

The Disadvantages of Learning Listening via Moodle at Van Lang University

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ABSTRACT

In the technical era, which may pave the way for upgraded teaching as well as learning methods, especially in terms of e-learning. As a matter of fact, a majority of language teaching or learning all around the world is focused vigorously on e-learning. One of the most effective platforms is Moodle, common web-based learning at the institution. A vast range of supportive studies implement Moodle on general learning skills; nevertheless, students' listening skill is just only undertaken on small scale in Vietnam. This indicates an insatiable demand to comprehend the process of taking and practicing Moodle as a primary way to learn listening skill. Thereby, the goal of this research is to find out the limitations of utilizing Moodle in boosting the freshmen's listening abilities at Van Lang University. For this research, the quantitative technique was employed to seek for the learners' perspectives in regard to the disadvantages that took place while undertaking Moodle in supplying support to the students' listening abilities. To gather data for the research, 50 freshmen at Van Lang university took part in the online questionnaire. The results revealed that a broad variety of learners exhibit their own ideas that utilizing Moodle platform still exists a large range of difficulties which they have to suffer from throughout the duration of learning Listening via Moodle. Another key opinion was that the applicants badly rated the usage of Moodle for limiting their autonomy in the learning process. Also, while there are various positives when employing Moodle in studying Listening, some participants mentioned that inadequate technological aid which might be a significant difficulty in improving listening abilities. Also, quite a few difficulties came up from the results that have critical consequences for adopting Moodle platform more successfully in language teaching and learning in the future.

Keywords: Moodle, disadvantages, listening skills, online-based learning management, e-learning.

1. INTRODUCTION

In the pandemic of covid-19, everyone has to keep up with the daily tasks via online, including the learning process. this is the practical case for van lang students coming to virtual learning through moodle, especially in listening skills. The use of the notion of virtual learning in distant learning systems is becoming a technology trend in this terrible epidemic. fact, conceptual virtual learning has demonstrated efficient with a huge variety of qualities, namely learning participants and instructors as well communication between learning participants, learning resources that are not confined by time and distance. virtual learning may give fascinating learning content so that learners are encouraged to learn. additionally, the internet learning has opened the

road for all concerns in the spread of pandemics which may bridge the knowledge gap during this tough moment.

Nevertheless, everything has two sides so does the online learning approach. Namely, in both costs as well as technological assistance are the two key drawbacks of online learning. hence, the use of virtual learning in remote learning has to be fulfilled with the capabilities of users of the distance learning program. according to date [6], there are various challenges employing virtual learning, one of the most noticeable things is that the pupils have to confront with inner or outside variables. the examples of outside issues include challenges originating from signal, audio, internet data, and restricted time. the concerns might also originate from themselves (internal), such as

trouble listening while learning english directly, lack of vocabulary, fewer comprehension, and less focus in the learning process [10]. in order to address this challenge, the lecturer must present the content slowly and clearly to make it easier for students to grasp, and students must concentrate throughout the virtual learning process.

Learning is one of the most complicated skills that learners have to get through; however, finding a suitable way to improve listening is not straightforward [24]. It may not be divided into the instructions as well as enhancing language usage. This is such a feasible process in order to boost students' pronunciation, word stress, and syntax acquisitions. Furthermore, this bridges the gap from language expertise to proficiency. As Hamouda [13] points out, the listening comprehension issues are concentrated on the students' concentration and motivation. Besides, these matters notice that the students have certain difficulties in understanding when English speaker speaks.

In relation to van lang students, in the period of the covid-19 pandemic, the teachers have to instruct the learners to come up with the moodle in learning listening. Although they have obtained a wide range of advantages from learning listening skills via moodle, there is still a diverse mixture of dilemmas that they encounter day by day. This process takes time as well as triggers a lot of challenges that the teacher needs to figure out in order to give full assistance to the learners. This research tries to investigate students' challenges in listening in moodle; this research is different from previous studies since the previous researchers only investigate listening problems in the classroom. Thus, this paper aims at pointing out the primary issues from listening lessons which are conducted via moodle.

2. LITERATURE REVIEW

2.1. Overview of Moodle

More recent attention has focused on the application of Moodle - a popular web-based learning platform to online teaching and learning. Moodle has been considered a useful education tool for empowering students to decide which types of learning they prefer, like traditional or distant learning [18]. Gojic, Tomic, and Boskovic [4] defy, "Moodle is considered one of the most primary as well as attractive access Moodle (Modular Object-Oriented Dynamic Learning Environment). Moodle is a

software solution for creation and organization of online courses via the Internet." Furthermore, Elhawwa [7] indicates that Moodle is a learning management system that enables teachers to manage their students' learning process; therefore, the use of Moodle for educational purposes encourages students to be independent in their learning. Attamimi and Yafaei [2] assert that Moodle plays an important part in blended learning at universities since it effectively combines face-to-face learning with online learning. Al-Ani [1] draws our attention to the effects of employing Moodle in language teaching by affirming that teachers could exploit Moodle to develop the students' language skills.

2.2. Principle of Moodle

According to Elias [8], Moodle has been built based on eight principles of distant education, namely, equitable usage, flexible use, simple and intuitive, perceptible, tolerance for mistake, low physical and technical effort, a community of learners and support, and instructional atmosphere. As for educational reasons, Jose [15] believes that the architecture of Moodle accommodates with the adult learning theories, for example, Experiential Learning, Project-Based Learning, Transformational Learning, Self-directed Learning, and Action Learning. Another research done by Jafari [14] focuses on the employment of Moodle in applying ESL blended learning to learners' listening skill improvement.

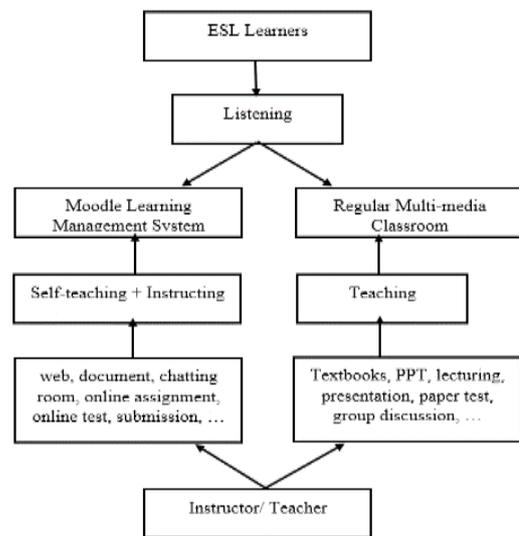


Figure 1 Teaching model of ESL blended learning via Moodle

2.3. Definition of Listening Comprehension

The primary goal of both instructors and learners in the field of listening skills is to achieve listening comprehension. Specifically, Rost [25] and Hamouda [13] characterized developing listening skills as a process in which students must participate in the process of meaning accumulation. It may take time for listeners to excel in various areas, such as general knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic cues. According to Nadig [21], comprehending or making sense of spoken language may include knowledge of speech sounds, comprehension of the meaning of individual words, and comprehension of sentence grammar.

2.4. Related Studies about Disadvantages in learning Listening Skill via Moodle

A decade ago, there had been a vast range of on the implementation of Moodle-based platform in developing student's English listening skills. Much of the current literature on this web-based platform pays particular attention to examining its effects on training English listening skills from students' views. Previous studies have indicated that although Moodle has a positive impact on improving the student's listening competencies, it also has some major advantages experienced by both teachers and students. Another research from Bidabadi and Yamat [3] is about the relationship between listening online effectiveness to students' difficulties in absorbing listening lessons. Learners are faced with daily matters regarding misunderstanding listening context despite full instruction from the teacher. A significant study in terms of listening problems was found by Tavakoli, Shahraki, and Rezazadeh [27], in which they examined the listening difficulties when the learners encountered their listening tasks as they had trouble with materials, vocabulary as well as technical problems during the listening time. These issues directly impact their listening proficiency. The findings showed that technical problems accounted for around 60 percent of the learners' listening outcomes. As a result, these issues can negatively affect the student's cognitive towards listening strategies or comprehension that was examined by Rost [26]. An outstanding outcome is that the instructions proposed by the teacher can pave the way for listening awareness and speaking proficiency than those who received traditional listening instruction without strategy training. Additionally, Mohseny and Raeisi [20] states that the language shortage in listening sessions only deters the students' comprehension in

listening lessons. If they do not obtain enough supportive strategies from the teacher, then they may feel tedious as well as demotivated sooner or later.

In another investigation into the problems that students encountered when taking Moodle-based listening quizzes, Xuan Lien and Hong Phuong [29] reported that one of the major problems of Moodle-computerized quizzes was the unexpected technical problems like unstable Internet connection and web browser caused when the students were taking the tests. This hindered their attempts to complete the tests in a fixed amount of time. Eventually, the teachers also struggled with solving the sudden problems quickly, so test-taking students' test-taking process was not interrupted. As a result, they also found that the system interruptions led to the test taker's anxiety and negative attitudes towards the utilization of Moodle in training their listening skills. In the same vein, Pathan [22] highlights that technical problems have a negative impact on not only teachers but also students. Sharing Pathan's [22] view, Gillett-Swan [11] emphasizes that students are anxious when they have to deal with using technology. This view was supported by Gunduz and Ozcan's [12] study who found that even students are self-cotechnical their technology abilities, innovative and positive towards the utilization of Moodle in learning, they are also reluctant to use the web-based system when having to struggle with technological problems occurring suddenly while accessing the system. Additionally, in a recent investigation into the disadvantages of employing Moodle from students' perspectives, Evgenievich et al. [9] report that the major limitation of this learning management system is that the students are confused about lacking direct contact with their teachers during their learning and test-taking process. The majority of them had difficulties in getting materials and managing their assignments uploaded on the platform without the teachers' direct support. Similarly, Prasetya [23] concludes, "The missing interaction between the lecturer and student would create a gap in the primary indicator of English teaching and learning." Furthermore, Kashgadrawd Asseel [16] draws our attention to the effectiveness of online learning management systems in improving listening skills by noting that despite the learners' positive attitudes towards using the system for training their listening skills, they still feel uncertain whether the online system can help them improve their listening skills or not.

2.5. Implementing Moodle for Teaching Listening Skill

The Listening 1 Module was designed for first-year English-majored students at Van Lang University with the aim of developing their listening competencies at the level of A2 to A2+ based on the CEFR level of English proficiency. The 10-week course applies blended learning that combines traditional teaching in class with the utilization of a Moodle-based platform. Elhawwa [7] affirms that the integration of the EFL curriculum and Moodle web-based learning facilitates the teacher's teaching process. Specifically, for the Listening 1 Module, all of the listening tasks for practicing the skill and testing rely on the quiz-creating functions provided by Moodle. For each listening session, instead of doing exercises on a paper coursebook, students are asked to complete the listening tasks that were embedded on Moodle after being instructed by the teachers. The learning system also allows the teachers to add, create and design various types of listening tasks for training the skill. Besides the face-to-face class time, students are able to access Moodle for further online practice. Teachers can use their Moodle accounts to monitor the students' attempts, online time for learning and assess their learning process. After finishing the course, students are going to take a final exam designed on this platform.

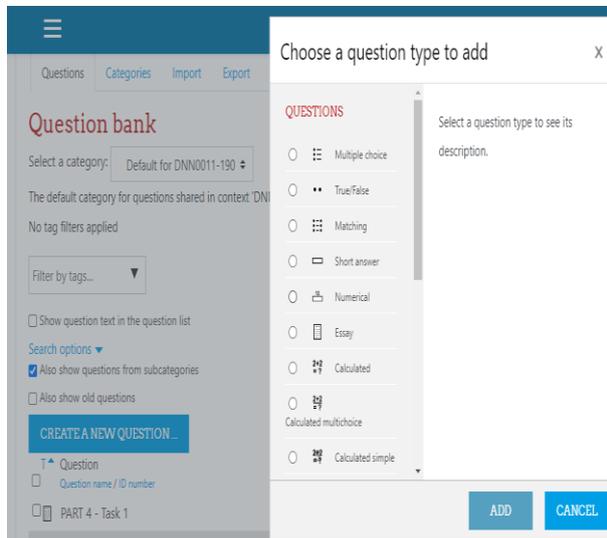


Figure 2 Different question types for creating listening quizzes on Moodle



Figure 3 A Listening 1 course on Moodle at Van Lang University

3. RESEARCH QUESTION

This study is focused on figuring the common attitude of the freshmen at Van Lang university towards taking Moodle in learning listening skills. Besides, this paper explores the disadvantages of applying the Moodle platform in getting used to being proficient in listening skills. At Van Lang University in Vietnam. This study aims to address the following questions:

1. What are the disadvantages of applying Moodle platform for figuring the students' English competencies?

4. METHODOLOGY

4.1. Setting and Participants

The researchers invited 50 first-year English-majored students who had finished the Listening 1 course to take part in the study. The participants were encouraged to raise their voices and to make a contribution to the teaching and learning quality of this subject so that the Department of Foreign Languages could have better preparations and improvements in the next semester. Nonetheless, only 50 students voluntarily participated in the survey. The participants include 18 male and 32 female freshmen aged from 18 to 21. Their computer skills are at the intermediate level. Specifically, they have no hindrances in dealing with medium-complexity tasks on computers like accessing the Internet, sending emails, surfing websites, and using familiar office applications. Additionally, the teachers who were in charge of the Listening 1 classes instructed the students how to

access and join their course on the school’s Moodle-based learning platform at the beginning of the course. The teachers could give further direct instructions to the students in classes in case they struggle with using the system at the school’s multimedia labs.

4.2. Data Collection and Procedures

This quantitative study employs the online survey approach as a means to collect data for this study. According to Mathur and Evans [19], one of the key strengths of an online survey is that the collected data can be analyzed immediately on the online survey platform. As a result, the researcher will waste no time processing a large amount of collected data, especially data from a large sample size [28]. Furthermore, conducting an online survey makes both the researchers and the responders flexible in managing their instrument and completing it. The researcher is able to design an online questionnaire with various question types, and the responders can use mobiles or computers to complete it. Meanwhile, Jones [15] concludes that carrying out an online survey is cost-effective. Moreover, Latkovikj and Popovska [17] affirm that an online survey is convenient since it allows each individual to be anonymous when answering the questions.

The researchers deliver an online questionnaire to the participants via their emails. They were informed about the consent of the researchers' use of the data, which is solely used for conducting this study. The design of the online questionnaire was adapted from

Cordova and Dechsubha’s study [5] on the effects of Moodle on ESP listening skills, but it was adopted in the context of training English listening skills at the tertiary level in Vietnam. It was translated into Vietnamese so that the responders did not misunderstand the content of each question.

The questionnaire consists of 12 items on the 5 Likert scales, ranging from 1-Strongly disagree to 5-Strongly agree. The better the scores from the responders' answers for each item, the more positive attitudes they have towards the implementation of Moodle on training listening skills. 12 questionnaire items are divided into 5 dimensions, namely, listening content (Items 1-4), student's autonomy (Items 5-6), interactions (Items 7-8), technical support (Items 9-11), improvement (Items 12). The dimension "listening content" investigates whether the participants satisfy with the course curriculum design or not, while the second dimension measures the effects of Moodle on the participants' learning independence. Meanwhile, the third one explores their satisfaction with Moodle interactions amongst students and students and students and teachers. Besides, the dimension “technical support” examines the responders’ pleasure with the school’s technical assistance during the learning sessions. The last dimension aims to explore whether using Moodle helps the students improve their listening competencies or not.

5. RESULT AND DISCUSSION

Table 1. Students’ Perceptions toward the Implementation of Moodle in Training Listening Skill

	N	Minimum	Maximum	Mean	SD
LISTENING CONTENT					
1. The lessons’ learning objectives were clearly presented on Moodle.	50	1	5	4.4	3.90
2. I can understand the listening activities on Moodle.	50	1	5	4.2	3.07
3. The listening topics was familiar and related to my daily life and future career.	50	1	5	4.5	4.32
4. I can easily access the Listening 1 course on Moodle, doing quizzes and submit my assignments without any glitches.	50	1	5	1.6	1.26
STUDENT’S AUTONOMY					

5. Using Moodle for teaching and training listening helps me to be independent in my learning process.	50	1	5	4.4	3.35
6. I was more active in improving my listening skill because Moodle can monitor my learning process and attempts.	50	1	5	4.2	3.13
INTERACTIONS					
7. By using Moodle, I could immediately have direct contact with my teachers when having some problems.	50	1	5	2.4	1.26
8. I could easily communicate with my classmates to get support via Moodle.	50	1	5	1.8	1.41
TECHNICAL SUPPORT					
9. The Moodle-based listening course was integrated into the school's website stably and effectively.	50	1	5	1.6	1.26
10. Technical support offered by the school for online learning on Moodle platform was effective.	50	1	5	1.4	0.89
11. The school provided a useful tool for students to facilitate their learning.	50	1	5	3.8	2.72
IMPROVEMENT					
12. My listening ability improved after completing the Listening 1 course on Moodle.	50	1	5	4.0	2.90
Valid (listwise)	50				

As is presented in Table 1, there is a vast range of crucial outcomes from the learners' attitudes towards using Moodle in learning listening skills. There are five main dimensions that emerged from the collected questionnaire, including listening content, student autonomy, interactions, technical support, and improvements. Specifically, there is a mixture amongst the reactions from the learners' attitudes. In the listening content, there are still positive as well as a negative responses which range from 1.26 to 3.90. In terms of students' autonomy, the answers of the learners are totally positive from using Moodle (3.13 and 3.25). Nevertheless, the trend is opposite in the fields of interactions, technical support as well as improvements which can be seen in the range from 0.89 to 2.90. Interestingly, the majority of students show their interest in the implementation of Moodle in the Listening 1 course, with about 50% of them believing that their listening competencies could improve via Moodle. Furthermore, most of the responders agreed that they were motivated by Moodle-based listening activities and topics. In terms of the effectiveness of implementing this online learning, the majority of the learners feel that their autonomy can be kept effectively, resulting in their

confidence can be enhanced respectively. Although there is around 60% of the students conclude that their listening skill can be improved, there is a diverse mixture of technical issues which are in charge of the negative attitude for Moodle from the students. Indeed, the majority of them held negative attitudes towards it. Interestingly, of 50 respondents who completed the questionnaire, two-fourth of them totally agreed that by using Moodle, their listening competencies improved at the end of the course. Meanwhile, three-quarters of them are not satisfied totally with using Moodle platform. Besides, 80% of the participants reported that Moodle contains a vast range of technical matters. Furthermore, when the learners were asked whether it was possible for them to be confident or absorbed the content of the listening lessons, about 90% (46 students) showed their positive attitudes towards employing Moodle to enhance their learning autonomy despite the technical problems as well as the instant assistance from the experts. In spite of the responders' high level of satisfaction in the use of Moodle functions in developing their listening skills, they believed that there was a lack of technical assistance from the school's IT department. From the collected questionnaire, the scores obtained from the dimensions

of technical issues and interactions (Items 7-12) are much lower than ones from the items related to the effectiveness of applying Moodle to the students' listening improvements. Specifically, about 80% of the responders (40 students) show their dissatisfaction with the IT support provided by the school during their learning.

Moreover, the students also experienced a lack of face-to-face interactions between students and students and students and teachers, with the Mean scores ranging from 1.26 to 1.41.

The Mean also displays the listening performance based on Moodle are so negative after utilizing this technical system since severe technical issues. As for the Moodle listening content-related items, students leaned towards the use of this web-based platform in developing their listening skill with 4.32 and 3.90 in Item 1, respectively. Apart from that, the numbers which are displayed as 0.89, 2.72, and 2.90 in Items 3,4,5 that address the quality of the IT support during the students' learning progress on Moodle may be highlighted more. These frequent technical problems have a negative impact on the students' learning experience via Moodle. What can be withdrawn from Table 1 is that the students held positive attitudes on the exploitation of Moodle functions in designing an online listening course. Meanwhile, they have a negative response to the technical-related issues frequently occurring during the course. It is obvious that although the students have a strong preference for applying Moodle to their development of listening abilities, they do not highly evaluate the school's technical support.

The results of this study will now be compared to the findings of previous work. These results match those reported in earlier studies. This finding is in agreement with ones from recent studies which showed that Moodle is a useful educational tool, especially for blended learning. This also accords with other findings, which indicated that utilizing Moodle is effective in developing four English skills, including listening skills, since it enhances the students' autonomy and learning motivations and arouses their interests in acquiring the skill. Additionally, the Moodle-based platform enables the students to be independent in their learning progress by allowing them to manage their scores, attempts, and online time. This study also confirms that despite the students' interests in using Moodle to develop their listening abilities, they raise their concerns with some frequent major technical problems encountered during their learning progress, which are considered to negatively affect the learning outcomes [6], [7], [13].

5.1 Discussion

As is illustrated in Table 1, the findings of this study show that the students express their belief that the implementation of the Moodle-based learning platform enhances their listening abilities since they are able to take the initiative in their learning. However, through the severity of technical problems, these students may feel fed up with inadequate support from knowledgeable teachers or IT experts. Additionally, one of the essential aspects regarding Moodle is autonomy which can pave the way for the learners to feel pleased whenever coming to learning listening online. Simultaneously, dealing with time-consuming technical problems during their online learning time decreased their level of satisfaction with the use of this platform in developing their listening competencies. Although they have to repeatedly encounter these technical challenges without sufficient IT support from the school, the response from the collected questionnaire states that they are keen on applying various Moodle-quiz functions to learning, self-assessment, and test-taking processes. The findings of this study highlight the weaknesses as well as address the strengths of utilizing this online learning platform to acquire listening skills.

5.2 Implications

The findings of this study have a number of important implications for future practice. This can be used to help the teachers selectively decide which suitable methods they should make use to train listening skills for classes of different learners' English level of proficiency, not only in Van Lang University but also at tertiary level in other areas. Another important practical implication is that the findings in the paper highlight a definite need for some solutions to tackle the technical-related challenges encountered by the students on this platform. Furthermore, besides Listening 1, these results contribute to providing the teachers with a broad perspective of employing Moodle to other listening modules and other skills like speaking. As to Moodle in listening skills, technical issues may be the crucial responsibility in reaching the learners' potential desire in learning online. Taken together, these findings support strong recommendations to fully exploit Moodle to obtain better students' learning outcomes by minimizing its technical problems.

6. CONCLUSION AND LIMITATIONS

All in all, this paper is paid attention to the attitudes of the students in the first year at Van Lang University in the process of applying Moodle for studying listening skills. According to the results displayed in the tables, Moodle stands out as the practical method in the technical era. Nonetheless, everything has two sides, so does this

method. It is unambiguous that through the descriptive figures, the students have to encounter a vast range of issues. Also, the informative, as well as concrete numbers, came out, which may address the reaction of learners from the Moodle.

On the one hand, there are several advantages of utilizing Moodle in teaching and improving listening skills; yet, the slew of disadvantages should not be overlooked. One of the most inescapable disadvantages of Moodle is the system's inability to get proper help from IT specialists when it encounters many issues. Another disadvantage of Moodle is the system's uneven quality; in particular, Moodle may exhaust students while dealing with issues during quiz or course delivery periods. Additionally, this procedure may be time-consuming for instructors and students alike. More seriously, there are still a few students who struggle to adjust to becoming acquainted with Moodle in terms of catching up on lessons, completing all assigned chores, and completing quizzes on time; as a consequence, these students may feel demotivated or tiresome with their learning progress. The instructors' best course of action may be to recruit knowledgeable IT professionals to provide learners with immediate and appropriate answers to these recurring challenges, simply since this instance may have a detrimental effect on learning comprehension or motivation of students' attitudes. Thus, although using Moodle to teach and acquire listening skills is an excellent way for both instructors and learners, the inevitable problem should be anticipated in advance, which might possibly mitigate the unforeseen conditions that occur during the learning time. Indeed, the more skilled and adaptable instructors are in the Moodle system, the more beneficial the learning result for learners who are gaining listening skills through Moodle.

As a matter of fact, descriptive statistics can contribute to the process of discovering the attitudes of the students in the way they respond through a questionnaire. These are valuable opinions in terms of researching teaching listening skills at Van Lang University. Hopefully, in the foreseeable future, the more feasible methods can be diagnosed carefully, the more positive attitudes, as well as effective learning outcomes, may be obtained from the learners, resulting in further research which can fill the gap for other studies in the future.

AUTHORS' CONTRIBUTIONS

Quynh Ngo and Phuong Tran conceived of the presented idea. Phuong Tran developed the theory and performed the computations. Quynh Ngo supervised the findings of this work. Both authors discussed the results and contributed to the final manuscript.

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