, green, blue, and yellow. They then organize the correspondence between colors and campus objects and create simple English promotional sentences such as Protect green trees and Red flag is beautiful.

3.1.3. Digitalized Teaching Implementation

Digital tools are applied throughout project implementation to realize the whole-process digital teaching of pre-class preview, in-class inquiry and after-class expansion [8].

(1) Pre-class preview: Teachers release preview tasks via the campus platform, such as listening audio, online word quizzes and theme-related short videos. Students submit answers online, and teachers adjust teaching priorities based on feedback.

(2) In-class inquiry: Interactive teaching is carried out with smart blackboards, such as real-time quizzes and group competitions. Students use online documents to record discussion results collaboratively, and teachers monitor progress and provide timely guidance.

(3) After-class expansion: Students use digital tools to complete follow-up project tasks, such as dubbing dialogues via English dubbing Apps and sharing drafts in WeChat groups. Teachers correct assignments and comment on works online to realize instant interaction.

3.2. Major measures

3.2.1. Strategy 1: Construct a layered teaching mode of "digital + project"

According to students' English proficiency differences, project tasks of different difficulty levels are designed. Digital tools support personalized learning: basic-level students complete simple tasks with Apps;

intermediate-level students use professional tools for challenging tasks; advanced students conduct in-depth learning through characteristic platforms. This layered design ensures that every student gains a sense of achievement [9].

3.2.2. Strategy 2: Establish a collaborative evaluation mechanism of "online + offline"

Breaking the traditional single-teacher evaluation, a multi-dimensional and whole-process evaluation system is built using digital tools. Process evaluation includes teacher tracking, student self-assessment and peer assessment. Achievement evaluation adopts online exhibitions and on-site displays with multi-subject scoring. Evaluation data are analyzed to generate personalized reports for teaching adjustment [10].

3.2.3. Strategy 3: Build a digital learning community with home-school-society collaboration

Digital platforms connect families and social resources to expand English learning scenarios. Learning resources are pushed to parents through WeChat groups and official accounts; parents are invited to participate in project evaluation [11]. Regular online parent-child English achievement shows are held to encourage joint participation [12].

3.3. Innovative highlights

3.3.1. Three-dimensional integration: Textbooks – digital resources – real life

Unit themes of Shanghai Oxford English are closely combined with digital tools and students' daily life, connecting English learning from textbooks to reality. For example, the Campus English Broadcasting Station is based on the *Daily Life* unit and uses recording and editing tools for students to record campus life in English [13]. Cross-cultural festival projects are based on the *Festivals* unit and use online platforms to explore global festivals.

3.3.2. Two-way linkage: Technology empowerment and literacy development

Instead of merely pursuing the frequency of digital tool use, tools serve as carriers to improve students' language ability and digital literacy simultaneously during task completion.

4. Multi-subject evaluation to strengthen the closed loop of feedback and improvement

Multi-dimensional evaluation involving teachers, students, parents and society makes evaluation not only scoring but also a basis for improvement. For example, parents' online comments on students' Vlogs help understand learning performance and provide life-based suggestions. Feedback from community libraries on students' guide videos helps improve practical English expression, forming a complete cycle: evaluation → feedback → improvement → promotion [14].

5. Effectiveness and prospect: Building a new educational ecosystem

5.1. Student level: Improved learning interest and ability

After one semester of practice, students' interest in English has increased significantly, with active classroom participation rising from 45% to 82%. In the final exam, average scores of listening, speaking and writing increased by 12, 15 and 10 points respectively, especially in fluency and logic of oral expression. In terms of

digital literacy, 85% of students can skillfully use digital English learning tools, and 60% can independently select high-quality resources.

5.2. Teacher level: Synchronized development of teaching ability and professional literacy

Most participating English teachers can independently design digitally empowered project-based teaching plans, and some have mastered advanced functions of smart blackboards and online collaboration platforms.

5.3. School level: Forming a characteristic teaching brand

The school's attempt in digitally empowered project-based primary school English teaching is being promoted as a district-level educational digitalization case. Similar schools have begun to pay attention to and exchange this mode. Projects such as the Campus English Broadcasting Station and English Picture Book Exhibition are accumulating achievements and will be displayed in district-level educational activities. The overall quality of English teaching has improved, gaining recognition from parents and society.

6. Conclusion

Artificial intelligence has brought new vitality and opportunities to primary school English teaching. Although problems such as insufficient hardware, lack of teacher capacity and shortage of resources still exist, the application effect of AI can be effectively improved through increasing hardware investment, strengthening teacher training, expanding resource channels, innovating teaching methods and carrying out extracurricular activities [15]. Schools, families and society should work together to build a sound educational ecosystem, give full play to the advantages of AI, improve the quality of primary school English teaching, promote students' all-round development, and inject new impetus into the development of primary education. In future educational practice, it is necessary to continuously explore and improve the deep integration mode of AI and primary school English teaching, so that technology can better serve the growth and learning of young students.

Disclosure statement

The author declares no conflict of interest.

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