Innovative Research on Evaluation System for College English Listening Course Entirely Based on Internet

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Abstract. This study attempts to introduce the diagnostic, formative and Summative evaluation system into college English listening course (CELC), adjusting the structure of the evaluation system of college English listening course, enriching the evaluation content, building a reasonable and effective internet-based college English listening course evaluation system so as to improve students' learning enthusiasm and listening performance, imporove teachers' teaching ability and improve the teaching quality of college English listening course. In addition, the designed evaluation systeme is entirely based on internet. In this way, it can also play an important role in the comprehensive online teaching under the impact of public health emergencies and other emergencies.

1. Introduction

Curriculum evaluation is an important step in the teaching process. Effective college English listening course evaluation can promote students' learning enthusiasm and improve their academic performance. Thanks to curriculum evaluation, teachers can find problems in teaching, adjusting teaching progress and content, improving teaching methods, so as to enhance teachers' teaching ability and improve teaching quality. With the rapid development of internet technology and mobile learning, various online college English listening learning resources are increasingly abundant, which makes online college English listening teaching possible. At present, the combination of online and offline teaching has become the main teaching mode. Recently, the outbreak and normalization of COVID-19, and the comprehensive online learning and teaching under the impact of other emergency events are also what students and teachers need to face. Therefore, it is necessary to build a comprehensive, objective and effective evaluation system for college English listening course with reasonable internal structure and rich content.

2. Literature Review

In 1949, Taylor published a monograph "The Basic Principles of Curriculum and Teaching", in which he proposed to set up an evaluation system to evaluate courses according to objectives, namely, the evaluation of objectives. In other words, the whole evaluation procedure is carried out closely around the curriculum objectives, and Taylor's Objective Model was born.[1] B.S.Bloom took the evaluation method of M.Scriven into the teaching field and divided it into diagnostic evaluation, formative evaluation and formative evaluation. [2] Black&William(1980) found high-quality formative assessment is of great help to students' learning improvement through an empirical study. [3] In 2007, NACOL released a set of national standards for online course evaluation, which has great significance for online course evaluation. [4] In 2007, Pozzi, F., Manca, S., Persico, D. & Sarti, L. designed an evaluation system for evaluating learning process and learning effect in a computer aided instruction environment. The results of this study are of great help to course designers, lecturers and related researchers. [5] From January 2007 to June 2017, Barteit, S., Guzek, D., Jahn, Albrecht, B., Till, J,. Margarida, M., & Neuhann, F. made a research about the factors that affect online learning. Through the research, it is concluded that if there is an effective intervention to network learning, network learners will have a rapid progress, network learning has incomparable advantages. [6] In 2018, Gomez, R. P., Fernandez, N. F., Barbera, Elena C. R. & Mariano published a paper "Understanding student evaluations of teaching in online learning", in which the author made use of advanced network technology for evaluation and developed a classification model of online learning environment, whcih made the overall evaluation more objective and reasonable. [7] Abdullah, Nauman, A. M., & Munawar, S. tried to solve the problems existing in online courses, network programs and learning monitoring, providing guidance for the mutual evaluation among students and teachers' evaluation of students.[8] In 1996, Liangfang Shi published a monograph entitled Curriculum Theory: Foundations, Principles and Problems of Curriculum, in which he discussed the theoretical knowledge related to curriculum evaluation, including the orientation, mode and process of curriculum evaluation, pushing the research of curriculum evaluation to a new height.[9] In 1993, Lijian Chen studied the application of diagnostic

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assessment in English teaching.[10] In 2004, teaching requirements for college English courses formulated by the Ministry of Education pointed out that the design of college English courses should fully consider the requirements of cultivating listening and speaking ability, use advanced information technology, develop and construct various courses based on computer networks and provide students with good language learning environment and conditions. Under this guidance, many domestic scholars have also carried out the course evaluation of college English listening course and the exploration of the design of college English listening course based on internet. [11] In 2008, Zhiyun Chen analyzed the defects of college English audio-visual and speaking course in our country which took summative evaluation as the main evaluation mode, and constructed a teaching mode of audio-visual speaking with formative evaluation, changing students' learning attitude, and improving teachers' teaching level of college English audio-visual speaking course. [12] In 2010, Hongwei Yu constructed an autonomous listening learning model based on the network platform and designed a monitoring and evaluation system composed of teachers, students and computers. [13] In 2019, Xiaoying Gu analyzed the existing problems in traditional college English listening and speaking teaching and summarized the application strategies of blended learning in college English audio-visual speaking teaching, which has a guiding role for college English listening and speaking teaching based on internet. [14]

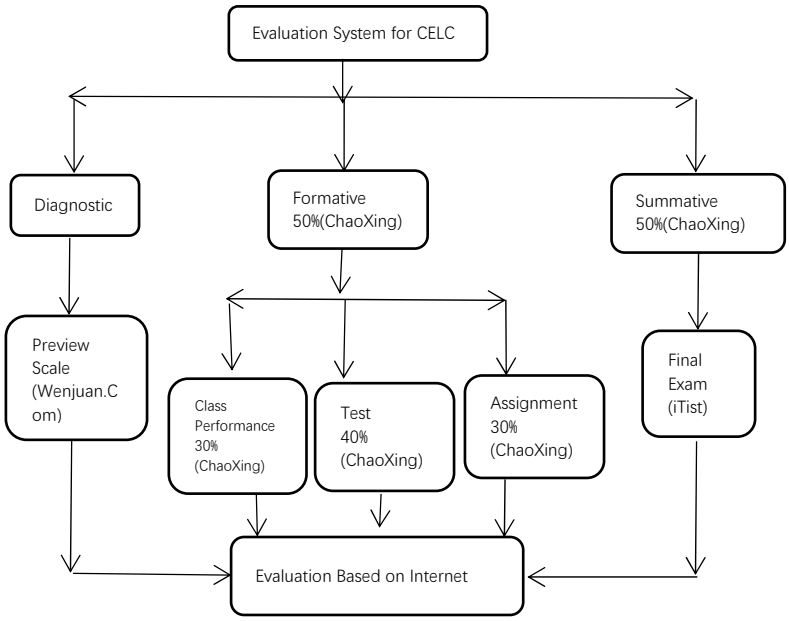
From the research of domestic and foreign scholars, foreign scholars mainly have studied the theory of curriculum evaluation, the application and role of evaluation methods in curriculum implementation. Domestic scholars have studied and explored the design of college English courses based on internet. However, there are few researches on the evaluation system of college English listening course and the construction of the evaluation system fully based on the internet.

3. Theory Basis

In the 1960s, the CSE evaluation model was proposed by the Center for Study of Evaluation. The student-centered evaluation mode is a relatively comprehensive evaluation mode, which pays more attention to the evaluation of the process. It has a clear theoretical structure. It is easy to master and practical to operate with high application value and good development prospects. The steps of CSE evaluation model can be divided into four stages: need evaluation, selection plan, formative evaluation and summative evaluation.

The CSE evaluation mode has its own advantages and is easy to operate. Therefore, the author chooses this evaluation mode as the theoretical basis for research. Based on this theory, the author designed a college English listening course evaluation system shown in Chart 1. In order to evaluate Students' performance more objectively and effectively, the evaluation system was desined entirely based on internet.

Chart 1 Design of evaluation system for CELC



4. Methodology

The author took the non-English Majors of Shandong Agriculture and Engineering University as an example. The author applied the evaluation system designed for college English listening course according to the CSE evaluation model to the experimental class and carried out an experiment in the experimental class for one semester. Before the semester, A questionnaire on college English listening learning (CELL) and course evaluation was distributed to students in Class A in an attempt to find out whether listening ability was difficult for students to improve among the five skills of listening; students' satisfaction to the traditional CELC evaluation; the evaluation methods of CELC expected by students;

students' mastery of internet technology and willingness to evaluation CELC through the internet. The design of the questionnaire refers to the questionnaire of students' learning attitude and learning strategy in Yu Wang's master's thesis. [15] After that, the pre-designed Web-based CELC evaluation system is applied to the experimental class, and the traditional evaluation method is used in the control class. Through the teaching experiment of a whole semester and the comparison of pre-test and post-test results, it is hoped to draw a conclusion that the experimental class's CEL score can be significantly higher than that of the control class. At the end of the semester, the author set the final examination with rich content and various types of questions for students to answer on iTEST. In the end, questionnaires are distributed to find out students' satisfaction with the web-based CELC evaluation system to acquire students' opinions and suggestions on the evaluation system of CELC. Then, the teacher of the experental and control class is interviewed to find out how satisfied she is with the new CELC evaluation system after comparing the new and old ones in two semesters; comments and suggestions on the new evaluation system.

It is worth noting that all the evaluations of the experimental class in this semester are all conducted via the internet, including pre-test and post-test; diagnostic evaluation; formative evaluation: classroom performance, tests, assignment; summative evaluation and questionnaire survey such as ChaoXing.com, Wenjuan.com and iTEST. These internet-based evaluation methods can obtain data accurately, quickly and efficiently, and can grasp the learning situation of all students and give feedback in time.

5. Data Analysis

5.1. Before Experiment

471 questionnaires were effectively collected, with a recovery rate of 94.58%. Through the data analysis of Wenjuan.com, we can clearly understand that the majority of students think that the traditional evaluation system of CELC based on summative evaluation is not satisfied; Students hope that teachers can evaluate their learning more comprehensively and can use various ways to enrich the evaluation before, during and after class; most students have the ability to use the internet for CELL and like to use the internet to assist their CELL.

5.2. Experiment

The author used Independent-sample test with the help of SPSS 17.0 to analyze and compare the data. It was found that there was no significant difference between the experimental class and the control class in the pre-test scores(sig.=0.675>0.05). The average score of the experimental class in the pre-test was 55.16 points, the highest score was 80 points, and the lowest score was 30 points. The average score of the control class was 55.96 points, the highest score was 85 points, and the lowest score was 0 points. Through comparison, the average score of the control class is 0.8 point higher than that of the experimental class and the median score is the same. Therefore, we can draw the following conclusions: there is no significant difference between the experimental class and the control class in CELL before the experiment. The results of the independent sample test are shown in Table 1.

Table 1. Independent sample test of pre-test

	Coupled Difference					t	df	Sig.
				95% Confidence Interval				
Control-experimental	Mean	Standard Deviation	Std. error	Lower Bound	Upper Bound			
	-1.0600	12.786	1.329	-4.516	2.931	-.420	183	0.675

After application of the new course evaluation system in a semester, the author used Independent-samples Test with the help of SPSS 17.0 to analyze and compared the data again. It was found that there were significant differences between the experimental class and the control class in the post-test scores(sig.=0.037<0.05). The average score of the experimental class was significantly higher than the average score of the post-test. The average score of the experimental class was 76 points, the highest score was 94 points, the lowest score was 53 points, and the median score was 78 points. The average post-test score of the control class was 72.99, with the highest score of 91, the lowest score of 0, and the median score of 76. The results of the independent sample test are shown in Table 2 and the score comparison of post-test is shown in Table 3.

Table 2. Independent sample test of post-test

	Coupled Difference					t	df	Sig.
				95% Confidence Interval				
Control-experimental	Mean	Standard Deviation	Std. error	Lower Bound	Upper Bound			
	-7.100	13.003	1.353	-0.133	7.054	1.469	181	0.037

Table 3. Score comparison of post-test

	Average	Highest	Lowest	Pass rate	Median
Experimental	76	94	53	95.51%	78
Control	72.99	91	0	92.63%	76

Through comparison, it was found that the average score of the experimental class and the control class has improved significantly compared with their respective pre-test scores. The average score of the experimental class in post-test is 3.01 points higher than that of the control class, the highest score of the experimental class in post- test is three points higher than that of the control class, and the lowest score of the experimental class in post- test is 53 points higher than that of the control class. The median score of the experimental class was 2 points higher than that of the control class. Therefore, we can draw the following conclusion: after the experiment, the average score, the highest score, the lowest score and the median score has significantly improved in experimental class compared with the control class.

5.3. After experiment

Through the post-experiment questionnaire, we found that students' satisfaction with the CELC evaluation based on internet method applied in this semester is very high, reaching more than 92%. With the experiment of a semester, students become more enthusiasm and interested in learning CEL. Students become more and more proficient in using the internet and various learning platforms. Students also gave some suggestions on the evaluation methods of CELC, such as hoping to further enrich the evaluation methods, hoping to supplement video materials and set task points, so as to stimulate their learning enthusiasm.

According to the interview, the teacher believed that the students in the experimental class showed great enthusiasm in learning CEL, improving their learning habits and improving their comprehensive ability. Through the pre-class diagnostic preview status scale and efficient evaluation and feedback of various tasks, assignments, tests, etc., we can master students' preview status, knowledge mastery and trouble they meet timely. Therefore, teacher can better grasp the key points and difficulties that should be explained in the course, which is helpful to adjust the teaching content, improve the teaching method, control the teaching progress and so on and their college English listening teaching level has been improved.

6. Conclusion

The traditional CELC evaluation system has some problems. The author comprehensively reviews the main curriculum evaluation theories at home and abroad and takes the CSE evaluation model as the theoretical basis. According to the four stages of evaluation, the author designed CELC evaluation system combining diagnostic evaluation, formative evaluation and summative evaluation. After a semester's application of the new college English course evaluation system, the author deeply realized the important role of reasonable course evaluation. Comprehensive, objective and reasonably structured curriculum evaluation stimulates students' interest in learning, improves students' academic performance, guides teaching and improves teachers' teaching ability. In addition, we are provides with a good opportunity to use the internet to conduct curriculum evaluationthe in the network era, improving the objectivity of curriculum evaluation, improving the efficiency of evaluation. It is not only convenient for students, but also convenient for teachers. Both students and teachers are satisfied with our new CELC evaluation system and evaluation form. In addition this evaluation system is entirely based on internet, so it is also significant for entire online teaching and learning in public health emergencies and other emergencies.

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