

Study on the Applicability of AIGC-Empowered College English Courses

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Abstract. With the rapid development of artificial intelligence technology, the application of AIGC (Artificial Intelligence Generated Content) in the field of education is becoming increasingly widespread. This study focuses on the college English courses empowered by AIGC. Through the method of questionnaire survey, feedback from students of different majors was collected, and the applicability of AIGC in the college English courses was deeply explored. Research has found that AIGC technology has significant advantages in improving teaching efficiency, enriching teaching resources and personalized learning, but it also faces some challenges, such as technical stability and content accuracy. This report aims to provide a reference for the optimization of college English courses and promote the effective application of AIGC technology in the field of education.

Keywords: Study; Applicability; AIGC-Empowered; College English Courses.

1. Introduction

Driven by the waves of globalization and informatization, English, as an important tool for international communication, occupies a pivotal position in higher education. The college English courses shoulder the important responsibility of cultivating college students' English application ability and cross-cultural communication ability. However, the traditional teaching mode has gradually exposed its limitations in terms of teaching resources, methods and stimulating students' learning interest. With the rapid development of artificial intelligence technology, AIGC has emerged, bringing unprecedented opportunities for the reform of college English teaching. AIGC technology can generate a vast and diverse amount of teaching resources, covering various forms such as text, audio, and video, providing strong support for the enrichment of teaching content. It can also provide personalized learning paths and suggestions based on students' learning progress and characteristics, making teaching more targeted.

In addition, AIGC technology breaks through the limitations of time and space, enabling students to study anytime and anywhere, and greatly enhancing the flexibility and autonomy of learning. These advantages have made the application prospects of AIGC technology in the field of education highly anticipated, and it is expected to become a key force driving the transformation of college English teaching [1].

This study focuses on the college English course empowered by AIGC, aiming to deeply explore its actual performance and applicability in terms of teaching resources, teaching methods, learning effects and technology application through empirical research. This study took students of different majors as the subjects and adopted the method of questionnaire survey to collect a large amount of primary data. It analyzed the current application status and problems of AIGC technology in college English courses from multiple dimensions. Through an in-depth analysis of students' feedback, this study reveals the advantages of AIGC technology in enhancing teaching efficiency, stimulating learning interest, and promoting personalized learning. At the same time, it also clarifies key issues such as technical stability, content accuracy, and teaching integration. On this basis, the research has put forward a series of targeted improvement suggestions, aiming to provide a reference basis for the optimization of college English courses, promote the scientific and effective application of AIGC technology in the field of education, and help college English teaching [2] move towards a more efficient and personalized future.

2. A Study on the Applicability of AIGC-Empowered College English Courses

As an important means to measure students' English proficiency, college English examination and assessment has diversified characteristics. For one thing, traditional standardized testing is still mainstream. This kind of examination reflects the students' comprehensive English ability to a certain extent, and provides an important reference for the teaching quality of colleges and universities and the graduation and employment of students. On the other hand, with the renewal of educational concepts and the development of information technology, diversified assessment methods are gradually emerging. For example, some colleges and universities have begun to pay attention to process evaluation, including classroom performance, homework completion, and periodic tests, in order to more comprehensively reflect students' learning process and ability.

However, there are some problems in the current college English test. First of all, the combination of exam content and practical application is not close enough, resulting in some students passing the exam, but it is difficult to express themselves fluently in actual communication. Secondly, the evaluation method is relatively simple, relying too much on the written test results, ignoring the assessment of students' oral and listening skills. In addition, there are differences in the assessment standards and methods among different universities, and the lack of unified norms and guidance, which affects the comparability and fairness of the assessment results to a certain extent. In the future, the development of college English test and assessment should pay attention to the combination with practical application, increase the proportion of speaking, listening and other practical application ability assessment, and use information technology to optimize assessment methods to improve the scientific and effective assessment. In addition, it is also an important aspect to promote the reform of undergraduate English test and assessment to strengthen the training of teachers' assessment quality so that they can better design and implement assessment schemes that meet the teaching objectives.

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2.1 Richness of Teaching Resources and Content

AIGC technology can generate a large amount of English teaching resources, including various forms such as text, audio and video. These resources not only enrich the teaching content, but also can be customized according to different teaching goals and students' needs [3]. Through the questionnaire survey, it was found that the majority of students expressed their approval of the teaching resources generated by AIGC, believing that these resources could help them better understand and learn English knowledge [5].

For instance, students majoring in animation mentioned in the survey that the video resources generated by AIGC are vivid and interesting, which can stimulate their interest in learning. Students majoring in visual arts also say that the diverse learning materials provided by AIGC make their studies richer and more interesting. However, some students have pointed out that the content generated by AIGC sometimes has accuracy issues and requires review and guidance from teachers. This indicates that although AIGC technology can provide abundant teaching resources, attention should be paid to the accuracy and reliability of the content during the usage process to ensure the teaching effect.

2.2 Teaching Methods and Interactivity

AIGC technology provides diverse teaching methods for college English teaching, such as intelligent tutoring, online interaction, real-time feedback, etc. These methods can not only improve the teaching efficiency, but also enhance the interaction between teachers and students. The survey results show that students generally believe that AIGC technology makes English learning more convenient and efficient.

Students majoring in journalism mentioned in the survey that AIGC technology can provide personalized learning suggestions based on their learning progress and level, helping them master English knowledge better. Students studying e-commerce also mentioned that the online interaction function provided by AIGC enables them to have real-time communication with teachers and other classmates, enhancing the interactivity and interest of their learning. However, some students have also reflected that there are still some deficiencies in the AIGC technology in terms of teaching interaction, such as insufficiently convenient system operation and unfriendly interface design. This indicates that although AIGC technology has certain advantages in teaching methods and interactivity, in practical applications, the system operation and interface design still need to be further optimized to enhance the user experience.

2.3 Learning Outcomes and Personalization

AIGC technology can provide personalized learning paths and suggestions based on students' learning behaviors and data, thereby improving learning outcomes. Through the questionnaire survey, it was found that the majority of students believe that AIGC technology can stimulate their interest in learning English and is helpful to their English learning.

For instance, students majoring in animation mentioned in the survey that AIGC technology can provide targeted exercises and feedback based on their learning situations, significantly improving their English proficiency. Students majoring in visual arts also say that AIGC technology makes their English learning more personalized and targeted. However, some students have pointed out that there are still some problems with AIGC technology in personalized learning, such as unreasonable setting of question difficulty and disconnection between question content and practical application. This indicates that although AIGC technology has certain advantages in personalized learning, in practical applications, the question setting and content design still need to be further optimized to improve the learning effect.

2.4 Technical Stability and Reliability

The stability and reliability of AIGC technology are important factors affecting its application in college English courses. Through the questionnaire survey, it was found that some students encountered some technical problems when using AIGC technology, such as system lag, screen switching, and refresh failure. These problems not only affect students' learning experience, but also may reduce their enthusiasm for learning.

For instance, students majoring in journalism mentioned in the survey that the AIGC system is prone to lag when used simultaneously by multiple people, which affects their learning outcomes. Students majoring in e-commerce have also reported that the AIGC system sometimes experiences screen switching and refresh failure issues, preventing them from completing their learning tasks normally. This indicates that although AIGC technology has certain application potential in college English courses, in practical use, the stability and reliability of the technology still need to be further improved to ensure the smooth progress of teaching activities.

3. Results

3.1 Advantages and Potential of AIGC Technology

AIGC technology has demonstrated many significant advantages in college English learning, providing students with brand-new learning experiences and resources, and greatly promoting the efficiency and effectiveness of English learning.

First of all, AIGC technology can generate a rich variety of learning resources, covering various forms such as text, audio and video. These resources are not only rich in content but also can be customized according to the different needs of students, meeting the learning progress and levels of various students. For instance, students can choose corresponding learning materials based on their own interests and learning goals, thereby enhancing the pertinence and effectiveness of their studies. In addition, the resources generated by AIGC can be updated in real time to ensure that students have access to the latest English knowledge and cultural information. Secondly, AIGC technology offers a variety of teaching methods and interaction approaches [4]. Functions such as intelligent tutoring, online interaction, and real-time feedback make the learning process more convenient and efficient. Students can obtain personalized learning suggestions and guidance through the intelligent tutoring system and solve the problems they encounter in their studies in a timely manner. The online interactive function enables students to communicate with teachers and other classmates in real time, enhancing the interactivity and interest of learning. These methods not only improve the teaching efficiency, but also stimulate students' interest in learning, making English learning more vivid and interesting. Secondly, AIGC technology can provide personalized learning paths and suggestions based on students' learning behaviors and data. By tracking and analyzing students' learning processes, the AIGC system can tailor learning plans for each student, helping them better master English knowledge [6]. This personalized learning approach can enhance the pertinence and effectiveness of learning, enabling students to make greater progress in English learning. Finally, AIGC technology can not only enhance learning efficiency but also reduce learning costs. Students do not need to purchase a large amount of learning materials or attend expensive tutorial courses. They can simply obtain rich learning resources and professional guidance through online platforms. This enables more students to enjoy high-quality English educational resources and promotes educational equity.

In conclusion, AIGC technology has multiple advantages in college English learning, such as abundant resources, diverse teaching methods, personalized learning, and cost reduction. These advantages not only enhance students' learning efficiency and effectiveness, but also stimulate their interest in learning, bringing new opportunities and changes to college English teaching.

3.2 Challenges Faced and Suggestions for Improvement

Although AIGC technology has certain advantages and potential in college English courses, it also faces some challenges in practical applications.

Firstly, the content generated by AIGC sometimes has accuracy issues, which require teachers to review and provide guidance to ensure the accuracy and reliability of the teaching content. Secondly, there are still some deficiencies in AIGC technology in terms of teaching interaction, such as insufficiently convenient system operation and unfriendly interface design. It is necessary to further optimize the system operation and interface design to enhance the user experience. In addition, there are still some problems with AIGC technology in personalized learning, such as unreasonable setting of question difficulty and disconnection between question content and practical applications. It is necessary to further optimize the question setting and content design to improve the learning effect. Finally, the stability and reliability of AIGC technology still need to be improved. Some students have encountered some technical problems when using AIGC technology, such as system lag, screen switching, and refresh failure. It is necessary to further enhance the stability and reliability of the technology to ensure the smooth progress of teaching activities.

In response to the above problems, it is suggested to make improvements in the following aspects: First, strengthen teacher training to enhance teachers' understanding and application ability of AIGC

technology, enabling them to better utilize AIGC technology for teaching; Second, optimize the AIGC system to enhance its stability and reliability, improve system operation and interface design, and increase user experience. Third, strengthen content review to ensure that the teaching content generated by AIGC is accurate and reliable, and meets the teaching requirements. Fourth, optimize the question setting and content design to enhance the rationality and practicality of the questions, enabling students to better apply the knowledge they have learned to practice.

4. Conclusion

This study deeply explored the applicability of college English courses empowered by AIGC. Through questionnaire surveys, feedback from students of different majors was collected, and a comprehensive analysis was conducted from four aspects: teaching resources, teaching methods, learning effects, and technology application. The research results show that AIGC technology has significant advantages in college English courses, but it also faces some challenges.

In terms of teaching resources, AIGC technology can generate a rich variety of learning materials to meet the needs of different students, but the accuracy and reliability of the content still need to be further improved. In terms of teaching methods, AIGC offers diverse interactive approaches and personalized learning paths, significantly enhancing teaching efficiency and students' interest in learning. However, the convenience of system operation and the friendliness of interface design need to be optimized. In terms of learning outcomes, AIGC technology has effectively enhanced students' English proficiency through intelligent tutoring and real-time feedback. However, the difficulty of the questions and the practicality of the content need to be further adjusted. At the technical application level, AIGC technology has deficiencies in stability, which affects students' learning experience.

To sum up, AIGC technology has brought new opportunities to college English courses. However, to fully leverage its advantages, improvements are still needed in aspects such as content review, system optimization, question design, and technical stability. In the future, with the continuous development and improvement of AIGC technology, its application in college English courses will become more extensive and in-depth, which is expected to bring more innovation and development to college English teaching and promote English education to a higher level.

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