Study on the Importance of Evaluation and Supervision System of College Students' English Listening Platform Based on Data Analysis

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Abstract. College students ignore the importance of English listening and speaking ability under the circumstance of exam-oriented education. This study is based on data analysis to analyze the importance of evaluation and supervision system of college students' English listening platform, combined with questionnaire survey and data analysis before and after the study. The study confirms that such platforms can improve college students’ ability to independently formulate and complete after-class listening programs, thereby improving their level of listening and speaking in English.

Background and Significance

Contemporary college students all come from different regions, and different regions have different degrees of emphasis on English listening. There are some differences in listening materials in high school, even some provinces do not have a part of listening examinations in the college entrance examination. These factors indirectly lead to the possibility that the classmates in the same class in the university may have a wide gap in English listening. Some students will give up listening due to their inability to adapt in the class and may even have a lack of confidence in overcoming English listening problems.

In order to adapt to the changes in the demand of college students for English listening ability under the new situation and to further improve the validity of the listening test, the listening part of the CET4 and CET6 reform plans in June 2016 cancelled the short dialogue and compound dictation, and increased News reports. It also increased in the proportion of essay understanding part scores. This shows that the current trend is to pay more and more attention to English listening to improve ability of English practice. However, compared to the gradual emphasis on the listening exam, the opportunities and awareness of listening practice for college students are relatively inadequate. It result that English listening always is a weak link in college students' English learning.

Improving English listening ability is an important part of cultivating college students' comprehensive quality and ability. Nowadays, English, as the most widely used language, plays an important role in the communication between college students and the world. English is a stepping stone to help college students complete more in-depth academic research. Nowadays, more and more college students choose to go to English-speaking countries, such as the United States or the United Kingdom, for further education. Having a high level of English listening is an indispensable part of the understanding of classroom content, and one of the biggest problem with studying abroad for university students is the lack of English listening ability.

As early as the beginning of the 20th century, the mathematical foundation of data analysis was established, but its practical success was due to the advent of computers. Nowadays, data has become one of the most important references for decision making. The data is not deceptive, and it is very critical for us to effectively use the data and extract useful information from a large amount of data. In addition, it is also important to use the extracted data for detailed research and general analysis and draw conclusions.

Based on the environment that today's college students pay more and more attention to English listening but English listening is still a challenge for contemporary Chinese students, we want to
provide an English listening supervision platform to help students complete their own extracurricular English listening plans and improve their English listening level. Because of this, we started a research about the importance of English listening supervision platform. We hope that based on this research, we can understand the importance of English listening supervision platform for college students' extracurricular English listening learning, and let students understand the importance of regular English listening exercises in improving English listening ability. We also hope to contribute to further research on improving English listening ability in the future.

Specific Research Operation

At the initial stage of the study, we conducted a preliminary questionnaire survey of the students' English learning background, and designed and established the College English listening supervision platform for the college students according to the conclusions. There are four main functions in this platform:

1. The user uploads his weekly English listening plan on the platform;
2. The user finish his task and sign in on the platform everyday according to the English Listening Week plan he designed;
3. The administrator regularly records the user's task records (both in quantity and quality) and rewards the students who actively complete tasks;
4. The administrator regularly provide related information about English listening (English listening books, English movies, English songs, etc.).

The research experiment lasted for a total of four months. During four months, we compared the scores of their enrollment and their scores after this experiment. Four months later, we conducted a questionnaire survey of the students and interviewed those students who persisted in English learning tasks.

Preliminary Questionnaire Survey

We selected 119 valid questionnaires, and selected the relevant data of several listening related questions from the questionnaires and analyzed them by using SPSS (T-test and ANOVA)and EXCEL.

The first question is about the time students study English every day. We analyzed the four answers on behalf of the corresponding scores (i.e. more than two hours (4 points), 1-2 hours (3 points), 30-60 minutes (2 points) and 30 minutes or less (1 point)). The second question is about the frequency of English listening practice. We analyzed the four answers on behalf of the corresponding scores (i.e. every day (4 points), 2-3 times per week (3 points), once per week (2 points), and occasionally (1 point)). The third question is about whether the students have listening plans and accurately complete listening plans. We analyzed the four answers on behalf of the corresponding scores (i.e. planned and basically executed (4 points), planned but poorly completed (3 points) unplanned but prepared to plan (2 points) unplanned (1 point)). Afterwards, we analyzed the data of males and females to determine whether the findings were affected by gender factors.

Table 1. Results of questionnaire.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily Average time spending on English study.</td>
<td>1.91</td>
<td>0.79</td>
</tr>
<tr>
<td>2. Frequency of English listening practice.</td>
<td>2.47</td>
<td>1.09</td>
</tr>
<tr>
<td>3. whether have a English listening plan and implement it or not</td>
<td>2.72</td>
<td>1.89</td>
</tr>
</tbody>
</table>

From table 1, we collected the finding by using the single sample t-test that the average number of time spent on English learning by the students is 1.91. This shows that the average time students spent on English learning is less than 60 minutes or even less than 30 minutes per day. In addition, the average number of listening frequency is 2.47, which indicates that more than 50% of the students practice English listening once a week or even less. In the above survey samples, the average number of the students to plan and complete the English Listening Plan is 2.72, which indicates that it is over 50% students have planned or prepared to make listening learning plans, but
most of them still lack the ability to carry out the plans, and only stay in the state of making plans and failing to achieve the plans.

Table 2. Gender difference analysis.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean ± Standard Deviation</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (N=80)</td>
<td>Female (N=39)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Daily Average time spending on English study.</td>
<td>1.89 ± 0.83</td>
<td>-0.39</td>
<td>0.69</td>
</tr>
<tr>
<td>2. Frequency of English listening practice.</td>
<td>2.48 ± 1.12</td>
<td>0.12</td>
<td>0.91</td>
</tr>
<tr>
<td>3. Whether have a English listening plan and implement it or not</td>
<td>2.64 ± 0.83</td>
<td>-1.50</td>
<td>0.14</td>
</tr>
</tbody>
</table>

We used the T-test to study whether gender has an effect on the amount of time spent on learning English each day and the frequency of practicing English listening. P value represents significance level. From table 2, it can be seen that gender has a low significance level impact on the time spent on English learning per day, the frequency of practicing English listening, and whether there is a listening plan and complement (P>0.05). However, the impact of gender on learning plans is greater than the other two variables.

At the end of the questionnaire, we learned from the students what they felt were the least confident and what they most wanted to improve. From the figure below, it can be seen that most of the students lack confidence in their English listening and speaking, and they choose English listening and speaking as the most urgent aspect to be improved. Improving English listening skills is an essential cornerstone for improving English speaking. The table 2 also mentions that the students have already begun to carry out their own listening plans, which is only a matter of implement. Therefore, it is necessary to organize a platform to supervise students to complete their listening plans, and gradually develop the habit of completing daily listening exercises. (The listening exercise mentioned above contains English textbooks, English songs, English Soundtrack, etc.)

**Academic Performance Comparison and Feedback**

We divided the students into two groups during the four months. One group did not use extracurricular listening monitoring platform as the control group, the other group used four-month English listening monitoring platform as the experimental group. We tested the listening scores of the two groups before and after the experiment. The results are as follows:

Table 3. Academic performance comparison.

<table>
<thead>
<tr>
<th></th>
<th>Control group (N=60)</th>
<th>Experimental group (N=64)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before the experiment</td>
<td>Mean</td>
</tr>
<tr>
<td>Control group (N=60)</td>
<td>69.88</td>
<td>7.58</td>
</tr>
<tr>
<td>After the experiment</td>
<td>70.56</td>
<td>9.67</td>
</tr>
<tr>
<td>Experimental group</td>
<td>70.67</td>
<td>8.45</td>
</tr>
<tr>
<td>(N=64)</td>
<td>74.88</td>
<td>8.50</td>
</tr>
</tbody>
</table>

According to Table 3, the listening scores of both two groups increased after the experiment, but
the increment of the experimental group was much larger than that of the control group which indicates that the English listening supervision platform plays a positive role in improving the listening ability of college students.

At the end of the experiment, we collected feedback from the students on the English listening supervision platform of college students and 69.23% of the students interviewed by random were satisfied with the listening planning module, and thought that the platform played a supervisory role to a large extent. In addition, students think that learning English listening with the English listening books recommended by the platform not only helps them accumulate vocabulary and improve listening skills, but also improves their oral ability to a certain extent.

Most importantly, students think that the platform can to some extent cultivate their autonomous learning ability which is quite meaningful. Preliminary questionnaire survey shows that 60.5% of the students learn English listening by listening to audio in textbooks or exercise books in English classes. Feedback shows that 50.6% of the students’ main method of learning English has changed from class to autonomous find English listening materials on the Internet (such as English movies, English songs and so on). This indicates that students can not only make rational use of the platform resources, but also take the initiative to formulate the daily English listening plan.

Conclusion

According to the above analysis, we draw the following conclusions:

1. The students at this stage have a certain degree of English listening learning awareness, but they do not have a good listening plan or the performance of the plan.
2. The establishment of the English listening supervision platform helps students complete the extracurricular listening plan and improve their English listening performance;
3. The establishment of English listening supervision platform can help students develop the habit of making plans and improve the students' autonomous learning ability.

As an indispensable part of English practical ability, listening has been paid more and more attention by college students. This is a good phenomenon, which shows that English learning is gradually shifting from examination-oriented to practical. English listening supervision platform plays an important role as a supervisor, a presenter and a witness of English listening practice. It can remind students of completing their listening plan in time, help students develop the ability of autonomous learning, and provide with the popular English materials enabling students to see the world in English and learn English in a cultural way, which naturally has its own importance.

References