



AN INVESTIGATION INTO EFL UNIVERSITY STUDENTS' PERCEPTIONS TOWARD BENEFITS OF MOODLE QUIZ-SUPPORTED LISTENING PRACTICE

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Abstract:

Researchers have pointed out that Moodle usage, a type of software supporting blended learning enhances learning beyond the classroom. It is proven that blended learning takes place when Moodle is employed. The aim of this study was to investigate what perceptions the EFL university students had toward the Moodle Quiz-supported listening practice. This was a descriptive research. The instrument of this study was a questionnaire developed by generating a list of factors derived from the literature to find out what perceptions EFL students at Tay Do University had toward the Moodle Quiz-supported listening practice. The questionnaire was based on close-ended five-point Likert scale statements. The findings showed that the participants held a positive perception toward the Moodle Quiz-supported listening practice as it enhanced learning outcomes, enhanced their interest/enjoyment in listening to English, promoted their independent learning, fostered a flexible learning environment, and provided authentic materials.

Keywords: EFL students, Moodle Quiz-supported listening, perception, Tay Do University

1. Introduction

Learning a language is a very complicated process which can occur outside of a classroom setting. In the 21st century, the century of innovative technology, learning activities easily take place in both formal learning environments where learners mainly receive instruction from teachers in the form of face-to-face interaction and informal environments in which learners are not necessarily required to attend class meetings as they can do the job at home with the assistance of a teacher via an internet-connected computer. The combination of the traditional mode of instruction and the technologically enhanced active learning possibilities of the online environment is called blended

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learning (Dziuban et al., 2004). It is proved that learners of English as a foreign language benefit from blended learning thanks to the fact that blended learning enhances learner autonomy and helps them construct their knowledge through completing required activities designed systematically by the teacher (Dashtestani, 2014).

Researchers have pointed out that Moodle usage, a type of software supporting blended learning enhances learning beyond the classroom (De Vega & McAnally-Salas, 2010; Georgouli, Skalkidis & Guerreiro, 2008; Govender, 2009; Harman, 2007; Henderson, 2010). Especially, it is proven that blended learning takes place when Moodle is employed. The application of Moodle which was built on the Sociocultural-Constructivist learning model (Melton, 2008) is believed to create a student-centered approach where students and teachers as moderators are both engaged and active in constructive learning activities.

According to course completion regulations at Tay Do University in Can Tho city, students of non-major of English (EFL students) are required to get a certificate of TOEIC test with a band score of 550 prior to their graduation. During the first three semesters, the students are prepared with skills and techniques for taking the TOEIC test (listening, speaking, reading and writing) to gain an expected grade. Among the skills, listening is perceived as a big obstacle as the time allowance for in-class listening practice is not sufficient for them to be facilitated to achieve the expected score. Therefore, blended learning seems to be a suitable complementary listening practice. In this study, Moodle usage is perceived to be an effective tool to enhance the listening ability of EFL students at Tay Do University.

2. Literature review

Research has shown that a majority of learners in different contexts hold positive perceptions toward blended learning (Moodle) which was implemented in teaching and learning English as a foreign language as it helps enhance learner independent learning, learner interest/enjoyment, learning outcomes, and flexibility (Abbas, 2015; Choosri, 2016; Emerita, 2006; Gimeno, 2010; Graham, 2006; Lee, 2000; Masie, 2002; Mohammed, 2015; Perkins & Pfaffman, 2006; Poon, 2013; Soliman, 2014; Tanveer, 2011; Taylor & Gitsaki, 2003; Tubaishat & El-qawasmeh, 2006).

Vaughan (2007) emphasized the benefits produced by blended learning for students, faculty members, and administrators. The results of Vaughan's (2007) study showed that blended learning allows flexible time schedules, improves learning outcomes, encourages learners to take the responsibility for their own learning, allows learners to use modern technology, creates an opportunity for teacher-student interaction, increases student involvement in learning, changes educational environment into one more elastic, and open for development and continuous improvement.

According to Gimeno (2010), the combination of web tools and face-to-face teaching practice resulted in higher levels of learner independent learning. In this study, the students were satisfied with the type of learning as they were able to locate resources

on their own and use them as a kind of reference to facilitate English learning. Tanveer (2011) presented the findings of a research study at Majan University College, Oman, which aimed at exploring the perceptions of students and teachers regarding the use of e-learning pedagogical tools in a language classroom, the challenges they faced and some strategies to enhance the practical application of e-learning tools in classroom-based language teaching. The study, following the qualitative and quantitative research approaches, interviewed 8 English lecturers and administered a five-point Likert scale questionnaire to 46 learners. Tanver found that learners perceived that blended learning could help them take responsibility for their own learning by making them autonomous and confident. This enables introverted students to interact more freely, provided diversification of activities, fostered an intrinsic motivation for learning and permits the acquisition of valuable study and time management skills. He also found that the major challenges were marginally less technologically sophisticated faculty, unreliable technology, lack of confidence and experience of instructors and students with technology, a substantial amount of time required for lecturers to fine-tune their instructions for electronic transmission of knowledge, lack of e-learning resources to administer networked classes and electronic assessments, etc.

Sejdi (2014) conducted a study using the case study approach which was supported by the collection of qualitative and quantitative data. The study involved forty students studying in different classes but on one course made up the first participant cohort and all of them were in one high school. The participants were aged 13 to 14 and they were all English second language speakers. The results showed that the blended learning techniques were accepted by students of the experimental group much more positively than the conventional face-to-face instructional methods were.

Another study concentrating on the relationship between motivation and blended learning was carried out by Tubaishat & El-qawasmeh (2006). The study presented the results of a case study based on surveys conducted at two universities, Jordan University of Science and Technology in Jordan and Zayed University in United Arab Emirates. The study concluded that blended learning environments expand the motivation and confidence levels of students and permit them to express their ideas freely with others. This result confirms the association between motivation and blended learning.

Another study was conducted to investigate students' perceptions toward blended learning applied in English Communication Courses 101 and 102 at Birzeit University in Palestine by Abbas (2015). The study examined and evaluated the experience of applying blended learning to the remedial courses of English Communication 101 and 102 at Birzeit University. These two courses were merged into one blended learning course that uses both face-to-face materials as well as an online component. The results showed that most students agreed that blended learning increased their motivation to learn English and that it was more convenient and flexible than traditional learning. Similarly, in his book chapter "Blended Learning Systems: Definition, Current Trends, And Future Directions", Graham (2006) explained learners

prefer blended learning as it offers more flexibility to learners in terms of time and space in which the learning occurs online at their convenience.

Blending face-to-face teaching with an online program as supplementary can be used to improve the achievement of students studying English as a Foreign Language (Al-Jarf, 2004; Al-Jarf, 2005; Bañados, 2006; Pazio, 2010). Teachers can assign complementary resources to students to improve their learning and engage them with English outside the class. Incorporating online tools such as an online LMS and authentic materials like articles and podcasts in class can foster student learning.

Ming (2008) conducted a study to explore Taiwan EFL student teachers' perceptions about their learning experiences, beliefs, and self-efficacy on Internet-assisted language learning and teaching. The participants of the study were two classes of 101 senior student teachers taking the EFL courses in Wenzao Ursuline College of Languages in Taiwan during the fall semester of 2007. A questionnaire on student teachers' perceptions toward Internet-assisted language teaching and learning was administered to participants. The major finding indicates that most EFL student teachers have positive experiences and attitudes toward the use of Internet-assisted language instruction.

The study by Zygadlo (2007) figured out that students learned better when blended learning was used than when it was not used following the dynamism of strategies used to learn. In the study, the experimental group which learned new vocabulary using blended learning performed better than the control group which was taught using face-to-face instruction only and had minimal autonomy. The results also showed that student autonomy was promoted and motivation was improved.

Emerita (2006) found a remarkable improvement in learner's proficiency in speaking and other skills (i.e., listening, pronunciation, vocabulary and grammar) when she implemented the blended learning pedagogical model that includes learner's work with UdeC English Online (online monitoring) and face-to-face EFL native teacher-led classes in a 15-week period with students of Universidad de Concepción in Chile. Additionally, Al et al. (2013) explored EFL students' perception of the advantages and limitations of a blended learning environment via Black Board at King Khalid University. The results indicated that participants held positive perceptions toward the benefits of learning English as they also found that blended learning contributed significantly to broadening students' reading opportunities, increasing their vocabulary, and enhancing learning strategy usages namely metacognitive, affective, and social strategies. Lately, a case study by Mohammed (2015) about students' perceptions toward a blended learning course in English conducted at the University of Bishaa revealed that students had high satisfaction with blended learning as it enhanced their English language skills and helped them find English learning more collaborative, interactive and interesting.

Choosri Banditvilai (2016) conducted a study with the participation of 44 second-year undergraduate English majors at the Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus in Thailand. The study figured out that the

blended learning program developed students' language skills better than in-class-only teaching. The program reinforced and expanded the textbook and classroom activities.

3. Material and Methods

3.1. Research design

The current study was a descriptive research. Due to the reality that the participants of the study had no background knowledge of Moodle Quiz or they did not take any course under the form of blended learning before this study was conducted. Therefore, to ensure the data obtained from participants be reliable and valid, the participants had received a short intervention of Moodle Quiz-supported listening practice for 5 weeks as complementary practice besides their in-class listening practice before a questionnaire was delivered to get their perceptions toward the Moodle Quiz-supported listening practice. The ultimate purpose of the five-week Moodle Quiz practice in this study was to help the participants to experience the new mode of learning so that they could perceive the benefits and the obstacles of the new learning mode. This is not an experimental research because the aim of the study was to measure the participants' perception toward the use of Moodle Quiz as a new learning environment not to measure the influence of the new learning style on their listening improvement and in the study, there was no control group to withdraw any comparison.

The listening activities designed on Moodle Quiz were formulated with the same format as a real TOEIC test. In other words, there were four types of listening activities: picture description, question-responses, short conversations and short talks. However, due to the limited amount of time in the study, the participants experienced a difference in a listening practice designed on the Moodle Quiz (e.g. picture description, question-responses). In the picture description listening practice section, there were two parts with twenty questions in total. Part one provided learners with listening activities about people descriptions while part two with things descriptions (see Figure 3.1a and Figure 3.1b). In the question-responses section, it provided students with twenty questions in which the students listened to a question and they had to choose one of three given answers coded a, b and c.

With the aim to make the Moodle Quiz a friendly and helpful environment which provides for the participants to practice their listening, some video clips introducing the format of the TOEIC listening test, presenting some useful listening test strategies at the beginning of each listening practice. There were five video clips attached to the Moodle course. One video clip served as a general introduction to the TOEIC listening tests. The other four presented tips for completing listening part 1 and part 2. Table 3.1 explains the detailed procedure of the application of Moodle Quiz into the course of TOEIC 2.

Table 3.1: The detailed timeline of Moodle Quiz application

Timeline	Activities
1 st week	Participants were introduced to the Moodle Quiz- listening practice by teacher orientation with demonstration in class
2 nd week	Participants studied the tips of doing the TOEIC listening test (part 1) presented in the video clip and completed the listening practice 1.
3 rd week	Participants completed the listening practice 2
4 th week	Participants studied the tips of doing the TOEIC listening test (part 2) presented in the video clip and completed the listening practice 3.
5 th week	Participants completed the listening practice 4

3.2. Research participants

The research population consisted of 32 EFL students who were taking their second course of English (TOEIC 2) at Tay Do University. The sample was chosen with the Convenience Sampling method. In other words, the researcher selected the participants from one of his classes to join the study. According to a demographic survey of the students, there were 31 males (96.9%) and 1 female (3.1%) who majored in Electronics Engineering. As shown in table 3, the participants were a homogeneous group who belonged to a similar age group, sex, computer literacy and English proficiency background but biased in gender. Most of the participants belonged an average age of 18-20 years old (93.8%). Most of them (84.4%) had a high level of computer literacy and had a period of over 10 years of learning English. More than ninety percent of the participants came from rural areas in the Mekong Delta. They had already passed one compulsory English course (TOEIC 1). In addition, they had had no experience in the blended learning approach via Moodle prior to the time when the study was conducted. The listening practice they received was mainly in the classroom with teacher guidance.

Table 3.2: Demographic characteristics of the participants

	Characteristics	N	Percent (%)
Gender	Male	31	96.9
	Female	1	3.1
Computer literacy	Average	3	9.4
	Good	27	84.4
	Excellent	2	6.2
Age	18-20 years old	30	93.8
	21-22 years old	2	6.2
English learning background	7 years	8	25
	10 years	24	75
Hometown	City	3	9.4
	Rural area	29	90.6

3.3. Research instrument

The instrument of this study was a questionnaire developed by generating a list of factors derived from the literature to find out what perceptions EFL students at Tay Do University had toward the Moodle Quiz-supported listening practice. The questionnaire

was based on close-ended five-point Likert scale statements which were interpreted as follows:

- 1) Strongly agree;
- 2) Agree;
- 3) Neither agree nor disagree (undecided);
- 4) Disagree;
- 5) Strongly disagree.

After referring critically to the literature review related to the field of the current study, the questionnaire items were adopted from several studies (Adas & Shmais, 2011; Alani, 2013; Alnajadi, 2014; Cetiz, 2006; Davis, 1989; Jaber & Mohammad, 2012; Ke et al., 2012; Larsen, 2012) to better suit the context and participants' background and to enable the researcher to answer his research questions reliably. The aim of the questionnaire was to examine the participants' perceptions and some major obstacles they faced during the period of having listening practice on Moodle Quiz. The questionnaire consisted of 56 items divided into two main parts. Part one collected the students' personal information regarding gender, age and blended learning experience. Part two consisted of fifty items divided into 2 sections with 8 subgroups to answer the two research questions. The first section consisting of 5 subgroups with 32 items was used to find out participants' perceptions toward the use of Moodle Quiz listening activities in terms of enhancing student learning outcomes (Al-Jarf, 2004; Al-Jarf, 2005; Bañados, 2006; Choosri, 2016; Emerita, 2006; Lee, 2000; Pazio, 2010; Taylor and Gitsaki, 2003) enhancing students' interest/enjoyment (Abbas, 2015; Soliman, 2014; Tubaishat & El, 2006); promoting independent learning (Gimeno, 2010; Holec, 1981; Masie, 2002; Tanveer, 2011; Soliman, 2014); fostering a flexible learning environment (Abbas, 2015; Graham, 2006) and authentic materials (Al-Jarf, 2004; Al-Jarf, 2005; Bañados, 2006; Pazio, 2010). The second section consisting of 18 items was used to explore what obstacles the learners faced during the process of having listening activities for Moodle Quiz. Referring to previous studies, three major obstacles focused in the questionnaires were student-perceived isolation (Hameed et al., 2008; Smyth et al., 2012); technological problems (Baharun & Porter, 2009; Burgess, 2008; Hara, 2000; Hara & Kling, 1999; King, 2002; Smyth et al., 2012; Welker & Berardino, 2005) and requiring computer literacy (Baharun & Porter, 2009; Burgess, 2008; Jonassen, 1996) (see Table 3.3).

Table 3.3: Clusters of questionnaire

	Clusters of questionnaire	Question items
1	Enhancing learner's learning outcomes	1, 2, 3, 4
2	Learner independent learning	5, 6, 7, 8, 9, 10, 11, 12, 13, 14
3	Enhancing learner's interest/enjoyment	15, 16, 17, 18, 19, 20
4	Fostering a flexible learning environment	21, 22, 23, 24, 25, 26, 27, 28
5	Authenticity of materials	29, 30, 31, 32

3.4. Administering the questionnaire

Before the delivery of the questionnaire, all participants were informed that they were going to take 5 weeks of Moodle Quiz-supported listening practice apart from their regular class meetings. During the five weeks, the participants were instructed to experience the listening activities on Moodle Quiz at home in parallel with their in-class listening practice. In every class meeting, some demonstrations of Moodle Quiz-supported listening activities were implemented to ensure the understanding of the participants. After five weeks, the questionnaire was delivered to the participants. Although the questionnaire was checked by the supervisor and other colleagues in terms of clarification of word choice, and ambiguity of meaning, during the process of completing the questionnaire, the items of the questionnaire were in detail explained to the participants.

3.5. Validity check

The questionnaire for the study was proofread and checked by two lecturers from the School of Foreign Languages and friends in the Master course of Education in English to ensure its comprehensibility. It should be noted that to guarantee students' understanding of the questionnaire, it was translated into Vietnamese and checked for understandability in terms of word choice, the complexity of sentences, and ambiguity of meaning.

3.6. Data analysis procedure

This question was aimed at finding out the participants' perceptions toward the Moodle Quiz-supported listening practice using the 5-point scale (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). Thirty-two items were used to answer five constituents of the participants' perceptions (i.e., learning outcomes, independent learning, interest/enjoyment, flexible learning environment and authentic materials) (see appendix 1).

- To describe the perception level of the participants, a Descriptive Statistics Test was employed.
- To describe the percentage of each item perceived by the participants, a Descriptive Statistics Test on frequency was used.

4. Results and Discussion

Regarding the overall perception of EFL university students toward the Moodle Quiz-supported listening practice, the mean score is 1.8 (See Table 4.1). The One-Sample t-test was run on the mean score of the participants' perception and test value 1.0 and 2.0. The result showed that there was a significant difference between the mean score of the participants' perception ($M = 1.8$) and the test value 1.0 ($t = 11.8$, $p = 0.00$) and 2.0 ($t = -2.88$, $p = 0.009$). Therefore, it can be said that the participants accepted the scale of the agreement.

Table 4.1: The perception level of EFL university students toward the Moodle Quiz-supported listening practice

	N	Mean	Std. Deviation
Perceptions of the participants	32	1.8084	.38721
Valid N (listwise)	32		

Considering the result from the questionnaire, the information was presented in Table 4.2 The mean score of each aspect was different and there was little difference in standard deviation among participants' perceptions of the benefits of the Moodle Quiz-supported listening practice.

Table 4.2: The perception of EFL university students toward the benefits of Moodle Quiz-supported listening practice

	N	Mean	Std. Deviation
Benefits of the Moodle Quiz-supported listening practice			
Enhancing student learning outcomes	32	1.8672	.57496
Enhancing students' interest/enjoyment	32	1.7687	.49281
Promoting independent learning	32	1.8490	.54766
Fostering a flexible learning environment	32	1.6406	.45209
Providing authentic materials	32	1.8906	.59208

To measure the perception of the participants accurately and reliably, different aspects of the perception toward the Moodle Quiz were put into consideration (1) enhancing student learning outcomes, (2) enhancing students' interest/enjoyment, (3) promoting independent learning, (4) fostering a flexible learning environment, (5) providing authentic materials.

4.1. Perceptions of the participants toward the benefits of the Moodle Quiz-supported listening practice

4.1.1. Enhancing student learning outcomes

To measure the perception level of the participants toward the Moodle Quiz-supported listening practice in regard to enhancing the learning outcomes of listening competence, a Descriptive Statistics Test was run. As Table 4.3 shows, the mean score of the perception level of the participants is 1.87. With the analyzed mean score, it can be concluded that the participants fairly agreed that the Moodle Quiz-supported listening practice was beneficial in light of enhancing their listening proficiency in reference to the Likert 5-scale (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree).

Table 4.3: Participants' level of perception toward the Moodle Quiz-supported listening practice - enhancing learning outcomes

Descriptive Statistics			
Enhancing learning outcomes	N	Mean	Std. Deviation
	32	1.8672	.57496
Valid N (listwise)	32		

Considering specifically every component of the cluster, it was seen that most of the participants (78.4%) in the current study agreed that the Moodle Quiz-supported listening practice enhanced their listening ability (See Table 4.4) while the others neither agreed nor disagreed with the benefit of the new mode of learning. In fact, 100% of the participants agreed that listening practice on Moodle Quiz helped improve their listening skills, 84.5% agreed that they felt more confident after having listening practice on Moodle Quiz.

Table 4.4: The percentage of each item perceived by the participants

A	Enhancing learner's learning outcomes	Agree (%)	Neutral (%)	Disagree (%)
1	I think listening practice on Moodle Quiz helps me improve my listening skill.	100	0	0
2	I feel more confident with my listening ability after having listening practice on Moodle Quiz.	84.5	15.5	0
3	I don't think my listening ability is improved through listening practice on Moodle Quiz.	0	28.1	72.9
4	Moodle Quiz-supported listening is less effective than that in the classroom.	0	46.8	56.2
Total		78.4	22.6	

This result totally confirmed the findings in previous studies by Al-Jarf (2004), Al-Jarf (2005), Bañados (2006), Pazio (2010), Lee (2000), Taylor and Gitsaki (2003), Emerita (2006) and Choosri Banditvilai (2016) as their findings revealed that blended learning contributed greatly to the development of learner's language proficiency level.

4.1.2. Enhancing students' interest/enjoyment

As shown in Table 4.5, the mean score of the participants' level of perception toward the Moodle Quiz-supported listening practice was 1.76 which revealed that the participants had a positive perception toward the listening practice on Moodle Quiz in terms of enhancing students' interest referring to the Likert 5-scale (1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree).

Table 4.5: Participants' level of perception toward the Moodle Quiz-supported listening practice - enhancing students' interest/enjoyment

Enhancing students' interest/ enjoyment	N	Mean	Std. Deviation
	32	1.7687	.49281
Valid N (listwise)	32		

Regarding each item in the cluster of enhancing students' interest/ enjoyment, the result revealed that 82.3% of the participants perceived that Moodle Quiz-supported listening practice enhanced their interest, 16.7% of the participants neither agreed nor disagreed while 1% did not perceive that the Moodle Quiz-supported listening enhanced their interest. Specifically, 87.5% enjoyed doing listening practice on Moodle Quiz, 90.6% were

attracted by the listening practice. However, 3.1% did not consider the listening activities on Moodle Quiz to be enjoyable (See Table 4.6).

Table 4.6: The percentage of each item perceived by the participants

B	Enhancing students' interest/enjoyment	Agree (%)	Neutral (%)	Disagree (%)
1	I enjoy doing listening practice on Moodle Quiz.	87.5	12.5	0
2	Listening on Moodle Quiz is fun to do.	78.1	21.9	0
3	Listening on Moodle Quiz holds my attention.	90.6	9.4	0
4	I would describe listening practice on Moodle Quiz as interesting.	68.8	31.2	0
5	I think listening practice on Moodle Quiz is boring.	3.1	15.6	81.2
6	I think listening practice on Moodle Quiz is enjoyable.	87.5	9.4	3.1
Total		82.3	16.7	1

With the analyzed results, it can be said that the EFL university students in the study held a positive perception of the Moodle Quiz-supported listening practice. The results again were similar to what was found in the previous studies by (Soliman, 2014; Tubaishat and El-qawasmeh, 2006; Abbas, 2015).

4.1.3. Promoting independent learning

As mentioned previously in the literature review, promoting independent learning was one of the great benefits perceived by the learners when they had the opportunity to learn with Moodle Quiz (Holec, 1981; Masie, 2002; Gimeno-Sanz, 2010; Tanveer, 2011; Soliman, 2014). As Table 4.7 showed, the mean score of the participants' perception level of the the Moodle Quiz-supported listening practice was 1.85.

Table 4.7: Participants' level of perception toward the Moodle Quiz-supported listening practice in promoting independent learning

Promoting independent learning	N	Mean	Std. Deviation
	32	1.8490	.54766
Valid N (listwise)	32		

When putting each item of the cluster into consideration, generally, over 89% of the students agreed that promoting independent learning was one of the benefits of the Moodle Quiz-supported listening practice while nearly 1% did not agree that it promoted their independent learning. In other words, nearly 97% of the participants agreed "Moodle Quiz-supported listening practice helps me develop the skill of self-study", 87.5% agreed "Moodle Quiz-supported listening practice encourages me to take responsibility for my own listening practice". Additionally, others (90.6%) felt confident to complete the listening activities by themselves without receiving regular reminders from the teacher (See Table 4.8).

Table 4.8: The percentage of each item perceived by the participants- promoting independent learning

C	Promoting independent learning	Agree (%)	Neutral (%)	Disagree (%)
1	Moodle Quiz-supported listening practice helps me develop the skill of self-study.	96.9	3.1	0
2	Moodle Quiz-supported listening practice encourages me to take responsibility for my own listening practice.	87.5	12.5	0
3	Moodle Quiz-supported listening practice is more motivating than in-class listening practice.	81.2	12.5	6.2
4	With Moodle Quiz, I schedule my time to have listening practice without reminding from the teacher.	84.4	15.6	0
5	With Moodle Quiz-supported listening practice, I can adjust the pace of practice to suit my ability.	93.8	6.2	0
6	Moodle Quiz-supported listening practice can help me monitor my own learning.	87.5	12.5	0
7	I can evaluate my own practice with feedback from the Moodle Quiz-supported listening practice	93.8	6.2	0
8	With Moodle Quiz-supported listening practice, I can control my learning process.	84.4	12.5	3.1
9	With Moodle Quiz, I feel more confident to complete the listening activities by myself.	90.6	9.4	0
10	With Moodle Quiz, I can manage myself to improve my listening skill independently.	90.6	9.4	0
Total		89.1	9.97	0.93

It was concluded that the participants in the current study held a quite positive perception of the benefits of the Moodle Quiz-supported listening practice in terms of promoting independent learning. In fact, they found Moodle Quiz beneficial to promote their independent learning. The result of the current study strongly supported the findings of the previous studies conducted by Masie (2002), Gimeno-Sanz (2010), Tanveer (2011) and Soliman (2014).

4.1.4. Fostering a flexible learning environment

Creating a flexible learning environment is considered a remarkable feature of the Moodle Quiz (Abbas, 2015; Graham, 2006). In order to measure the level of perception of the participants in the current study toward the Moodle Quiz-supported listening practice in fostering a flexible learning environment, a Descriptive Statistics test was run.

Table 4.9: Participants' level of perception toward the Moodle Quiz-supported listening practice in fostering a flexible learning environment

	N	Mean	Std. Deviation
Fostering a flexible learning environment	32	1.6367	.44829
Valid N (listwise)	32		

As shown in Table 4.9, the mean score of the participant's level was 1.63. It could be concluded that the participants perceived that Moodle Quiz-supported listening practice fostered a flexible learning environment.

Table 4.10: The percentage of each item perceived by the participants- fostering a flexible learning environment

D	Fostering a flexible learning environment	Agree (%)	Neutral (%)	Disagree (%)
1	Moodle Quiz helps me to use time effectively.	84.4	15.6	0
2	Moodle Quiz develops my skills of self-management.	84.4	15.6	0
3	Moodle Quiz is more convenient for me than face-to-face learning.	81.2	18.8	0
4	I can access the listening practice at times of my convenience.	81.2	18.8	0
5	I can complete the listening practice anywhere with a computer connected to the internet.	100	0	0
6	I can schedule my listening practice thanks to the flexibility of the Moodle Quiz.	96.9	3.1	0
7	Moodle Quiz gives me more freedom in choosing an appropriate time to do the assignments.	93.8	6.2	0
8	I don't think listening activities on Moodle Quiz is flexible.	0	3.1	96.9
Total		89.85	10.15	0

As shown in Table 4.10, nearly 90% of the participants agreed that Moodle Quiz-supported listening practice fostered a flexible learning environment while 10.15% of the participants did not have any idea about the benefit. In fact, 100% of the participants said "I can complete the listening practice anywhere with a computer connected to the internet." while 96.9% agreed "I can schedule my listening practice thanks to the flexibility of the Moodle Quiz or I think listening activities on Moodle Quiz is flexible." In addition, 84.6% thought that the Moodle Quiz-supported listening practice helped them use time effectively to improve their listening ability as well as develop their skills of self-management. With the analyzed data, it was concluded that the participants in the current study held a positive perception of the Moodle Quiz-supported listening practice as beneficial as it provided a flexible learning environment.

4.1.5. Authentic materials

Another benefit of Moodle Quiz-supported listening is that it provides authentic materials (Al-Jarf, 2004; Al-Jarf, 2005; Bañados, 2006; Pazio, 2010). During the process of listening practice on Moodle Quiz, some video clips introducing tips and advice on how to gain high scores in TOEIC tests were attached to the Moodle. Table 4.11 showed the perception level of the participants in the current study toward the Moodle Quiz-supported listening practice. The mean score was 1.9 which seemed to be that the participants nearly agreed that the Moodle Quiz-supported listening practice provided authentic materials.

Table 4.11: Participants' level of perception toward the Moodle Quiz-supported listening practice in providing authentic materials

Providing authentic materials	N	Minimum	Maximum	Mean	Std. Deviation
	32	1.00	3.00	1.8906	.59208
Valid N (listwise)	32				

It could be concluded that the participants in the current study agreed that Moodle Quiz-supported listening practice was beneficial in light of providing authentic materials which contributed to their improvement in listening ability.

Table 4.12: The percentage of each item perceived by the participants- providing authentic materials

E	Providing authentic materials	Agree (%)	Neutral (%)	Disagree (%)
1	The video clips attached to the course website are beneficial to the development of the listening skill.	81.2	18.8	0
2	I learn a lot from the instruction of the video clip about how to improve my listening strategy in TOEIC test.	84.4	12.5	3.1
3	The video clips provide me with useful tips on how to improve my score of TOEIC listening.	68.8	28.1	3.1
4	I think the resources in the Moodle Quiz course do not contribute to the enhancement of listening ability.	0	15.6	84.4
Total		79.7	18.75	1.55

Overall, 79.7% of the students agreed that the Moodle Quiz provided them with authentic materials while 1.55% did not agree with the benefit. When each item was analyzed, the results were clearly explained as follows. Over 84% of the students agreed "I learn a lot from the instruction of the video clip about how to improve my listening strategy in TOEIC test and the resources in the Moodle Quiz course contribute to the enhancement of listening ability" (See Table 4.12). The results replicated the findings of Al-Jarf (2004), (Al-Jarf (2005), Bañados (2006) and Pazio (2010).

5. Recommendations

From beginning to end, the study has been specifically analyzing the perception the students at Tay Do University hold toward the benefits and drawbacks of the use of Moodle Quiz in the English listening tasks. Based on the findings and limitations mentioned previously, the researcher wishes to make some recommendations for further studies on the use of Moodle at higher education institutions.

Firstly, in the extent of this study, only the Quiz feature of Moodle was used to investigate the students' perception while there are other useful tools such as forums, resources, and chat are included in the Moodle platform. In later studies, the tools should be put into consideration to achieve a better investigation of participants' perception. In other words, the participants in the current study might not have felt interested in the

use of Moodle Quiz, but they might prefer the other tools such as Forum because they feel more connected with their peers. As a result, the level of perception toward the drawbacks of the Moodle platform may vary.

Secondly, to get a wider view of students' perception toward the use of Moodle at Tay Do University, the following studies should be involved a greater number of students of various majors whose computer literacy may vary. In fact, activities on Moodle have involved computer techniques, the participants are required to have a certain knowledge of computers in order to complete the task comfortably. Therefore, the findings would be more reliable and can be overgeneralized at the university.

Finally, participants in later researches should be provided with a greater amount of time to get accustomed to the use of Moodle so that they would give a reliable perception toward to use of Moodle. In other words, the participants in the current study had stress of time as they had to complete the survey after 4 weeks of practising listening with Moodle Quiz. If the students have the opportunity to learn with Moodle for a period of a semester, they will get more experience and a deeper understanding of the type of blended learning which enables them to give more accurate and reliable perceptions.

6. Conclusion

As aforementioned in the previous chapters of the thesis, the current study was conducted with the primary purpose of investigating the perceptions of EFL university students toward the Moodle Quiz-supported listening practice in light of both benefits and obstacles. Concerning the benefits, five major benefits of Moodle Quiz (i.e., enhancing student learning outcomes, enhancing students' interest/enjoyment, promoting independent learning, fostering a flexible learning environment, and authentic materials) were taken into the experiment. Overall, among the five aspects of the Moodle Quiz under investigation, the findings from the current study supported those of previous studies. The participants held a positive perception toward the Moodle Quiz-supported listening practice as it enhanced learning outcomes, enhanced their interest/enjoyment in listening to English, promoted their independent learning, fostered a flexible learning environment, and provided authentic materials.

The results of the study contributed greatly to the current context of teaching and learning English as a foreign language at Tay Do University. The results of the study might help the educators of English at the university carry out some adaptations to their instruction which happened almost in the classroom. Obviously, the results proved that the participants agreed on the benefits of the application of Moodle Quiz in the listening practice i.e., enhancing their learning outcomes and interest/enjoyment, promoting their independent learning despite some drawbacks such as the feeling of isolation and technical problems. Additionally, for teachers of English at Tay Do University, the results also showed that the use of Moodle Quiz in teaching and learning English at the university helped them a lot in regards to reducing the time of class instruction, promoting students' motivation as well as their learning independence.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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