Exploration and Research on the Path of AIGC Intelligent Evaluation Empowering "Same Course, Different Approaches" in College English in the Context of Tiered Instruction

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Abstract: With rapid development, AI has had a significant impact on higher education and generative AI has been continuously promoting iterative innovation in tiered college English teaching. The "same course, different approaches" model has problems under traditional tiered instruction: the objectives lack clarity, the design is homogeneous, and the model lacks innovation. Generative AI serves as a technical aid and guarantee to solve these problems. This paper first explores how AIGC intelligent evaluation can empower the 'same course, different approaches' model. In the scenario of tiered instruction, it emphasizes some teaching and learning methods such as "human-intelligence collaboration" and "human-machine interaction" to build differentiated teaching methods for students of different levels. This "refined reclassification" of the same course will provide a foundation for the personalized English teaching model, thereby promoting the "same course, different approaches" practice and innovation in tiered college English teaching.

Keywords: Tiered Instruction; College English; AIGC Intelligent Evaluation; Same Course; Different Approaches; Human-Machine Collaboration.

1. Problem Statement: The Practical Challenges and Gaps in "Same Course, Different Approaches" under Tiered Instruction

College English is a basic course for all students in public universities and various differences in regional and academic backgrounds of students result in significant differences in their English proficiency. In order to solve this problem, many universities have explored tiered instruction approaches. For example, the students are first classified according to their College Entrance Exam/ Placement Test and then reclassified according to their CET-4 test score in their second year. In practice though, tiered instruction can be a shallow approach that is simply taken up as a form of "class grouping" but not the true spirit of "tiered" instruction. This leads to a situation in which "classes are well stratified, but differentiated approaches are insufficient". In order to solve these problems, based on the basic principles of tiered instruction, this paper puts forward a "same course, different approaches" model. On one hand, teachers provide the same content to students at the same level. On the other hand, as teaching progresses, teachers "reclassify" students based on their performance. It is an attempt to eliminate the "one size fits all" classroom by getting around the problem of only changing content speed or only layering content.

2. The Necessity and Feasibility of AIGC Intelligent Evaluation Empowering "Same Course, Different Approaches" in Tiered College English Instruction

British mathematician Alan Turing first mentioned that "machine translation" could show the "intelligence" of computers in his 1947 report. In 1954, American scientists translated Russian to English with the help of a computer successfully, demonstrating that human intelligence could be simulated by a machine. By 1956 scientists, such as John McCarthy, were already talking about academic problems in the simulation of human intelligence, and the phrase "artificial intelligence" was used for the first time [1]. The process of development and evolution of AI has taken place in many phases which have finally been applied in the field of education. AI's application in China's foreign language teaching has shown unprecedented momentum in recent years. Meanwhile, the rapid growth of AI is revolutionizing the higher education landscape [2]. In the field of personalized learning, AI has not only become a

necessary condition but is also the main driving force behind classroom innovation and intelligent curriculum development. As a result, it has been inevitable that it should be used in the "same course, different approaches" model of teaching and learning English in colleges.

In traditional tiered college English teaching, teachers are limited by their personal experience, class schedule, textbook resources, and differences in student learning conditions. Consequently, instructional designs tend to be at a basic level of knowledge accumulation or at best modifications in teaching time, but not at a deeper personalization level. With the integration of AIGC technology, however, it is possible to overcome these limitations. For example: During the pre-class preparation stage, AIGC can produce a wealth of solutions and tailor-made resources to guarantee exact fit with students' needs. This not only alleviates the burden of teachers' teaching preparation, but also improves the teaching design efficiency [3]. In the implementation stage, by making use of data processing, reasoning (literature) analysis, intelligent agent and knowledge bases, AIGC can build up a complete intelligent evaluation chain. It goes from vocabulary and sentence structures to the organization of discourse, from listening, speaking, reading and writing modules to integrated skills, from refinement and optimization to format standardization. These features increase teacher-student interaction, and solve the problem of traditional "one to many" teaching with low efficiency and poor personalization. The materials generated by AIGC can be embedded in the institutional intelligent course resources in the post-class self-assessment and self-study phase, which can assist teachers to update courses in real time, and break through the barriers of space-time. This gives accurate information for instructional assessment and reflection, which helps to shift instructional practices from "experience-driven" to "data + intelligence-driven" practices.

3. Pathway Exploration of AIGC Intelligent Evaluation Empowering "Same Course, Different Approaches" in Tiered College English Instruction

As digitalization continues to develop, the excessive use of AI has led to an overdependence on technology and a reduction in the level of critical thinking in college English teaching, although it has achieved a certain degree of "personalized precision teaching" [4]. This phenomenon is a result of paying more attention to the instrumental nature of AI, and less to the educational needs, and therefore having made the slogan “technological empowerment” more of a slogan, than a reality [5]. Conversely, AI has the ability to tailor the learning goals and plan to students' needs, track students' learning trajectory via intelligent assessment systems, and systematically improve students' language skills [6]. Based on this, the author adopts the "using AI to use AI" concept with Professor Wang Haixiao as the basis of the construction of the pathway. "Using AI" the first time is when teachers begin with the teaching reform goals, explain their needs, and use natural language to communicate with AI to give them specific steps to take to move forward. The second "Using AI" refers to teachers using AI's step-by-step guidance to use AI tools for intelligent creation of teaching resources [7]. This concept not only serves as the operation foundation for discussing AIGC empowerment "same course, different approaches" under the premise of tiered instruction, but also paves the way for further human-machine collaborative applications and helps build high-quality intelligent courses.

3.1 Initial Assessment of Tiered Learning Conditions and Scientific Starting Points for "Same Course, Different Approaches" Based on AIGC Intelligent Evaluation

At present, most universities are adopting traditional English tiering methods, that is, using the results of the College English entrance examination or English placement test in the university to divide students into different levels of A/B or S/A/B [8]. College English is a public course for all college students, and because of the scale of student quantity and the variety of students' majors, there are difficulties in carrying out fine and personalized teaching. Here, AIGC can be used to realize intelligent level evaluation, which can realize the efficient human-machine collaborative teaching. The specific steps are based on the "Using AI to use AI" concept: Firstly, teachers can use AIGC to quickly and efficiently create a preliminary version of the teaching design, and also understand the learning situation of students. Then, in the first "Using AI" stage, teachers define the evaluation criteria and methods according to students at various levels and draw

up a preliminary "differentiated" evaluation system according to the classroom situation. In the second "Using AI" stage, teachers use the findings from the first stage to create new teaching materials to improve the evaluation process from "error identification" to "paradigm transformation". This completes a phase-based review. Finally, teachers will get the initial assessment of the tiered learning conditions under AIGC: intelligent evaluation through the synthesis of the data obtained in the two "Using AI" phases. This process can also serve as a guidance for optimizing teaching, while also inducing teachers to reflect on the process of teaching, which includes an evaluation and revision. Thus, the "zone of proximal development" of students at various levels is rendered clear in this way and it becomes a scientific and systematic starting point of “differentiated” teaching design.

3.2 Real-Time Tiered Deconstruction and Differentiated Midpoint Reconstruction of "Same Course, Different Approaches" Based on AIGC Intelligent Evaluation

During teaching practice, teachers can use the two stages of "Using AI" in a progressive manner to realize dynamic tiering and differentiated reconstruction of students' learning status. First, teachers use a "content provision + AI-generated questions" collaborative model to initiate the first "Using AI" phase, and then to get real-time feedback from the previous stages, to form the "Evaluation 1" stage that is particular to the current phase. This phase is different from the "initial assessment of tiered learning conditions", in that the tiering of students and each subsection is not based on data but on a "tiering" map created through visualization to prevent data-driven tiering from supplanting teachers' subjective judgment. Then, teachers use this map as a quick reference to decide if the student should start working in the second phase of "Using AI" ("Evaluation 2") or resume working in the first phase ("Evaluation 1") of "alternating evaluation and revision". Finally, with the combination of the data of the two "Using AI" stages, teachers form an improved "evaluation-revision-evaluation" closed loop, which promotes the deep evaluation of AIGC and completes the effective reconstruction of the differentiated midpoint of "same course, different approaches". At this stage, AIGC intelligent evaluation has changed from being the end of teaching to the beginning of teaching design, teaching method and teaching effect analysis.

3.3 Tiered Outcome Evaluation and Empirical Endpoint Implementation of "Same Course, Different Approaches" Based on AIGC Intelligent Evaluation

The tiered outcome evaluation of AIGC intelligent evaluation is a continuous process throughout the "evaluation-revision", which is a test of the adaptability of the "Using AI to Use AI" concept to the "same course, different approaches", while also being the ultimate goal of teaching effect evaluation. The first "Using AI" in this stage generates an initial tiered outcomes assessment and visualised data map, based on the tiered conclusions and data that have been gathered in the first two 'Using AI' phases. This creates a Phase Summary Report that gives data support and an improvement framework for teaching reflection and the next iteration of "same course, different approaches". Then, in the second "Using AI" stage, teachers can further fine-tune the subitem information for students at each level, enabling comparisons of various teaching designs. The "evaluation" results are analysed based on the degree of goal achievement in relation to teaching syllabus and then transformed into an evidence-based phase evaluation goal that is "same course, different approaches". Finally, in "human-machine collaboration", teachers make offset corrections based on the data from AIGC evaluation and their own subjective feelings to obtain the complete evaluation results. This not only validates the differential impact of AIGC on different groups of students, but also offers a new point for starting to improve the quality of teaching, creating a positive cycle of "evaluation – improvement – re-evaluation".

4. Research on the Pathway Design and Implementation of AIGC Intelligent Evaluation Empowering "Same Course, Different Approaches" in Tiered College English Instruction

The current situation of tiered instruction of college English is characterized by unclear division, lack of guidance and superficial implementation. To solve these problems, AIGC can be used to support multi-institutional and multi-disciplinary collaborative lesson planning,

allowing "same course" instructors to optimize the teaching design, lesson template and exercise bank [9]. Based on the example of the college English (public course) teaching, the method is carried out in two aspects: First, the "same course" is the basis, that is, students at the same grade level and with similar English proficiency are taught the same teaching content, the same knowledge task, under the guidance of the same syllabus. Conversely, "different approaches" is the heart, which uses the AIGC intelligent evaluation to get multidimensional data feedback in real time, precisely diagnose the differences in students' learning situations, and dynamically adjust teaching organization, learning construction and evaluation-feedback model. The human-machine collaborative model is used throughout the process to continuously improve personalized learning support, so as to lead to teaching innovation in teaching design, and build the foundation of effectiveness of tiered instruction and intelligent curriculum development.

4.1 Analysis of the Current State and Challenges of "Same Course" Teaching under Tiered Instruction

In the tiered instruction system, although students are already grouped, there is still a lack of the depth of differentiation, and students in the same grades have different skill levels. For example, in the author's class, observations show that both high achieving and average students seek assistance through AIGC in doing the same task, but the amount of understanding of the teacher's instruction varies drastically. High achieving students (with stronger foundations) tend to find AI-generated content boring, and engage in mechanical copying and pasting, whereas average students (with weaker foundations) don't know how to phrase their queries to AI to elicit proper content, thereby creating gaps with regard to comprehension. In the college English (II) course, in which the main college English textbooks are the *Integrated Course 2* Unit 1, the difference between students' learning results is obvious (see Figure 1 and Figure 2 for reference), and the implementation of differentiated teaching is challenging.

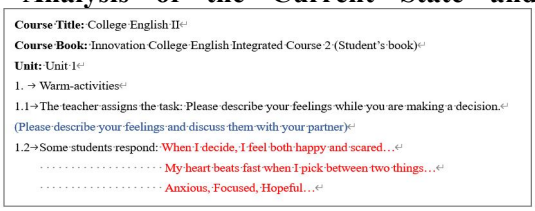

Course Title: College English II
Course Book: Innovation College English Integrated Course 2 (Student's book)
Unit: Unit 1
1. → Warm-activities
1.1→ The teacher assigns the task: Please describe your feelings while you are making a decision.
(Please describe your feelings and discuss them with your partner)
1.2→ Some students respond: When I decide, I feel both happy and scared…
My heart beats fast when I pick between two things…
Anxious, Focused, Hopeful…

Figure 1. AIGC Application Capabilities of High Achieving Students in the Same Class

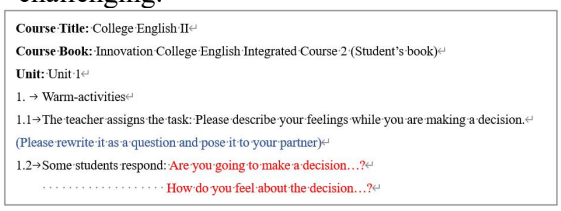
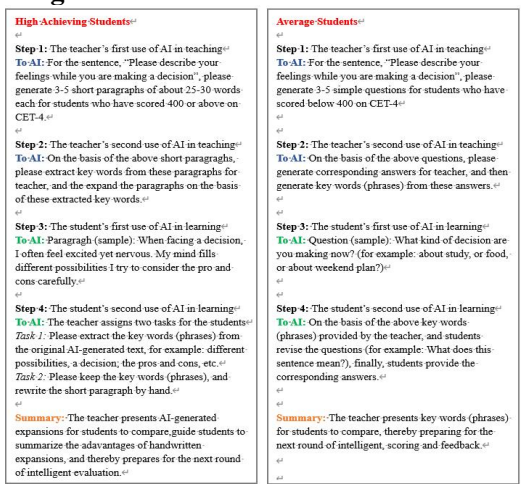

Course Title: College English II
Course Book: Innovation College English Integrated Course 2 (Student's book)
Unit: Unit 1
1. → Warm-activities
1.1→ The teacher assigns the task: Please describe your feelings while you are making a decision.
(Please rewrite it as a question and pose it to your partner)
1.2→ Some students respond: Are you going to make a decision…?
How do you feel about the decision…?

Figure 2. AIGC Application Capabilities of Average Students in the Same Class

4.2 Teaching Pathway Design Based on the "Using AI to Use AI" Model with AIGC Intelligent Evaluation


High Achieving Students

Step 1: The teacher's first use of AI in teaching
To AI: For the sentence, "Please describe your feelings while you are making a decision", please generate 3-5 short paragraphs of about 25-30 words each for students who have scored 400 or above on CET-4.

Step 2: The teacher's second use of AI in teaching
To AI: On the basis of the above short paragraghs, please extract key words from these paragraphs for teacher, and the expand the paragraphs on the basis of these extracted key words.

Step 3: The student's first use of AI in learning
To AI: Paragraph (sample): When facing a decision, I often feel excited yet nervous. My mind fills different possibilities I try to consider the pro and cons carefully.

Step 4: The student's second use of AI in learning
To AI: The teacher assigns two tasks for the students
Task 1: Please extract the key words (phrases) from the original AI-generated text, for example: different possibilities, a decision; the pros and cons, etc.
Task 2: Please keep the key words (phrases), and rewrite the short paragraph by hand.

Summary: The teacher presents AI-generated expansions for students to compare,guide students to summarize the adavantages of handwritten expansions, and thereby prepares for the next round of intelligent evaluation.

Average Students

Step 1: The teacher's first use of AI in teaching
To AI: For the sentence, "Please describe your feelings while you are making a decision", please generate 3-5 simple questions for students who have scored below 400 on CET-4

Step 2: The teacher's second use of AI in teaching
To AI: On the basis of the above questions, please generate corresponding answers for teacher, and then generate key words (phrases) from these answers.

Step 3: The student's first use of AI in learning
To AI: Question (sample): What kind of decision are you making now? (for example: about study, or food, or about weekend plan?)

Step 4: The student's second use of AI in learning
To AI: On the basis of the above key words (phrases) provided by the teacher, and students revise the questions (for example: What does this sentence mean?), finally, students provide the corresponding answers.

Summary: The teacher presents key words (phrases) for students to compare, thereby preparing for the next round of intelligent, scoring and feedback.

Figure 3. Comparative Chart of Teaching Pathways for High Achieving Students and Average Students

Under the present multi-level teaching system of college English, the teacher's differentiated teaching plan is based on "common course objectives", but due to teachers' limited experiences, it is difficult to tailor the teaching plan to the students' learning conditions. The consequence of this is that there are significant difficulties between classes of the same level. But, with the help of AIGC intelligent evaluation and the "Using AI to Use AI" model, the problems of "same course, different approaches" can be well solved.

As shown in Figure 3, the "Using AI" model can be used during the teaching process in a single class with two levels of learners (high and average). It will only take 2 steps to integrate AI into teaching design. It provides students with the same content and the difficulty level and tasks are differentiated to fit the level, allowing for the practical application of tiered instruction. This model can be applied to classes or in a

class, and is a new paradigm for human-machine collaboration.

4.3 Teaching Implementation Process Based on the "Using AI to Use AI" Model with AIGC Intelligent Evaluation

The emphasis of teaching implementation is "differentiation." Through the intelligent evaluation and assistance of AIGC technology, traditional problems of teaching efficiency and learning experience can be solved, and precise and personalized teaching assistance can be given to teachers and students [10]. This alleviates the problem of teachers not being able to assess how well the students have learnt what they are teaching in time, because of time constraints. Meanwhile, students do not need to wait for collective explanation by teachers, by themselves; they can revise their work, improving efficiency. Regarding the teaching evaluation, the intelligent system based on AI can objectively and accurately evaluate, give feedback to the students' deficiencies and make further plans. The Teaching Process Design is shown in Figure 4.

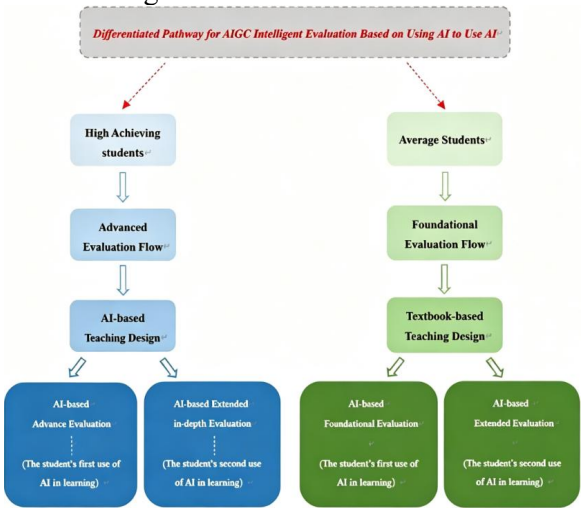


Figure 4. Comparative Chart of Differentiated Pathways for AIGC Intelligent Evaluation Based on Using AI to Use AI

As shown in Figure 4, Teaching Implementation for Average Students: First, teachers conduct an initial design and learning condition assessment to understand the learning situation of average students. Second "Using AI" Phase (Evaluation): Teachers use the first "Using AI" to design an intelligent evaluation for average students, forming a framework for "heterogeneous teaching". Third "Using AI" Phase (Revision): Teachers start with revision to generate adaptive materials and help students extend and reconstruct knowledge. Comprehensive Evaluation: Teachers obtain a phased comprehensive evaluation by merging AI-assessed data with manual corrections. Teaching Implementation for High-Achieving Students: First, teachers use AIGC to generate an extended teaching design exclusively for high-achieving students, and determine the "Use AI to Use AI" tasks. Second, teachers use the first "Using AI" (preliminary design + AIGC generation) to produce "Evaluation 1" content, and obtain final results through human-machine interaction. Then, teachers quickly determine whether high-achieving students enter the "immediate evaluation and revision" type (second "Using AI", i.e., Evaluation 2) or the "alternating evaluation and revision" type (return to Evaluation 1). Finally, teachers integrate data from the two "Using AI" phases to form an "evaluation-revision-evaluation" enhanced loop, obtain dynamic evaluation results, and thereby promote deep evaluation and revision through AIGC.

5. Reflection and Prospects on AIGC Intelligent Evaluation Empowering "Same Course, Different Approaches" in Tiered College English Instruction

5.1 In-Depth Reflection on the "Using AI to Use AI" Teaching Model in AIGC-Enabled "Same Course, Different Approaches"

From the perspective of tiered instruction, the author has tried to use "AI empowerment" to realize the "same course, different approaches" teaching mode in college English, so that students can achieve the human-machine interaction, and enhance the teaching efficiency. But there are a few issues in the process of implementation which need critical examination: First, the "Using AI to use AI" teaching model focuses on the efficiency of teaching and learning, but shows some problems of lag and disconnection between teachers and students. The ideal scenario is to have teachers innovating tiered instruction content with AIGC and students improving self-revision by using AIGC. In practice, however, the teacher may experience teaching lags after the two "Using AI" phases and students may experience learning gaps. The reconstruction of the teaching process cannot be fully and effectively achieved by AI empowerment. Secondly, students with different levels of proficiency in a

class are found to have different levels of effectiveness when using AIGC intelligent evaluation. Classroom time and content are limited and the "Using AI to Use AI" model is inadequate for deep learning for high achieving students. On the other hand, students of average proficiency also gain from the model to boost their basic skills but also become dependent on AI that hampers self-assessment skills. Finally, there is a current lack of enabling AI to support fully differentiated teaching within the model of 'using AI to use AI'. There are no unified quantitative standards for evaluating and revising, across different groups of students. Moreover, teaching practices are very different and produce chaotic, random and uneven practices among individual teachers, thereby making the effective implementation of the model difficult.

5.2 Prospects for the Development of the "Using AI to Use AI" Teaching Model in AIGC-Enabled "Same Course, Different Approaches"

Based on the above reflections, the "Using AI to Use AI" teaching model in "same course, different approaches" with the mechanism of AIGC can be adjusted and improved in the following aspects: Firstly, move from a technology focus to a teaching-first focus. Second, teachers can further improve the "Using AI to Use AI" model's content based on the results of intelligent evaluation by AIGC. Conversely, students can use "AI+" tools for multiple knowledge revision and comparison to achieve more in-depth knowledge internalization. This way, teachers and students don't view AIGC as nothing more than an evaluation device. Secondly, develop tiered-adaptive AIGC intelligent evaluation strategies to realize the precise empowerment of students with different levels of ability in the same class. AI conversational partners can be further introduced for high-achieving students to extend the "Using AI to Use AI" teaching model beyond classroom to give personalized feedback. For typical students, the emphasis should still be on strengthening the basic English skills, and reducing the dependence on AI to analyze and correct errors. Lastly, enhance technical platform and management mechanism to support a unified "Using AI to Use AI" teaching model. Based on intelligent course development, a specially-designed AIGC intelligent evaluation platform for "same course, different approaches" of tiered college English teaching can be built. To further encourage the creation of a "cross-institutional, cross-curriculum" teaching community of "Using AI to Use AI", multidimensional evaluation modules could be added to this platform. This would help to alleviate some of the problems of individual practices being disjointed and random, and would provide a more effective and coherent implementation.

6. Conclusion

The effectiveness of AIGC intelligent evaluation in tiered instruction depends not on the speed of technological iteration, but on whether it can be integrated into the deeper logic of "same course, different approaches". The essence lies in teaching reconstruction, mutual growth between teachers and students, and human-machine interaction. AIGC intelligent evaluation can only be rooted in classrooms and become a sustainable force in tiered instruction by transitioning from "empowerment by technology" to "innovation in teaching".

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