Educational and Humanities
ISSN Print: 3104-4352
ISSN Online: 3104-4360
CD ISSN: 3104-4379
https://doi.org/10.63313/EH.9099

The Integration of Community Language Learning and Artificial Intelligence: A Conceptual Framework for Enhancing Senior High School Students' Oral English Proficiency

Dandan Wang
China West Normal University, Nanchong 637000, China
Email: 2664855278@qq.com

How to cite this paper: Wang, D. (2026). The Integration of Community Language Learning and Artificial Intelligence: A Conceptual Framework for Enhancing Senior High School Students' Oral English Proficiency. Educational and Humanities, 4(1), 97–104. ISSN Print: 3104-4352, ISSN Online: 3104-4360.
https://doi.org/10.63313/EH.9099
Published: 2026-07-13

Copyright © 2026 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
http://creativecommons.org/licenses/by/4.0/
CC BY 4.0

Abstract

In the era of globalization, the communication among countries is sharply increased. English is of great importance to contribute to this kind of communication and it's usually achieved in the oral form instead of written form because of its features like immediacy and high efficiency of exchanging information. Therefore, emphasizing on the improvement of oral English is crucial for English teaching. On the contrary, however, the truth is that it's ignored to varying degrees in different schools, causing the problem of failing to satisfy the requirement for oral English proficiency from society. This essay aims to make changes to the present situation by introducing the integration of Community Language Learning and Artificial Intelligence and it gives a clear demonstration to the ways and challenges that may meet in the process of integrating Community Language Learning and Artificial Intelligence in detail.

Keywords

Community Language Learning; Artificial Intelligence; oral English proficiency; English teaching

1. Introduction

1.1. Background: The Need for Enhancing Oral Proficiency

According to Meng (2021), the policy of The Belt and Road Initiative promotes the cooperation between China and other countries in many fields and language interoperability is the key and basis to ensure the quality of the cooperation. English, as one of the widely used languages in the world, is regarded as an important communicative tool in the promotion of national communication and cooperation. Therefore, it is essential to develop individuals with high English proficiency. It's

believed that education and society are closely related. Therefore, school, as the main place for education, has the responsibility of fostering students who meet the demands of society. What's more, Ministry of Education of the People's Republic of China (2020) emphasizes that English is a subject with instrumental and humanistic features in the New Curriculum Standards and one of the aims of teaching is to develop students' ability of cross-cultural communication. All these facts demonstrate the necessity of training students' speaking skill so as to improve their oral proficiency in English teaching.

However, the reality is different from the conceive. Zhang (2022) lists some problems in practical teaching. On the one hand, a few teachers themselves haven't a good sound of English in speaking. The problems like their pronunciation with an accent or failing to express ideas in fluent are common among them. On the other hand, restrained by students' English proficiency, most teachers tend to give students instructions in Chinese instead of in English. Professor Wang (2006) points out that class is the only place for some students to encounter English, especially for those students in rural areas. The way of using Chinese in English class greatly reduce the opportunity for students to be exposed to English speaking environment, ignoring the influence of environment on language learning. Besides, one of the tasks for senior high school students is to pass the university entrance examination which is the main way to assess their learning at present. Influenced by the washback effect of exam, teachers decide their teaching content based on the content of the exam which performs the written form with more emphasis on reading and writing. Therefore, teachers spend more time training students' reading and writing skill by taking plenty of mechanical and meaningful practices, ignoring the teaching of speaking. This kind of teaching mode is likely to give students a misconception that the final purpose of English leaning is to pass the exam and lead them overlook speaking as well.

1.2. Aims and Scope of the Paper

Based on the problems discussed above, this paper aims to introduce a conceptual framework of integrating Community Language Learning and Artificial Intelligence to English teachers so that they can have more choices in the teaching of speaking. It can take advantages of Community Language Learning like creating a more relaxed learning environment for students. What's more, utilizing artificial intelligence to assist English teaching is not only a symbol of keeping the pace of times but also provides teachers with more new ideas about the organization of class. Through this paper, teachers are expected to pay more attention to speaking and try to use this method to train students' speaking skill to improve their communicative competence.

2. Literature Review

2.1. Definitions

2.1.1. Community Language Learning

Community Language Learning is the name of a method proposed by Charles A. Curran and his associates. Richards and Rodgers (2000) state that it represents the use of Counseling-Learning theory in language teaching. This method uses the counseling metaphor to redefine the roles of teacher and students who are viewed as the counselor and the clients respectively and it services based on the following procedures.

First, students sit in a circle with teachers standing outside the circle and then they tell teachers what they want to know in the native language. Teachers are responsible to translate the information into the target language and students spread it one by one. This method stresses the importance of focusing on students' feelings and cooperative learning during the teaching process.

2.1.2. Artificial Intelligence

Although the development of Artificial Intelligence has more than sixty years, there is no a standard definition for this term. In the early 1950s, Alan Turing predicted the prospective of developing robots with thinking ability by human and it is the research team that definitely gave a definition to the theory of AI. (as cited in Zhang, 2025) Zhong (2015) compared the differences between human technology and artificial intelligence and drew a conclusion that AI is a technology by simulating human's explicit wisdom. China Academy of Information and Communications Technology (2018) issued the Artificial Intelligence Security White Paper, which states that Artificial Intelligence aims to simulate, extend and even surpass human intelligence in order to enhance the ability to perceive the environment and acquire knowledge effectively, thereby achieving optimal solutions through integrated theories, methods, and technologies.

2.2. Theoretical Basis

2.2.1. Humanistic Learning Theory

One important theoretical origin of CLL is from the American psychologist C.R. Rogers's humanistic ideas. According to Wang (2015), this theory stresses that people have the developmental potentiality and the tendency of self-fulfillment. It holds the idea that learning is a process of forming and acquiring experience and the final purpose is to get a sense of achievement.

It is a learning theory based on the theories of humanistic psychology. On the one hand, it emphasizes the meaningful and liberal learning. Students are supposed to participate in the learning process actively including the cognitive engagement and the emotional engagement. On the other hand, it claims non-directive teaching. It means that teachers' main task is not focus on what to teach and how to teach. Rather they are responsible to provide students with various learning materials and

create a harmonious learning atmosphere for them. Students are the subject of learning, so they decide their own ways of learning.

2.2.2. Affective Filter Hypothesis

Another important theoretical resource is affective filter hypothesis proposed by an American linguist named S.D. Krashen. Krashen regards the learner's emotional state or attitudes as an adjustable filter which passes, impedes or blocks input necessary to acquisition and a low affective filter is desirable. (Richards & Rodgers, 2000) This hypothesis is based on the research in second language acquisition and identifies three kinds of emotional or attitudinal variables. The first is motivation. It's believed that students with high motivation can do better. The second is self-confidence. Students with confidence are more likely to be successful. And the last is anxiety. Low personal anxiety and class anxiety are beneficial for students' language learning. It claims that the affective filter rises in the early adolescence because of the students' superiority for second language acquisition.

2.3. Related Studies at Home and Abroad

2.3.1. Studies at Home

In China, various studies on Community Language Learning have been conducted and two characteristics can be concluded from these studies. First, college students are the subjects of these studies. Using 'community language learning' and 'English' as the key words to search the related essays on CNKI and then twenty-four essays are presented. During the twenty-three articles focusing on the method of community language learning, there are eleven essays mainly introduce the influence of this method to college students' English learning or how to applicate this methodology to college English classroom. Second, focusing on the improvement of students' language ability while ignoring other aspects like the development of critical thinking ability, cooperative learning ability and so forth. Xu (2017) introduced ways of training students' speaking ability by using the method of community language learning. Wang (2015) researched the function of this method to improve junior high school students' writing ability. Yang and Wang (2007) found the effect of community language learning to reduce college students' anxiety in listening and speaking class.

With the rapid development of artificial intelligence technology, the researches on English teaching with assistance of AI are also increased greatly. These studies are wide-ranging, from primary school to college. Yin (2025) concluded that AI plays an important role in stimulating primary school students' interest in English learning and improving teaching efficiency by using AI to optimize the part of lead-in, increasing the interaction between learners. Yu and Huang (2025) pointed out that the application of AI in English class can provide better samples for junior high school students in writing class and satisfy their individualized demands. What's more, these kinds of researches concentrate on listening, speaking, reading and writing, which developed a pattern of all-skills coverage.

2.3.2. Studies on Abroad

Research on community language learning conducted internationally demonstrates a pattern of progressive methodological refinement. Ellis (1985) said that this method borrows some theories and practical methods of psychological counseling from psychology. Hopkin (1985) introduced both the students and teachers' role in classroom. Then Jack Richards and Theodore Rodgers (2000) presented the basic process of community language learning.

According to Sun (2022), intelligent tutoring and assessment systems have made great strides in the field of English language teaching and learning over the past 20 years. Alhabbash et al. (2016) developed an intelligent tutoring system covering all topics of English grammar knowledge that can be used to learn English grammar. The Educational Testing Service (2018) developed the Speech Rater for the TOEFL online test. It is a system which can judge users' oral English proficiency in multidimensions include the choice of words, the fluency of the whole conversation and the accuracy of the pronunciation. What's more, Neumann (2019) analyzed the impact of social robots on children's early language skills, noting that social robots can support early language learning.

3. A Conceptual Framework for Integrating CLL and AI in Speaking Class

The integration of CLL and AI is complementary. CLL can provide a learner-centered and anxiety-reducing community environment while AI offers technical support for personalized learning and assessment. The integration of these two can be achieved in the following three ways.

3.1. Creating a Relaxing Learning Environment: Convergence of CLL's Learner-Centered Feature and AI-Assisted Environment Design

Community language learning grants student greater autonomy in learning and expanded opportunities for choice-making. Teachers should utilize the advantages of both community language learning and artificial intelligence. First, teachers can organize students to sit in a circle and then take the forms of group work which allows students to discuss with their classmates to decide what they want to know. If they are not sure about the topic, teachers guide students to use AI like Deepseek to provide them with more ideas so that they can get some inspiration from the information offered. Besides, with the help of AI virtual image technology, friendly virtual teaching assistants like cartoon characters can be presented on the classroom to greet students with friendly voice and encourage students to speak more by eliciting more questions based on the information given by students themselves, so as to alleviate students' anxiety that they are afraid of being laughed at by their classmates for nothing to say or making mistakes.

3.2. Providing Personalized Learning Pathways: Synergy of AI-Driven Adaptation and CLL' Collaborative Learning

Before the class, teachers are supposed to evaluate each student's oral English proficiency with the help of some Apps such as Liulishuo language learning platform. Next teachers can divide students with similar levels of oral proficiency into a group and give AI instructions to generate different contents based on their present level. It's more likely for students to experience a sense of success and be more confident in English speaking when they are familiar with the topic and able to find some words or sentence patterns in their mind to express ideas. What's more, using AI to make after-class tasks according to the collection of data about each student's oral performance in the lesson. This kind of data is related to students' choice of words, their pronunciation and intonation, and the fluency of expression. At the same time, the training program is adjusted in real time based on student's progress to ensure that the training content always meets students' needs.

3.3. Constructing a Multidimensional Assessment System: Synergy of AI Evaluation and CLL Feedback

Assessment is of great importance for students to get feedback about their studying. Therefore, the construction of a multiple assessment system is necessary for teachers. On the one hand, teachers can apply AI to give a professional judgment on students' speaking ability through the aspects like the fluency of pronunciation, the rhythm, vocabulary richness, content and structure and grammatical accuracy and fluency.(Wu ,2025) On the other hand, adopting self-evaluation, peer evaluation and teacher's observation to class are beneficial for students to develop their critical thinking and reflection ability as well as to provide students with more opportunities to responsible for their own learning.

A comprehensive evaluation can be achieved with the assistance of AI and both teaching and learning subjects included. The specific procedures as follows. AI first gives a preliminary rating of students' performance after they complete the speaking task in groups. Then group members and students themselves evaluate the performance according to the pre-established evaluation criteria, and finally the teacher combines the AI ratings and the results of self-assessment and mutual evaluation to give the final evaluation and targeted feedback suggestions.

4. Potential Challenges of Integrating CLL and AI in Speaking Class

4.1. High Requirements for Teachers

As the organizer of the class, teachers have the responsibility to keep the class in order so that teaching activities can go through smoothly. However, students siting in a circle and taking group work as the main form of teaching undoubtedly increase the difficulty of classroom management. What's more, the premise for teachers to

combine AI with community language learning together is that teachers are familiar with the relevant AI technology, which require specialized training. It means that teachers need to spend time learning the new technology in addition to lesson planning, which increase teachers' working burden. What else, it's necessary for teachers to check whether the topic or the possible expressions offered by AI is suitable for students' level based on their own professional judgement and knowledge about students. All these steps are time-consuming.

4.2. Requirements for Teaching Infrastructure and Resources

The application of AI to classroom relays on the related equipment. However, the phenomenon of unequal distribution of teaching resources currently still exists. Some schools in rural areas are in shortage of the required devices for English teaching. Besides, a teacher who specializes in technology is required to train other English teachers and it will increase school's expenditures. It's less likely for the headmaster to allow to adopt this way to English teaching because English is just one of the subjects students demand to learn and getting high scores is the main goal to achieve in these kinds of schools under the influence of current evaluation system.

4.3. Time Limited

It's believed that language learning is a process of accumulation and the improvement of oral proficiency cannot be achieved in a short time. The more time students spend practicing, the more likely they are to make progress in speaking. But the time allocated to English is limited. Furthermore, teachers are required to teach language knowledge as well as to train language skills including reading, listening, speaking and writing. Therefore, it's unrealistic for teachers to focus on the practice of speaking merely while ignoring other contents required. The time of training speaking is extremely limited.

Students are expected to practice their oral English after class. However, students also need to finish other subjects' homework and many of them hold the idea that their main task is to prepare for the university entrance exam, which causes their ignoration for speaking because it's not tested in the exam. What's more, some senior high school students are not completely self-disciplined and they tend to do better under others' supervision. They are unwilling to practice speaking after class. All in all, appealing school and teachers to pay more attention to speaking and giving more time to the training of this skill is full of challenges.

5. Conclusion

Utilizing modern technology in class is an inevitable trend and teachers should keep the pace of times. Besides a good sound of English, teachers' professional development also reflects on the learning of teaching technology. Besides, it's urgent for English teachers to focus on speaking and teachers should adopt a

student-centered perspective to protect students' self-esteem. Employing community language learning to speaking class is an effective way to reduce students' anxiety to express their ideas in the target language. At the same time, the shortcomings of AI and community language learning cannot be ignored. Teachers need to think about how to overcome these disadvantages to serve for class maximally.

References

[1] Alhabbash, M. I., Mahdi, A.O.& S. S. A. (2016). An Intelligent Tutoring System for Teaching Grammar English Tenses. European Academic Research.

[2] China Academy of Information and Communications Technology. (2018). Artificial intelligence security white paper.

[3] Educational Testing Service. (2018). Automated Scoring of Speech.

[4] Ellis R. (1985). Understanding Second Language Acquisition. Oxford: Oxford University Press.

[5] Hopkins, D. A. (1985). Teacher's Guide to Classroom Research. Milton Keynes: Open University Press.

[6] Meng, Xiangjun. (2021). Research on cultivating English oral communication ability for secondary vocational students under the background of the Belt and Road Initiative. Qiaoyuan, (6), 104–105.

[7] Ministry of Education of the People's Republic of China. (2020). National English curriculum standards for general high school (2017 edition, revised in 2020). People's Education Press.

[8] Neumann, M.M. (2019). Social Robots and Young Children's Early Language and Literacy Learning. Early Childhood Education Journal.

[9] Richard, J.C.& Rodgers, T.S. (2000). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

[10] Sun, Dongdong. (2022). Construction and application of English listening and speaking teaching model in junior high school based on AI platform (Master's thesis). Yunnan University.

[11] Wang, Peiyuan. (2015). Research on the application of community language learning in junior high school English writing teaching (Master's thesis). Henan University.

[12] Wang, Qiang. (2006). A course in English language teaching. Higher Education Press.

[13] Wu, Shuang. (2025). Practical research on AI-empowered college English speaking teaching. Journal of Shenyang Institute of Engineering (Social Sciences Edition), 21(2), 118–122, 144.

[14] Xu, Yinghui. (2017). A brief analysis of the application of community language learning in English oral teaching. Modern Vocational Education, (13), 142.

[15] Yang, Xiaojian, & Wang, Hao. (2007). Exploration on teaching model to reduce foreign language learning anxiety in listening and speaking classes. Journal of Shanxi Radio & TV University, (5), 72–73.

[16] Yin, Siqi. (2025). The application of artificial intelligence technology in primary English classroom teaching. Science Guide, B04.

[17] Zhang, Minglei. (2022). Current situation and coping strategies of oral English teaching in middle schools. Xueyuan, 15(31), 49–51.

[18] Zhang, Wenzhe. (2025). A study on the impact of artificial intelligence on the export technical complexity of China's manufacturing industry (Master's thesis). Hangzhou Dianzi University.