

Research on the Applicability of AIGC-Empowered Applied College English

Furong Yang

Humanities College, Liaoning Communication University, Shenyang 110136, China

Abstract

To explore the application of AIGC technology and digital teaching tools in applied college English courses, this study took the class taught this semester as the research object and carried out teaching practice combining AIGC empowerment with the iWrite writing system. In actual teaching, applied college English has problems such as significant differences in students' foundations and insufficient feedback efficiency. However, the personalized learning suggestions and real-time interactive guidance advantages generated by AIGC can provide students with excellent guidance. In the guidance for writing, the iWrite system can provide students with personalized suggestions from aspects such as article structure, grammar, and content. These modifications automatically given by the system offer targeted guidance for students' writing assignments. These instructions are also real-time, avoiding the phenomenon in the past where teachers' correction time led to outdated guidance and suggestions. This enables students to keep track of the completion of their writing tasks anytime and anywhere, thereby enhancing their learning efficiency. Through the statistics of students' writing scores this semester, the combined application of AIGC and iWrite can enhance teachers' teaching effectiveness and meet students' personalized learning needs, providing a practical case for reference in the teaching of writing modules in English courses in applied universities.

Keywords

AIGC, applied undergraduate program, college English, course mode.

1. Introduction

Under the requirements of the application-oriented talent cultivation goal, college English courses should also aim at ability cultivation. Due to the significant differences in students' learning foundations and individualized needs [1], teachers should fully take into account the different foundations of students in actual teaching. When it comes to students' writing assignments, teachers may, due to their personal time and energy constraints, be unable to provide each student with real-time and personalized feedback and suggestions, which may result in students not being able to see their own strengths and weaknesses in writing in real time. How to resolve the contradiction between students' individualized learning needs and after-class tutoring has become a problem that needs to be solved in college English writing teaching.

The rapid development of modern AIGC technology and network intelligent learning platforms provide a strong guarantee for improving students' writing skills [2]. The iWrite English writing intelligent platform offers students real-time feedback, multi-angle feedback and other functions, and provides teachers with learning data statistics and other functions. For students, the iWrite system can conduct real-time analysis of their writing content from aspects such as text structure, vocabulary, and grammar, providing suggestions. After resubmitting their homework, students can immediately understand their writing situation this time, thereby

improving their writing assignments. For teachers, the iWrite system can help them keep track of students' completion of writing tasks, enabling them to understand the strengths and weaknesses of students in writing, adjust the teaching content of writing, and provide overall explanations and personalized guidance to students.

This study took the two classes I taught this semester as the research objects and carried out the teaching practice of combining AIGC empowerment with iWrite writing. The study explores the impact of the combination of AIGC and the network intelligent marking system on teaching effectiveness by statistically analyzing the writing scores, problem distribution, and learning participation of students in two classes.

2. Data Statistics Obtained through the Writing System

This study selected two classes that I taught this semester and conducted statistics based on the data of students' submitted assignments, including the number of assignments submitted, the highest score, the lowest score, and other aspects. When calculating the scores, the special cases of zero points were excluded.

Judging from the number of assignments submitted by students, the number of assignments submitted by students of academic programs is higher than that submitted by art students. The number of submissions can reflect the enthusiasm of students for learning. Let's first take a look at the data of students of academic programs. The average number of assignments submitted by students of academic programs reached 4 times, which can reflect that students' enthusiasm for learning is very strong. This also reflects that students are not merely content with completing this writing task, but are constantly improving the quality of their homework through repeated submissions and continuous revisions. Their willingness to take the initiative in learning is quite obvious. Let's take a look at the data of art students. The average number of assignments submitted by art students is 1.8 times. Moreover, in the entire class, there is a situation where only one assignment is submitted. More than half of the students submitted only one assignment. This number of submissions can reflect that the students' learning enthusiasm is relatively moderate. This can also reflect that students may be more inclined to focus on completing homework tasks and lack the need to improve their homework scores. The difference in the number of homework submissions between the two classes reveals the disparity in learning enthusiasm among students of different majors.

From the perspective of the scores of students in different classes, the two classes show different score distributions. The scores of the art students class are relatively stable, while the scores of the students of academic programs class have a large range. The scores of the art students class are relatively balanced. There is no assignment score lower than 60 points in the class. The lowest score is stable at 70 points, and the score fluctuation range is 20 points. This indicates that the writing foundation of the students in the art students class is good and their levels are similar. When completing this writing task, the students can understand the writing requirements well. The score range in the students of academic programs class is large. The proportion of students with high scores in the class is slightly higher than that in the art students class. This indicates that some students have strong writing skills, but there are also students with low scores at the same time. The fluctuation range of the overall scores of the class is much greater than that of the art students class. This data indicates that there are certain differences in the writing foundation among students in the students of academic programs class.

From the perspective of the quality of submitted assignments, there is a phenomenon of multiple submissions and significant score differences in the students of academic programs class, while there is a phenomenon of single submission in the art students class. The completion degree and accuracy rate of assignments by students in the art students class were

stable. They reached the qualified level or above in the first submission and completed the task without secondary revision. The validity and compliance rate of a single submission were relatively high, and there was a positive matching relationship between the number of assignment submissions and the quality. The completion situation of students in the class of academic programs is a bit complicated. The overall number of submissions in the class is relatively high, but the assignment scores of individual students have not increased simultaneously with the increase in the number of submissions. After multiple submissions, it is still difficult to achieve high scores. There is a problem of high enthusiasm but low scores. This situation indicates that individual students in the students of academic programs class may not have mastered the methods and skills of writing, and teachers need to strengthen individualized tutoring for students.

2.1. The Influence on Students' Enthusiasm for Learning

Under the wave of digital transformation in education, AI intelligent homework correction and personalized suggestion systems are reshaping the traditional learning model. Compared with the lag and subjectivity of teachers' manual correction, AI technology, with its high efficiency, accuracy and targeting, empowers students with significant differences in learning goals and knowledge structures, generating highly valuable and positive impacts.

First, the real-time feedback mode of the intelligent network platform conforms to the learning habits of modern students. For students, the core of their learning lies in laying a solid foundation in the subject and building a knowledge system, which requires practice and feedback to consolidate knowledge points. AI can complete the correction of English compositions within seconds, provide the areas where mistakes are made and suggestions for improvement, allowing students to immediately recognize their own shortcomings and prevent the accumulation of problems, which is in line with students' learning habits. The efficient marking of the intelligent network enables art students to complete their homework and obtain feedback during fragmented times such as time breaks and before going to bed, without having to wait for teachers to grade their homework. This real-time feedback enables both types of students to quickly adjust their learning strategies and enhance their sense of control and achievement in learning.

Second, accurately identify problems to enhance learning efficiency [3]. Through big data analysis, AI can accurately identify the problems existing in students' knowledge systems, and its speed is far higher than that of teachers' manual marking. For students with a solid foundation, AI can clearly point out their basic knowledge points, grammar application, article structure and other issues, and generate personalized learning suggestions, enabling them to quickly identify problems and make immediate corrections. For students with a weak foundation, AI can, based on their learning level, point out problems in their basic knowledge points and other issues, reduce the difficulty, start from the basic knowledge and gradually delve deeper, allowing students to feel a sense of achievement in the learning process and thereby stimulating their interest in learning.

Third, dynamically track the learning trajectory and strengthen the long-term learning motivation. With the help of intelligent networks, students' learning processes can be recorded. Students can directly see the results of their efforts, maintain a positive attitude in long-term learning, and directly see the progress of their mastery of knowledge points, avoiding anxiety caused by lagging behind in cultural course learning. This visualized growth feedback effectively strengthens students' long-term learning motivation, enabling them to maintain enthusiasm and initiative throughout the learning process.

In the future, as AI technology is deeply integrated with education and teaching, its enabling effect on student groups with different characteristics will become increasingly prominent, injecting new vitality into promoting educational equity and improving educational quality.

2.2. The Influence on Teachers' Teaching Models

Against the backdrop of the digital transformation of education, the AI intelligent marking and homework system, leveraging its technological advantages, has become an important tool for optimizing teaching processes and achieving individualized instruction. Its positive impacts can be reflected in the following aspects.

First, quickly locate and identify students' learning deficiencies. By leveraging the advantages of AI intelligent technology, the iWrite writing system can help teachers quickly identify the problems students encounter in their writing learning [4], such as the use of vocabulary, the application of grammar, and the adjustment of text structure. In the use of words, students may encounter problems such as incorrect part of speech, inappropriate collocations, and spelling mistakes. In terms of grammar, students may encounter problems such as incorrect use of tenses and inappropriate structure of clauses. In terms of writing, students may encounter problems such as unclear logical structure of the article and poor connection between paragraphs. Through students' learning reports, teachers can accurately identify problems in writing teaching, adjust key and difficult points in teaching, strengthen students' vocabulary and grammar foundation, and enhance the logic of the text. This teaching model, which is oriented towards students' learning data, can greatly enhance the efficiency of writing teaching and help students of different learning foundations all make progress in writing.

Second, standards should be unified to ensure the fairness of students' scores. During the process of marking homework, teachers may encounter inconsistent grading standards due to factors such as fatigue state and personal evaluation criteria. The iWrite intelligent writing system, based on its standardized scoring model, will score all students' writing assignments in a standardized manner from aspects such as vocabulary accuracy, grammar standardization, and text logic, avoiding the subjective deviations caused by manual marking of assignments. Meanwhile, the scoring reports generated by the iWrite system are fed back to students in real time, ensuring that the scores are well-grounded and effectively eliminating students' doubts about the fairness of the scoring. This intelligent system not only reduces the burden on teachers to grade homework, but more importantly, makes teaching evaluation objective and fair.

Third, data support to enhance teaching quality [5]. In writing teaching, the scoring data exported by the iWrite intelligent system provides data support for teachers to deepen teaching research and improve teaching quality. The scoring of the iWrite system is an objective, unified and detailed scoring criterion, including the scoring of vocabulary, grammar, text and other aspects. Teachers can summarize the common mistakes that students make in writing through the suggestions provided by the system, adjust the teaching content, key points and difficulties of teaching, and improve the teaching quality of the writing module in teaching.

In college English writing teaching, the iWrite intelligent writing system, leveraging the advantages of AI technology, provides efficient guarantees for improving teaching quality from three aspects: precise diagnosis, fair evaluation, and data support. This system analyzes students' writing problems from multiple perspectives, accurately identifies the shortcomings at the vocabulary, grammar and text levels, and generates learning reports that can help teachers adjust the key and difficult points of teaching in a timely manner, provide targeted guidance to students, improve teaching efficiency, and help students of different foundations make progress simultaneously. Meanwhile, the system relies on a standardized scoring model, avoiding the subjective deviations of manual marking, making the scoring well-grounded and reasonable. This not only reduces the burden on teachers but also ensures the objectivity and fairness of the evaluation. In addition, the detailed scoring data exported by the system provides a scientific basis for teachers to deepen their teaching research, helps to build a closed-

loop teaching model of "data collection - teaching optimization - effect feedback", and effectively promotes the steady improvement of the quality of college English writing teaching.

3. Results

This research focuses on "Research on the Applicability of Applied College English Empowered by AIGC", taking the iWrite writing system as the practical carrier. Through the teaching practice and data statistics of students of academic programs and art students classes, It has confirmed the significant value of the integrated application of AIGC technology and intelligent writing systems. This model effectively addresses the core problems of "significant differences in students' foundations and insufficient feedback efficiency" in applied college English teaching. With functions such as real-time feedback, precise diagnosis, and standardized scoring, it not only meets the learning needs of students of academic programs for active improvement, It also ADAPTS to the learning characteristics of art students in completing basic tasks. Practice has shown that the iWrite system empowered by AIGC not only enhances students' participation in writing and the quality of their grades, but also provides teachers with scientific data support on students' learning conditions, promoting the transformation of teaching models towards personalization and precision. It provides a practical path that can be referred to and promoted for the teaching of the English writing module in applied universities.

4. Conclusion

This study focuses on the applicability of AIGC technology in applied college English writing teaching. Taking two different classes as the research objects, it carried out teaching practices empowered by the iWrite writing system. The core achievements and findings are as follows.

On the one hand, the teaching practice data clearly present the learning characteristics of students from different majors: students of academic programs have a strong enthusiasm for learning but a wide range of scores, and there are individual differences of "high input and low output". The learning initiative of art students is moderate but the score distribution is balanced, and the basic level is relatively uniform. The AIGC-enabled iWrite system, through its real-time feedback function, enables students of academic programs to repeatedly modify and improve assignments, allowing art students to efficiently complete basic tasks and precisely meet the learning needs of two types of students. On the other hand, the system has achieved multiple breakthroughs at the teaching level: it can quickly identify students' learning deficiencies in vocabulary, grammar, passages, etc., providing teachers with teaching basis; Through a standardized scoring mechanism, subjective deviations in manual marking are avoided to ensure fair evaluation. Relying on structured data support, it helps teachers build a closed-loop teaching model of "data collection - teaching optimization - effect feedback". In conclusion, the deep integration of AIGC and iWrite systems not only addresses the practical issues in applied college English teaching but also promotes the dual improvement of teaching quality and students' abilities, fully demonstrating the practical value of technology in empowering foreign language teaching.

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