Monitoring Method of Students' Achievement of Curriculum Objectives in Higher Vocational English Online Teaching Based on Xueyin Online Platform

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Abstract. Due to the common influence of various factors on the achievement of curriculum goals, the final results are significantly different from the actual difficulties in the process of monitoring them. Therefore, this paper puts forward a research on the monitoring method for the achievement of curriculum goals of online English teaching students in higher vocational colleges based on the online platform of Xueyin. Combined with the characteristics of the online platform of Xueyin, the monitoring indicators for the achievement of online teaching students' curriculum goals are designed from the three perspectives of teaching elements, learning elements and management elements, which are taken as the basis for the analysis of the achievement of curriculum goals. In the specific analysis process, the impact of different curriculum goal assessment methods and assessment difficulty differences on the achievement evaluation is fully considered, The weighted piecewise function is used to calculate the quantitative score of each monitoring indicator to accurately monitor the achievement of students' curriculum goals. In the test results, there is no significant difference between the monitoring results of online listening and oral English teaching course goal attainment and the actual situation, and the design method has good application value.

Keywords: Xueyin Online Platform · Online English Teaching · Degree of Achievement of Curriculum Objectives · Achievement Monitoring Indicators · Weighted Piecewise Function · Quantitative Score

1 Introduction

Through comparative analysis, research and reference to the domestic and foreign methods [1] for monitoring learners' learning quality and evaluating learning effects in the online education process, this paper analyzes and summarizes the defects in the two aspects of learning behavior monitoring and learning effect evaluation in the existing online teaching system. On this basis, the main research contents at this stage are mainly divided into the following aspects: The first is online teaching element monitoring [2].

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Online teaching elements are important indicators of online education information monitoring. The objects of element monitoring include learners, teachers, and administrators. Different monitoring elements are constructed from three aspects: teaching, learning, and management. Different approaches are adopted to monitor different individuals, with learners as the main focus [3]. Through analyzing and comparing learners' learning elements, big data analysis technology is utilized to identify behavior elements that effectively reflect learners' online teaching situation. These behavior elements are then monitored, analyzed [4], and presented to the teaching platform using data visualization technology.T he second is online teaching effect evaluation [5]. Online teaching effect evaluation is an evaluation method based on the analysis of learners' participation in course learning on the learning platform, including learning effect evaluation system, evaluation method, technical scheme, evaluation effect, etc. [6]. During learners' participation in learning, the system analyzes and summarizes the learning behavior logs generated by learners in the database. It constructs an effective evaluation system that supports learners' learning effects, compares and analyzes learners' learning behavior logs, and evaluates the rationality of learners' curriculum performance evaluation methods and results based on the database behavior logs [7]. Furthermore, an online teaching warning prompt is implemented. With regard to improper learning behaviors exhibited by learners in online learning, a recognition mode is established to automatically identify learners engaging in such behaviors in the system. These learners are then graded accordingly [8]. Finally, the system automatically provides learners with reminders, warnings, or deducts behavior points as appropriate. The other is the optimization of online teaching integral strategy. In the online teaching system, learners adjust and improve the setting of course learning progress and learner scoring rules [9], enhance the integrity of the learning effect evaluation system, and improve the rationality of the learning effect evaluation system. Compared with other online platforms, the online platform of ICBC has the following results [10]. First, while learning from MOOC's experience [11], the online platform of Xueyin integrates the credit banking system, provides MOOC with a dynamic mechanism [12], and emphasizes the learning mechanism of learning achievement transformation and small deposit and lump sum withdrawal. Second, the online platform of Xueyin introduced the concept of educational Taobao. First of all, Xueyin Online is a third-party platform, a public platform for the whole society, and does not belong to any institution. Secondly, all kinds of educational institutions are the main body of the platform, and can independently develop the scope of course sharing, select partners, determine business models, set market prices, and target audience groups on the online platform of the Xueyin. Moreover, for learners, ubiquitous learning can be realized on the online Xueyin, including self selected majors, self selected courses, credit deposit and withdrawal, certificate application, etc. Once the online platform of Xueyin is registered, it is valid for life. For learning, whether there is a learning environment and quality is crucial. Without quality, there is no credibility. Therefore, an integrated learning environment has been created on the platform. The so-called integrated learning environment includes three aspects: first, it can involve multiple terminals. National Open University, New Education Research Institute and Superstar Group have jointly created an integrated learning environment - Learning Connect, which provides a wide range of communication channels for institutions participating in Xueyin Online. TV,

cloud classrooms, mobile terminals, etc. can all be involved. Second, Xueyin Online can not only provide learners with a large number of high-quality online learning courses, but also establish lifelong learning achievement files for learners to authenticate, accumulate and transform their learning achievements, truly serving the career and life development of individuals. Third, Xueyin Online contains high-quality learning content both in and out of class. At present, the platform gathers a large number of high-quality courses at home and abroad, including various video and audio learning resources. In order to ensure the quality, the online platform of ICBC has also set up an expert committee. In the future, the expert committee will be divided into various discipline groups to check the key links of all quality processes, including credit banks.

2 Design of Monitoring Method for Students' Achievement of Curriculum Objectives in Online English Teaching in Higher Vocational Colleges

The process of monitoring the implementation of online English teaching course objectives in vocational colleges is shown in Fig. 1.

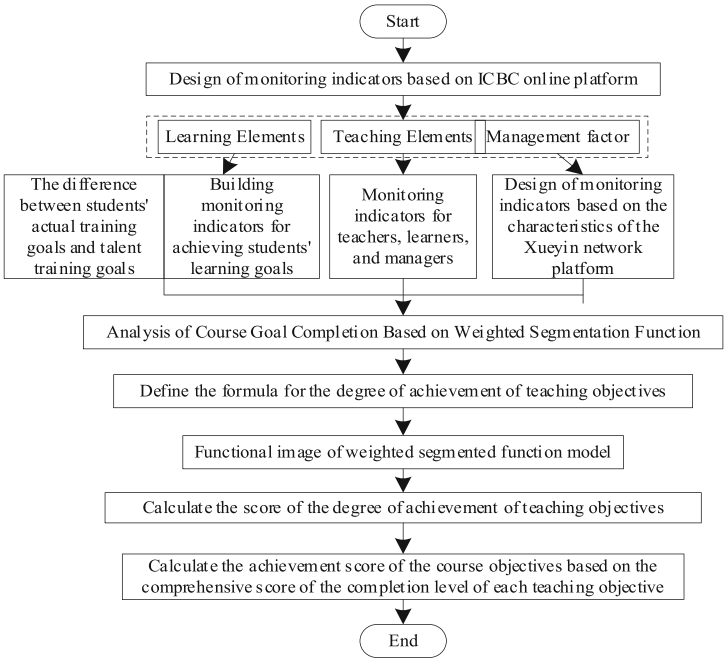

Fig. 1. Monitoring Method Flow for the Implementation of Online English Teaching Curriculum Objectives in Vocational Colleges

2.1 Monitoring Index Design Based on the Online Platform of ICBC

The degree of achievement of curriculum objectives refers to the extent to which talent training objectives are fulfilled based on the established talent curriculum objectives of the responsible colleges and universities [13]. It involves cultivating a solid understanding and mastery of professional theories and skills in accordance with the relevant curriculum objectives and professional systems formulated by these institutions. The ultimate goal of the school is to cultivate talents with high quality and solid professional ability. In order to achieve this ultimate goal, it must be assisted by the purpose of education, positioning and formulation of relevant professional training goals [14]. However, from a practical standpoint, it is crucial to implement the formulated training objectives and subsequently cultivate students who can meet these objectives. In light of this, this paper synthesizes various aspects of students' assessments and examines the disparities between the formulated talent training objectives and the actual outcomes in student development. The analysis of online teaching elements primarily focuses on the significant factors and activities that contribute to effective teaching when online teaching participants engage in instructional activities. The elements of online teaching mainly come from three aspects: teachers [15], learners and administrators. Therefore, based on the historical data in the online platform of the Xueyin, this paper constructs the monitoring indicators for the achievement of students' curriculum goals from three aspects: teachers, learners and managers. The analysis of the online teaching elements of the online platform of Xueyin mainly includes the following three aspects: teaching elements, learning elements and management elements. Teaching elements mainly include online tutoring and question answering, teaching resource construction, teaching task management, etc. Among them, online tutoring and Q&A includes initiating discussion, forum Q&A, etc.; The construction of teaching resources includes adding test questions, editing test papers, etc.; Teaching task management includes assigning and reviewing assignments. Learning elements mainly include login, video learning, PPT learning, posting comments, deleting comments, submitting homework, chapter exercises, and online homework, among others. The elements of management mainly include teaching plan maintenance, online course maintenance, online test question maintenance, teaching resources maintenance, assignment layout maintenance, assignment review maintenance, forum management maintenance, learning early warning control, etc. Among them, learning early warning control includes short message early warning, pop-up early warning, improper learning behavior monitoring, etc. On this basis, this paper combines the elements involved in the learning process of students using the online Xueyin platform to achieve the design of monitoring indicators for students' achievement of curriculum goals.

(1) Learning Elements

The composition of the monitoring indicators for the achievement of students' curriculum objectives with the learning elements in the online platform of the Xueyin as the core is shown in Fig. 2.

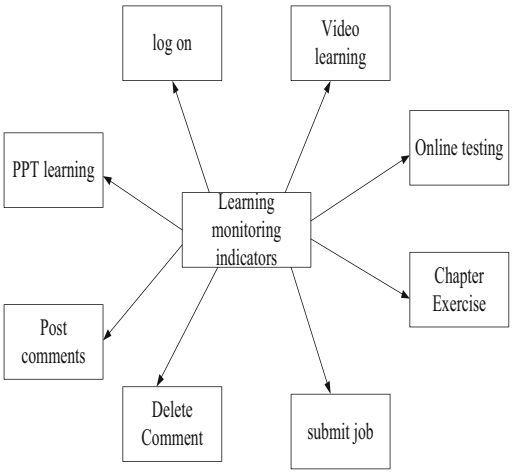

Fig. 2. Learning monitoring indicators

The specific information of the monitoring indicators in Fig. 2 is detailed.

Login: learners must log in to the system before starting online teaching using the online platform of Xueyin. In the process of learners' participation in online learning, the number and time of login to the learning platform can indirectly reflect the enthusiasm of learners to participate in online learning.

Video learning: course video is an important content of online course teaching resources on the online platform of Xueyin. After opening the course, learners can learn the course by watching the course video. The learning behavior log of the platform database can automatically record learners' learning of the selected course video, including the time when learners start learning the video, the time when they end video learning, learning content, learning progress, etc.

PPT learning: course PPT is an important resource in the online courses of the online platform of the Xueyin. After opening the course, learners can learn by browsing the course PPT. The learning behavior log of the platform database can automatically record the learners' learning of the course PPT they selected.

Comment: The online forum serves as the main hub for online communication between learners and teachers. In the process of online teaching, forum posting is the main form of interaction between learners and teachers. When learners encounter doubts in the learning process or have questions about teaching methods, forms and teaching resources, they can interact in the form of forum posts. The content and number of posts posted by learners reflect the enthusiasm of learners to participate in online teaching of online courses.

Delete comments: Posting on the forum can reflect the enthusiasm and initiative of learners to participate in the teaching platform, which is usually a factor to be considered when assessing learning achievements. This will also lead some learners to publish a large number of invalid comments in the forum, deliberately show their enthusiasm to participate in online teaching, and cheat learning points. In this paper, these comments are

called "invalid learning comments". For invalid learning comments of learners, managers or teachers will regularly delete them and remind, warn or punish learners.

Submit homework: homework is a way for teachers to test learners' learning. When learners finish learning each video or PPT of the course, they can enter the corresponding homework module, and evaluate the learners' mastery of the course content by detecting the completion of homework, exercises and other ways.

Chapter exercise: similar to homework, it corresponds to each chapter of online courses. After learning each chapter of the course, learners can enter the chapter exercise module in the platform. Through the chapter exercise, learners can check their mastery of the learned chapter knowledge, further clarify their learning objectives, and guide their next learning direction.

Online test: it is a kind of online simulation test for learners, which can be used as one of the evaluation factors for learners on the learning effect of courses. Before starting the online test, learners can conduct a simulation test on the learning content in the course to consolidate their knowledge learning.

(2) Teaching Elements

The composition of the monitoring indicators for the achievement of students' curriculum goals with the teaching elements in the online platform of the Xueyin as the core is shown in Fig. 3.

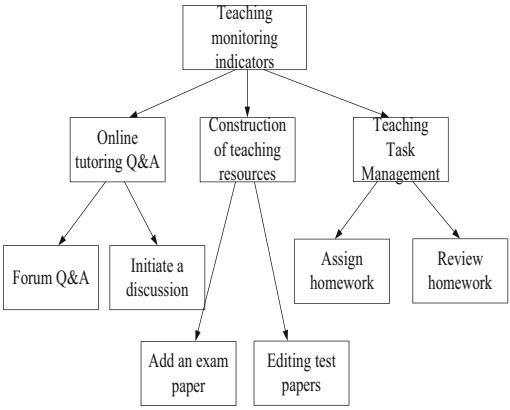

Fig. 3. Teaching monitoring indicators

The specific information of the monitoring indicators in Fig. 3 is detailed.

Online tutoring Q&A: online tutoring Q&A corresponds to the interaction of learners' forums. Learners will feed back the problems encountered in the learning process to teachers through the learning platform. Teachers will answer or summarize the questions and suggestions raised by learners through the platform, and strive to form a set of interactive online teaching guidance mechanism.

Construction of teaching resources: the construction of teaching resources is closely related to the quality and effect of learners' curriculum learning, and is the premise

and foundation of learners' curriculum learning. In the online course learning platform, teachers and administrators should put the construction of course resources in the first place, and build rich and high-quality online teaching resources for learners.

Teaching task management: the content of teaching quality supervision should also include the supervision and management of various behaviors of teachers in the process of online learning assistance, such as teacher editing test questions, assigning homework, marking homework, editing test papers, submitting grades, adding face-to-face teaching schedule, adding test questions, forming test papers, etc., as well as teacher monitoring and management of learners' learning behavior in the process of learners' learning, so as to standardize the learning behavior of learners and ensure the learning quality and efficiency of learners.

(3) Management Elements

The composition of the monitoring indicators for the achievement of students' curriculum objectives with the management elements in the online platform of the Xueyin as the core is shown in Fig. 4.

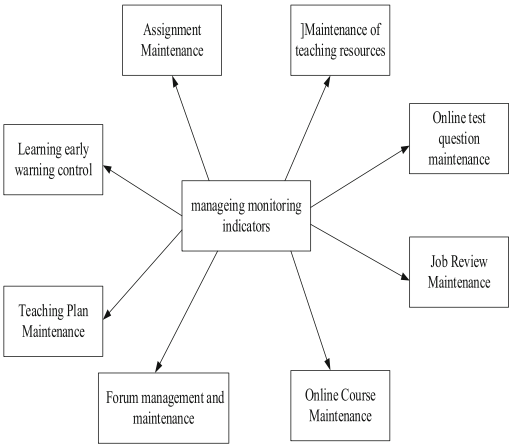

Fig. 4. Management Monitoring Indicators

The specific information of the monitoring indicators in Fig. 4 is detailed.

Teaching plan maintenance: it is mainly responsible for compiling the course name, assessment method, course credit, course score composition ratio, course class hours and course semester in the teaching plan of each grade, and then publishing the teaching plan information.

Online course maintenance: mainly responsible for editing and maintaining the name, course number, course type, course classification, course class hours, course web page style, course construction year and course construction completion of online courses.

Online test question maintenance: mainly responsible for the maintenance of online course test question types (multiple choice questions, blank filling questions, judgment questions, short answer questions, calculation questions, etc.) and test categories (chapter exercises, comprehensive tests, questionnaires, etc.).

Maintenance of teaching resources: mainly responsible for the maintenance of chapter information (chapter code, chapter name, etc.), resource categories (syllabus, handouts, teaching videos, PPT, experiments, etc.), resource synchronization, etc. of course resources.

Job layout maintenance: mainly maintain the job category, job release, job submission time and other information.

Assignment review maintenance: maintain the assignment review of each course.

Forum maintenance: maintain the posting term, posting course, posting time, posting section (comprehensive discussion, course assignments, teaching video reference resources, course experiments, etc.), posting title, posting content, etc. of the online forum.

Pop up alert: it is an effective means to intervene and urge learners to actively participate in learning. For learners in the platform, the system will automatically calculate the average learning progress information of all learners for each course through algorithms. For learners whose learning progress is lower than a specific proportion of the average learning progress (such as 50%, which can be set), the system will automatically give an alert prompt when the learners log on to the platform to urge learners to improve the course learning progress. SMS alert is similar to pop-up alert. Similarly, the average learning progress of each course is calculated first, and then the system will send the relevant information to the mobile phone terminal in the form of SMS through the mobile phone number reserved by the learners in the teaching platform for the learners who are lower than the specific proportion of the average learning progress, so that the learners can accept supervision without logging into the learning platform. The monitoring of improper learning behavior refers to screening out the factors that can be used to judge whether learners have improper learning behavior according to the learning behavior logs generated by learners in the database, and constructing a monitoring mechanism to monitor and identify the improper learning behavior of learners and ensure the learning quality of learners.

In the way shown above, the construction of monitoring indicators for students' achievement of curriculum goals on the online platform of Xueyin will be achieved, providing a reliable basis for subsequent monitoring and analysis.

2.2 Analysis of Achievement Degree of Curriculum Objectives Based on Weighted Piecewise Function

For the courses to be evaluated, due to the differences in assessment methods and assessment difficulty, the qualified scores of different teaching goals in the same year or the same teaching goal in different years usually have some differences. Therefore, the degree of achievement of different teaching goals is not comparable, and the degree of achievement of curriculum goals in different years is also not comparable. To solve this problem, this research will achieve an objective analysis of the degree of achievement of curriculum objectives based on the weighted piecewise function model.

There are m teaching objectives for the courses to be evaluated, and i The total assessment score of the teaching objectives s_i, the average score is recorded as x_i, qualified points are recorded as c_i, because the total score and qualified score of different teaching objectives are different, this study records the degree of achievement of teaching

objectives as d_i Defined as:

$$d_i = \begin{cases} 0.6 + 0.4\dfrac{(x_i - c_i)}{(s_i - c_i)}, x_i \geq c_i \\ 0.6\dfrac{x_i}{c_i}, x_i < c_i \end{cases} \tag{1}$$

Among them, s_i Can be expressed as

$$s_i = \sum l_i c_{li} + \sum t_i c_{ti} + \sum m_i c_{mi} \tag{2}$$

Among them, l_i, t_i and m_i They respectively represent the specific data information of learning monitoring indicators, teaching monitoring indicators and management monitoring indicators in the online platform of Xueyin, c_{li}, c_{ti} and c_{mi} They respectively represent the quantitative scores of learning monitoring indicators, teaching monitoring indicators and management monitoring indicators. And there are

$$c_{li} + c_{ti} + c_{mi} = 1 \tag{3}$$

According to formula (1), d_i It's about x_i Its function image is shown in Fig. 5.

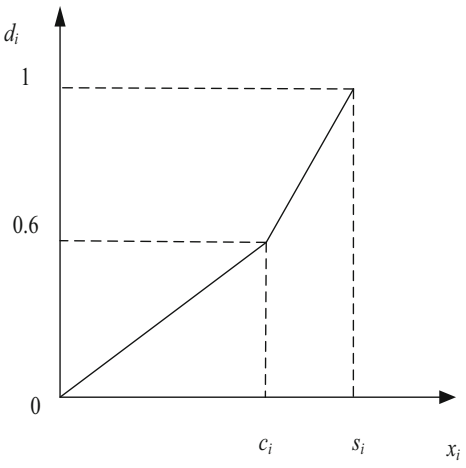

Fig. 5. Function image of course goal attainment

It is easy to find the degree of achievement of teaching objectives defined by Formula (1) in combination with Fig. 5d_i It has the followingcharacteristics:

(1) d_i Is a dimensionless number with a range of [0,1]; And d_i The higher the value of indicates the teaching goal i The better the achievement of.
(2) When d_i When $\in$ [0,0.6), it indicates that the average score of teaching goal i is lower than the qualified threshold c_i.
(3) When d_i When $\in$ [0.6,1], it indicates that the average score of teaching goal i reaches or exceeds the qualification threshold c_i.

Therefore, this study takes 0.6 as the degree of achievement of teaching objectives d_i Eligibility threshold of; Define [0, 0.6) as the degree of achievement of teaching objectives d_i Non conformity range of; Define [0.6, 1] as the degree of achievement of teaching objectives d_i The qualified range of. Achieving degree of course objectives D The weighted comprehensive value of the achievement degree of each teaching goal is used for calculation, that is

$$D = \sum (w_i d_i) \tag{4}$$

Among them, w_i For i Weight of teaching objectives. It is easy to find. After weighted calculation,D It has the following characteristics:

(1) D Is a dimensionless number with a range of [0,1]; And D The higher the value of, the better the achievement of the course to be evaluated.
(2) When each teaching goal is achieved d_i When the threshold value is 0.6, the value after weighted comprehensive calculation is also 0.6.

Therefore, this study takes 0.6 as the degree of achieving the curriculum objectives D Eligibility threshold of; Define [0, 0.6) as the degree of achievement of curriculum objectives D Non conformity range of; Define [0.6, 1] as the degree of achievement of curriculum objectives D The qualified range of.

In this way, we can effectively monitor students' achievement of curriculum objectives in online English teaching in higher vocational colleges.

3 Test Experiment Analysis

3.1 Test Parameter Setting

In order to ensure the reliability and persuasiveness of the research, this study first conducted a four month English listening test on 50 first-year students in a certain vocational college. Based on this, combined with data from listening tests, oral tests, and questionnaire surveys, the reliability of the monitoring methods used was compared, statistically analyzed, and analyzed.

In this study, three tools were used in the experiment, namely, the online platform APP of Xueyin, English listening and speaking test papers and questionnaires. In order to better meet the new requirements of modern English assessment, accurately assess students' English listening and speaking abilities, establish a connection between the assessment format of the senior high school entrance examination and the college entrance examination, and enhance examinees' adaptability, this study aims to test students' listening and speaking abilities using the online platform APP of Xueyin, which serves as the primary data source for this paper. The question type design of the pre-test and post-test papers for oral and listening sections used in the experiment adheres to the requirements of the curriculum standards. It covers the fundamental elements of English listening and speaking skills, encompassing micro skills at different levels of proficiency. The application of intelligent speech technology for scoring is feasible, ensuring the scientificity and flexibility of the test items. Additionally, it is suitable for developing an intelligent

scoring question bank, making it beneficial for classroom use. Among them, the listening test questions involve listening to dialogues, sentences, and monologues. The oral test primarily focuses on reading aloud, including question types such as word reading, sentence reading, paragraph reading, and topic expression.

3.2 Test Standards

(1) Hearing test standard

After interpreting the requirements of the listening part of the curriculum standards, the listening test covers words, sentences and paragraphs. The English teaching and research group of the school provides listening papers and answers. The main question types of the listening test paper are to listen to the dialogue and choose the pictures that match each dialogue, listen to the sentences and choose the answers, listen to the monologue and choose the answers. All the question types meet the test scope of this experiment. The answers to the listening questions are fixed, and the standard answers are given by the test group. Through the analysis of listening texts and answers, the listening standard is effective. The listening scoring criteria are shown in Table 1.

Table 1. Scoring Criteria for Listening Test

Test dimension	Question type	Score per question	Number of questions	Total score
word	Listen to sentences (choice question)	1	5	15
sentence	listen to the dialogue (choice question)	1	5	15
Paragraph	Listening to a monologue (choice question)	1	5	15

According to the criteria shown in Table 1, there are 15 listening test questions in total, each of which has a score of 1 point, and the full score is 15 points. One point will be deducted for errors and one point for correctness. Students' final listening scores will be counted according to the standard.

(2) Oral Test Standards

There are some differences in subjectivity and judgment in oral English tests. Therefore, in order to reduce errors, the dimensions of oral English tests at home and abroad are collected and sorted out in the test process. For example, the standard of college English speaking test evaluates learners' oral proficiency from six dimensions: accuracy, sentence length, topic flexibility, coherence and relevance. The scoring criteria for oral test are shown in Table 2.

Table 2. Scoring Criteria for Oral Test

Test dimension	Question type	Score per question	Number of questions	Total score
word	Read to sentences	1	5	15
sentence	Read to the dialogue	1	5	15
Paragraph	Read to a monologue	1	5	15

In the specific evaluation process, four raters are set, and the final score of students is the average score of four raters.

In this way, the reliability, accuracy and differentiation of scoring can be more advantageous.

3.3 Test Results and Analysis

After the test is completed, the collected data is processed with Microsoft Excel. SPSS19.0 and Microsoft Excel are used to carry out independent sample T test for the test data results. The t value, P value and standard deviation in statistics are used to explore the relationship between the achievement of the designed course objectives and the actual learning situation of students in a quantitative way.

(1) Oral Test Results

The independent sample t-test is used to study the monitoring effect of the achievement of oral teaching curriculum goals. The specific results of the significant differences between word reading, sentence reading, short passage reading, topic expression, and total scores are shown in Table 3.

According to Table 3, the scores of actual results and monitoring results in word reading are 2.2805 and 2.1829 respectively,

And the t value is 0.729, which does not reach a significant level at the 0.05 level, so there is no significant difference in word reading between the actual results and the monitoring results.

In sentence reading, the scores of actual results and monitoring results are 2.3171 and 2.2683 respectively, and t value is 0.396, did not reach a significant level at the 0.05 level, so there was no significant difference in sentence reading between the actual results and the monitoring results.

Table 3. Difference Analysis of Monitoring Results of Oral English Teaching Course Goal Achievement

index	option	M	SD	t	p
Word recitation	actual value	2.2805	.5814 7	.729	.468
	Monitor Value	2.1829	.63004		
Sentence recitation	actual value	2.3171	.56741	.396	.693
	Monitor Value	2.2683	.54883		
Short passage reading aloud	actual value	3.5854	1.16137	−.096	.924
	Monitor Value	3.6098	1.13750		
Topic expression	actual value	1.8537	1.31455	−.173	.863
	Monitor Value	1.9024	124107		
Total score	actual value	10.0610	3.09676	.108	0914
	Monitor Value	9.9878	3.04238		

In short text reading, the scores of actual results and monitoring results were 3.5854 and 3.6098 respectively, and the t-value was −0.096, which did not reach a significant level at the 0.05 level, so there was no significant difference between the actual results and monitoring results in short text reading.

In topic expression, the scores of actual results and monitoring results are 1.8537 and 1.9024 respectively, and the t-value is −0.173, which does not reach a significant level at the 0.05 level, so there is no significant difference in topic expression between the actual results and monitoring results.

In the total score, the actual result and the monitoring result are 10.0610 and 9.9878 respectively, and the t value is 0.108,

There is no significant difference in the total score between the actual results and the monitoring results at the 0.05 level.

The results show that there is no significant difference between the actual results and the monitoring results in the overall level of oral English before the experiment.

(2) Hearing test results

The independent sample t is used to test the monitoring effect of the achievement of teaching curriculum objectives. The specific results of the significant differences between the measured word reading, sentence reading, short passage reading, topic expression, and total scores are shown in Table 4.

It can be seen from Table 4 that in listening dialogue, the scores of actual results and monitoring results are 4.5366 and 4.5122 respectively, and the t value is 0.139, which does not reach a significant level at the 0.05 level, so there is no significant difference between the actual results and monitoring results in listening dialogue.

Table 4. Difference analysis of monitoring results of the achievement of listening teaching curriculum objectives

index	option	M	SD	t	p
Listen to the conversation	actual value	4.5366	. 80925	.139	.890
	Monitor Value	4.5122	.77852		
Listen to sentences	actual value	3.9268	1.03417	.000	1.000
	Monitor Value	3.9268	1.10432		
Listening to a monologue	actual value	2.1951	1.74956	.063	.950
	Monitor Value	2.1707	1.75930		
Total score	actual value	10.5610	3.11487	–0.71	.944
	Monitor Value	10.6098	3.14546		

In listening sentences, the scores of the actual results and the monitoring results are 3.9268 and 3.9268 respectively, and the t value is 0.000, which does not reach a significant level at the 0.05 level, so there is no significant difference between the actual results and the monitoring results in listening sentences.

In listening to monologue, the scores of actual results and monitoring results were 2.1951 and 2.1707 respectively, and the t value was 0.063, which did not reach a significant level at the 0.05 level, so there was no significant difference in listening to monologue between the actual results and monitoring results.

In the total score, the scores of the actual results and the monitoring results are 10.5610 and 10.6098 respectively, and the t-value is –0.071, which does not reach a significant level at the 0.05 level, so there is no significant difference in the total scores of the actual results and the monitoring results.

The results show that there is no significant difference between the actual results and the monitoring results in the overall level of English listening before the experiment.

Based on the above test results, it can be concluded that the monitoring method designed in this paper, which is based on the online Xueyin platform, can achieve accurate analysis of the achievement of curriculum goals for students in online English teaching in higher vocational colleges. The corresponding monitoring results are highly reliable and have certain guiding value for the actual online teaching work.

4 Conclusion

This article studies the monitoring methods for achieving the goals of online English teaching courses in vocational colleges using the Learning Citation Network Platform as the platform. Based on the test results, the following conclusions can be drawn:

(1) By fully considering the three perspectives of teaching elements, learning elements, and management elements, combined with the characteristics of the Xueyin network platform, it is possible to comprehensively cover different influencing factors and improve the reliability and accuracy of monitoring results.

(2) The use of weighted segmented functions to calculate the quantitative scores of monitoring indicators effectively solves the problem of deviation caused by different evaluation methods and evaluation difficulties.
(3) Be able to adapt to the actual teaching environment and student needs, and improve the consistency between monitoring results and actual situations.

Therefore, the monitoring method based on the learning citation network platform designed in this article can accurately evaluate the achievement of students' curriculum goals, and has good application value in online English teaching in vocational colleges. The application of this method helps to improve teaching quality, promote students' learning outcomes, and provide strong decision-making basis for teachers and managers.

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