The Development of Learning Achievement and Satisfaction of Basic English Reading Comprehension Using Task-Based Language Teaching Based on Spoc for the Freshmen Majoring in International Trade in Guangxi Vocational institute of Technology

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Abstract

The purposes of this study were 1) study the organization of Task-based Language Teaching (TBLT) activities based on Small Private Online Course (SPOC)technique, including a series of activities on English reading comprehension of Chinese freshmen majoring in International Trade in Guangxi Vocational Institute of Technology (ITGVIT). 2) compare learning achievement between pre-test and post- test and post-test with a 75 percent criterion. 3) study the satisfaction of Chinese freshmen majoring in International Trade in ITGVIT towards organizing a TBLT activity based on SPOC technique together with a set of activities English reading comprehension. The samples are freshmen major in International Trade in ITGVIT, the second semester of the academic year 2023, of 30 students obtained by simple random sampling. The research instruments included 1) TBLT English reading learning management plan based on SPOC technique together with a reading activity set on English reading comprehension. 2) the achievement test of 30 questions 3) the satisfaction questionnaire consisted of 15 items. had the Item Objective Congruence value an Alpha Cronbach reliability value

(0.60 ≤ IOC≤ 1.00) and had a difficulty value (0.27–0.53), discriminant value (0.30–0.60) and Lovett reliability value (0.86) 4) the Satisfaction questionnaire with 15 items had (0.75). One - Group Pretest – Post test Design was the research design. The statistics used for data analysis were mean, percentage, standard deviation, and t-test.

The results of the research are showed as follows:

1) The posttest scores of the course by using TBLT based on SPOC Teaching Techniques were higher than the pretest, and the difference was statistically significant at 0.01 level. 2) The post course by using TBLT based on SPOC Teaching Techniques is higher than 75% full mark standard, and the difference was statistically significant at 0.01 level. 3) Students are satisfied with the learning activities in overall, the average satisfaction of all aspects was at the highest level. ($\bar{x}$ = 4.84, S.D. = 0.14)

Keywords: STAD cooperative learning techniques, learning achievement, students satisfaction, English reading ability

Introduction

With the rapid development of current society, more and more problems exist in English teaching in higher vocational colleges in our country. From the perspective of public concept, the idea of attaching importance to general university education while neglecting vocational and technical education is widespread, so the teaching of English in higher vocational colleges has not formed its own characteristics, but is greatly influenced by general higher education. From the aspect of student foundation, compared with ordinary higher education students, higher vocational students have weak foundation and poor learning autonomy. However, the traditional English teaching mode adopted by teachers at present leads to the difficulty in mobilizing students' interest in learning and the low efficiency of classroom teaching.According to the Basic Teaching Requirements of English Courses in Higher vocational Education issued by the Ministry of Education in 2000, the teaching of English in higher vocational schools should be practical and sufficien.That is to say, there is a greater need for diversified and professional English talents, and English teaching also needs to be more and more combined with disciplines or certain specialized knowledge to promote the use of students' language ability. However, in the current English teaching, the cultivation of students' English application ability has not been placed in an important position, which can not adapt to the current national requirements for the cultivation of English ability of vocational college students.

TBLT (TBLT) emerged in foreign countries in the 1980s. Task-based language teaching is a further development of communicative language teaching and was first practiced in the classroom by Prabhu's Bangalore project (Experiment in Strong Communicative Teaching) in India from 1979 to 1984.Krashen (1982),It is believed that learners can naturally acquire the target language by using it in the course of performing

tasks, however, the premise is that we need to recognize that language meaning is as important as language form.Ellis,(2003); Littlewood,(2004); Nunan,D,(2004); Skehan,(2002) they are all agree that it is necessary and effective to combine language meaning and language form in the teaching process.

Today's college English teaching should cultivate high-quality interdisciplinary talents, who should not only have rich professional English knowledge and proficient English language application ability, but also be able to use English for relevant professional application research or teaching work.TBLT emphasizes the "learner-centered" and "human-centered" concepts, and transforms the basic principles of language use into classroom teaching methods with practical significance. It has long been regarded as an effective way of language teaching and highly respected by the English education circle.However, the drawbacks of the traditional TBLT in teaching practice have begun to emerge, such as insufficient classroom learning time, lack of real-time monitoring and scientific evaluation mechanism, which has attracted the attention of many domestic scholars (such as Zhang Yina, Zhou Yao, Li Ning, etc.).

At the same time, the integration of education and technology has become a major trend in higher education.In 2004, the Ministry of Education issued the Requirements for College English Curriculum Teaching, pointing out that in view of the rapid growth of the number of college students in China and the relatively limited available educational resources, we should make full use of the opportunity brought by the development of multimedia and network technology, and adopt a new teaching model to improve the original single-classroom teaching model, which mainly focuses on teacher teaching. The new teaching model should be supported by modern information technology, especially network technology, so that English teaching can develop towards personalized learning, learning without restrictions of time and place, and active learning. (Department of Higher Education, Ministry of Education,2004). The issuance of this document pointed out a path for the majority of university teachers. Since then, scholars have been combining traditional English teaching methods with modern information technology. TBLT is such a path.

SPOC (Small Private Online Course) was first proposed in 2013 by Armando Fox and David Patterson, professors of computer science and technology at University of California, Berkeley. It is the latest efficient learning mode brought by the development of information technology. For college students within the walls, SPOC is a hybrid learning model that combines classroom teaching and online teaching. The model allows students to independently learn knowledge after class, allows students to solve problems together

with teachers in class, and values students' autonomy after class, thus saving time in class. The important theoretical support for combining SPOC with task-based language teaching in college English is the theory of blended learning. Blended Learning is a reflection on E-learning, applied to the field of education, combining face-to-face classroom learning and online learning. Blended Learning is a learning method that combines face-to-face classroom learning and online learning after reflecting on E-learning and applying it to the field of education.(Li Kedong and Zhao Jianhua, 2004)

Therefore, the combination of TBLT and SPOC can fully integrate learning time and guarantee the continuity and integrity of learning between students' study in school and social study after graduation. The appearance of SPOC brings opportunities to the traditional TBLT, and how to realize the integration of the two is the problem we need to discuss.

Research Questions

Research Questions

1. Is learning achievement on basic English reading comprehension using task-based language teaching based on SPOC for the freshmen majoring in international trade in Guangxi vocational institute of technology higher than before and higher than 75% criteria?

2. Are the students' satisfaction on basic English reading comprehension using task-based language teaching based on SPOC at high level?

Research Objectives

1.To compare learning achievement on basic English reading comprehension using task-based language teaching based on SPOC between pretest and post-test and posttest with 75% criteria.

2.To study the students' satisfaction on basic English reading comprehension using task-based language teaching based on SPOC.

Research Hypothesis

1. The learning achievement on English reading comprehension using task-based language teaching based on SPOC is higher than before and higher than 775% criteria.

2. The students' satisfaction on English reading comprehension using task-based language teaching based on SPOC is at high level.

Research Benefits

1. To improve students' English reading comprehension ability .

2. The students can improve their thinking skills and group process.

3. The students can improve their reading skills to use for advance learning

4. The teachers can apply theories of discourse analysis to other learning

Scope of Research

1. Population and sample

1.1 The population is 45 students majoring in ITGVIT International Trade.

1.2 Sample :The samples are 30 freshmen majoring International Trade in ITGVIT, Guangxi Province, the second semester of the academic year 2023, obtained by simple random sampling.

2. Content scope

2.1 The content used in this research was English course called "NEW ERA PRACTICAL ENGLISH COURSE FOR HIGHER VOCATIONAL COLLEGES" (Book 1,course code:GGK07) The course is for all freshmen students in ITGVIT.

2.2 The research content includes Unit 1-7 of the English course,and the reading materials are from the texts.

2.2.1. Unit 1 Reading Comprehension of ''My first time in Italy'

2.2.2. Unit 2 Reading comprehension of" How the Strategy of Targeted Poverty Alleviation Changed Bamu's Life"

2.2.3. Unit 3 Reading comprehension of "What Art Means to Me"

2.2.4. Unit 4 Reading comprehension of "The key to Huawei's success"

2.2.5. Unit 5 Reading comprehension of "Going Green—What Is Good for the Planet Is Good for Business"

2.2.6. Unit 6 Reading comprehension of "My Volunteering Story"

2.2.7. Unit 7 Reading comprehension of "How Will We Live in 2045?"

of the English course book edited by Ding Guosheng Li Wei and Zhang Weidong.

3.Variable study

3.1 Independent Variable: The independent variable is Using TBLT Based on SPOC for the freshmen majoring in International Trade in ITGVIT.

3.2 Dependent Variable: Learning achievement and satisfaction of Basic English Reading Comprehension Using TBLT Based on SPOC for the freshmen majoring in

International Trade in ITGVIT.

      4. Duration of the study

      The duration of this research was conducted in the second semester of the academic year 2023, with 8 weeks for experiment, during which 2 day per week (1.5 hours per day) is spent, totally 24 hours including the pre- and post-research tests).

Terminology Definition

      1. Task-based language teaching based on SPOC refers to the method of communication teaching, which consisted of eight steps; Step 1: Pre-task preparation, Step 2: Task introduction, Step 3: Task performance, Step 4: Task analysis, Step 5: Language focus, Step 6: Task-based activities, Step 7: Feedback and assessment and Step 8: Reflection and review.

      2. Learning achievement refers to students' ability on English reading comprehension using task-based language teaching based on SPOC. Measured by a 30-question, 4-choice multiple-choice academic achievement test.

      3. Satisfaction refers to feelings of like, agreement, and good attitude of learners towards satisfaction questionnaires with 5 rating scales.

Research design

      The research design was one-group pre-test and post-test design, which mean that the test was taken before and after Using TBLT Based on SPOC Learning Technique (Cambell and Stanley, 1969) as shown below.

        01 ———   X ———   02
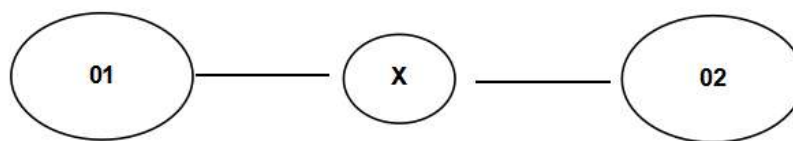
      X   is the TBLT Based on SPOC technique

      01   is a pre-test

      02   is a post-test

Statistics used in data analysis

5.1 Comparison of students' Learning achievement on English reading Using TBLT Based on SPOC between the posttest and the pretest used mean ($\overline{X}$) and standard deviation (S.D.) and t-test dependent.

5.2 Comparison of students' average score of post-test on English reading Using TBLT Based on SPOC with 75% of the full score used mean ($\overline{X}$) and standard deviation (S.D.) and t-test dependent.

5.3 Studying students' satisfaction on English reading Using TBLT Based on SPOC used mean ($\overline{X}$) and standard deviation (S.D.).

Data analysis results

1. The comparison of students' Learning achievement on English reading using TBLT based on SPOC between the post-test and the pretest as shown in table 1.

Table 1 The comparison of students' Learning achievement on English reading Using TBLT Based on SPOC between the posttest and the pretest.

Test score	n	$\overline{X}$	SD	df	t
Pre- test	30	9.67	1.97	29	23.63
Post- test	30	23.43	2.69		

** Statistically significance at the level 0.05, t (0.05, 29) = 1.6991

It can be seem from Table 1 that the comparative results of reading achievement of the freshmen majoring in International Trade in ITGVIT before and after using TBLT based on SPOC learning technique together with a series of activity. The average score of pretest was 9.67, and the standard deviation was 1.97. The post-test mean score was 23.43, and the standard deviation was 2.69. When the differences were analyzed using a t-test of 19.99, the differences were found to be statistically significant at the 0.01 level, based on the hypothesis.

2. The comparison of students' average score of post-test on English reading Using TBLT Based on SPOC with 75% of the full score as shown in table 2.

Table 2 The comparison of students' average score of post-test on English reading Using TBLT Based on SPOC with 75% of the full score.

test score	n	Full score	threshold score	$\overline{X}$	S.D.	(%)	t
Pre- test	30	30	22.5	23.43	2.69	78.1	10.87

** Statistical significance at the level 0.05, t (0.05 ; 29) = 1.6991.

According to table 2, the average and standard deviation of freshmen majoring in ITGVIT are 23.43 and 2.69, respectively, when TBLT based on SPOC learning technique is used for test and the full score of 75% standard is compared. The t-value formula (t-test) was used to test the reading comprehension, and the t-value was 10.87, indicating that the post-test reading comprehension of freshmen majoring in ITGVIT was higher than the threshold of 75% and reached the significant level 0.01 which is based on assumptions.

3. Results of students' satisfaction on English reading Using TBLT Based on SPOC as shown in table 3.

Table 3 The results of students' satisfaction on English reading Using TBLT Based on SPOC.

No	Description	Satisfaction		Interpret
		$\overline{X}$	S.D.	
1	You are satisfied with the teaching materials (pictures/ textbooks/reference books/videos/audios)that provided by teacher	4.81	0.54	the most
No	Description	Satisfaction		Interpret
		$\overline{X}$	S.D.	
2	In order to be a competent expert teacher, you always complete the homework preview tasks assigned by the teacher.	4.75	0.68	the most

No	List	Satisfaction		Interpret
		$\bar{X}$	S.D.	
4	Compared with traditional teaching, you think the TBLT base on SPOC technique is more vivid and interesting	4.94	0.25	the most
5	By using the TBLT base on SPOC technique, you will become more positive in your learning attitude.	4.88	0.34	the most
6	Compared with the traditional learning method, the TBLT base on SPOC technique can reduce the tension and anxiety in the classroom.	4.88	0.34	the most
7	The implementation of The TBLT base on SPOC technique in the learning approach makes you realize the importance of collaboration.	4.81	0.40	the most
8	The implementation of the TBLT base on SPOC technique allows you to learn some communication skills.	4.88	0.34	the most
9	The TBLT base on SPOC technique lets you learn how to collaborate, discuss and solve problems with your classmates.	4.75	0.58	the most
10	Teacher's teaching materials help promote students to learn by themselves	4.75	0.58	the most
11	The learning activities allow students to express their opinions freely	4.75	0.58	the most
No	List	Satisfaction		Interpret
		$\bar{X}$	S.D.	
12	By use the TBLT base on SPOC technique, the teacher's teaching activities are very interesting	4.88	0.34	the most
13	The teacher's materials help promote students to understand the reading comprehension easily and learn quickly.	4.75	0.58	the most
14	The TBLT base on SPOC technique approach to learning gives you the	4.88	0.34	the most

	courage to comment or answer your teacher's questions.			
15	Overall, you are satisfied with the TBLT base on SPOC learning technique	4.69	0.60	the most
	Together	4.81	0.14	the most

Table 3 shows that students are satisfied with all aspects of TBLT based on SPOC learning technique. The average was 4.81, the standard deviation was 0.14, and the satisfaction was the highest.

Discuss the results

Through the study of TBLT based on SPOC learning technique used by freshmen majoring in International Trade in ITGVIT, the study results of learning achievement and satisfaction were discussed as follows:

1.The learning achievement and satisfaction of freshmen after using TBLT based on SPOC learning technique in basic basic English reading was higher than that before the test, and the difference was statistically significant (0.01) which was higher than the threshold of 75%. The TBLT based on SPOC learning technique is used in the teaching plans or teaching activities of freshmen majoring in International Trade in ITGVIT, which effectively improves their scores, encourages students to carry out activities independently and improves their interest in learning. Through the principle, concept, theory and related research of the academic performance test, the achievement test and the teaching plan are designed. Content scope is clearly defined and easy to understand. In addition, the researcher also applied the TBLT based on SPOC teaching method in this study. The teaching steps can be divided into eight steps:

Step 1: Pre-task preparation

  1)Introduce the topic and activate students' prior knowledge.

  2)Set the learning objectives and explain the task requirements.

  3)Provide necessary vocabulary and background information.

Step 2: Task introduction

1)Present the reading passage or text to the students.

2)Discuss the purpose of reading and the main ideas to focus on.

3)Clarify any difficult vocabulary or concepts.

Step 3: Task performance

1)Assign the reading task to students individually or in pairs/groups.

2)Students read the text and try to comprehend the content.

3)Encourage students to take notes, underline important points, or highlight key information.

Step 4: Task analysis

1)After completing the reading task, students analyze the text in detail.

2)Discuss comprehension questions related to the text.

3)Encourage students to share their understanding and interpretations.

Step 5: Language focus

1)Identify language features or structures relevant to the reading passage.

2)Provide explanations, examples, and practice activities to reinforce language skills.

3)Address any specific language difficulties encountered during the reading task.

Step 6: Task-based activities

1)Engage students in follow-up activities that require them to use the information from the reading passage.

2)Encourage discussions, debates, or presentations based on the text.

3)Provide opportunities for students to apply their reading comprehension skills in real-life situations.

Step 7: Feedback and assessment

1) Provide feedback on students' performance during the reading task and subsequent activities.

2) Assess students' comprehension through quizzes, tests, or other assessment methods.

3) Offer constructive feedback to help students improve their reading skills.

Step 8: Reflection and review

1) Reflect on the learning process and discuss the effectiveness of the task-based approach.

2) Review key concepts, vocabulary, and language skills covered during the lesson.

Through the study, the conclusion is drawn that the experimental class after the implementation of SPOC learning technology, compared with the ordinary class students, the average score is improved, indicating that the experimental class students using TBLT based on SPOC learning technique can significantly improve students' reading comprehension. The learning interest of the experimental class was significantly improved compared with that of the ordinary class. There is a significant difference in the learning

satisfaction of the experimental class compared with that of the ordinary class. It can be seen that TBLT based on SPOC learning technique can significantly improve students' learning satisfaction.

2.The freshmen in ITGVIT are satisfied with their learning using TBLT based on SPOC learning technique. The satisfaction evaluation results are excellent. It can be said that TBLT based on SPOC learning technique can encourage students to get answers and goals of assigned content and be able to cooperate with others smoothly, which is consistent with many studies on cooperative learning satisfaction of TBLT based on SPOC learning technique, students in groups are very satisfied with their learning.

All in all, the adoption of TBLT based on SPOC learning technique to teach basic English reading of freshmen majoring in International Trade in in ITGVIT can make students learn more actively and more satisfactorily. Satisfaction was assessed as excellent level, which achieved the criteria set by the researcher.

Recommendations

Based on the study on the development of learning achievement and satisfaction of basic English reading comprehension using TBLT based on SPOC for the freshmen majoring in International Trade in ITGVIT, the researcher put forward the following suggestions:

1. In order to cater to the diverse learning needs of students, teachers strive to design captivating and engaging course content that ignites students' interest and motivation when using TBLT based on SPOC learning technique. Through the educational platform, a wide range of learning resources, including textbooks, reference books, videos, audios, and case studies, are provided to students. This approach helps students to comprehend and master the course content in various ways, while also facilitating their post-class learning and knowledge consolidation.

2. The TBTL base on SPOC learning technique emphasizes students' competence in self-initiated learning. Therefore, teachers should encourage students to explore and research the course content autonomously, while providing appropriate guidance and support. This can be achieved through assigning open-ended questions, encouraging students to engage in independent research or participate in practical projects. Challenging

assignments and exercises can also be designed to enhance students' in-depth understanding of the course content and improve their application skills.

3. The TBTL based on SPOC requires teachers to establish collaborative tasks for students in accordance with specific teaching assignments. They should encourage students to build a learning community through online discussions, organizing study groups, or hosting offline activities, thereby promoting collaborative learning among students, facilitating mutual exchange of knowledge, and ultimately enhancing the effectiveness of their studies.

To summarize, the TBTL based on SPOC learning technique calls for a collective endeavor from educators and learners, aiming to achieve enhanced learning outcomes through collaboration, interaction, and introspection.

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