

The Impact of Chaoxing Online Learning Platform on the Engagement of English Majors' Course Learning

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Abstract. This study scrutinizes the impact of Chaoxing Online Learning Platform (COLP) on the academic engagement of English majors in the context of course learning. Employing a research design characterized by the extensive utilization of COLP, encompassing the creation of a dedicated course space, the dissemination of teaching resources, and the establishment of learning communities to foster student interaction, the study enlisted 170 English majors across five classes. These participants partook in the learning of the course (History of English Language Education, HELE) within COLP for a single semester. Assessment methods comprised a final test, a questionnaire survey, and interviews conducted with randomly selected participants. The results reveal praiseworthy academic achievements, as evidenced by all students successfully passing the final test, attaining average scores surpassing 80. The survey and interviews illuminate the constructive influence of COLP on students' learning motivation and experience, with a noteworthy majority expressing heightened enthusiasm and satisfaction. The engagement level of English majors is notably intensified, substantiated by increased learning durations, active involvement in online activities, and punctual task completion. The research posits that COLP significantly augments academic achievements, learning motivation, and engagement levels among English majors in the process of mastering the English language course, underscoring the potential of online platforms to positively influence the broader educational milieu within the field of English language education.

Keywords: Chaoxing Online Learning Platform (COLP), English majors, academic engagement, impact

1 Introduction

In recent years, the integration of Information and Communication Technologies (ICT) into education has transformed the landscape of learning ^[1-2], with online platforms playing a pivotal role in facilitating educational experiences ^[3]. This study aims to explore the profound impact of Chaoxing Online Learning Platform (COLP) on the academic engagement of English majors' course learning.

English, as a global lingua franca, holds paramount importance for English majors, influencing both academic and professional trajectories ^[4-5]. COLP, recognized as a leading online learning platform in China, stands at the forefront of educational technology, providing a diverse array

of resources and tools for English language education [6]. While online learning platforms have gained widespread popularity globally [7-8], their specific effects on the engagement levels of English majors in language learning contexts remain a subject of nuanced inquiry. Thus, this research seeks to fill this gap by conducting a comprehensive examination of COLP's influence on the academic engagement of English majors.

2 Research design

2.1 Features and Functions of COLP

Chaoxing Xuexitong, known as COLP, is a prominent online education platform in China, offering a variety of features and functions tailored to the needs of both learners and educators [9].

- 1) Rich Learning Resources: COLP provides a vast array of learning resources covering various subjects and topics. These resources include textbooks, courseware, videos, exercises, and case studies, etc.
- 2) Interactive Learning Tools: The platform incorporates interactive learning tools such as online assignments, discussion forums, real-time Q&A sessions, and collaborative projects. These tools facilitate engagement and interaction among students, fostering a dynamic learning environment.
- 3) Personalized Learning Experience: COLP offers personalized learning pathways and study plans based on students' individual progress and learning preferences. Through intelligent recommendations, it suggests relevant learning materials and resources, enhancing efficiency and effectiveness.
- 4) Flexible Teaching Management: Educators can manage courses, publish teaching materials, set assignments and exams, and track student progress through the platform's intuitive interface. This flexibility enables instructors to adapt and monitor teaching strategies according to evolving needs.
- 5) Real-time Monitoring and Feedback: The platform provides real-time monitoring of student learning progress and performance. Teachers can monitor students' activities, offer timely feedback, and provide guidance to help learners improve their learning outcomes.
- 6) Mobile Learning Support: COLP offers mobile applications, allowing students and teachers to access the platform anytime, anywhere using smartphones or tablets. This mobile support promotes flexibility and accessibility in learning and teaching.
- 7) Algorithms and Modeling Methods: COLP involves various algorithms and modeling methods below, including Recommendation Algorithms (COLP utilizes collaborative filtering, content-based filtering, deep learning, and other recommendation algorithms to provide personalized learning recommendations to students, including learning materials, courses, exercises, etc.), Clustering Analysis (COLP employs clustering analysis algorithms to group students based on their learning behaviors, identifying similar student groups for targeted learning support and guidance), Decision Trees (COLP uses decision tree algorithms to classify and predict students' learning data, such as predicting learning outcomes or progress. Based on

these predictions, the platform provides corresponding learning advice), Random Forest (COLP makes use of random forest algorithms for feature selection and classification of student learning data. This helps identify learning patterns and behavior rules to provide personalized learning support and recommendations), and Online Analytical Processing (OLAP) (COLP operates OLAP techniques for multi-dimensional analysis of student learning data. This enables exploration of learning behavior and patterns, providing deeper statistical analysis for students and teachers).

To sum up, COLP stands out for its extensive learning resources, interactive tools, personalized learning experience, flexible teaching management, real-time monitoring, mobile support, and data analytics capabilities. It serves as an efficient, convenient, and comprehensive online learning and teaching platform for students and educators alike.

2.2 Application of COLP

To effectively enhance English majors' experience and satisfaction of course learning (History of English Language Education, HELE), application of COLP has been implemented.

First, it's crucial to establish a dedicated course space within the COLP platform. This space should be meticulously designed to meet both the course objectives and the navigational needs of students. By creating a structured environment, learners can easily locate resources and engage with course materials (see Table 1). In other words, there are 7 parts covering contents, videos, exercises, discussions, assignments, tests, and feedback, which are designed for students' learning in COLP.

Table 1. Structure of Learning Contents in COLP.

NO.	Content	Video	Exercise	Discussion	Assignment	Test	Feedback
1	Westernization and English Language Education	2	Blank-Filling	Specified Topic	Blank-Filling	Blank-Filling	Teacher & Peers
2	English Language Education in the PRC (1949-present)	2	Multiple-choice	Specified Topic	Multiple-choice	Multiple-choice	Teacher & Peers
3	English Curriculum Development for Schools	4	Q & A	Specified Topic	Q & A	Q & A	Teacher & Peers
4	Development of English Teaching Materials	5	Reading	Specified Topic	Reading	Reading	Teacher & Peers
5	Development of Instructional Approaches and Methods	4	Oral Report	Specified Topic	Oral Report	Oral Report	Teacher & Peers
6	English Language Assessment	7	Mind Map	Specified Topic	Mind Map	Mind Map	Teacher & Peers
7	English Language Teacher Education	3	Role Playing	Specified Topic	Role Playing	Role Playing	Teacher & Peers
8	Educational Technology	4	Problem-solving	Specified Topic	Problem-solving	Problem-solving	Teacher & Peers
9	Research on English Language Teaching in China	6	Making Research	Specified Topic	Making Research	Making Research	Teacher & Peers
10	English Teaching in Secondary Vocational Education	4	Mini-speech	Specified Topic	Mini-speech	Mini-speech	Teacher & Peers

11	English Language Education in China: Issues & Prospects	2	Writing	Specified Topic	Writing	Writing	Teacher & Peers
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Second, teaching resources such as courseware, documents, and videos should be systematically uploaded to COLP. Organizing these materials in a coherent manner ensures accessibility and maintains an orderly learning environment for students.

Third, utilizing the platform's features, instructors can set up various online activities such as quizzes, discussion groups, and collaboration tools. These activities foster active participation and encourage meaningful interactions among students, thereby enriching the learning experience.

Fourth, regular updates to course content are essential for relevance and efficacy. Providing timely feedback on student progress and adjusting teaching strategies based on this feedback further enhances the learning process.

Fifth, ensuring students' proficiency in navigating COLP is imperative. Offering technical support and training as needed enables students to effectively utilize the platform, thus facilitating smoother learning experiences.

Sixth, in addition to technical support, academic assistance should be readily available. This can be achieved through online office hours, email correspondence, and prompt responses to student inquiries, all of which contribute to the seamless progression of learning.

Seventh, creating virtual learning communities through online forums or social media platforms fosters interaction and collaboration among students. These communities provide opportunities for peer learning and support, enriching the overall educational experience.

Eighth, regular formal evaluations and solicitation of student feedback are vital for gauging course effectiveness. By gathering insights into students' perspectives and suggestions, instructors can adapt course designs and optimize content accordingly.

Ultimately, a continuous improvement cycle is essential. Adjusting course designs, refining content, and optimizing formats based on student feedback and evaluation results ensures ongoing enhancement of the learning experience.

2.3 Participants

There were two groups of participants (213 people in total) in the study. One was experimental group (classroom learning with the help of COLP) composed of 170 participants from four classes of English majors in Guangdong University of Science and Technology (the number of people in Class 1, 2, 3 and 4 is separately 42, 45, 41 and 43). The other was control group (classroom learning without the help of COLP) comprised of 43 students from another class (Class 5) of English majors in the same university. HELE course in these five classes was taught by the same teacher. All participants had the equivalent time of one semester (2 periods per week, 26 periods and 13 weeks in total) to learn the course. For experimental group, in addition to normal off-line classroom learning, they also have extra online learning in COLP, following 3 stages of pre-learning, while-learning and post-learning. Namely, for any online contents (e.g. Chapter 1-Westernization and English Language Education, Chapter 2-English Language Education in the PRC, Chapter 3-English Curriculum Development for Schools in China, Chapter 4-Development of English Teaching Materials, etc.), each participant had to conduct

their learning within these 3 stages (including watching online videos, finishing activities, completing exercises, sharing discussions, doing assignments and tests, etc.) within COLP. For control group, they just abided by teacher's teaching plans and procedures in off-line classroom learning without the assistance of COLP.

2.4 Instrument

In order to more accurately grasp the impact of COLP on learning engagement of English majors, a test, questionnaire survey and interview at the end of the course were carried out. The test consists of four kinds of items of HELE course learning, such as True or False for the Statement, Multiple Choice, Bank-filling and Essay Questions. The questionnaire and interview separately cover 10 and 5 questions about learners' academic engagement, learning motivation and experience, and the impact of COLP.

2.5 Data Collection and Analysis

First of all, 213 English majors across five classes (Class 1, 2, 3, 4 and 5) were tested for their academic achievements after finishing HELE course learning. Then, a week later, a questionnaire was conducted for them. Lastly, 14 participants (10 and 4 students respectively from experimental and control group) were randomly selected for further interview. The data collected in the test, questionnaire and interview were analyzed by means of descriptive statistics (e. g. frequency and percentage).

3 Results

3.1 Academic Achievements

Through one-semester HELE course learning, a final test composed of test items such as True or False for the Statement, Multiple Choice, Bank-filling and Essay Questions was conducted for all participants (Class 1, 2, 3, 4 and 5). The test results show that all students (100%) in experimental group (Class 1, 2, 3 and 4) are able to pass the test, the average scores (Mean) of each class are respectively more than 80. Conversely, in control group (Class 5), their mean is 64.79, and passing rate is 70.35% (see Figure 1), indicating students in experimental group with the help of COLP can achieve better academic performance in English course learning.

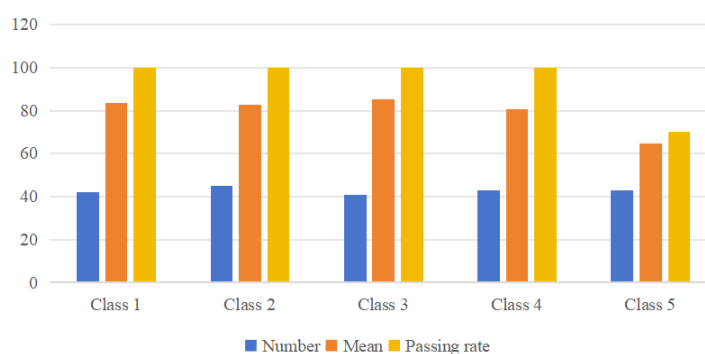


Figure 1. Statistics of Students' Test Scores.

3.2 Learning Motivation and Experience

A questionnaire survey for all participants (Class 1, 2, 3, 4 and 5) was implemented when HELE course learning ended. In experimental group (Class 1, 2, 3 and 4), the results of questionnaire manifest 148 respondents (87.06%) deem that COLP is in a position to enhance their motivation and enthusiasm for HELE course learning, and 155 students (91.18%) proclaim COLP makes them have a satisfactory experience in HELE course learning. Meanwhile, in the interview, 60% of interviewees (6 out of 10 participants) perceive learning in COLP contribute to boosting their motivation, and 70% of them (7 out of 10 participants) feel satisfied with their learning experience. On the contrary, in control group (Class 5), only 19 participants (44.18%) in the questionnaire are pleased with their learning motivation. 18 students (41.86%) feel satisfied with traditional classroom learning. What is worse, in the interview, just one girl-student (25%) expresses the positive answer to her learning motivation and experience (see Table 2).

Table 2. Results of questionnaire and interview.

Items	Learning Motivation	Learning Experience	Group
	Enhancing motivation and enthusiasm	Feeling satisfied	
N / Percent	148 / 87.06% (Questionnaire)	155 / 91.18% (Questionnaire)	Experimental Group
N / Percent	6 / 60% (Interview)	7 / 70% (Interview)	
N / Percent	19 / 44.18% (Questionnaire)	18 / 41.86% (Questionnaire)	Control Group
N / Percent	1 / 25% (Interview)	1 / 25% (Interview)	

3.3 Engagement Level

According to the statistics of questionnaire and interview results, the impact of COLP on engagement level of English majors' course learning is significant, especially in the facets of learning time, participation of activities, and completion of tasks. As Table 3 demonstrates, in the questionnaire and interview, there are severally 154 and 7 participants (making up 90.59% and 70% of sample size) in experimental group (Class 1, 2, 3 and 4) who assume they spend more time learning the HELE course in COLP. At the same time, 79.41% and 70% of respondents respectively consider they often participate in online activities or discussions, and 97.65% and 90% of them separately acknowledge that they are in time capable of completing the learning tasks in COLP. However, in control group (Class 5), the percentage of learning time, activity participation and task completion are separately 58.14%, 46.51% and 69.77% in the questionnaire, and 50%, 25% and 50% in the interview.

Table 3. Statistics of questionnaire and interview results.

Items	Learning Time	Activity Participation	Task Completion	Group
	Much time	Frequent participation	In-time completion	
N / Percent	154 / 90.59% (Questionnaire)	135 / 79.41% (Questionnaire)	166 / 97.65% (Questionnaire)	Experimental Group

N / Percent	7 / 70% (Interview)	7 / 70% (Interview)	9 / 90% (Interview)	
N / Percent	25 / 58.14% (Questionnaire)	20 / 46.51% (Questionnaire)	30 / 69.77% (Questionnaire)	Control Group
N / Percent	2 / 50% (Interview)	1 / 25% (Interview)	2 / 50% (Interview)	

4 Discussion

On the basis of the provided research results, discussions will be executed in several key areas (such as students' academic achievements, learning motivation and experience, and engagement level) related to the impact of COLP on the engagement of English majors' course learning.

First, online learning platform like COLP allows English majors to access learning materials and resources anytime, anywhere. This flexibility can cater to individual learning preferences and schedules, potentially leading to increased engagement and understanding ^[10]. Simultaneously, the types of interactive resources provided by COLP, such as multimedia content, quizzes, and discussions, are easily conducive to enhancing understanding, catering to diverse learning styles, and keeping students actively involved in the learning process.

Second, clear learning objectives and well-organized structure of the course in COLP help students stay focused and understand the progression of their learning. In addition, online assessment methods including True/False, Multiple Choice, Bank-filling, Essay Questions, Discussion, Learning Communities, and Tests, are also effective in measuring students' English language proficiency and competency.

Third, the feedback mechanism within COLP counts. That is because timely and constructive feedback on assessments and participation can guide students in understanding their strengths and areas for improvement, fostering a positive learning environment ^[11]. Concurrently, effective communication channels, discussion forums, and collaborative projects create a sense of community, encouraging students to actively engage with course content.

Fourth, COLP incorporates motivational elements, such as goal-setting, progress tracking, or recognition of achievements and contributes to a positive learning experience and sustained motivation. What is more, COLP leverages multimedia resources, such as videos, interactive simulations, or virtual classrooms. This kind of integration of technology and multimedia can make complex concepts more accessible and engaging ^[12].

5 Conclusion

The research about the impact of the online learning platform (COLP) on the engagement of English majors' course learning has yielded insightful findings across various dimensions. The following conclusions can be drawn from the study.

Firstly, as for academic achievements, the one-semester online course learning in COLP for students has proven to be effective, as evidenced by the positive outcomes in the final test. All students were able to pass the test, and the average scores across different classes indicate that

students are able to achieve commendable academic performance in English course learning with the support of COLP.

Secondly, regarding learning motivation and experience, the questionnaire survey reflects a high level of satisfaction and motivation among participants. For example, in the questionnaire, a significant majority, up to 87.06% of the total sample size expressed that COLP enhanced their enthusiasm for learning English language knowledge. Then, 91.18% of participants reported a satisfactory experience in the process of learning the history of English language education through COLP. Furthermore, the interview results also emphasize that a considerable percentage of participants perceived an increased motivation and satisfaction with their learning experience in COLP.

Thirdly, when it comes to engagement level, the impact of COLP on the engagement level of English majors in English course learning is noteworthy. For instance, participants reported increased learning time, active participation in online activities, and timely completion of tasks. In the meantime, a substantial majority, 90.59% and 70% in questionnaire and interview results respectively, acknowledged spending more time on the course learning in COLP. Additionally, in the questionnaire and interview, a high percentage of respondents, 79.41% and 70% individually, actively participated in online activities or discussions. Almost all participants, 97.65% and 90%, affirmed their capability to complete learning tasks in COLP on time.

In summary, the research suggests that the implementation of an online learning platform, such as COLP, positively influences the academic achievements, learning motivation, and engagement levels of English majors in the process of learning the English language course. The findings underscore the potential of online platforms to enhance the overall educational experience for students in the field of English language education.

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