Research and Practice on Process Evaluation Model of College English Course Based on Network Environment

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Abstract: This paper aims to explore the practical effect and application value of the process evaluation model in college English courses under the network environment. This paper constructs a process evaluation framework adapted to the network environment and applies it to practical teaching in order to stimulate students' interest in learning, enhance their autonomous learning ability and improve the teaching effect. In terms of methods, this study designed a set of process evaluation model with diversified evaluation tasks, and collected data through questionnaires, interviews and performance analysis to evaluate the application effect of the model. In practice, we should pay attention to students' subjectivity and interaction, encourage students to participate in the evaluation process, and feedback the evaluation results in time to guide students' learning. The experimental results show that the process evaluation model has achieved positive results in college English courses. Students' learning enthusiasm has been significantly improved, their autonomous learning ability has been enhanced, and their English scores have been improved. In addition, students generally hold a positive attitude towards this evaluation model, and think it is helpful to improve the learning effect and promote all-round development.

1. Introduction

With the rapid development of information technology, network environment has become an indispensable part of modern education [1]. College English course, as an important part of higher education, its teaching mode and evaluation method have also been deeply influenced by the network environment [2]. Many colleges and universities have set up online English courses, using online platforms for online teaching and learning [3]. The network environment provides abundant resources and convenient conditions for English teaching, but also brings new challenges and requirements [4]. For example, how to effectively organize and manage online teaching activities, how to stimulate students' interest and enthusiasm in learning, and how to evaluate students' learning process and achievements.

The traditional summative evaluation method can no longer meet the needs of English teaching under the network environment, while the process evaluation model has gradually attracted the attention of educators because of its characteristics of attaching importance to the learning process and learners' subjectivity [5]. The process evaluation model originated from the American education reform movement in 1960s, which emphasized that evaluation should focus on students' learning process rather than just learning results [6]. The theoretical basis of this model mainly includes constructivism learning theory, multiple intelligences theory and humanistic learning theory [7]. It is of great significance to study the process evaluation model of college English course based on network environment for improving the quality of English teaching and promoting the all-round development of students. The purpose of this study is to construct a process evaluation model suitable for college English courses under the network environment, and to verify its effectiveness through practice.

2. Characteristics and challenges of college English course under the network environment

2.1. The network environment poses new challenges to English teaching evaluation

The network environment puts forward new challenges and requirements for English teaching evaluation: (1) The diversity and flexibility of evaluation methods is one of the important challenges faced by English teaching evaluation under the network environment. The traditional evaluation method based on paper-and-pencil test can no longer meet the needs of English teaching under the network environment, so it is necessary to explore and develop more diversified and flexible evaluation methods, such as online test, electronic portfolio, learning diary, etc., in order to comprehensively and objectively evaluate students' English ability and learning effect [8]. (2) The comprehensiveness and process of evaluation content is also a new requirement for English teaching evaluation under the network environment. The traditional knowledge-based evaluation content can no longer adapt to the characteristics of English teaching under the network environment. It is necessary to pay attention to students' performance, attitude and strategies in the learning process in order to comprehensively evaluate students' comprehensive English literacy and ability. (3) The diversity and interactivity of evaluation subjects is also a new challenge to English teaching evaluation under the network environment. The traditional teacher-centered evaluation subject can no longer meet the needs of English teaching under the network environment. It is necessary to introduce multiple evaluation subjects such as students' self-evaluation and mutual evaluation to enhance the interactivity and fairness of evaluation.

2.2. The characteristics of college English course under the network environment

College English course under the network environment has remarkable characteristics: rich and diverse learning resources to meet individual needs; Learning style is flexible and independent, not limited by time and space; The interaction between teachers and students is instant and extensive, which improves the learning effect. These characteristics promote students' English learning experience and effectiveness (Figure 1).
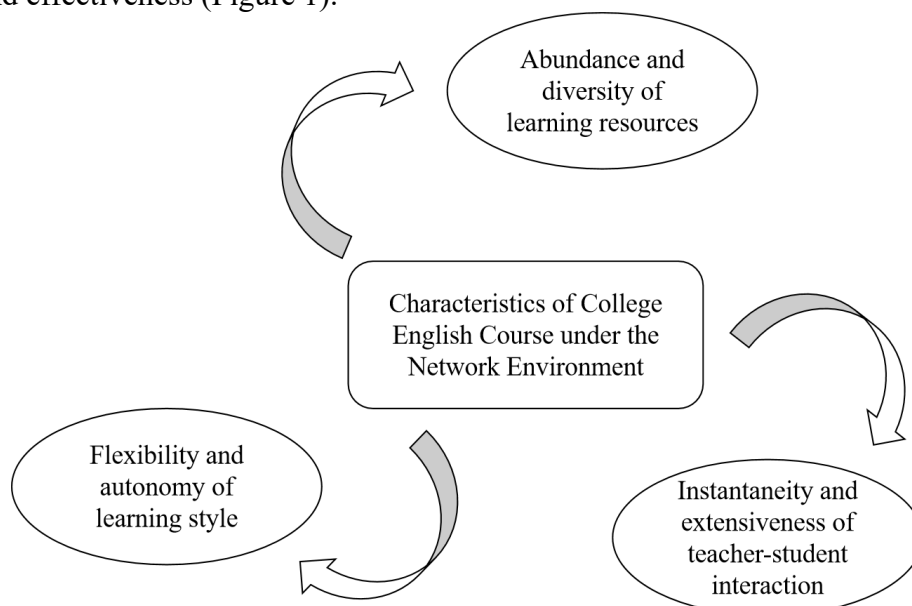

Figure 1 The characteristics of college English course under the network environment

The traditional evaluation model in college English course is difficult to comprehensively evaluate the flexible and autonomous learning process under the network environment because of its limitations such as focusing on results, single way and lack of students' participation [9]. Therefore, it is very important to adopt a process evaluation model that pays attention to the learning process, is diverse and flexible, and includes students' self-evaluation and mutual evaluation, so as to meet the needs of English teaching in the network environment.

3. The construction of process evaluation model

3.1. Principles and concepts of process evaluation model

The construction of process evaluation model should follow certain principles and ideas. The student-centered principle is the core of the process evaluation model. Evaluation should pay attention to students' all-round development, respect students' individual differences and learning needs, take students' learning process and learning achievements as the evaluation object, and promote students' autonomous learning and lifelong learning ability. The principle of multiple evaluation is also an important feature of the process evaluation model. Evaluation should adopt a variety of evaluation methods and means, including quantitative evaluation and qualitative evaluation, formative evaluation and summative evaluation, so as to comprehensively and objectively reflect students' learning situation and progress. At the same time, we should also pay attention to the participation and interaction of students' self-evaluation and mutual evaluation. The principle of timely feedback and adjustment is also an important aspect of the process evaluation model. Evaluation should give students feedback and guidance in time to help them understand their learning situation and problems, and make timely adjustments and improvements according to their feedback and performance. These principles and ideas together constitute the basic framework of the process evaluation model.

3.2. Specific content and implementation steps of process evaluation model

The specific contents of the process evaluation model include evaluation objectives, evaluation contents, evaluation methods and evaluation standards, as shown in Table 1.

Table 1 The specific content of the process evaluation model

Evaluation aspect	Specific content
Evaluation objective	1. Clear students' learning objectives, including knowledge mastery, skills improvement, emotional attitude and other goals.
	2. Establish the development direction of students and pay attention to their all-round development and individual needs.
	3. Provide clear guidance for evaluation activities to ensure the consistency between evaluation and learning objectives.
Evaluation content	1. Covers the learning process of students, including learning activities, learning progress, learning reflection and other aspects.
	2. Pay attention to students' learning attitude, such as enthusiasm, initiative and cooperation.
	3. Investigate students' learning strategies, including cognitive strategies, metacognitive strategies and resource management strategies.
	4. Fully reflect students' learning situation and provide basis for teaching improvement.
Evaluation method	1. Adopt a variety of evaluation methods and means to meet the learning needs and characteristics of different students.
	2. Use observation records to understand students' learning behavior, performance and progress.
	3. Evaluate students' knowledge application, innovation ability and practical achievements through the exhibition of works.
	4. Use oral reports to examine students' expressive ability, thinking logic and problem-solving ability.
	5. Combine other evaluation methods, such as self-evaluation, mutual evaluation and teacher evaluation, to form a diversified evaluation system.
Evaluation criterion	1. Evaluation criteria should be clear, specific, easy to operate and implement.
	2. Formulate evaluation criteria consistent with the learning objectives to ensure the pertinence and effectiveness of the evaluation.
	3. The evaluation criteria should be operable to facilitate the evaluator to make quantitative or qualitative evaluation.
	4. Provide objective basis for evaluation, reduce subjectivity and randomness, and improve fairness and accuracy of evaluation.

In terms of implementation steps, the process evaluation mode can be carried out according to the following steps:

Clear evaluation objectives and contents, and formulate detailed evaluation plans;

Select appropriate evaluation methods and means to collect evaluation data;

Collate and analyze the collected data to form an objective and comprehensive evaluation result;

Give students timely feedback and guidance, and make timely adjustments and improvements according to students' feedback and performance.

It is necessary to make some adaptive adjustments to implement the process evaluation model under the network environment. First of all, in view of the richness and diversity of learning resources under the network environment, the process evaluation model can make full use of the advantages of network resources and platforms to collect and analyze evaluation data. Secondly, in view of the flexibility and autonomy of learning methods under the network environment, the process evaluation model should pay attention to the evaluation of students' autonomous learning ability and learning strategies. Finally, in view of the immediacy and extensiveness of teacher-student interaction under the network environment, the process evaluation model should strengthen online communication and interactive evaluation between teachers and students.

4. Practice of process evaluation model in college English course

(1) Practice object and curriculum background

This practice selects an ordinary college English course as a pilot, taking freshmen as the main practice object. These students have just entered the university and are full of curiosity and expectation for the new learning environment and evaluation methods. College English course, as a compulsory course for them, is of great significance to their English level improvement and future development. Therefore, in this context, the introduction of process evaluation model aims to stimulate students' interest in learning, improve their autonomous learning ability, and provide teachers with a more comprehensive and objective evaluation basis.

(2) Practice process and implementation details

In the process of practice, firstly, the course objectives are defined to ensure that the evaluation content is consistent with the course objectives. Then, a variety of evaluation tasks are designed, including online test, group discussion, classroom presentation, learning diary, etc., to comprehensively evaluate students' learning process and learning results. In the process of implementation, we should pay attention to communication with students, give them timely feedback and guidance, and help them find problems and improve their learning methods. At the same time, it also encourages mutual evaluation and cooperation among students, and cultivates their teamwork spirit and critical thinking ability.

(3) Challenges and countermeasures in practice

In the process of practice, there are also some challenges. First of all, some students feel uncomfortable with the new evaluation methods. They are used to the traditional paper-and-pencil test, and feel strange and confused about the new evaluation methods such as online test and study diary. In order to solve this problem, this paper strengthens the evaluation training for students to help them understand the significance and methods of the new evaluation method. Secondly, due to the instability of the network environment, sometimes there will be problems such as network failure or data loss, which will affect the smooth progress of the evaluation. In order to deal with this problem, this paper establishes a perfect data backup and recovery mechanism to ensure the integrity and security of evaluation data.

(4) Preliminary practical effect analysis

After a semester's practice, we have initially seen the effectiveness of the process evaluation model in college English courses. First of all, students' learning enthusiasm has been significantly improved. They are more active in classroom discussions and online learning, and their interest and self-confidence in English learning have also been enhanced. Secondly, students' autonomous learning ability has been improved, they can better plan their own learning time and tasks, and make effective use of network resources for autonomous learning. Finally, teachers can evaluate students'

learning situation and learning achievements more comprehensively and objectively, which provides a strong basis for teaching improvement.。

5. Effect evaluation and feedback of process evaluation model

(1) Method and design of effect evaluation

In order to evaluate the effect of the process evaluation model objectively and scientifically, this section designs a variety of evaluation methods including questionnaire survey, interview and test score analysis. The questionnaire survey is mainly aimed at students' acceptance and satisfaction with the process evaluation model; Interviews have a deeper understanding of students' views and suggestions on the process evaluation model; Test score analysis evaluates the effect of the process evaluation model by comparing the changes of students' scores before and after implementation.

(2) Data collection and effect evaluation results

In terms of data collection, this paper distributed questionnaires through the network platform and interviewed some students. At the same time, the data of students' test scores before and after the implementation were collected and analyzed. In data analysis, descriptive statistics and correlation analysis are used to process and analyze the data (as shown in Table 2).

Table 2 Method of data capture

Data collection mode	Specific content
Questionnaire survey	Through the network platform, questionnaires were distributed to collect students' acceptance and satisfaction with the process evaluation model.
Interview	Interview some students to get an in-depth understanding of their views, experiences and suggestions for improvement on the process evaluation model.
Test score data	Collect the data of students' test scores before and after the implementation, and use it to analyze the influence of the process evaluation model on students' learning effect.

Through data analysis and processing, the following evaluation results are obtained (as shown in Table 3).

Table 3 Evaluation of students' acceptance and learning effect of process evaluation model

Evaluation index	Assessment result	Describe
Student acceptance	Tall	Most students accept the process evaluation model and think it is more fair, objective and comprehensive.
Degree of satisfaction	Tall	Students' overall satisfaction with the process evaluation model is high.
Changes in academic performance	Raise	After the implementation of the process evaluation model, students' test scores have been improved, which shows that the model has a positive effect on improving learning effect.

It can be seen that most students accept and are satisfied with the process evaluation model, which they think is more fair, objective and comprehensive. At the same time, students' test scores have been improved after the implementation of the process evaluation model, which shows that this evaluation method has a positive effect on improving students' learning effect.

(3) Feedback and suggestions

According to the results of the effect evaluation, this paper puts forward the following feedback and suggestions on the process evaluation model: First, we should continue to improve and optimize the design and implementation details of the process evaluation model to ensure that it is consistent with the curriculum objectives and students' needs. Secondly, we should strengthen the training and guidance for students and teachers to help them better understand and use the process evaluation model. Finally, a regular effect evaluation mechanism should be established to find and solve problems and challenges in practice in time.

6. Conclusions

This study deeply analyzes the characteristics and challenges of college English courses under the network environment, constructs a process evaluation model adapted to the network environment, and makes practical exploration in actual teaching. The results show that the process evaluation model has remarkable application effect and adaptability in college English courses. This model can comprehensively and objectively evaluate students' learning process and achievements, effectively stimulate students' learning interest and motivation, and enhance students' autonomous learning ability and critical thinking ability. At the same time, the model can also provide teachers with more comprehensive and accurate evaluation information, and help teachers find problems in teaching and make improvements in time. Therefore, the process evaluation model is of great significance for promoting the teaching reform and improving the teaching quality of college English courses. Future research can further expand the scope of practice and explore the application of process evaluation model in other courses or fields.

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