The Development of learning achievement on English Reading for 2nd year students in Guangxi Agricultural Vocational and Technical University Using Task-based Language Teaching

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Abstract

The objectives of this study were to (1) compare learning achievement between pre-test and post- test on English reading using task based language teaching of 2nd year Chinese students at Guangxi Agricultural Vocational and Technical University (2) compare learning achievement between post- test on English reading with a 75 percent criterion using task based language teaching. (3) study the students' satisfaction on English reading using TBLT techniques together with a set of activities English reading. The sample was the one class of 25-2nd-year English majors students Guangxi Agricultural Vocational and Technical University for, Guangxi Province, obtained by simple random sampling. The research instruments included collaborative English reading learning management plan using TBLT 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 (0.60 ≤ IOC≤ 1.00) and had a difficulty value (0.40–0.68), discriminant value (0.35–0.52) and Lovett reliability value (0.84) 4) the Satisfaction questionnaire with 15 items had an Alpha Cronbach reliability value (0.87). One - Group Pretest – Posttest Design was the research design. The statistics used for data analysis were mean, percentage, standard deviation, and t-test. The result of this study found that The posttest learning achievement was statistically higher than that of pretest at .01 level, significantly higher than the criteria of 75 percent criterion at .01 level and the students were satisfied with the learning activities at the highest level. (=4.84)

Key words: learning achievement, English Reading, Students' Satisfaction

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Introduction

The College English Curriculum Standard (2020) points out that it is necessary to cultivate students' core literacy, master language skills, good thinking quality, improve cultural awareness, and form independent learning ability. Reading ability is an integral aspect of core literacy, and it has a major significance and role in the development of core literacy in students. The following are the criteria for College school students' English reading skills, according to the College school English curriculum standards: recognize the main information that the author wishes to express in the reading materials; evaluate the language structure, content, and order of development of things; determine connotative themes or ideas; make a comparison facts, evidence, and opinions, as well as concepts and hypotheses; evaluative and adjudicative of proof and proofs; d raw conclusions based on the text's facts and evidence; make logical inferences, etc. With a wide range of topics, a large amount of material, and rich language knowledge, For teachers, it is a significant challenge. As a result, the question of how to develop and enhance students' reading abilities has arisen as a major issue.

Despite the fact that teachers spend a lot of time and effort researching reading teaching methods and techniques, exploring reading teaching models, and paying attention to the setting of reading courses and the variety of materials in college school English classes, College school students typically have sluggish reading speeds and poor comprehension skills. Students, for example, often depart from the subject when summarizing the article's key points, or when guessing the meaning of a phrase, instead relying on their imagination, ignoring the nature of logic. The main cause of this trend may be attributed to teachers' teaching ideas and methods, which put an undue focus on teaching language knowledge and only address reading, language points, and grammar, while ignoring the guidance of textual analysis, reading skills, and methods. The reading process is not directed and supervised, and there is no study instruction and control of the students' mental state, thought style, or reading strategies in the reading process, emotions are also frequently neglected in the reading process (such as motivation, interest, emotion, etc.).

Task-based teaching emphasizes that the English curriculum should begin with the students' learning interests, life experiences, and cognitive levels, advocate learning strategies and task-based teaching approaches related to task-based teaching, improve students' comprehensive language abilities, and make language learning a student-centered process, the act of students' thought, and learning on one's own. As a result, task-based teaching can effectively make up for the problems of the current teaching model, and the ideas put forward by Task-based are fully in line with the general trend of education and teaching reform with the development of English teaching.

Therefore, teachers should carefully review the English Curriculum Standards in light of the aforementioned circumstance, modify reading teaching methods, improve task-based

teaching, and cultivate students' comprehensive language ability. To improve students' comprehensive language abilities, teachers can use learning strategies such as experience, practice, engagement, collaboration, and communication, as well as task-oriented teaching methods, based on students' learning interests, life experience, and cognitive level.

Research objectives

1. To compare the post-test learning achievement with the pre-test learning achievement.

2. To compare the post-test learning achievement with the 75% criteria.

3. To study students' satisfaction towards TBLT technique.

Research hypothesis

1. Post-test learning achievement is higher than pretest learning achievement.

2. Post-test learning achievement is higher than 75% criteria.

Literature review

1. General Principles of TBLT

The core principles of Task-Based Language Teaching (TBLT) focus on using authentic language to complete meaningful, real-world tasks, prioritizing meaning over form to develop communicative competence.

Task-Based Language Teaching (TBLT) typically follows three main steps: Pre-task, Task, and Post-task. The pre-task phase introduces the topic and task, the task phase involves students completing the activity, and the post-task phase focuses on language analysis and practice.

2. English reading comprehension

English reading comprehension is the ability to process written text and understand its meaning by connecting it to prior knowledge and using skills like identifying the main idea, making inferences, and interpreting information. It goes beyond simply recognizing words, requiring active engagement to grasp the thoughts and ideas conveyed in the text, which is crucial for success in school, work, and everyday life.

3. satisfaction

The pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do: She looked at the finished painting with satisfaction. She derived/obtained great satisfaction from/out of helping other people.
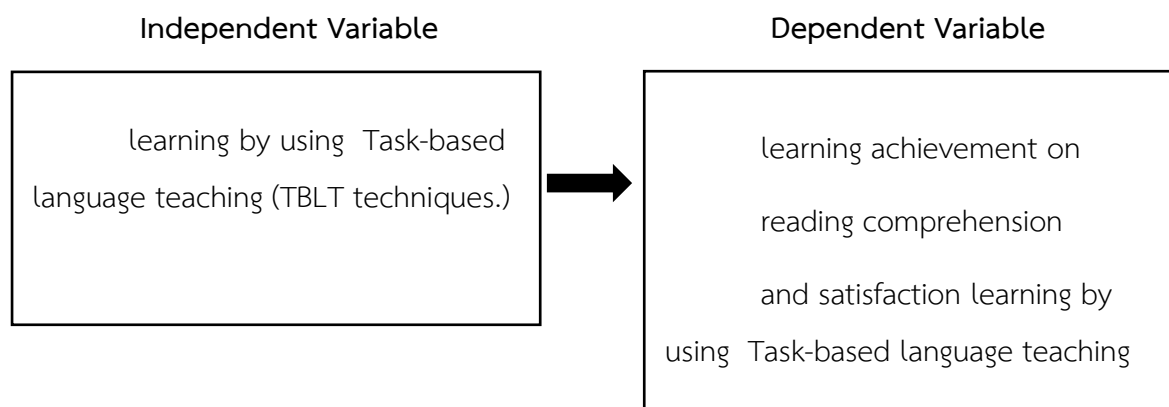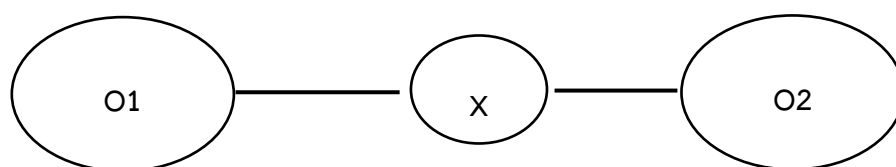
Conceptual framework

Independent Variable		Dependent Variable
learning by using Task-based language teaching (TBLT techniques.)	→	learning achievement on reading comprehension and satisfaction learning by using Task-based language teaching

Figure 1 Conceptual framework

Methodology

Research design

This research used one-group pre-test and post-test design (Cambell and Stanley,1969) model as shown in Table 3.1 below.

$$O1 \quad\text{——}\quad X \quad\text{——}\quad O2$$

X   is Task-based language teaching
01   is a pre-test test
02   is a post-test test

Population and sample

1) Population

The population are 58 students majoring in marketing in the second semester of Guangxi Agricultural Vocational and Technical University.

2) Samples

The samples are 25 students majoring in marketing in the second semester of Guangxi Agricultural Vocational and Technical University, obtained by simple random sampling.

Research instruments

Research instruments included collaborative English reading learning management plan using TBLT 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 (0.60 ≤ IOC≤ 1.00) and had a difficulty value (0.40–0.68), discriminant value (0.35–0.52) and Lovett reliability value (0.84) 4) the Satisfaction questionnaire with 15 items had an Alpha Cronbach reliability value (0.87).

Data Collection. English competence, the questionnaire was designed with simple sentences in English. In January, 2021, the post-questionnaire was given to 58 students in the class. The form and score of the post-questionnaire were similar to the pre-questionnaire. The main purpose was to explore whether there was any difference in students' reading competence and their interest in English reading after the five-month experiment.

Data Analysis

Statistics used in data analysis

1. Mean ($\overline{X}$), standard deviation (S.D.) and T-test were used to compare the scores of students' basketball skills in post-test and pre-test.

2. The comparison of the mean scores of the posttest of the students' PE scores with a full 75% score was made using the mean ($\overline{X}$) and standard deviation (S.D.) and relying on the T-test.

3. Mean ($\overline{X}$) and standard deviation (SD. were adopted in the study of students' satisfaction with basketball class using 5E instructional model.

Results

1. The comparison of learning achievement on English Reading for 2nd year students in Guangxi Agricultural Vocational and Technical University Using Task-based Language Teaching between pretest and posttest, as in table 1.

Table 1: The comparison of learning achievement on English Reading between pretest and posttest

test score	N	$\overline{x}$	SD.	df	t	Sig.
Pre test	25	19.24	4.35	24.00	12.982*	0.01
post test	25	28.28	1.28			

** Statistical significance at the .01 level , t (0.01 ; 29) = 2.4620.

Table 1 is shown that the post test score is statistically significantly higher than pre test at 0.01 level.

2. The comparison of learning achievement on English Reading for 2nd year students in Guangxi Agricultural Vocational and Technical University Using Task-based Language Teaching between pretest and 75% of criteria, as in table 2.

Table2: The comparison of learning achievement on English Reading between pretest and 75% of criteria.

test score	N	full score	$\bar{x}$	SD.	df	Criteria score	t	Sig.
post test	25	30	27	1.48	24.00	22.50	92.04*	0.01

** Statistical significance at the .01 level , t (0.01 ; 29) = 92.04.

Table 2 is shown that the post test score is statistically significantly higher than criteria score at 0.01 level.

3. Students' satisfaction towards TBLT technique as in table 3.

Table 3: Show the result of students' satisfaction towards TBLT technique.

No.	Questions	$\bar{x}$	SD.	Interpre
1	You love taking the English reading class.	4.64	0.56	the most
2	You are fond of reading some relevant English materials.	4.84	0.46	the most
3	You are willing to take part in the class activities actively when taking a reading lesson.	4.72	0.53	the most
4	You love reading some relevant English materials.	4.88	0.32	the most
5	You can make use of the background knowledge to help you understand the meaning when reading the text.	4.92	0.27	the most
6	You can use some skills to help you when reading English.	4.88	0.32	the most
7	You can finish the tasks that the teachers give on time.	4.80	0.49	the most
8	You have a better understanding of TBLT.	4.84	0.37	the most
9	You expect the teachers apply TBLT to the classes in the following days	4.80	0.49	the most
10	You think the current teaching method is helpful to your English reading ability.	4.84	0.37	the most
11	TBLT technique allows you to be responsible for your work, roles, and tasks	4.92	0.27	the most
12	TBLT gives you the courage to comment or answer your teacher's questions	4.92	0.27	the most
13	The implementation of TBLT lets you learn some comprehension skills	4.76	0.43	the most
14	TBLT lets you learn how to cooperate, discuss and solve problems with your classmates	4.84	0.37	the most
5	You are satisfied with the teaching design, professional knowledge and organization of teaching activities of TBLT	4.44	0.80	the most
Total		4.84	0.39	the most

The result of students' satisfaction towards TBLT in total is at the highest level. $(\bar{x} = 4.84, S.D. = 0.39)$ The most items of satisfaction are students can make use of the background knowledge to help them understand the meaning when reading the text, TBLT technique allows them to be responsible for their work, roles, and tasks and TBLT gives them the courage to comment or answer questions.

Discussion

The senior high students' situation has greatly improved, because TBLT has been applied to the class, according to the current research. It's helpful to improve the students' ability to use language, if the students' interest and ability in English reading have been strengthen. As a result, we are able to infer from the research that TBLT will improve the students' ability in English reading, because TBLT can help the students have a better understanding of English reading skills, so that they can use the skills to help them when reading relevant materials. Therefore, the author thinks there will be much benefit if TBLT is applied to the English reading class.

• **Impact of the Application of TBLT on Students' Interest in English Reading**

The obvious conclusion drawn from the current study is that TBLT can stimulate and improve the students' interest in English reading.

To begin with, TBLT stimulates the students' inner learning motivation. TBLT stresses the principle of putting people first. During the class, students have more time to devote their energy to completing tasks. Students can actively participate in the real task environment, improving their interest in finishing the tasks. Students learning in such relaxing atmosphere will have get the better effects. If the students' learning motivation is stimulated, the students will show more interest in English reading so that they will be willing to devote themselves to study.

What's more, TBLT improves the dominant position of students in the classroom. TBLT advocates taking students as the main part of a class, giving students more time to do the group activities. It also gives students more time to prepare and carry out tasks. TBLT is helpful to increase students' interest in English

reading. After the 20-week application of TBLT, the author conducted a questionnaire survey of students. From the results of the post-questionnaire survey, it can be seen that students have more interest in English reading than before.

Thirdly, TBLT strengthen the students' sense of achievement and cooperation. Applying TBLT to the class, many teachers will use group activities to teach. In the process of group activities, the students can be greatly cultivated the spirit of cooperation, meanwhile, the students also gained a lot of fun. When some group members meet some tasks and problems that they do not understand, the others can help them solve the problems. In the

process of working together to complete tasks, students will have a strong desire to express themselves, thus they will have a strong thirst for knowledge. In this case, TBLT will arouse students' deep interest.

Therefore, the author made a conclusion that the application of TBLT will increase the students' interest in English reading. what's more, TBLT will stimulate the interest in English reading all the time. Accord to the research, it's a success that applying TBLT to the English reading teaching in practical class. In the process of teaching and learning, the student has a better understanding of English reading skills. And the students show more interest in English reading than before. Thus, the author believes that TBLT is successful in promoting the students' interest in English reading.

• **Impact of the Application of TBLT on Students' Ability in English Reading**

The results of the pretests and posttests show that task-based language teaching has a positive impact on students' ability to read. Students can improve their command of English reading material by being exposed to tasks during class time, which may be due to the stimulating nature of the tasks.

TBLT is an open teaching mode. Students can complete tasks in the real situations. In this process, students are required to use their own experience flexibly. As for the tasks that are not clear to them, students should consult some relevant materials. In this process, in order to complete the tasks given, students will look up relevant materials, and naturally it will continue to increase their reading volume and improve their reading ability.

The application of the teaching method in task-based teaching of high school English reading will increase students' reading performance, according to the comparative study of the two reading tests. The average English reading score has risen, with the average score for question form one reading comprehension article that dramatically. The increase in student success is due to the fact that classroom activities are structured around "tasks" in the teaching process, which is based on the teaching method combined with task-based teaching. Students are given assignments of varying degrees of complexity by the teacher so that they can study selectively and learn more. Different links guide students to process information. Teachers teach students the reading skills of fast reading and careful reading, and carefully explain language points. Students encode the stimuli they obtain and store them in short-term memory, and then through retelling reinforcement, etc., permanently keep it in long-term memory. The writing tasks and homework assigned to students after reading are for students to recall the target words and target phrases taught in class, and for students to repeat reading articles is for students to operate and generalize what they have learned. In the task-based reading classroom teaching with students as the main body, there are no longer preconceived words, phrases and sentence patterns teaching and mechanical practice. The application of task-based teaching method enables students to experience and feel new knowledge in

activities, learn to reorganize information, improve their analysis and comprehensive abilities, cultivate their reading strategies, and truly improve their reading ability and reading achievement. As a result, task-based language teaching is an incredibly successful teaching approach for improving students' overall language abilities.

Recommendations

The results indicate that task-based reading instruction, which integrates reading teaching with listening, speaking, reading, and writing, is an efficient reading teaching approach based on real-world context and aimed at developing students' reading abilities. It has significant advantages over conventional reading teaching methods, which will provide pedagogical implications for middle and high school English teachers in the future, as expressed in the following aspects:

To begin with, reading task should be planned based on students' previous experience and interests. Students are the main body of the classroom in task-based reading instruction. As a result, before creating reading assignments, teachers should have a good understanding of the students' prior knowledge and experience, as well as their everyday interests and motivation to learn English. Plan reading learning activities that students are interested in based on their current knowledge and interests. Task-based reading teaching is based on students' actual needs and employs versatile and varied activities that students enjoy learning and are relevant to their lives. Allow students to practice consolidating reading while performing assignments. Students' curiosity and self-confidence have significantly increased as a result of this. As an instructor, a teacher must consider students' interests and the realities of life, and use this as a springboard to introduce exciting assignments and activities that will pique the students' reading enthusiasm and initiative. Task-based teaching activities are structured, students are able to actively engage in them, learning reading engagement is greatly increased, and teacher-student and student-student interaction is frequent and effective. At the same time, teachers will have more time to pay attention to students whose language base is comparatively poor, allowing them to experience the joy of progress and development in cooperative learning with their peers, assisting them to gain self-confidence in learning, increase their interest in reading, and even return to school. Many students have learned to read independently outside of the classroom.

Second, the ultimate aim of reading learning is to put what students have learned into practice. Students should use the readings they have learned to explain things and perform daily communication at various levels, according to the definition of high school students' reading level in the standard of high school English curriculum. What English teachers should do their utmost in the teaching of English reading is to help students correctly and reasonably use the reading they have acquired to complete different language and social activities. As a

result, when creating reading learning activities, teachers should consider not only the students' prior experience and learning preferences, but also whether the tasks are conducive to the development of students' reading abilities.

Finally, the design task must be relevant to the students' everyday lives. The task-based teaching method, as an effective teaching method, is increasingly being used by many English teachers in teaching classrooms in the course of high school English reading teaching practise. In essence, the task-based teaching approach stresses that students who are learning a language learn by doing it. It is based on simple tasks in such a learning process. Simultaneously, the task-based teaching approach may be superior. Students' primary position should be highlighted so that they can fully participate in English reading. Teachers in the classroom must learn to assign tasks to the language skills they have acquired, ensuring that every student can engage in task-driven learning, master successful reading strategies under the supervision of teachers, and make full use of reading activities, improving students' English proficiency and cultivating their core English literacy.

Research Limitations and Prospect

There are inevitably some limitations to the present study due to the various influences of subjective and objective factors.

There are inevitably some limitations to the present study due to the various influences of subjective and objective factors. First and foremost, from the viewpoint of the task-based reading teaching model, the task-based reading teaching model involves multiple activity activities in multiple stages. Each activity task needs a significant amount of money for design, organization, adjustment, and implementation. Time inevitably takes up more class time. The author has little power over the scheduling of classes. As a result, how to teach task-based reading in a more efficient manner with less class hours is a topic that needs to be investigated further.

Second, the experiment was conducted at 11th High School in Jiaozuo. Due to the limitations of teachers' own knowledge structure and lesson plans, school students' language learning capacity is inconsistent, and the number of sample tests is low. It isn't reflective of everybody. As a result, researchers will expand their research into task-based teaching methods, extend the sample size, and develop the research process in the future.

Finally, several topics are likely to be researched further in the future due to the author's time and information constraints. The author will continue with this study, insist on summarizing teaching experience in future teaching practice and reflection, as well as continually developing the application of writing teaching methods in teaching practice.

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