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THE EFFECTS OF TECHNOLOGY-ASSISTED LISTENING PRACTICE ON MOODLE ON ENGLISH-MAJORED FRESHMEN'S MOTIVATION FOR LEARNING LISTENING AT A UNIVERSITY IN THE MEKONG DELTA

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ABSTRACT

Purpose: *This study was to investigate the effects of technology-assisted listening practice on MOODLE on English-majored freshmen's motivation for learning English listening at a university in the Mekong Delta.*

Approach/Methodology/Design: *Two groups of sixty-four mixed-gender freshmen majoring in English language studies participated in this quasi-experimental study. To collect data, a pre-questionnaire, a post-questionnaire, and interviews were employed.*

Findings: *The findings indicated that technology-assisted listening practice on MOODLE improved English-majored freshmen's listening motivation in specific areas for learning listening; however, this was a variance development.*

Practical Implications: *This study was aimed to help language teachers and students benefit from technology-assisted listening teaching and learning.*

Originality/value: *This study innovates by applying the MOODLE system to increase students' listening motivation at a university in the Mekong Delta.*

INTRODUCTION

English is a priority in technology, science, and education in the world; therefore, English teachers have paid special attention to incorporating technology into their English language classroom improvement in Vietnam. According to Anwar and Arifani (2016), language pedagogical approaches with technology assistance have been considered beneficial since transferring materials, instructional methods, and learning assessments have become significantly more adaptable, accessible, updated, and dynamic for diverse language learners (Anwar & Arifani, 2016), and improve students' receptive skills (Krashen, 1989, as cited in Hassan & Hassan, 2018, Alizadeh, 2018). However, the fact that students lack studying motivation is perhaps the biggest obstacle faced by teachers, educators, school administrators,

and parents" (Lile, 2002, p.2). Fortunately, the MOODLE management system allows students to be motivated and familiar with suitable technological features in teaching and learning English (Lisnani et al., 2020) and enables teachers and students to rapidly convey academically not only their ideas but also learning tasks (Zelinskiy, 2020).

However, the findings of the previous studies highlight the shortage of listening chances and motivation for language learners. Besides, most earlier studies with related topics were undertaken in other countries, not particularly with English-majored students at universities in the Mekong Delta. These limitations from previous studies represent significant gaps. Based on these advantages and disadvantages, the purpose of this study was to explore the effects of technology-assisted listening practice on MOODLE on English-majored freshmen's listening motivation at a university in the Mekong Delta. The chosen research participants were freshmen since they needed to improve their listening motivation early. Also, the research findings can be used to help the freshmen improve their listening motivation for the rest time at their university. To achieve the objectives mentioned above, this research was designed to answer the following research question.

> *To what extent does technology-assisted listening practice on MOODLE affect English-majored freshmen's motivation for learning English listening ?*

LITERATURE REVIEW

This section analyzes several significant related studies to find out vital definitions and evidence to create a fundamental theoretical framework for this study.

Listening Comprehension

Listening in English is essential for language study and communication. Listening comprehension has received more special emphasis in English language instruction in recent decades. Many scholars have strong opinions about what constitutes listening comprehension. Listening comprehension is considered the conscious activity of attending to and attempting to understand what we listen to without stress on the word level, but with a focus on the full speech (Brown & Yule, 1983, Underwood, 1989). Similarly, Brownell (2016) and Nunan (1998) define listening comprehension in language learning as a basic skill in an active process of deciphering and constructing meaning from both verbal and nonverbal messages. Furthermore, Jinhong (2011) defines listening comprehension as "in a process-oriented activity, listeners need to deal with the input actively step by step" (p.6) and "a creative activity [that] listeners construct or assign meanings based on the given information or their experience and background knowledge" (p.7). In short, listening comprehension can be defined as understanding the meaning of what listeners hear, but the definition is a sophisticated, unconscious, and natural mental process in which the listener must actively acquire meaningful knowledge spoken in their communication context by utilizing their language areas (grammar, vocabulary, pronunciation, etc.) and background knowledge. Furthermore, a good listener acquires information in order to apply what they hear.

Instructed Listening Comprehension

English listening activities should be efficiently guided and designed for listeners to obtain the most benefit. The computational model supports a radical framework for language acquisition principles (Ellis, 2005) and strategy instruction assists students in developing top-down skills (Vandergrift, 1997). Graham and MacAro (2008) contend that listening

strategy training enhances listening competency and students' confidence in listening. Many academics state that strategy instructions produce the best results when explained and integrated into L2 language programs (Cohen, 2014; O'malley et al., 1989). Fathi and Hamidizadeh (2019) reveal that listening instruction approaches give students with ample practice opportunities, resulting in improved listening competency.

Intrinsic Motivation for English Listening

The main variable in this study is intrinsic motivation including Intrinsic Pleasure, Intrinsic Accomplishment, and Intrinsic Pressure (Deci & Ryan, 1999) for English listening, which energize and direct behavior toward a goal as well as the joy and satisfaction gained from participating (Eggen & Kauchak, 1994). Moreover, Gardner (1972) defines motivation as a strong desire to achieve the language learning goal as well as a positive attitude toward learning a language. I brief, this research defined intrinsic motivation as autonomous inner motivation for English listeners with technological support based on the aforementioned definitions of the term. With this motivation, it was expected that listeners would engage in certain beneficial and excellent listening techniques created on the MOODLE system when they discovered that the activities suit their psychological needs.

Technology-Assisted Language Learning And Listening Improvement

In Harmer's (2007) practical guide for educators, he argues that effective listening practice should incorporate both intensive (in the classroom) and extensive (outside of the classroom) teaching tactics. Garrett (2009) emphasizes that none of the three components (pedagogy, theory, and technology) should dominate the others in learning English. Additionally, according to the International Society for Technology in Education (ISTE), language teachers should work to adhere to national standards by utilizing educational technology tools to give students the opportunity to complete their schoolwork (Dani & Hasanspahi, 2020) while traditional learning strategies, tools, and instructional materials are dull and unappealing, but knowledgeable teachers have discovered that information technology may positively boost students' attention and encourage them to acquire language actively and effectively (Dani & Hasanspahi, 2020). Garrett (2009) further demonstrates computers helps increase the efficacy of language learning systems. Moreover, English teachers can create a variety of assignments using contemporary information technology and an internet connection to aid students in learning English in unique and interesting ways (Dani & Hasanspahi, 2020). Particularly, technology improves L2 listening ability (Rubin, 2011, Chang et al., 2018, Mulyadi et al., 2021)

The following related studies were considered as the basis of advantages as well as gaps to conduct this study. First, Ayan (2015) concludes that MOODLE significantly increased learners' motivation and autonomy and enhanced their English language skills. Tran and Ngo (2021) and Zelinskiy (2020) demonstrates that the MOODLE system aids students in learning foreign languages better than the conventional method, and improve students' studying autonomy. However, the majority of the previous studies employed the MOODLE learning management system to teach and learn general foreign languages rather than specifically to increase the listening motivation of students majoring in English. The education circumstances are different from the Mekong Delta's conditions. Finally, a few studies were conducted as quasi-experimental research using quantitative and qualitative methodologies to investigate the effects of the MOODLE-assisted listening practice on English-majored learners' listening motivation.

METHODOLOGY AND PROCEDURES

This was set up as a quasi-experimental study, where the qualitative method (interviews) came after the quantitative method (questionnaires) was completed. According to Morrison (2007), one benefit of a mixed-method approach is that various methods can work together to provide a comprehensive study picture. Fraenkel et al. (2009) demonstrate that a mixed-method approach including the qualitative method and quantitative method with some common strengths can clarify and explain the relationships between the independent variables and dependent variables.

Based on related research, the effects of the technology-assisted listening practice on MOODLE on English-majored freshmen's listening motivation were examined with sixty-four mixed-gender freshmen from two intact classes (a control group and an experimental group) at the same level. The same studying content (the book Q-Skills for Success Listening and Speaking 3, Units 1–5 with the attached audios) and teaching strategies were used in class for both groups. However, the eight practices with the same material in both groups were designed differently. The experimental group did the same practices on the MOODLE system with the support of vocabulary pictures/images, separate word pronunciation sounds, cut audio for each question, and automatic correct/incorrect feedback while the control group gradually completed the practices on printed paper, then received transcripts, and finally received the answers.

After the success of the pilot questionnaires and interviews, the control group and experimental group completed the pre-questionnaire at the beginning and the post-questionnaires at the end of the course. Then, from the experimental group, five mixed-gender interviewees were carefully selected based on their listening proficiency and quantitative analysis results to join the interviews.

RESULTS AND DISCUSSION

Quantitative Analysis Results

The main purpose of the questionnaires was to find out the answer to the research question *"To what extent does technology-assisted listening practice on MOODLE affect English-majored freshmen's motivation for learning listening ?".* The pilot, pre and post questionnaires' Cronbach alphas (0.853, 0.926, and 0.94) indicated that the questionnaires were reliable.

Table 1 showed that the difference in the pre-questionnaire (p=0.579) and post-questionnaire (p=0.316) between the two groups was not statistically significant. Therefore, it could be concluded that the two groups had the same degree of listening motivation in the pre-questionnaire and post-questionnaire.

Table 1. Pre-questionnaire and Post-questionnaire comparison between the two groups

Independent Samples Statistics				
		N of items	**Mean**	**Sig (2-tailed)**
Pre-questionnaire	Control group	24	3.8450	0.579
	Experimental group	24	3.7634	
Post-questionnaire	Control group	24	3.7267	0.316
	Experimental group	24	3.8575	

Each cluster comparison between the two groups

To determine whether there were any significant differences between the two groups' listening motivation in detail, each-cluster comparisons in the pre-questionnaire and post-questionnaire were performed. As shown in table 2, there were no significant differences between the two groups in each cluster comparison in the pre-questionnaire. However, only cluster 2 about Intrinsic Accomplishments in English Listening exhibited a significant difference (p=0.015) in the post-questionnaire between the two groups, as shown in table 3. In particular, the mean score of the experimental group's cluster 2 (M=4.2) was higher than the control group's (M=3.9), so the experimental group had higher motivation in cluster 2. In other words, it was determined that the English listening activities on the MOODLE system had a beneficial impact on listeners' motivation as a result of their interest in the intrinsic accomplishment in English Listening (cluster 2). In Cluster 2 with 9 statements, the experimental group's motivation for learning listening had increased as a result of (1) the development of their general knowledge through English listening, (2) the increase in their knowledge about specific subjects in English through listening, (3) listening as one of the best ways to learn a language, (4) listening as one of the most important language skills, (5) the improvement in English listening proficiency, (6) the pleasure of surpassing themselves in their English listening proficiency, (7) more challenges of different formats in English listening activities, (8) the process of completing challenging listening tasks, and (9) increased confidence in their capacity to achieve an outstanding language level.

Table 2. Each cluster comparison in the pre-questionnaire between the two group

Independent Samples Statistics			
	Cluster 1	**Cluster 2**	**Cluster 3**
Control group (Mean)	3.97	4.05	3.02
Experimental group (Mean)	3.90	4.08	2.66
Sig. (2-tailed)	0.50	0.83	0.11

Table 3. Each cluster comparison in the post-questionnaire between the two groups

Independent Samples Statistics			
	Cluster 1	**Cluster 2**	**Cluster 3**
Control group (Mean)	3.86	3.94	2.88
Experimental group (Mean)	3.95	4.18	2.93
Sig. (2-tailed)	0.201	0.015	0.824

Questionnaire result comparison within each group

Table 4 showed that there was a significant difference between the pre- and post-questionnaires in both control and experimental groups (p=0.000 and p=0.009). However, the mean score of the control group questionnaire was reduced by 0.1183, whereas the mean score of the experimental group increased by 0.0941. Therefore, the control group's overall motivation for learning listening decreased after the listening course, whereas the experimental group's overall motivation for learning listening increased. As a result, it was possible to conclude that the technology-assisted listening on MOODLE contributed to the participants' increased motivation for learning English listening.

Table 4. The pre-questionnaire and post-questionnaire result comparison within each group

Paired Samples Statistics			
		Mean	**Sig. (2-tailed)**
Pair 1	Pre-questionnaire	3.8450	0.000

(Control group)	Post-questionnaire	3.7267	
Pair 2 (Experimental group)	Pre-questionnaire	3.7634	0.009
	Post-questionnaire	3.8575	

Each cluster comparison within each group

The paired-samples T-test was used to analyze specific changes in each group in depth. As demonstrated in table 5, there was no significant change from the pre-questionnaire to the post-questionnaire in the control group's cluster 3 (p=0.35). However, this group's clusters 1 and 2 had significant changes (respectively p=0.03 and p=0.00). The mean scores of both clusters, in particular, declined by 0.12. It could be concluded that the control group had a decrease in their specific motivation linked Intrinsic Pleasure in English Listening (cluster 1) and Intrinsic Accomplishments in English Listening (cluster 2) after the listening course. The experimental group, on the other hand, experienced a significant change in only cluster 3 comparisons between the pre-questionnaire and the post-questionnaire (p=0.02). Actually, the experimental group's motivation for learning to listen improved significantly (p=0.24) with an increase in the mean score. As a result of the technology-assisted listening exercise on MOODLE related to their interest in Intrinsic Pressure in English Listening helped increase the experimental group's listening motivation.

Table 5. Each cluster comparison between the pre-questionnaires and post-question within each group

Paired Samples Statistics				
		Mean		**Sig. (2-tailed)**
Control Group	Pre Cluster 1	3.97	Pre Cluster 1- P. Cluster 1	0.03
	P. Cluster 1	3.85		
	Pre Cluster 2	4.05	Pre Cluster 2 - P. Cluster 2	0.00
	P. Cluster 2	3.93		
	Pre Cluster 3	3.02	Pre Cluster 3 - C.P. Cluster 3	0.35
	P. Cluster 3	2.92		
Experimental Group	Pre Cluster 1	3.90	Pre Cluster 1 - P. Cluster 1	0.37
	P. Cluster 1	3.95		
	Pre Cluster 2	4.09	Pre Cluster 2 - P. Cluster 2	0.12
	P. Cluster 2	4.18		
	Pre Cluster 3	2.66	Pre Cluster 3 - P. Cluster 3	0.02
	P. Cluster 3	2.90		

The extent of student's overall perceptions of the effects of the technology-assisted listening practice on MOODLE on freshmen's motivation for English listening

Students' overall perceptions of the effects of the technology-assisted listening practice on MOODLE on freshmen's motivation for English listening after the intervention were high. The experimental group's mean score in the post-questionnaire was exceptionally high, as shown in table 6 (M=3.86). The students strongly agreed that applying MOODLE for technology-assisted listening practice increased their motivation to learn English listening. The participants' overall perceptions of the effects of MOODLE-assisted listening practice on their motivation to learn listening (M = 3.86) were then tested using a One-Sample T-Test to determine whether they were at the high level (the test value M = 4.4). The results revealed a

significant difference (t= -5.47, df = 23, p = 0.00) between participants' overall impressions (M= 3.86, SD = 0.49), and the test value (M = 4.4). As a result, it was able to conclude that students' general perceptions of the effects of technology-assisted listening practice on MOODLE on their motivation to learn listening were very high.

Table 6. The post-questionnaire result of the experimental group

Variable	N of items	Minimum	Maximum	Mean
Overall perceptions	24	2.58	4.35	3.86

Similar comparison tests, as seen in table 7, indicated that the participants' individual views of clusters 1 and 2 were also at a high level of agreement (respectively, test value=4.1, p=005, and test value=4.4, p=005). Students in the experimental group had a neutral opinion of cluster 3 because only cluster 3 did not experience any statistically significant change (p=082) with the test value (M=3.3).

Table 7. Each cluster result of the post-questionnaire of the experimental group

Cluster (Experimental Group)	N of items	Minimum	Maximum	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Test Value
Cluster 1	11	3.74	4.13	3.9472	0.14374	-3.525	10	0.005	4.1
Cluster 2	9	3.87	4.35	4.1756	0.17380	-3.873	8	0.005	4.4
Cluster 3	4	2.58	3.32	2.8952	0.31427	-2.576	3	0.082	3.3

In short, the experimental group's participants had positive general evaluations of the benefits of the technology-assisted listening practice on MOODLE in terms of enhancing their motivation to learn English listening. In particular, the participants strongly agreed that the technology-assisted listening practice on MOODLE intervention increased their motivations for just clusters 1 and 2. However, cluster 3 played a neutral role in listening motivation.

Qualitative Analysis Results

In order to thoroughly analyze the response to the thesis question, "To what extent does technology-assisted listening practice on MOODLE affect English-majored freshmen's motivation for learning English listening," individual semi-structured interviews were also conducted. The experimental group's five students were chosen to participate in the interview.

The Experimental Group's Qualitative Analysis Results

In the interview result, table 8 indicated that all five participants in the experimental group generally stated they were highly motivated with the technology-assisted listening practice on MOODLE. 100 % of experimental group participants were highly motivated with the usefulness of the MOODLE system, the teacher's enthusiastic support during the listening course, future listening courses with the MOODLE assistance. However, four respondents were content with their listening proficiency improvement, but only three respondents had positive learning pressure of listening practices on the MOODLE system.

Table 8. The coding of the qualitative part questions

Items	Number of respondents	Percentage
High overall perceptions of the effects of the technology-	All 5 students	100%

assisted listening practice on MOODLE on freshmen's motivation for learning English listening after the intervention;		
Motivation in listening practice with the usefulness of the MOODLE assistance;	All 5 students	100%
Motivation with enthusiastic and useful support from the teacher on the MOODLE system;	All 5 students	100%
Motivation for future listening courses with the MOODLE assistance;	All 5 students	100%
Listening proficiency improvement thanks to the technology-assisted on MOODLE after the listening B1.3 course;	2, 3,4, 5	80%
Positive motivation with learning pressure of listening practices on the MOODLE system.	1, 2,4	60%

CONCLUSION AND SUGGESTION

From the data analysis results, it could be concluded that the MOODLE system helped increase the listening motivation of the experimental group students, the literature review was very useful for the current research. Besides, the findings filled the gaps in the relative studies that the MOODLE system is useful to increase English-majored students' listening motivation at a university in the Mekong Delta. Importantly, future relevant studies should be considered the current research's conditions at a university in the Mekong Delta.

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