

# The Effects of Integrating Listening and Speaking Skills Into Moodle-Based Activities

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## ABSTRACT

Many researchers have conducted studies on teaching listening skills to examine the possible influences of different instruments, such as video programs, audiobooks, multimedia, authentic materials-based activities. However, there is little literature mentioning the impacts of the integrated skills approach through an e-learning tool on specific language skills. As a result, this paper aimed to investigate whether there are any different effects between listening and speaking instructions in integration and listening instructions only on listening comprehension with Moodle platform's implementation. Sixty-eight non-English primary first-year students at Van Lang University were picked up and divided into two groups: an experimental group (EG) and a control group (CG). Using the task-based approach, the researchers focused the integrated skills on the EG's learning process while no speaking training was given to the CG. Data collected from a pre-posttest design were analyzed to determine whether there are differences between the two groups in terms of listening comprehension, while a semi-structured interview was performed for both groups to explore students' attitudes towards Moodle-based activities. The study's results revealed that both groups' students significantly improved their listening comprehension. There was no considerable difference in terms of listening skills between the students in the EG and CG. Besides, the data obtained from the interview indicated that all participants had positive attitudes towards Moodle-based activities. The study results also recommended that a Moodle platform's employment combined with teachers' devotion should undoubtedly lead to practical effectiveness in teaching and learning listening.

**Keywords:** Moodle-based, E-learning, Listening, Speaking, Integrated skills.

## 1. INTRODUCTION

In second or foreign language acquisition, listening and speaking skills play an essential part for some reasons and pair up [1]. The better you hear and understand what the speakers want to pass on knowledge, the more comfortable you will feel about interacting or doing a listening task. But the fact is that students, especially non-English majors, always make mistakes and apply the incorrect method when listening, and the result they receive is not often as good as they expect. It is noticeable that the interpretation of the learner of their listening issue and policies may have positive and negative effects on their understanding [2]. Each of the students faces many difficulties with these kinds of skills. Hence, teachers' and researchers' responsibility is to assist them in dealing with these problems. Most scholars

have put into practice various methods to boost learners' listening and speaking skills.

According to the results from the study of Widodo and Rozak on the use of online videos for extensive listening practice coupled with reflective practice and online discussion, Indonesian student teachers had positive encouragement about collaborative and reflective online video-assisted extensive listening although they suffered from language-related obstacles at the beginning [3]. They were not only trained how to listen for meaning but also became independent and reflective language learners. Moreover, in Mohamed's research, he investigated the effectiveness of applying audiobooks on improving preparatory year students' listening comprehension, and the statistically significant difference revealed the experimental group's development in listening skill by

achieving the right results on the posttest [4]. As stated in Sitti Hadijah and Shalawati's research, the English Department's first-year students encountered many obstacles in note-taking activities in context [5]. Yet, because of being facilitated with high-quality audio and video learning and teachers' various fascinating methods, students still enjoyed their listening class and had a positive outlook together with a successful understanding of offenses. In Renandya and Farrell's opinion, teachers of foreign language listening are tasked with teaching students how to process spoken language easily and automatically [6]. The majority of our classroom time can be used to supply a lot of listening practice for students to improve their listening skills. In line with Renandya and Farrell's study, Le and Sa also conducted their research by instructing listening strategies for students to self-practice out of class. The conclusion was withdrawn from the experimental group students that practicing many times made them perfect [7]. Besides, Gilliland used logs in which students documented their participation in out-of-class activities to improve their listening ability [8]. The assignments required learners to participate in various authentic events, take notes on the content, and reflect on each event's comprehension. Teachers as instructors were in charge of introducing students' comprehensive listening strategies and instructing them on summarizing and reflecting on the experience.

On the other hand, to encourage listening awareness and improve overall L2 listening skills, Gonulal has introduced podcasting and vodcasting technology [9]. The findings indicate that students spent about one hour a week listening carefully to podcasts or vodcasts outside the classroom. It was found that podcasts tended to be preferred to vodcasts. Students will also make substantial strides in their overall communication abilities at the end of the year, as assessed by listening advancement assessments and competence evaluations. In order to help them improve as L2 listeners and grow their pronunciation skills and knowledge of words and phrases, students have found intense listening practice extremely successful with podcasts and vodcasts.

The correlation between listening skills and speaking performance has been the concern of many researchers. On the one hand, in his handbook "Teach English: A training course for teachers," Doff confirmed that if learners want to improve the speaking skills, they have to develop their listening skills also because a successful conversation happens when participants understand what is said to them [10]. In addition, in the book *Introducing Listening*, Rost also verified the fundamental role of listening towards speaking in a language classroom since listening provides input for utterance [1]. What is more, in the book "Methodology in language teaching: an anthology of current practice," Kang claimed that

speaking has a close relationship with listening, in which listening comprehension takes a critical role in the enhancement of speaking ability [11]. Additionally, Seferoglu and Uzakgore insisted in their study at the English Preparatory School of an English medium university with 41 participants that the more the two skills are taught separately, the less communication will occur in the classroom [12]. As a result, they suggested teachers should teach speaking and listening skills in integration so that learners' oral communicative competencies can be developed. In the same line of thought, Tavitil conducted a study on 180 students of Hacettepe University to investigate if teaching listening and speaking skills in integration improve students' oral communicative competence [13]. Based on the results, the researcher concluded that teaching listening and speaking tasks in integration is more effective and beneficial than teaching these skills separately. Moreover, Pine and Yogyakarta inspected listening as one factor that contributes to speaking among high school students in Yogyakarta [14]. The findings proved that the listening process's ability to comprehend influences the oral response. Similarly, Anatolievna and Nickolaevna carried out a study on students at Krasnoyarsk State Agrarian University about the possibility of using modern software in the process of teaching students the foreign language in a non-linguistic institution of higher education, agreeing that listening is a prerequisite for the development of speaking and that LMS Moodle is a helpful and reliable tool for teaching listening and speaking in the non-linguistic university [15]. On the other hand, Celik and Yavuz, who investigated the relationship between speaking grades and listening grades of preparatory students at Balikesir University School of Foreign Languages in Turkey, argued that there is low interdependence between speaking grades and preparatory students' listening grades due to the anxiety [16].

The powerful effects have been proved to be brought about through different listening approaches using technology support from the literature review. Additionally, most of the researchers claimed the strong correlation between speaking and listening skills, especially the profound impacts of listening skills on speaking skills. Nevertheless, there seems to be a literature gap between describing the possible controls of speaking competence on listening proficiency when these two skills are taught integrated. As a result, our research hopes to contribute to the literature by inspecting outcomes between listening and speaking instructions in integration and listening instructions only on listening comprehension with the support of e-learning tools in the context of higher education in Vietnam. Moreover, students' perceptions of the approaches are also taken into consideration for some helpful suggestions in English teaching.

## 2. RESEARCH QUESTIONS

The main purposes of this research were to examine the probable influence of speaking skills on listening skills as well as deeply understand learners' voices in the applied approaches using Moodle-based activities. More precisely, this study aimed to answer two research questions:

1. Are there any different effects between listening and speaking instructions in integration and listening instructions only on listening comprehension?
2. What are the students' perceptions of Moodle-based activities?

## 3. METHODOLOGY

The research was a mixed-methods design in which quantitative data were used to examine any different effects between listening and speaking instructions in integration and listening instructions only on listening comprehension. In contrast, qualitative data were analyzed to find out students' attitudes towards Moodle-based activities. In addition, the study participants were arranged as a Two-group Quasi-Experimental Design: a control group and an experimental one.

### 3.1 Settings and Participants

The research was conducted at the University of Van Lang. The school is located in Ho Chi Minh City, Vietnam, at No. 80/68, Duong Quang Ham, Ward 5, Go Vap District. The research was carried out with students from non-English majors who were freshmen. The researchers selected the participants according to the Department of Foreign Languages assignment for teachers to teach four levels (A, B, C, and D) of non-English majors. Four groups of non-English majors at the age of 18 at Van Lang University intact classes (1,0349 students) were split into levels A, B, C, and D with 692 Level A students, 2040 Level B students, 2924 Level C students, and 3503 Level D students at the outcome of this study. The Faculty of Foreign Languages assigns four-level C classes to researchers who are also lecturers. Therefore, two classes with the same level C were the samples of this study, but only 68 students selected using a convenience sampling method participated in the study because of the equality of English ability that was verified in the placement test. Experimental and control groups were not randomly assigned to the classes.

### 3.2 Research instruments

Two research instruments, including pre-post tests and semi-structured interviews, were mainly employed to collect necessary data for the study.

The pretest and post-test were extracted from the Listening part, Test 3 in Cambridge Key English Test 1 published in 2004 and Test 4 in Cambridge Key English Test 2 published in 2004, respectively (see

Appendix A). A2 Key is one of the Cambridge English qualifications based on the Waystage Specification (1990, Council of Europe), aiming at pre-intermediate level (A2), which is suitable to the participants' current English level. In addition, the tests were chosen for compatibility in topics with the content of the coursebook. Furthermore, a quick check was conducted to assure all participants had never done the tests before. The questions were divided into five parts in each test with three types: multiple-choice, gap-filling, and matching. The total marks of the test were 25. Participants of both groups were given a pre-test to ensure the participant groups' comparability prior to treatment and a post-test to determine the effects of treatment.

Along with the pretest and post-test, the study also employed semi-structured individual in-depth interviews to examine the students' perceptions about Moodle-based activities (see Appendix B). According to Bernard (1988), a semi-structured interview allows the interviewer to keep control of the process of gaining information from the interviewee as well as to follow the expansion of the interviewee's response. Before their final implementation, the interview questions were planned in advance prior to their final implementation and then validated by specialized English teachers' input in the region. Based on their cooperation, five students from each group were chosen to participate in personal interviews to perform a very reliable job. The language used in the interviews is Vietnamese to help students completely communicate their thoughts and prevent any confusion.

### 3.3 Research Procedure

The study was conducted in 10 weeks of the course with three main stages, and students were taught General English 1 by the researchers once a week for 3 hours. The researchers both have Master's degrees in TESOL and agreed to use the same lesson plans with a task-based approach for all class lessons. The listening and speaking tasks on the Moodle page were also designed with both researchers' agreement.

In the first stage, the experimental group and the control group were chosen. At the beginning of the course, participants of both groups were asked to do the listening pretest, which lasted around 30 minutes. Their scores of the test were documented to see if the students' listening level was equal and compare with the students' results of the post-test at the end of the course. In addition, all participants are instructed how to do tasks on the Moodle platform.

In the second stage, students of both groups learned the same lessons in the coursebook. In class, teachers provided students of both groups with Vocabulary and Grammar related to the listening tasks which were assigned on the Moodle-based website [hocruuctuyen.vanlanguni.edu.vn](http://hocruuctuyen.vanlanguni.edu.vn). Afterward, the participants in the control group were requested to

finish the listening practice activities on the e-learning page only while the participants in the experimental group had to do not only the same listening tasks but also the follow-up speaking tasks by recording their videos (maximum one and a half minutes) and upload them on the Moodle page. Students could do each listening task three times, and the result was automatically indicated after each attempt so that students could check their progress. In addition, the listening tasks' audio scripts were also provided on the website as an explanation in case the students needed them. With the videos of speaking practice, researchers gave feedback and assessment directly on the Moodle platform. The deadline was set for each task to ensure the learning process on schedule. During the experiment, the researchers usually had personal meetings to discuss any lesson plans' adjustments and deal with arising problems. The experiment ended at the end of the course.

After the treatment, students in both groups took the post-test in the last stage. The data collected from the two tests were then analyzed with the SPSS tool's support to run the Independent samples t-test, Paired samples t-test, Mean and Standard deviation for the research findings. Furthermore, the semi-structured individual in-depth interview was conducted by recording both experimental and control students' responses personally. The researchers introduced the explained the participants' tension order to alleviate the tension of the participants and gain their trust. The students were informed that their participation was voluntary and unrelated to their grades. The interview was anonymous with the participants' names. The data from the recordings were then considered and synthesized carefully.

**3.4 Instrument**

**3.4.1 Interview**

As supplementary proof to confirm the answers to the questionnaire, interviews were included in the current study. The interviews were typically performed face-to-face orally by a researcher. Interviewees on certain pre-set topics to analyze people's experiences and their inner values, attitudes, and feelings of truth [17]. The researchers used a semi-structured interview in this study. More questions are predetermined, and there is enough versatility to allow the interviewee an

Table 1

Comparison between the pre-tests of the control and experimental groups

	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Control group	34	4.0529	1.97150	1.436	66	.156
Experimental group	34	3.4471	1.47057	1.436	61.041	.156
*Independent sample t-test						

opportunity to shape the flow of knowledge. Researchers can deliberately examine in-depth details. At the end of the course, ten students from both classes were privately selected for semi-structured interviews following their final speaking exam. In order to provide as accurate responses as possible, the aim was to ensure that all students interviewed feeling secure with the familiar environment. The audio was captured on a cell phone with permission from the interviewees.

**3.4.2 Pre-test vs. Post-test**

In this study context, pre-test and post-test were designed to make the comparison of students' development relating to listening skill after the treatments and training by practicing listening tasks in Moodle and video recording submitted on Moodle page. The researchers made use of the material of the Key English Test for both tests on two groups. Making sure that the students' listening comprehension achieved a higher level after treatment was the purpose of the researchers.

**3.5 Data Collection and Analysis**

The researchers analyzed all data collections from the semi-structured interview, pre-and post-test of the students after completing the course. The audiotape was then captured on a smartphone and interpreted by the researchers in English. Subsequently, the transcribed data themes were also classified to help the answers to the second research question. Remarkably, independent and pair t-test samples were examined if there were substantial variations between the pre- and post-test students' outcomes.

**4. RESULTS/FINDINGS & DISCUSSION**

**4.1 Students' Proficiency Levels**

The researchers conducted the pre-tests to all groups before the control and experimental group training sessions to see if the student's listening skills were comparable. If yes, the operation's consequences are the explanation for any discrepancy that occurred during the treatment. A comparison of the pre-tests between the control and experimental groups is shown in Table 1.

To check the mean score between the two groups in the pre-test, an independent t-test sample was used. Before and after listening on Moodle, the listening test was intended to measure student listening performances. The mean student score in the control group was 4,053 from the general view of Table 1 (M = 4,053; SD = 1,972). 6.606 was the mean gap. Meanwhile the mean pre-test score was 3.48 (M = 3.48; SD = 1.471) for the study sample. It seemed like there was no noticeable difference. The independent sample t-test ( $t(66)=1.44$ ;  $p=.156$ ,  $p<.05$ ) showed that no statistically significant difference was observed in the pre-tests between the control group and the experimental group. It suggests that before treatment,

there was equality in students' listening abilities. There was no disproving the null hypothesis.

**4.2 Research Question 1: Are there any different effects between listening and speaking instructions in integration and listening instructions only on listening comprehension?**

The quantitative approach to comparing the scores between the control group's pre-test and post-test scores and the experimental group is used to address this research issue. In order to seek proof for this efficacy, the paired sample t-test was run to compare the mean scores between the control group's pre-and post-test and the experimental.

**Table 2**  
Comparison between the pre-test and post-test of the control group

	Mean	N	S.D	t	df	Sig. (2-tailed)
Pre-test	4.0529	34	1.97150			
Post-test	4.4529	34	1.93801	-3.179	33	.003
* Paired sample t-test						

In Table 2, the control group's pre-and post-tests were contrasted. Looking at table 2, a score of 4,053 (M = 4,053; SD = 1,972) was obtained by each student in the control group, while in the post-test they obtained 4,453 (M = 4,453; SD = 1,938). It seemed to say that the students progressed in the post-test more substantially than in the pre-test (4.053 vs. 4.453).

However, the findings of the paired t-test study ( $t(33)=-3.179$ ;  $p = .003$ ;  $p < 0.05$ ) showed that there was a statistically significant difference between the control groups pre-and post-test. It shows that the students' listening skills in the control group improved remarkably after being trained on Moodle with the task-based technique. The study group comparison between the pre-and post-test groups is given in Table 3.

**Table 3**  
Comparison between the pre-test and post-test of the experimental group

	N	Mean	S.D	t	df	Sig. (2-tailed)
Pre-test	34	3.4471	1.47057	-7.652	33	.000
Post-test	34	5.2000	1.77525			
* Paired sample t-test						

Table 3 indicates the relationship between the pre-and post-test measures of the EG. As can be seen, in the pre-test, every student gained a mean score of 3.45 (M = 3.45; SD = 1.47). However, on average, each one of them received a post-test score of 5.20 (M = 5.20; SD = 1.78). The mean score of the learners in the post-test tended to be higher than in the pre-test. The results of the paired sample t-test ( $t(33)=-7.65$ ;  $p = .000$ ;  $p < .05$ ) showed that there was a statistically significant difference of the experimental group before and after

the test. They dismissed the null hypothesis as well. It shows that after the procedure, the students' listening skills increase dramatically. In other words, Moodle's use on the Moodle page for task-based and video recording had a significant influence on the English listening performances of the students. As shown above, the students' listening performances (Table 3) were not different prior to the procedure. In other words, the students' listening skills before the research were the same. The intervention outcomes may be

concluded if there was any discrepancy in listening ability between these two groups. A comparison of the

post-test tests between the control and the experimental groups is given in Table 4.

Table 4  
Comparison between the post-tests of the control and experimental groups

	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)	Mean Difference
Control group	34	4.4529	1.93801	1.657	65.499	.102	.74706
Experimental group	34	5.2000	1.77525	1.657	66	.102	.74706
* Independent sample t-test							

The two groups' comparative post-test findings are shown in table 4 (control and experimental group). As can be seen, on average, every student in the control group earned a 4.45 score in the post-test after training Moodle to practice listening skills (M = 4.45; SD = 1.94). Meanwhile, on average, each student in the experimental group earned a 5.2 score in the post-test after using both Moodle-based listening practice and combined listening and speaking abilities (M = 5.2; SD = 1.76). Between these two classes, the mean differential was .75. Furthermore, the findings of the independent t-test study ( $t(66) = 1.66; p = .102; p >$

.05) indicate that there was no substantial difference between the experimental group and the control group in the posttest listening scores of the students. Therefore, the number of students' listening abilities in the two groups was roughly equal, according to the statistics. They dismissed the null hypothesis as well. The outcome of the current study indicates that speaking practice has little impact on students' listening performance, even though there is not much. Table 5 lists the experimental group's contrast between the pre-and post-test performance for speaking.

Table 5  
Comparison between the pre-test and post-test of the experimental group for the speaking performance

	N	Mean	S.D	t	df	Sig. (2-tailed)
Pre-test	46	3.90	.639	-41.227	45	0
Post-test	46	6.4783	1.06174			
* Paired sample t-test						

The relationship between the pre-and post-tests of the experimental groups for speaking efficiency is shown in Table 5. As can be seen, in the pre-test, on average, each student gained a mean score of 3.9 (M = 3.9; SD = .639). Both of them, however, obtained an average post-test score of 6.48 (M = 6.48; SD = 1.06). The mean score of the learners in the post-test tended to be higher than in the pre-test. The findings of the paired t-test analysis ( $t(45)=-41.227; p = .00; p < .05$ ) showed that there was a statistically significant difference in speaking efficiency between the pre-and post-test of the two classes. They dismissed the null hypothesis as well. It shows that the students' speaking abilities increase dramatically after the procedure. In other words, the use of Moodle-based tasks and video

recording on the Moodle page had a significant effect on English-speaking learners' progress.

In short, the first research question resolved whether the practice of listening skills on Moodle and the submission of weekly video recording on the Moodle page influenced the listening and speaking skills of non-English significant students at Van Lang University. The results of the current study showed that there was no difference between CG and EG in listening before the procedure. However, the students in both groups significantly strengthened their listening skills after exercising listening on Moodle involved in learning tasks and studying the language. Remarkably, the current study showed that the combination of weekly listening activities and video recording on the Moodle page effectively enhanced the experimental group's oral results.

### **5.3 Research Question 2: What are the students' perceptions of Moodle-based activities?**

#### *5.3.1. Challenges*

The collected qualitative data from the semi-structured interview were reviewed, summarized, analyzed, compared, and put into common themes. Five interviewees of the experimental group were coded as "P" (participant) with the following number: for example, "P-1" means the first interviewee. And five interviewees of the control group were named "P-6" until the last one, "P-10". In the beginning, students were not confident enough with the learning activities because of their lack of knowledge and background from high school, and they did not even know exactly what to do. Considering the challenges that the students faced during the training, most of them confirmed that they "have no difficulties or challenges." (P-2, P-3, P-4, P-7, P-8, P-10) However, one interviewee reported the difficulties of "bad networking, insufficient vocabulary, and errors of Moodle platform making it sometimes impossible to load the audios." (P-1) Another interviewee indicated the challenge of "low English proficiency requiring a lot of effort." (P-5). Moreover, the lack of facilities due to living far away from home made them hard to finish the duty on time (P-6, P-7). But based on the instruction from the researchers and the attractive design of tasks on Moodle, students believed that activities given out by the teacher helped them decrease the boredom and focus more on their learning.

#### *5.3.2. Interest and Excitement*

When being asked about the effects of integrating listening and speaking skills on Moodle page, all experimental group participants are freshmen, so they found learning listening and speaking via Moodle-based activities different from what they have experienced in the past. New experience was also one of the most important factors leading to the interest and excitement of the learners: "felt very excited and interested for the first time practicing listening and speaking skills using Moodle" (P-1, P-3, P-4), "have never experienced such interesting listening and speaking training" (P-2), "enjoyed the new training approach despite having many obstacles to finish the tasks because of low English proficiency" (P-5). To students of the control group, some of them said that "the tasks provided us the open atmosphere and helped us to express ourselves more" (P-6, P-7). "Practising listening tasks on Moodle is fun, so when we exercise, we discover how to listen more effectively" (P-8, P-9). "Yes, because we can do these exercises whenever and wherever we are free and ready, we forget the scare, shyness and be eager to listen to" (P-10). After the course, all respondents showed their interest and readiness to learn English: "the new training method using Moodle-based activities made me feel more comfortable, now I like

to learn English, especially speaking and listening skills although I used to absolutely hate this subject" (P-1); "I used to dislike English and was scared of learning listening and speaking, but after the course I like English more and have motivation to learn it for communication." (P-2, P-3, P-4, P-5) Furthermore, the participants also explained the reasons they preferred to learn with Moodle-based activities rather than traditional learning: "save time in the classroom" (P-1), "flexible time to do the tasks at any time" (P-2), "unlimited times to practice the tasks again and again" (P-5), "all students had chances to use the structure and vocabulary learnt in the classroom to practice listening and then perform in the talks in their own clips" (P-4), "giving the sense of comfort to finish the tasks at home without shyness in front of classmates or teacher and improving learners' autonomy" (P-3), "the interface of the activities designed on Moodle were user-friendly and it was very convenient to have the instant results right after finishing the listening tasks on Moodle so that it was easier for students to check their progress." (P-4)

#### *5.3.3. Seriousness and Efforts*

All the interviewees of the experimental and control group's seriousness and efforts were two of the most valuable results from the interview. They all confirmed they "paid attention to classroom activities and did Moodle-based activities seriously." (P-1, P-2, P-3, P-4, P-5, P-6, P-7, P-8, P-9, P-10). There was only one participant who admitted "skipping the homework only one time because of being too busy for other subjects and part-time job" (P-1), and another admitted that she could not finish the deadline of one-week tasks because of the blackout, so she missed it. Additionally, they all expressed their efforts to "do the listening homework on Moodle again and again until being able to understand the content of the audios and get high marks" (P-1, P-2, P-3, P-4, P-5), even some of them just did one attempt and got the best score because the topic was so interesting for them (P-6, P-7, P-10). Moreover, the respondents also explained some strategies applied when doing the listening and speaking activities on Moodle, such as "using the grammar structures, expressions and vocabulary from the audios for the speech" (P-1); "applying knowledge of grammar and vocabulary acquired in the classroom to do the listening speaking tasks better" (P-2, P-3, P-4, P-5); "using some apps on the smartphone" (P-5) and "looking up the online dictionaries" (P-3, P-4) for new words and pronunciation. When having difficulties doing the tasks, only one student "sometimes asked friends for help" (P-4, P-8). The others tried their best to accomplish the tasks themselves. (P-1, P-2, P-3, P-5, P-9). When having difficulties doing the tasks, only one student "sometimes asked friends for help" (P-4), the others tried their best to accomplish the tasks themselves. (P-1, P-2, P-3, P-5).

#### 5.3.4. Effectiveness

When it comes to the effectiveness of the training, all the respondents agreed their progress in listening comprehension and speaking skills (experimental group): “my listening comprehension and my lexical resource is much better now” (P-1, P-2, P-3, P-4, P-5, P-6, P-8), “my pronunciation improves day by day when practicing listening and speaking tasks frequently” (P-1), “I feel more confident with my listening and speaking skills” (P-2), “I can understand the main ideas of the conversations in the audios and some difficult words no longer challenge me” (P-3, P-7, P-10), “my listening skill now enhance a lot compared to that at the beginning of the course though I am still not confident with my speaking skill” (P-5, P-9) Additionally, all the interviewees suggested integrating both listening and speaking instructions at the same time for some benefits: “practicing listening tasks can help learners better use appropriate vocabulary and expressions as well as improve pronunciation” (P-1), “practicing listening without practicing speaking makes learners unconfident in communication” (P-2, P-3), “listening should be practiced first so that it can support speaking skills, especially about pronunciation” (P-4), “listening practice surely helps learners pronounce better and speaking practice helps learners distinguish minimal pairs in English better” (P-5).

### 5. CONCLUSION

This research investigated the effects on students' listening comprehension when teaching listening and speaking in integration compared to teaching listening only via the Moodle e-learning system at a private university in Vietnam. In summary, the study explored that both experimental and control groups with the same listening skill level proved by the pre-test results significantly strengthened the skill after the treatment. Additionally, the post-test results revealed there was no notable difference in the listening skill level between the two groups, which means teaching listening skills with or without the integration of teaching speaking skill did not influence the students' listening comprehension. Nevertheless, students of both groups succeeded in developing their listening comprehension from an overall view. Meanwhile, with the regular practice by recording video for speaking performance, students from the experimental group improved their speaking ability remarkably. This is the noticeable good point of this study. As a result, the teacher's dedication and the effective employment of Moodle are the key factors leading to considerable enhancement of students' listening comprehension. This formula should be applied frequently for teaching and learning listening skills. Another issue that should be considered is that the curriculum must be carefully chosen and appropriate for students' level to bring benefits to the training. Finally, findings based on the interview demonstrated students' excitement when they had the chance to learn

listening skills (CG) or both listening and speaking skills (EG) at the same time via Moodle platform. Consequently, educators and teachers should not hesitate to combine two skills in teaching English simultaneously using the Moodle e-learning page so that this can help to awaken students' interests in acquiring English.

The current study, however, had some limitations. The experiment period only lasts for the 10-week semester, which is too limited to prove the validity of the hypotheses from a purely empirical approach because of the limitations of research time. However, it is the longest possible time the author will have. And to get the result of the analysis, which is far from satisfactory, the author of this study also relies on only one single examination. In fact, at least two or three experiments should be carried out to support one argument since the author neglected to do so because of both the teachers' busy schedule and the students. In addition, the author of this study chooses a total of 68 students as examples of reviews, and in two separate schools, they are of the same significance. To prove the result's reliability, the small sample size is not very persuasive, but it is the most excellent attempt the author has been able to make. If more students take part in these experiments, the author's study outcome could be more compelling and suitable.

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