

Teaching Adjustment of Multi-major College English Based on Process Data

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Abstract

This study focuses on the practical application of process-oriented assessment in college English teaching. By adopting methods including academic data statistics, inter-class comparative analysis and practical research, it explores the application status, academic differences and optimization paths of two assignments: vocabulary quizzes and class note-taking tasks in English teaching. The research reveals obvious stratification among classes of different majors in terms of assignment submission timeliness, academic performance and learning engagement. Communication majors achieve the best overall performance, while students majoring in literature show prominent polarization in learning outcomes, and students majoring in art demonstrate relatively low learning initiative. Based on multi-dimensional academic data, this study provides practical references for optimizing English teaching arrangements, and bears practical guiding significance for adjusting teaching strategies and improving the overall quality of teaching.

Keywords

Process-oriented Assessment; Learning Situation Analysis; Multi-major Teaching; Teaching Optimization.

1. Introduction

Against the backdrop of advancing digital education reform, online intelligent assessment tools have been deeply integrated into the daily teaching of undergraduate college English. Process-based evaluation is gradually replacing the single final written examination, becoming a crucial basis for evaluating students' learning status and optimizing classroom teaching design. As a core general education course for undergraduates, college English relies on vocabulary accumulation and in-class knowledge sorting to consolidate linguistic competence. The one-time exam at the end of each semester alone cannot fully reflect the actual learning progress and ability development of students throughout the semester. To accurately understand learning conditions, this research takes 135 undergraduate students from four major classes in our college as research samples. Based on data from 28 online vocabulary quizzes and 25 in-class note assignments collected over one semester, a comprehensive analysis is conducted to summarize students' overall characteristics in assignment submission habits, academic performance and classroom engagement.

This study mainly adopts statistical data analysis and horizontal inter-class comparison to carry out multi-dimensional research on the two core learning tasks. On one hand, it calculates the submission time and accuracy rate of vocabulary quizzes to examine the continuity of students' vocabulary accumulation. On the other hand, it analyzes the submission timeliness and content quality of class notes to evaluate how effectively students absorb in-class knowledge. Cross-comparison of the two sets of data clearly reveals learning disparities among majors of communication, literature, digital media and art, and pinpoints prominent teaching challenges. Common problems include students' slack learning in the early semester and concentrated last-

minute assignment submission before deadlines, severe academic polarization within certain classes, and insufficient autonomous learning motivation among art majors.

This learning condition analysis carries strong practical guiding value. For teaching practitioners, massive process-based data free teachers from judging learning situations merely by subjective experience, accurately identifying the weaknesses of different classes and individual students, and providing an objective basis for adjusting the teaching pace and designing differentiated learning content. For students, regular assessment data can visualize personal learning deficiencies, helping them adjust study plans and avoid the inefficiency of procrastinated learning. Summarizing learning patterns as well as strengths and drawbacks of the current assessment system from data analysis, this research finally puts forward optimization schemes for college English teaching in the next semester. By adjusting assessment modes, optimizing task design and improving whole-process supervision[1], students can develop regular English learning habits, so as to effectively elevate the overall teaching quality and educational effectiveness of undergraduate college English courses.

2. Analysis of Students' Assignment Submission Time Patterns

This comprehensive analysis covers 135 students from four classes. Based on data from 28 vocabulary quizzes and 25 note-taking assignments throughout the semester, distinct patterns of assignment submission time[2] are identified. Students in literature classes submit the two types of tasks earliest at the beginning of the semester with high initial enthusiasm, yet their learning motivation declines sharply in the later stage after concentrated early submissions. Communication classes start submissions slightly later but maintain the shortest intervals between tasks, finishing assignments efficiently once they begin, with the steadiest overall learning rhythm. While digital media and art classes make early initial submissions, they suffer from the most serious procrastination, with a large volume of work submitted in a rush at the end of the semester. All classes share the common problem of vigorous start and last-minute cramming before deadlines[3]. The uneven distribution of submissions fails to guarantee effective vocabulary accumulation and in-class note sorting over the long term.

2.1. Differences in Academic Performance and Learning Outcomes across Classes

According to the accuracy rates of vocabulary quizzes and scores of note-taking assignments, learning outcomes vary distinctly among different classes. The two communication classes rank in the top tier with the best average scores, median scores and full-mark rates, as well as balanced grade distribution without obvious polarization. Literature classes produce the highest top scores, with half of the participants nearly reaching full marks, but nearly 20% of students consistently fail to complete tasks, dragging down the overall average and leading to a huge internal achievement gap. Digital media and art classes rank lowest in all assessment indicators, with low accuracy rates in vocabulary quizzes and poor quality of notes, where less than 70% of assignments earn full marks. The data also verifies a positive correlation: students who excel in vocabulary quizzes generally submit high-quality class notes, which reflects the close link between vocabulary accumulation and in-class learning efficiency.

2.2. Student Participation and Learning Attitudes

The completion of the two assignments can directly reflect students' learning attitudes. Communication classes achieve an average completion rate of nearly 92%, with most students finishing all tasks on time and maintaining consistent learning engagement with little slack during the semester. Literature classes only reach an 82% completion rate with severe student differentiation. High-performing students actively follow all learning arrangements and deliver high-quality work, while a portion of learners lose motivation in the middle and late semester,

frequently delaying or missing submissions. Art classes have the lowest participation rate below 79%, with nearly a quarter of students consistently disengaged from learning tasks. Overall, students who earnestly finish vocabulary quizzes tend to maintain high participation in note-taking tasks, showing strong consistency in learning attitudes.

2.3. Differentiated Learning Characteristics of Students from Different Majors

Major characteristics exert a prominent influence on students' English learning status, resulting in totally different learning profiles among the three student groups. Communication majors demonstrate optimal learning habits with stable and balanced submission rhythms and academic performance, serving as a benchmark for the whole grade. Literature majors show wide gaps in individual learning abilities: top learners possess strong self-directed learning skills and efficient knowledge absorption, yet the cohort lacks group cohesion and unified schedule management, easily leading to collective learning slack. Students majoring in art and digital media have relatively weak foundational English skills, showing low acceptance of long-term vocabulary recitation and written note-taking tasks with insufficient internal motivation for autonomous learning. Such disciplinary learning gaps are long-term outcomes shaped by persistent study habits and departmental academic atmosphere, which serve as a practical foundation for subsequent teaching adjustments.

3. Results

This research analyzed process-oriented learning data of 135 students from four majors, covering vocabulary quizzes and in-class note-taking assignments, to identify differentiated English learning patterns. In terms of assignment submission routines, communication majors kept the most stable learning rhythm and finished tasks efficiently. Literature students showed strong initiative at the semester's early stage yet lost motivation sharply afterwards, whereas digital media and art students suffered severe procrastination, submitting most work right before deadlines.

Regarding academic performance, communication classes obtained the highest average scores with balanced grade distribution. Literature groups presented striking internal polarization: half of students nearly earned full marks, while 20% consistently failed to complete tasks. Digital media and art majors ranked bottom in all evaluation indicators. A positive correlation was verified that excellent vocabulary quiz performance corresponded to high-quality class notes.

In learning engagement, communication majors achieved a 92% assignment completion rate, higher than the 82% of literature majors and the 79% of art majors. Disciplinary academic atmospheres shaped distinct learning behaviors across majors. These objective differentiated learning characteristics offer solid data support for implementing targeted college English teaching adjustments.

3.1. There is a significant correlation between vocabulary practice scores and the quality of class notes

A comparison of the scores of 28 vocabulary quizzes and data from 25 class note assignments reveals a strong positive correlation in the completion quality of the two learning tasks. Students who consistently rank high in vocabulary quizzes submit well-organized, complete class notes with clear labeling of key knowledge points, and they actively sort out collocations and usages of vocabulary combined with classroom content. On the contrary, students who regularly skip vocabulary quizzes and get low test scores often submit sketchy, perfunctory notes or even fail to hand in assignments entirely. The two tasks form a mutually reinforcing learning loop: vocabulary accumulation is consolidated through note-taking, and sorting out notes in turn strengthens word memorization. Completing only one task alone cannot achieve

satisfactory learning outcomes. Only by fulfilling both daily learning requirements simultaneously can students steadily improve their overall English learning efficiency.

3.2. The learning atmosphere in different classes directly affects students' learning behavior patterns

Classes of different majors present differentiated learning characteristics[4], and the disciplinary learning atmosphere acts as a core factor affecting students' learning status. Communication majors maintain a steady academic ethos. Students consciously follow a regular assignment submission schedule under positive peer influence, keeping high levels of academic performance and task participation all semester long. Literature majors have a huge gap in individual abilities with obvious polarization in autonomous learning. Top students have strong self-planning awareness, yet the lack of collective group supervision leads to slack learning among some students. Students majoring in digital media and art have weak basic English proficiency, showing low initiative in long-term written learning tasks and prone to procrastination in daily study. Differences in learning habits formed by majors cannot be reversed in the short term. Teaching adjustments must adapt to the characteristics of different majors instead of applying a unified teaching management model to all groups[5].

3.3. Procrastination and concentrated last-minute submission severely reduce actual learning effectiveness

The data clearly shows a common problem across all grades: students slack off in the early semester and rush to submit all assignments right before deadlines at the end of the term, which exerts an obvious negative impact on knowledge absorption. Most procrastinating students finish vocabulary quizzes and notes mechanically shortly before the due date without progressive recitation, arrangement and review. This leads to rapid forgetting of vocabulary and renders notes ineffective for revision. Mass concentrated submission also causes an overload of academic workload in a short period, greatly increasing perfunctory submissions and lowering assignment quality. Regular decentralized learning is far more effective than cramming at the end of the semester. An assessment system lacking whole-process supervision cannot achieve the teaching goals of vocabulary accumulation and internalization of classroom knowledge, making process supervision an essential measure to improve learning quality.

3.4. Internal academic polarization within classes stems from the absence of process supervision mechanisms

Severe learning polarization in literature and art classes mainly results from inadequate daily process supervision. High-achieving students can finish all tasks with self-discipline and maintain stable learning quality. However, students with poor self-regulation will gradually fall behind the learning schedule without timely reminders and follow-up tutoring. Accumulated late or missing submissions widen the achievement gap between top and underperforming students drastically. Unified deadlines and identical task requirements fail to accommodate the foundation of struggling learners. Students with weak foundations cannot keep up with progress over time, suffering from growing frustration and a higher tendency to abandon learning tasks. Only by establishing hierarchical management and regular tracking mechanisms to intervene in the learning difficulties of lagging students can we gradually narrow the internal academic gap and improve the overall balance of learning outcomes.

4. Conclusion

Based on the analytical conclusions derived from one semester's data of vocabulary quizzes and note-taking assignments involving 135 students across four classes, in response to prominent problems including unbalanced assignment submission schedules, differentiated learning

conditions among majors, academic polarization within classes and last-minute cramming at the end of semester, three dimensions including stratified teaching, whole-process management and task linkage will be adopted to optimize college English teaching in the next semester for overall teaching effectiveness improvement.

First, targeted stratified teaching will be implemented to accommodate differentiated demands of various majors and learning situations. Communication classes feature solid foundational knowledge and stable learning performance, so extended vocabulary exercises and integrated reading & writing training will be arranged to improve students' practical English application ability. Literature classes have outstanding high achievers yet severe internal polarization. A one-on-one tracking ledger for underperforming students will be set up to regularly check vocabulary punching and note completion progress, helping lagging learners keep up with the learning pace. For students majoring in digital media and art with relatively weak English foundations, the single batch vocabulary recitation load will be reduced, note-taking requirements will be simplified, and example sentences as well as mind maps will be adopted to lower learning difficulty. Study groups with top students assisting peers will gradually narrow the academic gap within classes.

Second, whole-process assignment supervision will be optimized to eliminate the inefficient mode of concentrated last-minute assignment submission. The centralized monthly assessment system will be replaced by weekly mini vocabulary punching tasks, and segmented submission deadlines will be set for note-taking assignments by teaching units. Incentive points will be awarded for early submissions to foster regular learning habits. The online teaching platform will send synchronous reminders for the two learning tasks. Timely online and offline communication and reminders should be provided to students who repeatedly submit their documents late or fail to do so to prevent the continuous accumulation of problems and ensure the steady progress of vocabulary accumulation and the consolidation of classroom knowledge.

Finally, the internal connection between the two learning tasks will be strengthened to build an integrated learning loop of knowledge input and practice. Students are required to mark key vocabulary and collocations in class notes, and test materials for vocabulary quizzes will be extracted from the latest class notes, so that vocabulary recitation and note sorting can reinforce each other. Excellent notes and high-scoring quiz papers will be displayed regularly in class to set role models and stimulate classroom participation of art majors. With the three adjustment measures, students' learning habits will be continuously optimized, the vocabulary accumulation and comprehensive English learning quality of all learners will be steadily improved, and the long-term development of undergraduate college English teaching quality will be promoted.

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