Khảo sát sự hài lòng của sinh viên không chuyên về nền tảng tự học tiếng Anh trực tuyến Spark tại trường Đại học Quy Nhơn

TÓM TẮT

Nghiên cứu này nhằm khảo sát mức độ hài lòng của sinh viên không chuyên tiếng Anh tại trường Đại học Quy Nhơn đối với nền tảng tự học trực tuyến Spark. Đây là nền tảng tự học tiếng Anh do tổ chức National Geographic Learning cung cấp, kèm theo giáo trình *Voices – Pre-intermediate*, bộ sách đang được dùng cho việc giảng dạy và học tập tại trường. Spark tích hợp các bài tập đa dạng bao gồm Đọc hiểu, Ngữ pháp, Phát âm, Nghe, Từ vựng, Nói và Viết. Đối tượng khảo sát là 269 sinh viên không chuyên tiếng Anh thuộc khóa 47 của Trường Đại học Quy Nhơn. Dữ liệu được thu thập thông qua bảng câu hỏi khảo sát trực tuyến. Kết quả cho thấy sinh viên đánh giá cao tính tiện lợi của nền tảng Spark, đặc biệt ở khả năng sử dụng, tốc độ, độ phù hợp, tính ổn định và hỗ trợ kỹ thuật. Về thiết kế bài tập, người học ghi nhận sự phù hợp với chương trình học, trình độ của sinh viên, trình tự logic, sự đa dạng, và hướng dẫn rõ ràng trong khi các tính năng phản hồi và gợi ý theo bước chưa được đánh giá cao. Về tính năng hỗ trợ người học, Spark giúp người học ôn tập kiến thức, nguồn tài liệu, truy cập tài liệu nhanh và giúp cho việc học dễ dàng hơn. Nền tảng này cũng thúc đẩy học tập lấy người học làm trung tâm, dù cơ hội tương tác với giảng viên và bạn học còn hạn chế.

Từ khóa: *nền tảng Spark, nền tảng tiếng Anh, nền tảng tự học, hài lòng của sinh viên, sinh viên không chuyên*

An Investigation Of Non-Majors' Satisfaction With The Spark Online English Self-Study Platform At Quy Nhon University

ABSTRACT

This study aims to examine the satisfaction level of non-English majors with the Spark online self-study platform, which is currently used by students at Quy Nhon University (QNU). Spark is an English learning platform developed by National Geographic Learning and accompanied by the *Voices – Pre-intermediate* textbook. It offers a wide range of exercises, including Reading, Grammar, Pronunciation, Listening, Vocabulary, Speaking, and Writing. The participants were 269 non-English majors from cohorts 47 at QNU. Data were collected through an online questionnaire. The results indicate that students highly appreciated Spark's convenience, particularly its usability, speed, suitability for students, stability, and technical support. In terms of exercise design, learners valued its curriculum alignment, level appropriateness, logical progression, diversity, and instructional clarity while feedback-related features such as hint-supported steps, instructor and automated responses received lower ratings. Spark was also considered effective in supporting classroom learning, providing additional practice, and facilitating time-efficient access to materials. Moreover, the platform contributed to learner-centered outcomes, including increased engagement, consistent effort, self-directed learning awareness, and improved time management, despite limited opportunities for interaction and knowledge sharing with instructors and peers. These results suggest that Spark is a beneficial tool for promoting autonomous learning in blended English instruction.

1. INTRODUCTION

Amid the advancement of educational technology and the promotion of student autonomy in learning, online platforms have emerged as indispensable tools for language instruction. These platforms not only support flexible learning environments but also empower students to take greater control of their learning processes. Recognizing this pedagogical shift, the Department of Foreign Languages at Quy Nhon University (QNU) has implemented targeted strategies to enhance students' access to technology-based English learning resources, particularly for non-English majors enrolled in General English courses. One significant improvement was the adoption of the *Voices Pre-intermediate* textbook, authored by Emily Bryson and Christien Lee and published by National Geographic Learning, into the curriculum of English 1 and English 2 during the 2022–2023 academic year. This textbook is complemented by the Spark online English self-study platform, which enhances students' out-of-class learning activities and practice.

The Spark offers exercises, including Reading, Grammar, Pronunciation, Listening, Vocabulary, Speaking and Writing. These activities are assigned by instructors with specific weekly deadlines based on the teaching schedule, ensuring that students complete tasks on time. Students access the Spark platform via the website learn.eltngl.com. They are required to complete assigned exercises on Spark as part of their coursework and as a prerequisite for the final examination, ensuring consistent engagement with the material throughout the semester.

This blended learning model highlights QNU's proactive efforts to modernize its teaching methodologies and embrace innovation in response to the rapidly changing educational landscape. By combining traditional classroom instruction with digital tools, QNU seeks to create a more dynamic and flexible learning environment that caters to diverse student needs. The integration of Spark is not merely a technological upgrade, but a strategic initiative that reflects a shift toward learner autonomy, continuous engagement, and personalized learning pathways. It also aligns English language instruction with global trends in technology-enhanced education, ensuring that students are equipped with the digital literacy and language skills necessary for academic and professional success in the 21st century.

2. LITERATURE REVIEW
2.1. Online learning and the promotion of learner autonomy

It is critical for the 21st century knowledge society that the educational system cultivates autonomous, life-long learners capable of independently constructing knowledge and developing skills to effectively adapt to changing markets and compete in a challenging global environment (Serdyukova N. & Serdyukov P.[1]). Autonomous learning is believed to improve students' learning outcomes (Pratiwi, D. I., & Waluyo, B.[2]) https://jees.umsida.ac.id/index.php/jees/issue/view/112/3. The advancement of digital technologies has opened up new opportunities to foster learner autonomy, particularly in online learning environments. Numerous studies have highlighted the positive impact of digital tools on autonomous learning, especially in the context of language education. This was clearly demonstrated in Pratiwi's[2] study, which revealed that online platforms integrating multiple e-learning technologies effectively enhanced students' autonomy and improved their performance in practicing TOEFL Structure and Written Expression. The findings suggest that increased practice through these platforms promoted independent learning and led to higher achievement. Pratiwi also emphasized that technological advancements have reshaped language teaching, encouraging learners to adapt their skills and strategies to meet the demands of digital contexts.

In another study, Pratiwi et al.[3] found that digital classes incorporating tools such as Google Form, Quizizz, Quizlet, Kahoot!, and Socrative were more effective than traditional classes in terms of learning outcomes. Learner autonomy in listening, structure, and reading skills, encompassing self-reliance, information literacy, linguistic confidence, and learning strategy. Mahmud[4] notes a pedagogical shift from teacher-centered to student-centered learning, facilitated by digital tools that promote active engagement and self-regulation.

Clarke and Hermens[5], in their case study, revealed that online learning aligns well with learner-centered pedagogy. It enables students to regulate their own pace and engage in activities tailored to individual learning preferences. This flexibility empowers learners to assume responsibility for their progress, fostering independence and personal accountability.

Online learning offer significant advantages for students, especially those learning English as a foreign language. These environments provide abundant opportunities for independent learning beyond the classroom through websites, videos, online lectures, e-books, and interactive programs. Such resources not only motivate students to learn but also save time and effort, bring authentic English into the learning process, and foster autonomy and self-directed learning. As a result, students can develop their language skills more effectively and take greater responsibility for their own progress (Ahmed et al.[6]). Moreover, Ubaedillah and Pratiwi[7] showed that a variety of advantages are available in an online teaching environment, including the ability to study anywhere at any time, having more time to think and respond, and increased learning flexibility.

According to Sadaghian and Marandi[8], one of the affordances of technology for language learners is the creation of opportunities to use language in collaborative, authentic contexts. Such contexts are assumed to increase learners' autonomy by developing a capacity for reflection and analysis, which is central to the development of learner autonomy. Choi and Lee[9] emphasize, as for the EFL learners, using digital technology has become an important skill to be equipped with, in that it can bring them closer to the rich environment of the target language. Learners not only find and access reading content that fits individual purposes but also interact with authentic material, therefore, the reading can be an opportunity to connect themselves to the real world. In other words, using digital technology in EFL reading includes development in competencies based on basic reading literacy and information literacy that enables learners to find, read, and think critically about the information.

Social networking offers a distinctive opportunity for independent, flexible, and collaborative learning by providing students with personalized learning spaces and communication tools beyond the constraints of traditional course structures. Shifting part of the learning process into the open environment of social media is a practical approach to enhancing learner autonomy, while simultaneously immersing students in a vibrant and interactive community (Serdyukova N. &

Serdyukov P.[1]). The theoretical framework serves as the foundation for investigating the Spark online learning platform, which is currently utilized by non-English major students at QNU. The integration of Spark into teaching and learning practices reflects an instructional innovation led by the Faculty of Foreign Languages, aiming to foster learner autonomy, enhance digital literacy, and promote access to diverse learning resources within a blended learning environment.

2.2. Student Satisfaction with online learning

Student satisfaction is a critical construct in evaluating the effectiveness of online learning platforms, especially those aimed at fostering learner autonomy. In the context of higher education, satisfaction reflects not only the perceived quality of content delivery but also the extent to which platforms support learners' academic goals, engagement, and self-efficacy. According to Martin and Bolliger[10], satisfaction in online learning is influenced by factors such as course design, instructor presence, interaction, and technological usability. Their systematic review of 98 studies revealed that well-structured digital environments significantly enhance learner satisfaction by promoting autonomy and engagement.

Building on this perspective, Zhang, Kuek, and Wu[11] found that international students' satisfaction with online learning during the COVID-19 pandemic was positively influenced by well-designed course content, meaningful faculty-student engagement, and flexible learning arrangements. Nonetheless, the study also identified reduced interaction and technical difficulties as key barriers that hindered sustained engagement and diminished perceived learning quality. Complementing these findings, Wei and Chou[12] emphasized that students' perceptions and readiness for online learning play a crucial role in shaping both their academic performance and overall satisfaction. Their research underscores the importance of fostering digital self-efficacy and preparedness to enhance learning outcomes in virtual environments.

Aguirre, Cerbito, and Gayod[13] emphasized that students' satisfaction with online learning is strongly influenced by the quality of learning, technology, and learning-related issues. As students prioritize service over materials and facilities, institutions should leverage technology and automation to address evolving concerns, ensuring responsive support and maintaining quality learning throughout remote education.

Vietnamese scholarship has also contributed valuable insights into learner satisfaction with online education. Tran Cong Thanh[14] found that the quality of online learning services and students' self-efficacy were significantly associated with their level of engagement, which in turn contributed to overall satisfaction. While both factors influenced behavioural, cognitive, and emotional engagement, only behavioural and cognitive dimensions showed a statistically significant relationship with student satisfaction.

Le Phuoc Thanh[15] and colleagues conducted a study to identify the key determinants of student satisfaction with online learning during the COVID-19 pandemic. The findings revealed that factors such as technological infrastructure, communication quality, course content, learning outcomes, and student motivation exerted a significantly positive influence on students' satisfaction with online education. These results underscore the importance of designing online learning environments that prioritize both technical support and pedagogical engagement to enhance the overall student experience.

Taken together, the findings indicate that student satisfaction in online learning is shaped by a multifaceted interaction of pedagogical design, technological infrastructure, and learner psychology. In both global and Vietnamese contexts, satisfaction is consistently linked to course quality, instructor engagement, and learner autonomy. These insights provide a robust foundation for evaluating platforms like SPARK, where alignment between design and student expectations is essential for meaningful learning outcomes.

3. METHODOLOGY
3.1. Participants

The participants were 269 non-English majors randomly selected from six General English classes of cohort 47. At the time of completing the questionnaire, they had finished English 1 and English 2 in the academic year 2024–2025. This marked their first official experience with online exercises on the Spark self-study platform. Second-year students were selected for several reasons. Firstly, the study is

closely tied to General English—a foundational course—so participants, though non-English majors, were expected to possess essential linguistic knowledge and skills. Secondly, data collection occurred after course completion, allowing the authors to examine not only the students' satisfaction with the Spark online English self-study platform, but also to evaluate whether Spark was genuinely supportive and sufficiently developed for autonomous learning.

Furthermore, the study provides lecturers with deeper insights into Spark's usability, exercise design, instructional clarity, and learner-centered features—such as review tools, extended practice resources, and teacher feedback—while identifying limitations that may affect student engagement and satisfaction. For students, the research offers an opportunity to reflect on their learning behaviors, recognize difficulties in using Spark, and pinpoint areas for improvement. It also fosters awareness of how digital tools enhance self-study and encourages more active, independent learning through better understanding of pedagogical design and personalized support.

3.2. Research method and procedure

A questionnaire was employed to collect data from 269 non-English majors. It consisted of two sections: personal information and students' satisfaction with the Spark online English self-study platform. The first section aimed to capture students' background, which served as a key variable for later analysis. The second section focused on four core areas: satisfaction with the platform's convenience, the relevance and clarity of exercises, the effectiveness of learner support features, and the degree to which the platform reflected learner-centered principles. To ensure accessibility and encourage participation, the survey was distributed via Zalo—a widely used social media platform in Vietnam. When the link was sent to each class group, the author provided clear instructions to guide students in completing the questionnaire accurately. After all responses were submitted, the data—collected through the online system—was automatically recorded and consolidated, ensuring completeness and validity for subsequent analysis. The collected information was then analyzed, with findings interpreted in light of existing literature. Based on the results, several recommendations were proposed to enhance the effectiveness of the Spark platform and improve learner experience.

4. FINDINGS AND DISCUSSIONS

The first part of the questionnaire was designed for students to indicate their academic major and cohort. At Quy Nhon University, students from cohort 47 had completed the General English course and experienced practice activities through the Spark self-study platform, which is provided by National Geographic Learning. As a result, they were able to form concrete perceptions of the platform's convenience, the relevance and clarity of exercises, the effectiveness of learner support features, and the extent to which the platform embodied learner-centered principles.

4.1 Students' satisfaction with the convenience of the Spark online English self-study platform

Figure 1 illustrates what the participants percept about the convenience of the Spark online self-study platform. It can be clearly seen that a strong positive perception of the platform among students. For *usability*, 95.1% of respondents agreed (52.4%) or strongly agreed (42.7%), while only 0.3% strongly disagreed. This high percentage demonstrates that students can easily operate and adjust commands on the platform, ensuring seamless access to learning resources. This supports Martin and Bolliger's[11] view on the importance of technological usability. Similarly, *fast speed* was rated highly, with 90.3% agreement (50.9% and 39.4%), and minimal disagreement (3.7%). Regarding *suitability for students*, 93.6% expressed agreement (51.3% and 42.3%), confirming the platform's alignment with learners' needs. *System stability* also received favorable ratings, with 91.0% agreeing or strongly agreeing (50.9% and 40.1%). Finally, *technical support availability* was positively perceived by 92.5% of respondents (51.3% and 41.2%), suggesting effective assistance mechanisms. Such features make it highly convenient for students to access the platform, fostering a sense of comfort and engagement. A fast, stable, and suitable system enhances user satisfaction and encourages consistent participation in self-directed learning activities. These findings collectively indicate a consistently high level of student satisfaction with the Spark platform, particularly in terms of *usability, fast speed, suitability for students, high stability, and technical support availability*, thereby affirming its effectiveness and suitability as a digital learning environment aligned with learners' expectations and academic needs. The results align with Pratiwi[2]'s assertion that e-learning technologies

promote autonomous learning and better outcomes by providing flexible digital environments that support independent strategy use and academic achievement.
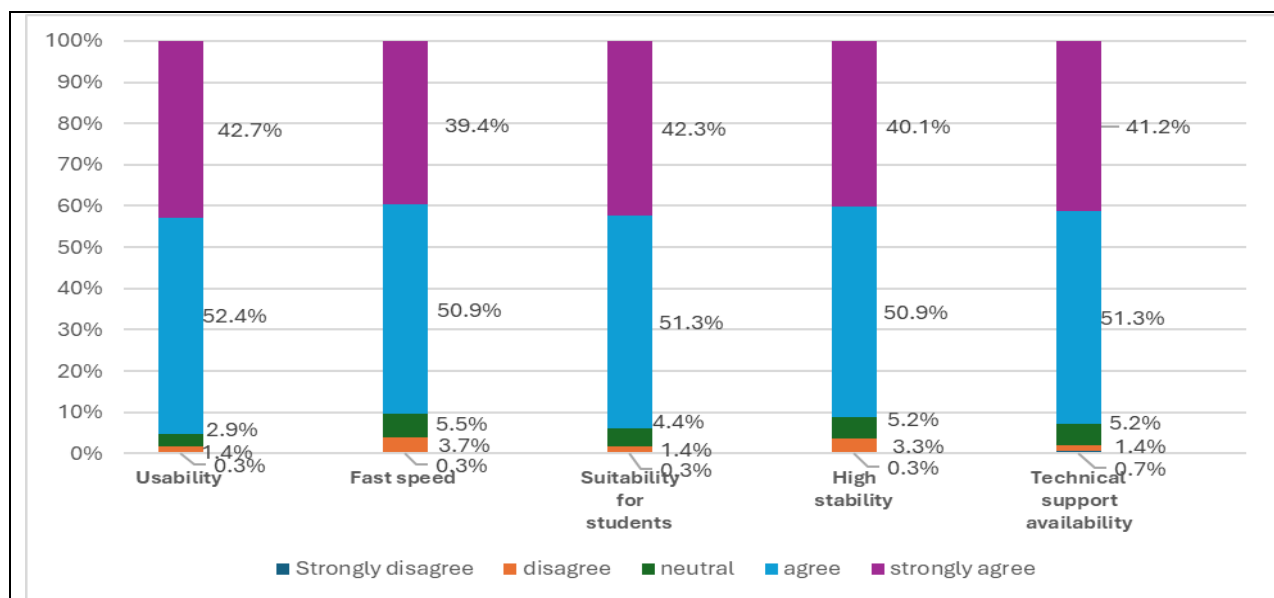

Figure 1: Students' satisfaction with the convenience of the Spark online English self-study platform.

4.2 Students' satisfaction with the exercises provided on the Spark online English self-study platform

The data in Table 1 reveal high student satisfaction with most aspects of exercises on the Spark Platform. *Curriculum alignment* (94.7% agree/strongly agree), *level appropriateness* (88%), *logical progression* (92.1%), *diversity* (93.2%) and *instructional clarity* (88.7%), and received overwhelmingly positive ratings. These high satisfaction rates suggest that the exercises on Spark are well-structured. The strong agreement on *curriculum alignment* and *logical progression* indicates that students find the content relevant and coherently organized. High ratings for *diversity* and *instructional clarity* reflect Spark's ability to engage learners and support independent study, while *level appropriateness* ensures tasks are suitably challenging without being overwhelming. Choi and Lee[9] state that learners not only find and access reading content that fits individual purposes but also interact with authentic material.

However, the proportion of students disagreeing with *hint-supported steps* is relatively high at 64.2%, indicating that learners face difficulties when completing exercises and strongly need detailed, step-by-step guidance. Regarding feedback mechanisms, both *instructor feedback* and *automated feedback* received over 75% disagreement, highlighting a serious lack of interaction and corrective input for students to improve their work. Additionally,

fair and reasonable assessment achieved moderate approval (64.6%), yet nearly 26% of respondents remained neutral or disagreed.

The survey results confirm a high level of student satisfaction with the exercise design on the Spark platform. Nevertheless, areas such as *hint-supported steps*, *feedback* mechanisms, and *assessment* clarity require further enhancement to better facilitate learner progress and promote more effective, interactive learning experiences. Providing structured hints may reduce confusion during task completion, while timely feedback can help learners identify strengths and address weaknesses. Additionally, a fair assessment system is essential for fostering learner trust and sustaining motivation throughout the learning process.

Table 1. Students' satisfaction with the exercises on the Spark online English self-study platform

Scale / Exercises	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Number of students	Percentage	Number of students	percentage	Number of students	percentage	Number of students	Percentage	Number of students	percentage
Curriculum alignment	2	0.7	6	2.2	6	2.2	169	62.8	86	31.9
Level appropriateness	3	1.1	12	4.4	17	6.3	149	55.3%	88	32.7
Logical progression	2	0.7	8	2.9	11	4.0	158	58.7	90	33.4
Diversity	1	0.3	4	1.4	13	4.8	160	59.4	91	33.8
Instructional clarity	5	1.8	11	4	14	5.2	150	55.7	89	33
Hint-supported steps	24	8.9	149	55.3	8	2.9	48	17.8	40	14.8
Instructor feedback	43	15.9	162	60.2	5	1.8	33	12.2	26	9.6
Automated feedback	43	15.9	170	63.1	4	1.4	28	10.4	24	8.9
Fair and reasonable assessment	18	6.6	52	19.3	25	9.2	106	39.4	68	25.2

4.3 Students' satisfaction regarding learner support features in the Spark online English self-study platform

Based on students' responses, the data in Figure 2 indicates that strong overall student satisfaction with the platform's learner support features. For *reviewing in-class knowledge*, 61.3% agreed and 34.2% strongly agreed, indicating that most students find this function helpful for reinforcing lessons. Similarly, 59.8% agreed and 35.3% strongly agreed that the platform provides *additional practice resources*. This is particularly significant because students often face an overwhelming amount of online materials, making it difficult to choose relevant exercises. By offering curated resources aligned with the curriculum, the platform reduces confusion. This enables focused practice, which can improve learning outcomes. Regarding *time-saving access to materials*, 56.8% agreed and 35.3% strongly agreed. However, neutrality was slightly higher (5.5%), suggesting room for optimization. Finally, 91.4% of respondents confirmed that the platform makes learning easier, highlighting its role in supporting autonomous learning. These findings are consistent with those reported by Sadaghian and Marandi[8]. They state that one of the major advantages of digital technology in reading is the massive amount of reading resources it offers. Ahmed et al.[6] show resources such as websites, videos, online lectures, e-books, and interactive programs not only motivate students to learn but also save time and effort, bring authentic English into the learning process, and foster autonomy and self-directed learning. As a result, students can develop their language skills more effectively and take greater responsibility for their own progress.

Therefore, the Spark platform at QNU can serve as a valuable tool to help students access digital resources, enhance independent learning habits, and build confidence in using English in real-world contexts.
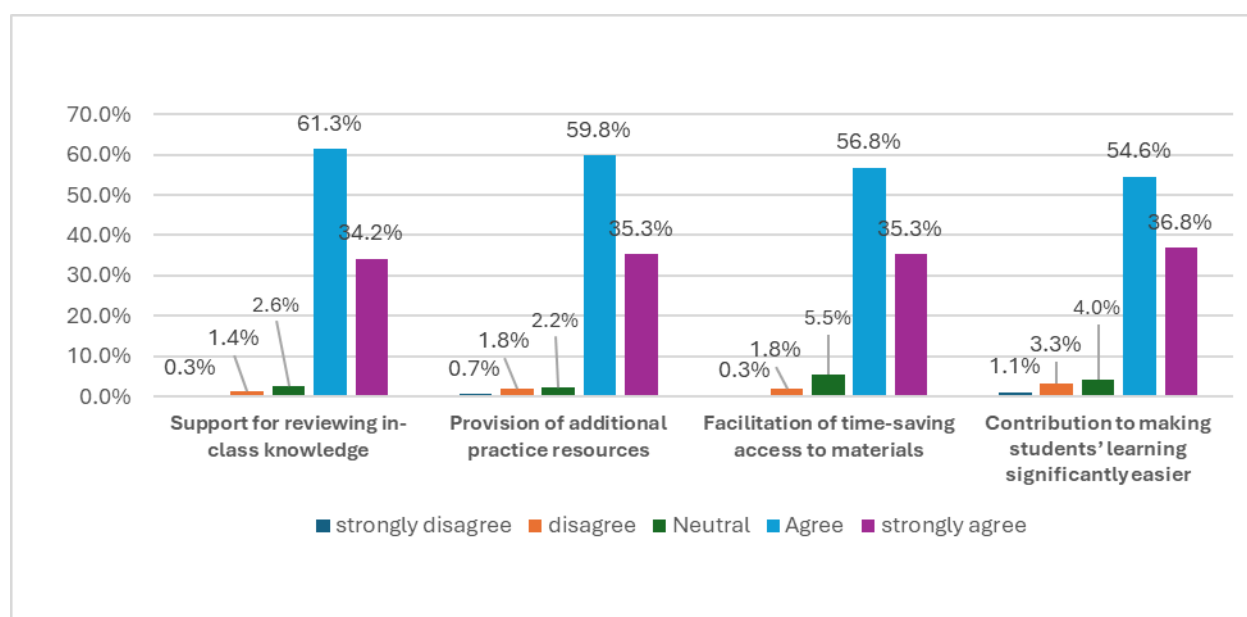

Figure 2: Students' satisfaction regarding learner support features in the Spark online English self-study platform

4.4 Students' satisfaction regarding learner-centered aspects of the Spark online English self-study platform

The survey results highlight students' positive perceptions of learner-centered aspects of the Spark platform. For *enhancing interest and engagement*, 57.6% agreed and 33.4% strongly agreed, confirming its role in motivating learners. Similarly, *supporting learners in making consistent effort in the subject* received strong approval, with 55.7% agreeing and 35.3% strongly agreeing, showing that the platform supports learners in strengthening their effort and commitment to the subject. *Fostering learners' awareness of self-directed learning* was also well-rated (56.1% agree, 34.2% strongly agree), emphasizing Spark's contribution to autonomy. However, *opportunities for interaction and knowledge sharing* scored significantly lower, with only 28.9% agreeing and 18.2% strongly agreeing, while 37.9% disagreed. According to Martin and Bolliger[11], satisfaction in online learning is

influenced by factors such as instructor presence and interaction. This gap indicates limited collaborative features, which may hinder peer and instructor engagement. Finally, 56.5% agreed and 31.9% strongly agreed that the platform helps *manage study time effectively*, This aligns with Ubaedillah and Pratiwi's[7] theory, which emphasizes that online platforms offer flexible access, allowing learners to study anytime, reflect deeply, and manage time efficiently—especially beneficial for students with busy schedules. Overall, Spark excels in personalization and autonomy, but improving interactive components could further enhance learner satisfaction.
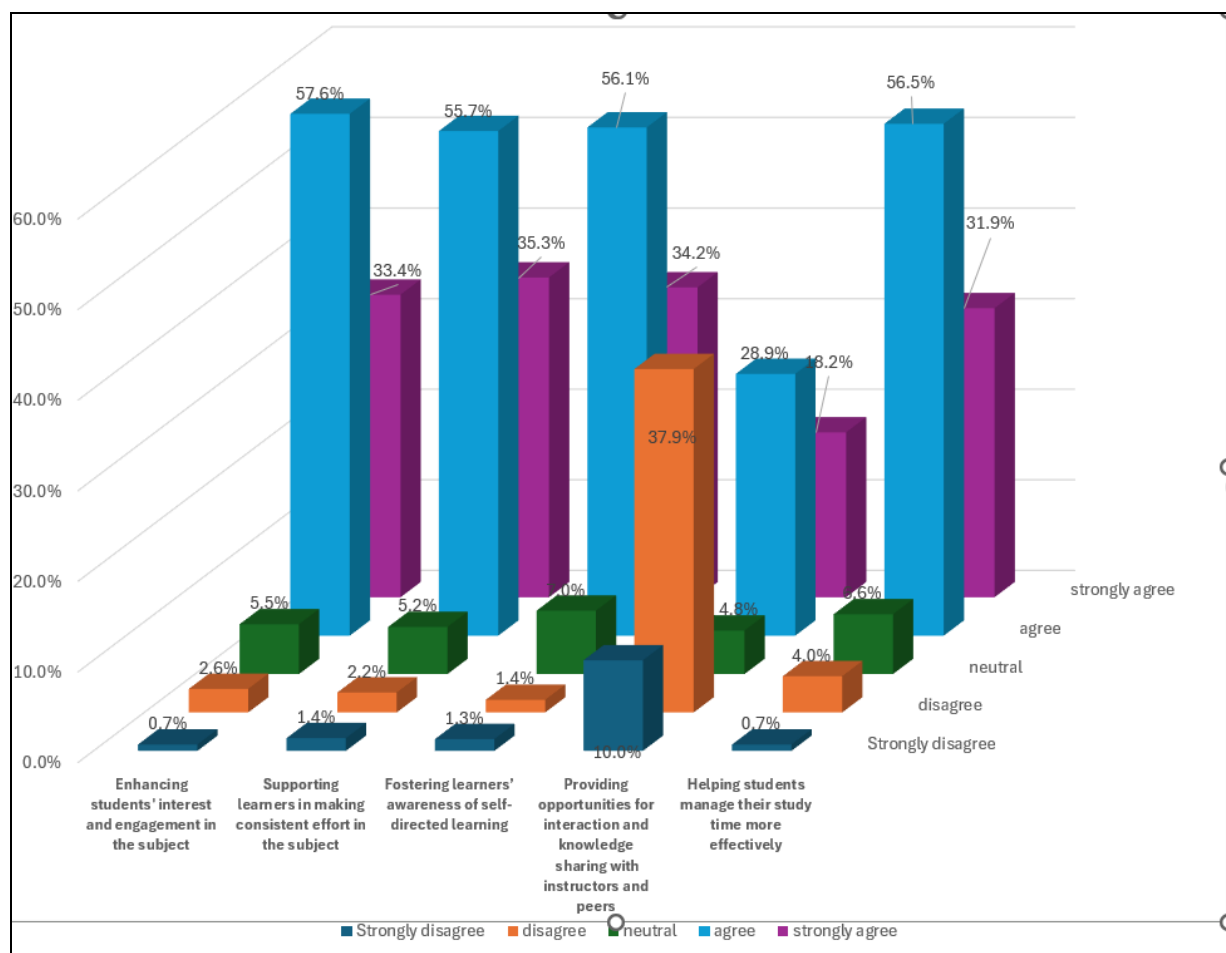

Figure 3: Students' satisfaction regarding learner-centered aspects of the Spark online English self-study platform

5. CONCLUSIONS AND RECOMMENDATIONS

The Spark online self-learning platform demonstrates several notable strengths, meeting the expectations of modern digital learning and aligning well with students' needs. First, the system is highly valued for being easy to use, fast, suitable to learners, stable, and supported by technical assistance, ensuring a seamless learning experience with minimal disruptions. Moreover, students report strong satisfaction with the quality of exercises provided on Spark, reflected in aspects such as alignment with the curriculum, appropriateness for learners' proficiency levels, logical organization, and diversity of tasks, all of which contribute to improved knowledge acquisition. Beyond delivering learning content, Spark adds significant value by fostering essential learning skills. Specifically, the platform enhances interest and engagement, supports learners in maintaining consistent effort in the subject, promotes awareness of self-directed learning, and enables effective study time management. These advantages indicate that Spark is not merely a supportive tool but a comprehensive learning environment that cultivates proactive and sustainable learning habits among students.

Despite its strengths, Spark still faces challenges that limit its potential as a fully interactive learning environment. The lack of effective communication channels and

collaborative tools reduces opportunities for peer interaction and instructor engagement, which are essential for social learning and timely feedback. Similarly, feedback mechanisms within exercises remain underdeveloped, leaving students without adequate guidance to correct mistakes or improve performance. The absence of detailed hints in complex tasks further increases cognitive load, making learning less efficient. To address these issues, Spark should integrate interactive features such as discussion forums, real-time messaging, and virtual office hours to strengthen collaboration. Enhancing feedback systems with personalized, constructive responses and incorporating step-by-step hints for challenging exercises would provide clearer learning pathways. Additionally, refining assessment practices to ensure fairness and transparency will build trust and confidence among learners. These improvements would transform Spark into a more engaging, supportive, and effective platform.

Appendix: **Questionnaire**
An investigation of non-majors' satisfaction with the Spark online English self-study platform at Quy Nhon university
Part 1: Personal information
What's your full name?
What's your student identification number?
What's your course and major?
Part 2: General information
1. Students' satisfaction with the convenience of the Spark online English self-study platform
1. Usability
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
2. Fast speed
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
3. Suitability for students
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
4. High stability
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
5. Technical support availability
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
2. Students' satisfaction with the exercises provided on the Spark online English self-study platform
1. Curriculum alignment
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree

2. Level appropriateness
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
3. Logical progression
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
4. Diversity
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
5. Instructional clairty
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
6. Hint-supported steps
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
7. Instructor feedback
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
8. Automated feedback
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
9. Fair and reasonable assessment
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
3. Students' satisfaction regarding learner support features in the Spark online English self-study platform
1. Support for reviewing in-class knowledge
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
2. Provision of additional practice resources
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
3. Facilitation of time-saving access to materials
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
4. Contribution to making students' learning significantly easier
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
4. Students' satisfaction regarding learner-centered aspects of the Spark online English self-study platform
1. Enhancing students' interest and engagement in the subject
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
2. Supporting learners in making consistent effort in the subject
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
3. Fostering learners' awareness of self-directed learning
☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree
4. Providing opportunities for interaction and knowledge sharing with instructors and peers

☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree

5. Helping students manage their study time more effectively

☐ strongly disagree ☐ disagree ☐ neutral
☐ agree ☐ strongly agree

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