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A Language Teaching Model to Enhance English Communication Skills in Housing Management

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Abstract Under the background of the continuous internationalization of the housing management team, English communication ability has become a key factor to improve the quality of service and international adaptability. Currently, housing management personnel generally have problems such as unclear expression and weak adaptability in language communication, and need to explore scientific and effective teaching modes to improve their English practical application level. Based on the DEMATEL-ISM method, this paper systematically identifies and analyzes the key factors affecting the English communication ability of university housing management, and constructs a causal structure model including four dimensions: students, teachers, teaching management and facilities. On this basis, the SPOC blended task-based teaching model was designed and applied for quasi-experimental teaching validation. The experimental subjects are two parallel classes of non-English majors in the class of 2020 in a university, the experimental group adopts the SPOC model, and the control group maintains traditional teaching. Post-experimental data showed that the experimental group's English communication ability score was significantly better than that of the control group, and the teamwork atmosphere score amounted to 4.62, which was higher than that of the control group's 3.61 ($p=0.001$); the learning efficacy score was 3.86, and that of the control group was 2.55 ($p=0.00$). The results show that the SPOC teaching mode can effectively improve the English communication ability and adaptability of housing management learners, and the teaching process is more interactive and contextual.

Index Terms English communication skills, housing management, DEMATEL-ISM, SPOC teaching, teaching model, quasi-experimental

I. Introduction

In order to meet the national talent cultivation requirements and the needs of enterprise talent development in the new era, teachers should combine the teaching content and explore the new teaching mode that integrates English teaching with vocational positions [1]. Adhere to the integration of industry and education and the unity of knowledge and practice, promote the improvement of students' language practice and application ability, and cultivate composite talents with professional skills and language ability for the construction of the country [2], [3]. Therefore, we should aim at cultivating workplace language communication competence and use scientific and reasonable methods to boldly explore and innovate the content and methods of English teaching, so as to lay a good foundation for students' future career development [4]-[6].

Workplace language communication ability has become a kind of literacy that higher vocational students must have [7]. On the one hand, workplace verbal communication ability is an important embodiment of students' verbal communication ability, and only by mastering workplace verbal communication ability can they realize workplace communication and exchange, and complete related business smoothly [8]-[10]. On the other hand, workplace verbal communication ability is one of the important workplace competencies of students, and students with strong workplace verbal communication ability will be of great help to their career choice and employment [11]-[13].

Presetting vocational scenarios in English teaching can not only further improve students' workplace language communication skills, but also let them fully appreciate the difference between the real workplace English application environment and the simulated environment in school, thus enhancing students' English proficiency [14]-[17]. However, from the current actual situation of vocational English teaching, few English teachers design the targeted teaching mode of workplace language communication in the process of teaching, which to a certain extent affects the cultivation effect of students' workplace language communication ability [18], [19].

Under the trend of continuous openness of global higher education, the field of university management services has put forward higher requirements for linguistic communication skills. As an important part of the campus service system, the English communication ability of housing management directly affects the accommodation experience

of foreign teachers and students and the internationalization level of the university. However, the traditional English teaching mode mainly focuses on the transmission of language knowledge, neglecting the practical cultivation of application ability, which is difficult to meet the actual communication needs of the post. In addition, college housing managers are mostly non-English majors with weak foundation and lack of systematic training, which further aggravates the contradiction between service quality and actual demand. Therefore, it is pending to build a teaching mode oriented to ability enhancement, task-oriented and student-centered to enhance the practicality of their English expression and environmental adaptability. The rapid development of information technology provides a new opportunity for teaching reform, and the blended teaching mode based on the concept of SPOC (small-scale restricted online course) breaks through the time and space limitations by linking online and offline, effectively enhancing the teaching efficiency and learning effectiveness. Its contextual, interactive and adaptive features are suitable for the practical needs of improving English communication skills in housing management.

In this paper, we first adopt the DEMATEL-ISM method to systematically model the multidimensional factors affecting the English communication ability of housing management, and clarify the core driving elements and their causal paths. Then, based on this, we design a task-based teaching model based on SPOC and conduct quasi-experimental teaching in two control classes. Through quantitative pre-test and post-test data, combined with SPSS statistical analysis, we assessed the specific impact of the teaching model on students' English communication ability and learning adaptability, and finally verified the effectiveness and generalizability of the teaching program.

II. Factors affecting communication skills in English for housing management and ways to explore them

II. A. Factors Influencing English Communication Skills in Housing Management

The development of housing management team is a multi-level complex system with numerous influencing factors, while there may be an interactive relationship between the influencing factors. In order to comprehensively analyze the factors affecting the English communication ability of the housing management team, on the one hand, we combed through the academic literature on the English communication ability of the housing management team in recent years, and at the same time, we referred to the guidance documents on teacher development issued by the Ministry of Education and the Ministry of Human Resources and Social Security. On the other hand, in order to ensure the accuracy and applicability of the identified factors affecting the English communication ability of the housing management team, 10 experts with rich experience in experimental teaching and housing management team management were invited to investigate and screen the factors affecting the English communication ability of the housing management team, and finally the English communication ability development of the housing management team was established in four dimensions: the student level, the teacher level, the teaching management and the teaching facilities level. The set of factors influencing the development of English communication ability of the housing management team was finally established from four dimensions: student level, teacher level, teaching management and teaching facilities level, which is shown in Table 1.

Table 1: Factor set

Dimension	Influencing factor
Teaching object (student) dimension	B1 Source quality
	B2 Student cognition
	B3 Family education
	B4 Student personality
The main body (teacher) dimension	B5 Teaching attitude
	B6 Teaching method
	B7 Organizing citizen behavior
	B8 Teacher degree
Teaching management dimension	B9 Teaching process standardization
	B10 School culture construction
	B11 Performance appraisal and rewards and punishments
	B12 High level vision and strategy
Teaching facilities dimension	B13 Teacher training and development
	B14 Hardware and hardware facilities
	B15 Teaching is formal

II. B. DEMATEL-ISM methodology

II. B. 1) Overall analysis process

In this paper, the DEMATEL-ISM method was used to measure the correlations of the factors influencing the development of English communication skills in the housing management team, which consisted of 2 stages, DEMATEL analysis [20] and ISM analysis [21], and the technical line of the study is shown in Figure 1.

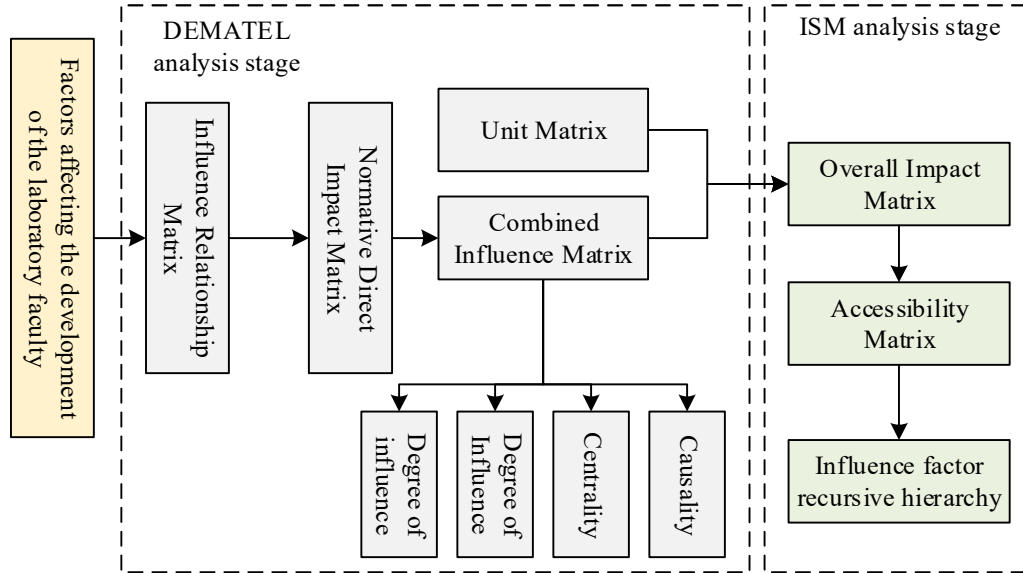


Figure 1: Research technical route

In the DEMATEL analysis stage, by introducing expert knowledge to measure the factors influencing the development of the experimental teacher team, the influence relationship matrix is obtained, and after a series of matrix operations, the comprehensive influence matrix is obtained, which in turn allows the analysis of the degree of influence, the degree of being influenced, the degree of centrality as well as the degree of cause between the factors. On this basis, through the comprehensive influence matrix and unit matrix, the overall influence matrix is generated, which enters the ISM analysis stage, and then the recursive hierarchical structure of the factors affecting the development of the experimental teachers' team can be identified through the reachability matrix.

II. B. 2) DEMATEL analysis phase

According to the principles of the DEMATEL method, the DEMATEL analysis phase involves 3 main steps:

Step 1 Establish the Influence Relationship Matrix X . For the factors influencing the development of English communication skills of the housing management team, the identified influencing factors are compared two by two based on expert knowledge, which in turn determines the direct influencing relationship and the degree of influence between the factors. Assuming that m experts in the field are invited to be assessed using a 5-point Likert scale, i.e., 0 means no influence, 1 means small influence, 2 means average influence, 3 means large influence, and 4 means very large influence, the influence relationship matrix can be expressed as:

$$X = \begin{bmatrix} 0 & \cdots & x_{1n} \\ \vdots & \vdots & \vdots \\ x_{n1} & \cdots & 0 \end{bmatrix} = [x_{ij}]_{n \times n} \quad (1)$$

where x_{ij} denotes the magnitude of the effect of the factor x_{ij} on x_{ij} , which can be calculated by the following equation:

$$x_{ij} = \frac{1}{m} \sum_{k=1}^m x_{ij}^k, \quad k=1, 2, \dots, m \quad (2)$$

Step 2 Establish the comprehensive influence matrix T . Firstly, the influence relationship matrix X is processed by the maximum value normalization method to obtain the canonical direct influence matrix E , and then the integrated influence matrix T is obtained by combining the unit matrix I operation:

$$E = \frac{1}{\max_{1 \leq i \leq n} \sum_{j=1}^n x_{ij}} X \quad (3)$$

$$T = E(I - E)^{-1} \quad (4)$$

Step 3 Calculate the degree of influence, degree of being influenced, degree of centrality and degree of cause. After obtaining the comprehensive influence matrix T , the influence, influenced, centered and cause degrees of each factor are calculated according to the following formula:

$$r_i = \sum_{j=1}^n T_{ij} \quad (5)$$

$$c_j = \sum_{i=1}^n T_{ij} \quad (6)$$

$$f_i = r_i + c_j \quad (7)$$

$$e_i = r_i - c_j \quad (8)$$

II. B. 3) ISM analysis phase

The ISM analysis aims to further cascade the identified factors influencing the English communication skills of the housing management workforce and consists of the following 3 steps:

Step 1 Generate the overall influence matrix H . According to equation (9), the overall influence matrix is generated by adding the unit matrix to the integrated influence matrix.

$$H = T + I \quad (9)$$

Step 2 Build the reachability matrix D . $D = [d_{ij}]_{n \times n}$, filtering the less influential factors in the overall influence matrix by a threshold λ , i.e.:

$$d_{ij} = \begin{cases} 1, & d_{ij} > \lambda \\ 0, & d_{ij} \leq \lambda \end{cases} \quad (10)$$

Step 3 identifies the factor hierarchical recursive structure. The hierarchical structure delineation requires computing the reachable set $R_i(x_i)$ and the prior set $A_i(x_i)$. Where the reachable set is the set of factors corresponding to all the columns in the i th row of the reachable matrix whose elements are 1. The prior level is the set of factors corresponding to the rows in the i th column of the reachable matrix whose all elements are 1. If the intersection of the reachable set and the prior set satisfies the condition of the following equation:

$$R_i(x_i) \cap A_i(x_i) = R_i(x_i) \quad (11)$$

Then these factors are removed and categorized as bottom level factors. Similarly the above process is repeated when all the factors are assigned to get the factor hierarchy and the final factor hierarchy recursive structure is recognized based on the relationship between the factors in the reachability matrix.

III. Analysis of factor set causality and influence mechanisms

III. A. Factor set causality analysis

III. A. 1) Factor centrality analysis

The size of the center degree value indicates the comprehensive intensity of the factors' influence and being influenced as well as the strength of the correlation between the factors, and Table 2 shows the comprehensive evaluation table of the influencing factors. According to the comprehensive evaluation table of influence factors, the influence factors with higher centrality are sorted according to the size of the value: students' personality (B4),

teaching attitude (B5), school culture construction (B10), students' cognition (B2), training and development (B13), and the standardization of teaching process (B9), which are six factors with high degree of association with the other influencing factors in the system and have the role of starting and ending. Meanwhile, Figure 2 shows the explanatory structural model, which also clearly shows that the nodes of these six influencing factors are more important and closely connected with other influencing factors. In the comprehensive evaluation table of the influencing factors, the two influencing factors with the lowest degree of centrality are the quality of the student source (B1) and family education (B3), which shows that these two factors have a relatively low degree of correlation with the other influencing factors, thus leading to their relative independence.

Table 2: Comprehensive evaluation of the factors of teaching quality

	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15
R	0.00	0.08	0.12	0.18	0.22	0.37	0.36	0.48	0.42	0.67	0.48	0.84	0.82	0.41	0.43
C	0.35	0.84	0.12	0.85	0.78	0.38	0.56	0.25	0.56	0.34	0.25	0.00	0.13	0.18	0.34
R-C	-0.35	-0.76	0	-0.67	-0.56	-0.01	-0.2	0.23	-0.14	0.33	0.23	0.84	0.69	0.23	0.09
R+C	0.35	0.92	0.24	1.03	1	0.75	0.92	0.73	0.98	1.01	0.73	0.84	0.95	0.59	0.77

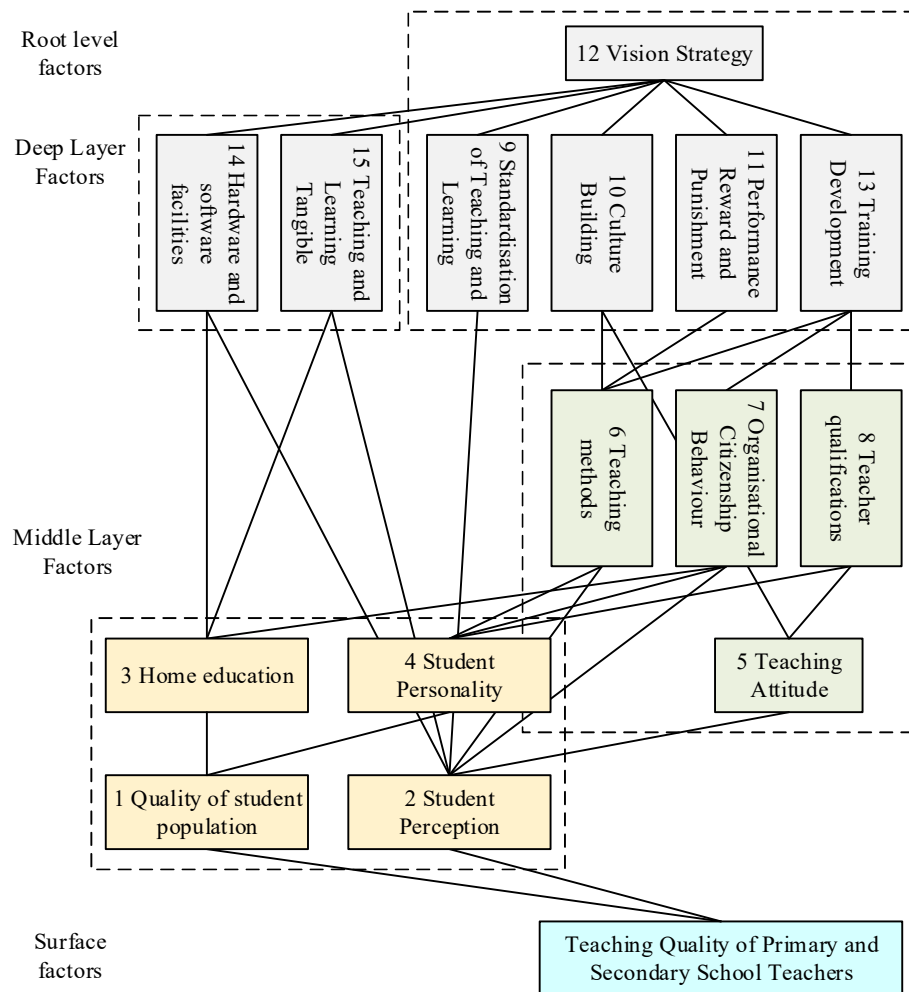


Figure 2: Influences mechanism explanation structure model

III. A. 2) Analysis of causal factors

Figure 3 shows the cause and effect of the factors influencing the English communication skills of the housing management team, and a positive value of the degree of cause indicates that the influencing factor is a causal factor, which shows that the causal factors are all located in the right-hand area of Figure 3. They are ranked according to the magnitude of the value, and in order, they are school leader vision and strategy (B12), training and

development (B13), school culture development (B10), performance appraisal and rewards and punishments (B11), hardware and software facilities (B14), teachers' qualifications (B8), and teaching and learning tangibles (B15). And school leaders' vision and strategy (B12) has the greatest influence on other factors, so it is a root factor. The factors of school culture building (B10), training and development (B13), and performance appraisal and rewards and punishments (B11) are important ways to improve the English language communication skills of teacher building and housing management teams. Influencing factors such as hardware and software facilities (B14) and teaching tangible (B15) belong to the dimension of teaching facilities, which is the basis and proper teaching environment for teaching subjects to provide teaching. Teachers' qualifications (B8) affect the English communication ability of the housing management team.

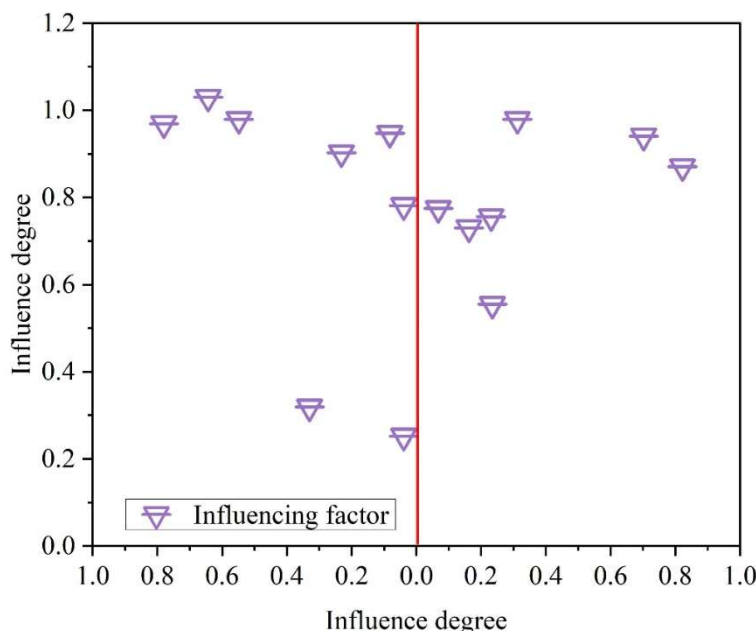


Figure 3: The effect of English communication ability

III. A. 3) Analysis of outcome factors

A negative value of cause degree indicates that the influence factor is an outcome factor, which shows that the outcome factors are all located in the left area of Figure 2. They are ranked according to the size of the absolute value of the value, and in order, they are student cognition (B2), student personality (B4), teaching attitude (B5), quality of student source (B1), organizational citizenship behavior (B7), standardization of teaching process (B9), family education (B3), and teaching method (B6). Whereas the 2 factors of student quality (B1) and student perception (B2) directly determine the quality of teaching and are the basis for direct judgment of the English communication skills of the housing management team; the 2 factors of family education (B3) and student personality (B4) have an impact on the expectations of the teaching body in terms of the quality of the provision of teaching and learning; and the 2 factors of teaching attitude (B5), teaching methodology (B6), organizational citizenship behaviors (B7), and teaching process standardization (B9) and other influencing factors are influencing factors belonging to the dimension of teaching subjects, which are effective in enhancing the perception of teaching subjects.

III. B. Hierarchical analysis of factor set impacts

Table 3 shows the grading of the influencing factors of English communication competence in housing management, and the analysis of Table 3 and Figure 2 leads to the following results. The school leader's strategy and vision (B12) is at the top of the structural model as well as at level 3 of the hierarchy of influencing factors, which shows that this influencing factor is the root factor of the English communication competence of the housing management team. Therefore, this is a key factor in the construction and development of the school, in order to better develop the school and make it have core competitiveness, it is necessary for the teaching management department of the school to elevate the teaching work of teachers to the strategic level, and the school leaders to strengthen the attention to the teaching management department and provide training for teachers, so as to improve the English

communication ability of the housing management team from the root, and in this way, ensure that it can provide high-quality teaching services for the target students.

The quality of student source (B1) and student perception (B2) are at the bottom of the structural model and at the 0th level of the hierarchy of influencing factors, so it can be seen that this influencing factor is a superficial factor that determines the English communication ability of the housing management team. Therefore, the school teaching management can improve the teaching subject's cognition of the teaching subject by improving the teaching method and teaching attitude of the teaching subject, and the improvement of students' cognition will in turn react to the teaching subject, which has a certain impact on the quality of teaching. The six factors of family education (B3), students' personality (B4), teaching attitude (B5), teaching methods (B6), organizational citizenship behavior (B7), and teachers' qualifications (B8) are in the 1st level of the grading table of influencing factors, which are the intermediate factors of the English communication ability of the housing management team, which are affected by the deeper factors and the root factors, and which directly affect the students' awareness and the quality of the student body. The teaching method, teaching attitude, organization of civic behavior and other factors are the key factors to improve their teaching motivation and teaching efficiency, through which improving the teaching motivation and teaching efficiency of the teaching subject can directly affect the perception of the teaching object.

The six influencing factors of teaching process standardization (B9), school culture construction (B10), performance appraisal and rewards and punishments (B11), training and development (B13), hardware and software facilities (B14), and teaching tangible (B15) belong to the dimensions of teaching management and teaching facilities and are in the 2nd level of the hierarchy of influencing factors, and they are the deep-rooted factors affecting the English language communication ability of the housing management team. From the vision and strategy of school leaders, the effective ways to improve the English communication ability of housing management team are to adopt management measures such as performance appraisal and reward and punishment measures, school culture building, and teacher training.

Table 3: Impact factor classification

Layer	Hierarchy	Result preference	Reason priority	Common factor	Activity factor
		Each level factor	Each level factor		
0	Surface factor	B1, B2	B1, B2	B1, B2	
1	Intermediate factor	B3, B4, B5, B6, B7, B8	B3, B4, B5, B6, B7, B8, B9, B14, B15	B3, B4, B5, B6, B7	B19, B9, B14, B15
2	Deep factor	B9, B10, B11, B13, B14, B15	B10, B11, B13	B10, B11, B13	B9, B14, B15
3	Source factor	B12	B12	B12	

IV. Language teaching model for improving communication skills in English for housing management

IV. A. Construction of Task-based Language Teaching Model Based on SPOC

IV. A. 1) Analysis of the elements of the teaching model

The task-based language teaching model based on SPOC [22] generally contains five elements: teaching goal, teaching object, teaching strategy, teaching process, and teaching evaluation, and before constructing a course design model for task-based teaching of English communication skills in housing management based on SPOC, we first analyze these five elements in the teaching model.

Teaching goal is the effect or the change that the educator wants the educated to achieve or wants to happen after receiving education, and it is the starting point as well as the end point of the teacher's teaching activities. The teaching objectives of task-based teaching of English communication skills for housing management based on SPOC are based on students' learning objectives, the main body considered in the design of teaching objectives is the students, and the dimensions are the trinity (Knowledge and Skills. Process and method. Affect, attitude and values) organic integration.

The teaching object is generally analyzed in two ways. We have to understand the level that students have reached in cognition, ability, emotion and attitude before the teaching activities start. The object targeted by the SPOC-based task-based teaching model of English communication skills for housing management is the university students, the newborn army at the forefront of the times, with a good foundation in English, a higher thirst for new things, and a stronger desire to communicate with teachers.

Teaching strategy is a set of teaching methods used in teaching activities in order to effectively accomplish the teaching goals, including the choice of media, the choice of curriculum, the choice of organizational forms and so on. The form of teaching organization, the organizational form of the model we are trying to build advocates

independent, inquiry and cooperative learning, allowing students to learn independently first, participate in interactive discussions in class, and achieve learning results through students' independent participation in learning.

The task-based teaching model of English communication competence for housing management based on SPOC focuses on cultivating students' learning autonomy, encourages students' participation in learning under the concept of student-centeredness, and pays attention not only to students' absorption of cultural knowledge but also to the cultivation of students' emotional aspects. Teachers are no longer unilateral transmitters, but also guides and assistants of students' learning, teachers and students teach each other, and the teaching process is also an open process, showing the state of various dimensions to be carried out.

Teaching evaluation is the activity of judging the teaching effect according to the teaching objectives, and it can also be used as a basis for making teaching decisions later. The constructed model includes three kinds of evaluation, which are diagnostic evaluation, formative evaluation and summative evaluation.

IV. A. 2) Operational procedures

(1) Teaching demand analysis. As the main force of Chinese higher education learners, post-80s and post-90s have strong learning autonomy, they advocate science and technology, and are good at change and innovation. And in modern society, the way of student learning is more and more presenting the characteristics of ubiquitous, the ubiquitous learning environment has more and more influence on the students, more and more learners learn through a variety of intelligent terminal equipment, wireless network connection, they are thirsty for the teaching mode that matches with this way of learning.

(2) Selection of learning resources. Learning resources not only need to choose those resources that can motivate students to use the network to search for unlimited resources, but also to choose limited resources to meet individualized needs, and learning resources should be compatible with the digital existence and ubiquitous learning environment, and give full consideration to bilingual teaching.

(3) Task-guided learning. Online teachers push MOOC courses to students and set up learning tasks for students to learn independently. Teachers should start from students' learning when designing tasks, so that students can change from focusing on the language itself to focusing on language acquisition, and the whole task should be a "task chain" combined by one step-by-step small tasks, so as to make students' acquisition more and more independent.

(4) Task study. This process is divided into two parts: in class and out of class. In the classroom, one of the important foundations of the theory of ubiquitous learning is contextual cognitive learning, the essence of which is that individuals and others participate in the practice of real situations, constituting cooperation and interaction between groups. Focusing on the interaction between physical social scenes and individual activities, learning cannot be produced without specific contexts, which are different, and learners are affected differently by specific contexts.

After teaching, two main aspects are carried out in the classroom, i.e., teaching evaluation and teaching reflection. After class, on the one hand, the teacher collects data through the online grading system of SPOC, including the test results of the exam, the activity of the course discussion forum, the number of questions asked to the teacher, etc. The online system evaluates the learners according to the results of the test and the usual activity of the learners. On the other hand, the evaluation is based on the usual performance of students on WeChat, BBS, Weibo and other online platforms. In class, each task group is graded according to the task report. The whole teaching is a cyclic process, and the formative evaluation made should be fed back to the pre-teaching and in-teaching stages, and it requires teachers to reflect on each course teaching so that the teaching can be improved continuously.

IV. B. SPOC blended English teaching model application design

IV. B. 1) Objects of study

In this study, two parallel classes of grade 2020 for non-English majors in school A were selected as the subjects of teaching practice research, as the experimental group and the control group respectively. The number of students in both groups is 30, and their English communication level and learning autonomy have been statistically analyzed to be basically the same, and they are taught by the same classroom teacher.

IV. B. 2) Research methodology

This study mainly adopts questionnaire survey, English communication level test and sample interview to collect data before and after teaching practice, and conducts data statistical analysis through SPSS to test and evaluate whether there is a significant effect of SPOC blended teaching mode on students' learning autonomy and students' English communication achievement level improvement.

This paper combines the research of scholars at home and abroad on the connotation and composition of learning autonomy, and compiles a questionnaire on students' learning autonomy in English communication, which selects

six dimensions of learning autonomy: independence, initiative, concentration, planning, reflection and creativity, with five observational factors for each dimension, and scores based on the standard of Likert's five-point scale, and the high and low scores have a positive correlation with the level of students' learning autonomy.

On the basis of "Higher English Applied Competence Examination Level B Question Papers", combined with the actual teaching practice, we compiled "Higher Vocational English Applied Competence Examination Question Papers" A and B, which were used for the pre-test and post-test of students' English communication performance before and after the teaching practice, respectively, and the marking of the question papers was carried out by multi-persons in an assembly line, in order to check the influence of SPOC blended teaching mode on the learning status of the students. The A and B papers are composed of three parts, namely listening, vocabulary and communication, and translation. Both paper A and B consisted of listening, vocabulary and communication, translation, each with the same total score. The questionnaires and test papers were tested and analyzed for reliability and validity.

IV. B. 3) Research process

Take the teaching of "English for Higher Vocational Purposes 2" for example, it lasts for one semester, with 4 class hours per week, the experimental group and the control group use the same teaching materials, the control group adopts the traditional teaching mode, and the experimental group adopts the SPOC hybrid teaching mode. The experimental group carries out online teaching activities with the help of the Super Star Learning Channel platform for the course of English for Higher Vocational Training, and the teaching resources are expanded on the basis of the course resources of the provincial university online open course English for Higher Vocational Training 2.

In the design and production of teaching materials, students are allowed to participate in them, play the roles of different characters in the scenarios and express what happens in the real scenarios in words and actions, so that the abstract teaching content becomes intuitive, giving full play to the essential function of language to express and convey meanings in the context, and playing the role of practical teaching activities. It plays a role in stimulating and cultivating students' interest in learning English, exerting students' initiative in learning and enhancing the effectiveness of teaching.

The teaching process is divided into three parts: before, during and after class. The pre-course session is mainly carried out through the online platform, through which teachers set up pre-course learning tasks and requirements, upload videos, PPTs and other learning resources related to the teaching content, and students carry out personalized independent learning according to the requirements of the task and their own situation, while teachers answer their doubts online and provide effective guidance for the difficult learning points.

Secondly, in the middle of the lesson, the teacher uses task-based teaching, so that students can use the language on the basis of their proficiency in the knowledge. During the process, teachers organize group discussions, Q&A sessions, hands-on exercises, role-playing, cooperative inquiry, project implementation and other forms to arouse students' active learning.

Finally, after class, teachers make full use of the platform to carry out stage tests, knowledge extension, case discussion, work presentation, etc., so that students can digest and internalize what they have learned. Teaching evaluation adopts diversified evaluation methods, combining diagnostic, process and summative evaluation, covering all aspects of learning.

V. Analysis of the effects of improving communication skills in English

Before conducting the group-based SPOC blended English teaching model quasi-experiment, independent samples t-tests were conducted on the total group learning score and its four sub-dimensions and the total learning adaptation score and its four sub-dimensions of the control and experimental groups. The results showed that there was no significant difference between the experimental and control groups ($p>0.05$), indicating that there was no significant difference in the allocation of subjects between the control and experimental groups, which was in line with the conditions of the experiment.

V. A. Post-test difference test for experimental and control groups

In order to further examine the effectiveness of the group's quasi-experimental activities based on the SPOC blended English teaching model, independent samples t-tests were conducted on the total English communication learning score and its four sub-dimensions, and the total learning adaptation score and its four sub-dimensions. The details are shown in Table 4.

There is a significant difference between the experimental and control groups' posttests in the total English communication learning score and its four sub-dimensions and the total learning adaptation score and its two sub-dimensions of learning motivation and sense of learning efficacy ($p<0.05$), while there is no significant difference in the learning skills and learning problems sub-dimensions ($p>0.05$). That is, after the application of the SPOC-based

blended English teaching model, the experimental group scored significantly higher than the control group in the total group learning score and its sub-dimension scores and the total learning adaptation score and its sub-dimension scores, which indicates that the SPOC-based blended English teaching model is effective in improving the students' English communication skills and improving the students' learning adaptation, and it is suitable for improving the English communication skills of the housing management team.

Table 4: The experimental group and the control group were tested

	After test	Control test	<i>t</i>	<i>p</i>
	<i>M</i> ± <i>SD</i>	<i>M</i> ± <i>SD</i>		
Individual responsibility	4.51±0.24	3.82±0.67	2.512	0.042
Cooperative skill	4.34±0.22	3.65±0.61	2.484	0.043
Cooperative atmosphere	4.62±0.21	3.61±0.55	3.791	0.001
Mutual trust and mutual trust	4.45±0.23	3.71±0.76	2.656	0.042
Team score	4.57±0.15	3.72±0.63	3.249	0.000
Learning motivation	3.21±0.75	2.13±0.72	4.673	0.001
Learning skills	3.87±0.71	3.75±0.65	0.798	0.284
Learning efficacy	3.86±0.22	2.55±0.52	6.828	0.00
Learning problem	3.27±0.72	3.85±0.84	-0.186	0.188
Learning adaptation score	3.21±0.56	2.54±0.01	2.448	0.047

V. B. Comparison of pre- and post-test differences within experimental groups

After the implementation of the SPOC-based blended English teaching model, the paired-samples t-test was conducted on the differences between the pre and post-tests of the experimental group's English communication learning total score and its four sub-dimensions and learning adaptation total score and its four sub-dimensions, and the results are shown in Table 5.

The pre- and post-tests of the experimental group have significant differences ($p < 0.05$) in the total English communication learning score and its four sub-dimensions and the total learning adaptation score as well as the dimensions of motivation and perceived learning efficacy, and there are no significant differences in the sub-dimensions of learning skills and learning problems, but the scores of the learning skills sub-dimension are higher than that of the pre-test, and the scores of the learning problems sub-dimension are lower than that of the pre-test. It means that after being taught by the SPOC-based blended English teaching model, the students in the experimental group have higher in English communication learning total scores and learning adaptation levels than before conducting the experimental activities.

Table 5: The experimental group and the control group were tested

	Preexperimental test	After test	<i>t</i>	<i>p</i>
	<i>M</i> ± <i>SD</i>	<i>M</i> ± <i>SD</i>		
Individual responsibility	3.73±0.73	4.51±0.24	-2.889	0.023
Cooperative skill	3.52±0.68	4.34±0.22	-2.745	0.031
Cooperative atmosphere	3.61±0.65	4.62±0.21	-2.449	0.000
Mutual trust and mutual trust	3.74±0.82	4.45±0.23	-2.341	0.036
Team score	3.65±0.65	4.57±0.15	-2.564	0.000
Learning motivation	2.13±0.42	3.21±0.75	-4.895	0.000
Learning skills	3.52±0.61	3.87±0.71	-0.899	0.191
Learning efficacy	2.65±0.94	3.86±0.22	-5.079	0.001
Learning problem	3.92±0.57	3.27±0.72	1.685	0.074
Learning adaptation score	2.52±0.28	3.21±0.56	-2.541	0.037

V. C. Comparison of pre- and posttest differences within the control group

In this study, the control group did not receive the experimental treatment and took the posttest on the same day as the experimental group. Paired samples t-tests were conducted on the total group cooperative learning score and its four sub-dimensions and the learning adaptation and total score and its four sub-dimensions, and the results are shown in Table 6.

There is no significant difference ($ps > 0.05$) between the control group's pre and post-tests on the English communication learning total score and its four sub-dimensions and the learning adaptation total score and its four sub-dimensions. It means that the students who did not have the intervention based on the SPOC blended English teaching model did not have any significant improvement in the total English communication learning score, the total learning adaptation score and its sub-dimensions.

Table 6: The comparison between the control group and the posterior survey

	Preexperimental test	After test	<i>t</i>	<i>p</i>
	<i>M</i> ± <i>SD</i>	<i>M</i> ± <i>SD</i>		
Individual responsibility	3.80±0.65	3.82±0.67	-0.465	0.769
Cooperative skill	3.61±0.62	3.65±0.61	-1.056	0.397
Cooperative atmosphere	3.58±0.54	3.61±0.55	-0.845	0.693
Mutual trust and mutual trust	3.68±0.75	3.71±0.76	-0.562	0.719
Team score	3.70±0.61	3.72±0.63	-0.541	0.817
Learning motivation	2.11±0.72	2.13±0.72	-0.258	0.6
Learning skills	3.74±0.65	3.75±0.65	-0.289	0.464
Learning efficacy	2.54±0.51	2.55±0.52	-0.566	0.873
Learning problem	3.82±0.82	3.85±0.84	-0.629	0.685
Learning adaptation score	2.51±0.02	2.54±0.01	-0.789	0.988

VI. Conclusion

The improvement of English communication ability depends not only on language knowledge input, but also on the integration of teaching mode and cognitive interaction. From the analysis of the experimental data, the experimental group with SPOC blended teaching was significantly better than the control group in several key indicators. The individual responsibility score increased from 3.73 to 4.51 in the pre-test, the cooperation skill improved from 3.52 to 4.34 (p -value less than 0.05), and the team composite score reached 4.57; and the total score of adaptation to learning also increased significantly from 2.52 to 3.21. Comparing with the control group, the pre and post-tests showed no significant change, which can further confirm that the SPOC model has an empirical effect. In addition, the structural analysis of the influencing factors shows that the standardization of teaching process (centrality 0.98), school culture construction (1.01) and performance incentive mechanism (0.73) have a prominent role in the enhancement of English communication ability. It can be seen that promoting the effectiveness of English teaching requires not only optimizing teacher training and resource allocation, but also systematically integrating educational management and cultural environment. From an empirical perspective, the construction of a task-oriented, platform-supported, assessment-closed-loop blended teaching system is a feasible path to promote the construction of language proficiency for university housing managers.

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