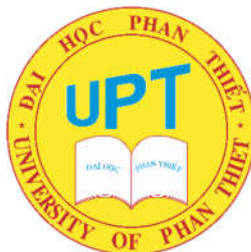**MINISTRY OF EDUCATION & TRAINING**

UNIVERSITY OF PHAN THIET

NGUYỄN THỊ ĐỨC HIỀN

THE IMPACT OF ENGLISH DAILY APP
ON EFL STUDENTS' LISTENING PERFORMANCE
AT POPODOO SMART ENGLISH CENTER

MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE

Bình Thuận Province - 2024

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SCIENCE INSTRUCTOR'S NAME:

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Bình Thuận Province - 2024

CERTIFICATE OF ORIGINALITY

I confirm that the work presented in this master graduation project entitled **"The Impact of English Daily App on EFL Students' Listening Performance at PoPoDoo Smart English Center"** has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfilment for the MA Course of English Language at University of Phan Thiet and has not been submitted elsewhere in other forms for the fulfilment of any other articles or papers.

Bình Thuận, February 2024

Nguyễn Thị Đức Hiền

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Nguyễn Thị Đức Hiền

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ABSTRACT

Listening is crucial in language acquisition and proficiency development, especially in English as a Foreign Language (EFL) contexts, enabling comprehension, communication, and interaction. Technological advancements have transformed language learning, introducing innovative tools like the English Daily App. This quasi-experimental study investigates the impact of the English Daily App on the listening performance of adolescent students aged 12-14 at PoPoDoo Smart English Center. The study involved an experimental group (n=20) and a control group (n=18) and lasted twelve weeks from October to December 2023. Employing a mixed-methods design, data were gathered through pre-test and post-test assessments, a questionnaire, and interviews. Analysis of the collected data was conducted using SPSS version 25. Results indicate that the experimental group, utilizing the English Daily App, outperformed the control group. Moreover, feedback from the questionnaire and interview highlights the positive perception of the app among students. These findings illuminate the role of technology, specifically the English Daily App, in language learning, providing valuable insights for educators seeking to enrich listening instruction in EFL contexts.

Keywords: mobile learning app, MALL, listening performance, English Daily App

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LIST OF ABBREVIATIONS

EFL   : English as a Foreign Language

TALL : Technology Assisted Language Learning

MALL : Mobile Assisted Language Learning

EG   : Experimental Group

CG   : Control Group

IELTS : International English Language Testing System

SPSS : Statistical Package for the Social Sciences

n   : Number

M   : Mean

Max : Maximum

Min   : Minimum

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CHAPTER 1. INTRODUCTION

1.1 Background of the Study

Language is crucial for human communication and social interaction, serving as a means to connect and convey ideas through spoken sounds. Effective communication requires not only understanding language but also being attentive listeners to respond appropriately to speakers.

Listening, as an activity, involves paying attention to speakers to comprehend and respond to their words. It serves as the foundational step in language learning, where individuals first listen to words before attempting to pronounce them (Wahyuni, 2021). Thus, listening plays a critical role in developing speaking skills, as emphasized by Nurussyifa (2022), who stated that being a good listener is essential before becoming a good speaker.

Consistent practice is necessary to enhance listening abilities, particularly for students learning English as a foreign language (EFL). In Vietnam, where EFL education is prevalent, addressing weak listening performance among students is imperative.

 Today, technology provides convenient opportunities to practice and improve English skills. Technology has become integral to education, offering innovative approaches to address challenges such as weak listening performance among teenager students.

To address these challenges, new teaching methods and modern technologies must be embraced. Increasing exposure to English through diverse listening materials and utilizing advanced technology resources can aid in improving learners' listening skills, as suggested by Al-Shamsi et al. (2020).

Educational institutions have been exploring the potential benefits of incorporating technology into language education. One such initiative involves utilizing apps for listening to English, such as BBC Learning English and VOA

Learning English. These apps provide accessible and interactive platforms for learners to engage with authentic English content.

The impact of these apps on language learning, particularly in improving listening performance, is of significant interest to educators and researchers alike. This study investigates the impact of one such app on the listening performance of EFL students at PoPoDoo Smart English Center.

1.2 Statement of the Problems

At PoPoDoo Smart English Center, adolescent students aged 12-14 face several obstacles in their listening performance. These challenges can be attributed to several factors.

Firstly, teenagers often struggle with listening comprehension in communication situations. This can lead to humorous or challenging situations, such as when a teacher asks, "How old are you?" and the student answers, "I'm 12 years old." While simple communication questions can be understood, when more complex questions like "What grade are you in?" are asked, students often cannot get what teachers say and become confused. Some students respond with "yes, yes." Others may ask, "What are you asking, Teacher?"

Secondly, the lack of knowledge about specific topics poses difficulties for students in understanding the teacher's or classmates' intentions during communication. For example, in a conversation about food preferences, a teacher might ask, "What is your favorite food?" and students reply, "I like pizza." However, when the teacher asks, "What toppings do you like on your pizza?" students may not know how to respond. Some students may know about pizza toppings but struggle to express them in English. Some students may even misunderstand that pizza is similar to a pancake made of dough, with shrimp and meat, and be eaten with fish sauce. This lack of topic knowledge becomes a communication barrier, hindering the conversation's intelligence and humor.

Lastly, most teenage students at PoPoDoo Smart English Center have mobile phones. However, instead of using their phones for English listening apps, they waste much time on social media platforms. This results in missed opportunities for English learning.

In conclusion, three primary issues persist at the center: difficulties in understanding spoken English, communication challenges arising from a lack of topic knowledge, and the tendency to prioritize social media over using English learning apps, resulting in missed learning opportunities.

1.3 Aim of the Study

This study aims to to explore the impact of the English Daily App on students' listening proficiency and to investigate students' perceptions of using the app for listening practice.

To achieve these goals, the study will use both quantitative and qualitative methods. Quantitative analysis will involve evaluating the impact of the English Daily App on students' listening abilities through pre- and post-intervention tests. Qualitative methods will include in-depth interviews and surveys to gain insights into students' attitudes, experiences, and perceptions regarding the app's use for listening practice.

By combining both quantitative and qualitative approaches, this research aims to provide a comprehensive understanding of the role of the English Daily App in students' listening development, benefiting educators and language learners alike.

1.4 Research Questions

1. To what extent does English Daily App influence students's listening performance?

2. What are students' perceptions toward listening practice with English Daily App?

1.5 Scope of the Study

The scope of this study focuses on teaching and learning English at the PoPoDoo Smart English Center for teenagers aged 12 to 14 from October to December 2023. It is essential to mention that this research will specifically examine how the English Daily App can influence listening performance. It will not address other language skills like speaking, reading, or writing.

By narrowing the focus to enhancing listening performance, the research offers a detailed analysis of the app's influence on a particular aspect of language acquisition among the specified age group and timeframe. This study provides valuable insights into the effectiveness and constraints of integrating digital language learning resources into the curriculum. By limiting the study to a specific age range, language proficiency level, and time frame, the research presents targeted and practical recommendations for educators and curriculum designers aiming to improve language learning outcomes among teenage EFL learners in comparable educational settings.

1.6 Significance of the Study

This study explores how using the English Daily app on mobile devices impacts the listening performance of teenagers at the PoPoDoo Smart English Center. A positive outcome could significantly benefit students in enhancing their English listening performance. Additionally, it provides valuable insights to educators, researchers, and teachers regarding the potential of mobile apps for independent English learning and practice, potentially shaping future teaching and learning methods.

For teachers, the app offers additional resources for lesson planning, including supplementary exercises and quizzes for students. This facilitates the creation of comprehensive learning materials. Additionally, it enables teachers to assign extra practice tasks or quizzes for reinforcement and assessment purposes.

For students, the app encourages active participation in the learning process, encouraging them to engage more actively in their studies. It also enhances learners'

listening comprehension skills by exposing them to a diverse range of situations, thereby improving their understanding of English in various communication contexts and expanding their knowledge on specific topics. Furthermore, the app's integration into their smartphones offers students the convenience of accessing learning materials anytime, anywhere, facilitating self-directed learning and enabling them to study at their own pace.

1.7 Definition of Terms

- EFL learners are students who learn English as a foreign language.

- Listening skills are typically understood as basic abilities such as the ability to hear and comprehend auditory messages.

- Listening performance often refers to an individual's specific effectiveness in listening and understanding in a particular situation, usually assessed through tests, exercises, or practical activities.

1.8 Chapter Summary

The opening chapter offers insights into the challenges faced by adolescent students in their listening performance at PoPoDoo Smart English Center. It introduces the aim, research questions, scope, and significance of the study, along with providing the definition of terms.

CHAPTER 2. LITERATURE REVIEW

In this section, a thorough exploration is conducted to establish a strong foundation for understanding the context and conceptual framework of the research.

2.1 Listening

2.1.1 The Definition of Listening

Listening is an active process that involves receiving and perceiving auditory input, including sounds and spoken language (Wallace, 2021). According to Rengganis et al. (2023), listening is a complex process that necessitates individuals' active engagement in paying attention, processing, and interpreting the information they receive. This active involvement is vital for comprehending and deriving meaning from the information presented.

In the context of communication and language learning, listening is considered a receptive skill that complements productive skills like writing and speaking. Listening engages emotions, feelings, and desires, making it a dynamic and immersive process. It is an essential component of most language learning approaches, with methods like total physical response relying on learners' ability to listen and react.

Listening encompasses various aspects, including auditory sensitivity, grammar comprehension, information selection, memorization, and connecting information based on sound patterns and structures. It allows understanding of the world and is fundamental in forming positive interactions (Wahyuni, 2021).

Since infants begin hearing before speaking, listening abilities are significant (Nurussyifa, 2022). Therefore, listening skills are prioritized in communication, as they significantly impact the effectiveness of the communication process. The act of listening enables individuals to understand and respond effectively to verbal messages, fostering meaningful connections and interactions.

However, the human mind easily gets distracted, making listening challenging . Those who can focus their thoughts and listen attentively gain various additional

abilities and benefits. Developing active listening performance through practice and commitment is essential for maximizing the benefits of effective communication.

2.1.2 Understanding Listening

In Vietnam, where English is considered a foreign language and the primary language of communication is Vietnamese, learning English can be particularly challenging when it comes to developing the four language skills: listening, speaking, reading, and writing.

Listening to English is often regarded as one of the most challenging skills among the four language skills due to difficulties with noise, accents, pronunciation, and vocabulary (Nurussyifa, 2022). Unfortunately, many educational institutions prioritize writing, reading, and speaking, leaving students without adequate support to overcome their listening challenges. As a result, concerted efforts are needed to address the specific needs of learners and provide practical strategies and resources to enhance their listening abilities in the English language.

Mariño Pérez (2022) mentioned that listening is a crucial skill in the process of learning English. It helps the listeners understand the sounds and meanings of words and enables us to recognize and comprehend the message that the speaker intends to convey.

To better understand and develop listening skills, some fundamental principles should be applied. Firstly, create an environment that allows for high concentration. Minimize distractions in the surrounding environment and create a quiet space for focused listening.

Next, listen actively. Listen not just to hear but to understand. Pay attention to even the smallest details and apply your language knowledge to comprehend meaning and context. Apply listening skills through exposure to various learning materials from different sources. However, it is essential not to limit yourself to academic content, as suggested by (Bouthaina, 2021). Listening to daily conversations through language

learning apps such as the English Daily App to enhance understanding and recognition of accents, vocabulary, and practical grammar.

Lastly, practice listening consistently. There is no other way to improve listening skills than by regularly listening. Dedicate time each day to listen and practice. Consistent practice is key, as listening regularly will improve proficiency over time (Rossa, 2023).

2.1.3 The Types of Listening

Listening activities can be diverse in their forms and require various skills (Nurussyifa, 2022). These activities can be designed to assist listeners in understanding the main idea of a conversation or extracting specific information. Additionally, such activities can involve either top-down processing, where listeners utilize their background knowledge to comprehend the overall meaning, or bottom-up processing, where attention is paid to individual words and sentence structures. Additionally, listening activities may prompt verbal responses from listeners, such as answering questions or engaging in discussions, or non-verbal responses, such as interpreting body language or understanding visual cues (Rossa, 2023).

According to Nemtchinova (2013), there are six types of listening:

a) **Intensive Listening**: This involves paying close attention to the language used in the text to pick out specific words, phrases, grammar structures, sounds, or intonation patterns.

b) **Selective Listening**: This type of listening focuses on specific details with a particular purpose in mind, such as extracting relevant information or answering specific questions.

c) **Interactive Listening**: This type of listening involves back-and-forth communication, where listeners actively engage in conversations and interact with others through speaking and listening.

d) **Extensive Listening**: Extensive listening aims to better understand the material rather than focus on specific details. It involves comprehending the overall meaning and enjoying the content.

e) **Responsive Listening**: Responsive listening allows listeners to connect with the emotions, opinions, or points of view expressed in the text. It generates personal reactions and feelings, fostering a deeper connection to the content.

f) **Autonomous Listening**: Autonomous listening refers to independent listening that takes place outside the classroom. It involves self-directed choices of listening materials, activities, and self-assessment of comprehension and progress.

These different types of listening offer varied approaches to developing listening skills and address diverse learning objectives.

2.1.4 *The Important of Listening in English Learning*

Wahyuni (2021) emphasized the importance of listening skills in the English language classroom. It is not only beneficial for learners to develop their pronunciation, vocabulary, and grammar but also plays a crucial role in improving their overall communication skills, including speaking and writing. Through active engagement in listening activities, students become more familiar with natural language patterns, intonation, and expressions. This familiarity ultimately enhances their ability to effectively communicate in English.

To achieve effective listening skills, utilizing specific technology, such as mobile technology (like smartphones and tablets) and the vast availability of English language resources online, can certainly be beneficial for English learners (Nurussyifa, 2022) Through the inclusion of app-based learning on mobile devices, students gain access to a wide range of authentic listening materials allowing them to become familiar with authentic language usage in different situations and contexts from everywhere and at any time.

It is clear that the convenience and potential advantages that mobile devices can bring to English learning, the results of (Loc et al., 2022) study indicated that teachers should integrate mobile devices connected to a wifi network into English classes as EFL students display a positive attitude towards using these devices to enhance their English learning.

2.2 Technology Assisted Language Learning (TALL)

Technology plays a significant role in supporting language learning, especially in vocabulary acquisition and pronunciation improvement. Technology-assisted Language Learning (TALL) has also proven beneficial in enhancing listening skills. Through technology, language learners gain access to various audio materials, online resources, and interactive activities, facilitating the development of their listening abilities (Criollo-C et al., 2021). Language learning apps and online platforms are particularly helpful in this regard. Al-Seghayer (2022) emphasized the importance of empowering language educators with the necessary skills to effectively utilize technology in language education, optimizing the benefits of TALL.

These resources enable learners to engage in comprehension exercises, receive immediate feedback, and practice listening to authentic language input. Therefore, integrating TALL into language instruction can significantly support and enhance learners' listening performance.

2.3 Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) refers to utilizing mobile devices like smartphones and tablets to facilitate language learning. With the widespread availability and affordability of these devices, MALL opens up avenues for authentic language practice. Learners can access a variety of multimedia content, such as podcasts, videos, and news articles, exposing themselves to real-life language contexts (Cakmak, 2019).This exposure enhances their listening, reading, and overall language skills. MALL has garnered attention for its potential to enable learners to engage with language materials anytime and anywhere (Klimova, 2019).

One of the key advantages of MALL is its flexibility (Andersson, 2022). Learners have the freedom to access language resources and activities tailored to their individual preferences and needs. Similarly, as noted by (Al-Shamsi et al., 2020), MALL provides students with the flexibility and motivation to learn at their own pace and convenience. Mobile language learning applications offer various features, including interactive exercises, vocabulary drills, grammar explanations, and pronunciation practice, often incorporating gamified elements to enhance engagement.

Another advantage of MALL is its promotion of autonomous learning (Paz Chalen, 2022). Learners can set goals, monitor progress, and access resources suitable for their needs. They can engage in independent learning activities like vocabulary memorization, grammar practice, and language exchange with native speakers through language apps and social platforms.

While MALL offers numerous benefits, its effectiveness hinges on its integration into language learning curricula. Teachers play a vital role in guiding learners to use mobile devices efficiently (Al-Seghayer, 2022). They can facilitate MALL integration by selecting suitable apps, designing meaningful tasks, and providing guidance and support.

In conclusion, MALL has the potential to transform language learning by providing flexibility, authentic language opportunities, and fostering learner autonomy. MALL can boost learner motivation, engagement, and language proficiency when integrated effectively.

2.4 Listening English Daily Application

2.4.1 English Daily App

In today's technologically advanced era, the use of mobile phones to support language learning has become prevalent, especially among teenagers. Among the various English learning apps, the English Daily App stands out, focusing on improving listening performance for EFL (English as a Foreign Language) students.

Featuring a user-friendly interface, the English Daily App offers a flexible learning experience enriched with diverse and engaging audio content. Accessible for free download when connected to Wi-Fi, the app provides convenient access to learning materials anytime and anywhere. Furthermore, it integrates features specifically designed to enhance the language learning journey for EFL students.

The Daily App distinguishes itself by prioritizing enhancing learners' listening performance over other language competencies such as speaking, reading comprehension, writing, grammar, or communication. It achieves this through several key strategies:

Firstly, the app provides short and convenient listening exercises, recognizing the importance of exposure to brief and easily accessible materials for developing listening proficiency. With a diverse range of topics catering to various proficiency levels, the app ensures that learners receive a comprehensive learning experience. Regular updates and the inclusion of daily conversations on everyday life topics further enrich the content, with each listening session lasting between two to three minutes.

Secondly, the Daily App significantly emphasizes improving learners' reflexes in comprehending and responding to spoken language. The app effectively sharpens learners' reflex abilities by offering fast-paced listening exercises enriched with natural language and diverse contexts. Additionally, quizzes integrated into the app assess comprehension and reinforce learning outcomes.

Thirdly, consistency in practice. One standout app feature is its reminder function, which encourages users to engage in daily English listening practice, fostering good habits essential for skill development. Recognizing this, the Daily App delivers daily listening exercises, ensuring that learners have opportunities to practice and enhance their listening abilities consistently.

Lastly, exposure to diverse listening materials introduces learners to new vocabulary and expressions, expanding their linguistic knowledge and enhancing their comprehension of natural language usage.

In summary, the English Daily App positively influences learners' listening performance through its provision of short and convenient exercises, focus on reflexes, facilitation of continuous practice, and promotion of vocabulary and expression development via exposure to diverse materials.

2.4.2 The Features of English Daily App

Introducing the English Daily App, a helpful tool for improving learners' English performance. This app has numerous features, including a wide range of content covering different topics suitable for learners at various proficiency levels, lessons, quizzes designed to enhance listening performance, transcripts for reference, and vocabulary resources. With its user-friendly interface and diverse materials, the English Daily App offers a comprehensive and engaging learning experience for learners of all levels.

Listeners benefit from various features within this app, including (Nurussyifa, 2022):

Themes: This feature offers a selected list that learners can use for material presentations. Additionally, users appreciate the ability to personalize themes and levels, adjusting their experience to match individual preferences and learning needs.

Figure 1. *Levels of English Daily App*

(Resource: English Daily App)

Lessons: Users choose a lesson before proceeding to the test in this section. Each topic encompasses a range of lessons with a single picture, making it easy to grasp the topic before listening. Users can choose based on their preferences.
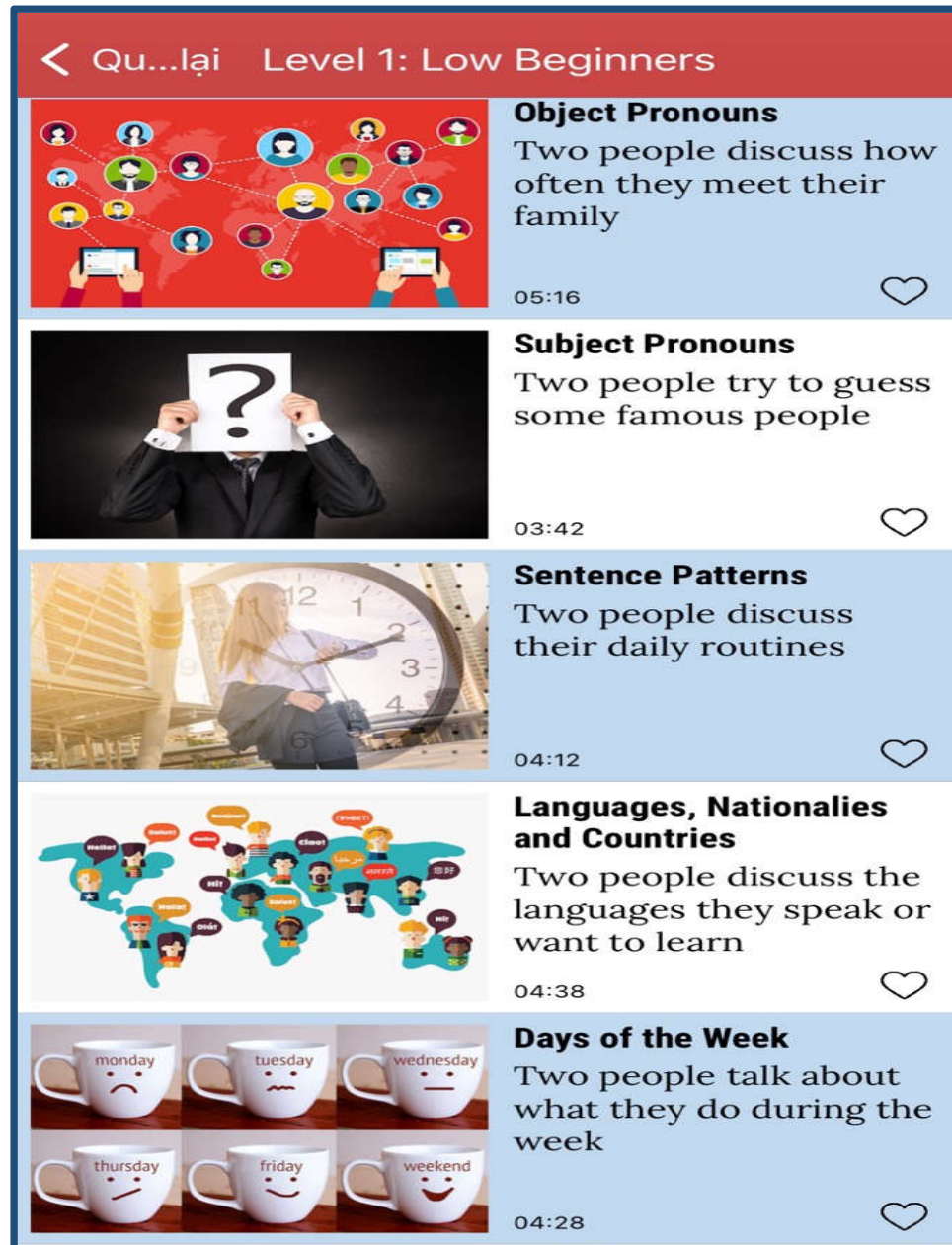
Figure 2. *Lessons of English Daily App*

(Resource: English Daily App)

Listen and Practice: Immerse in listening by selecting topics, then assess understanding with interactive tests. Check answers against provided solutions, leveling up listening performance by reviewing unclear sections for focused practice and improvement.

Figure 3. *Exercises of English Daily App*

(Resource: English Daily App)

Transcript: Supports reviewing dialogues, verifying heard information, and aids in reading and rewriting exercises.

Figure 4. *Transcript of English Daily App*

(Resource: English Daily App)

Vocabulary: The app provides vocabulary explanations with accompanying grammar notes, enhancing understanding and facilitating user language acquisition.
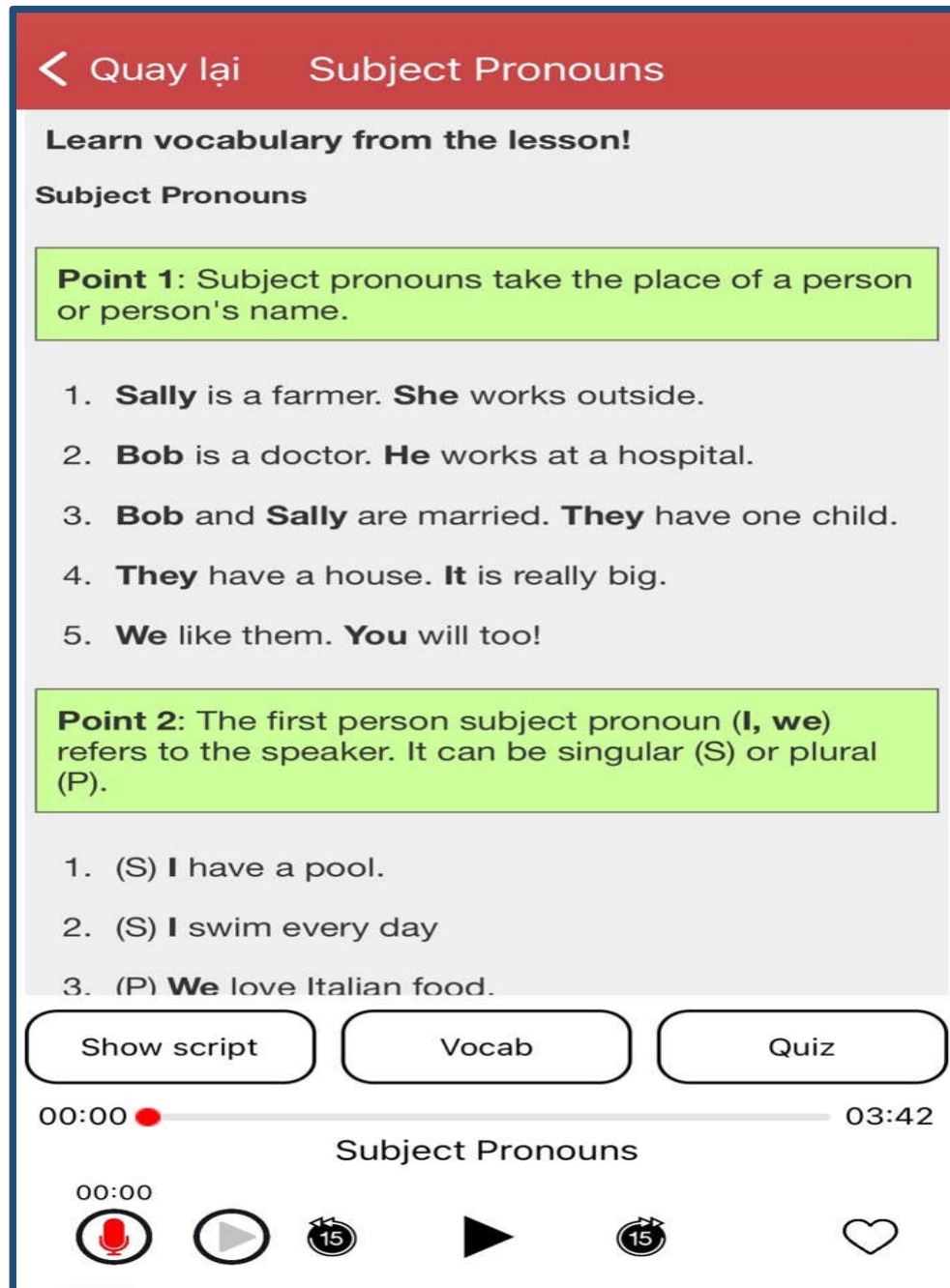
Figure 5. *Vocabulary of English Daily App*

(Resource: English Daily App)

2.4.3 Advantages and Disadvantages of using Listen English Practice

2.4.3.1 Advantages:

The English Daily App offers numerous benefits for language learners in an easily accessible and user-friendly manner. It provides a variety of listening levels and concise passages, promoting concentrated attention for effective language acquisition. Everyday dialogues, along with quizzes and transcripts, create a well-rounded learning experience, strengthening comprehension.

Teachers receive valuable support as the app aids in discovering materials for the classroom and streamlines assignments for convenient completion on students' phones. A notable feature is the app's reduced frequency of advertisements, allowing learners to focus on their educational journey without frequent interruptions, a rarity among language learning apps.

The inclusion of transcripts for each listening material proves to be a powerful tool, facilitating a deeper understanding of both spoken language and its written form. This is especially beneficial for learners aiming to bridge the gap between listening and reading, fostering a more holistic language grasp.

Interactive quizzes and assessments add an extra layer to the learning experience, promoting active engagement, reinforcing understanding, and identifying areas for improvement. Embracing the concept that a picture is worth a thousand words, the English Daily App incorporates relevant images alongside listening materials, providing visual context to enhance understanding of the content. Overall, the app stands out as a transformative and user-friendly tool, enriching the language learning journey for all users.

2.4.3.2 Disadvantages:

Despite its benefits, English Daily App has a few considerations. The app may include advertisements, require a Wi-Fi connection on mobile phone, and consume a considerable amount of device memory.

2.5 Previous Study

Several studies have aimed to summarize the use of language learning apps in enhancing EFL students' listening skills. These studies have explored the potential for improving students' performance. The findings of these studies are as follows:

Digital Technologies in Language Learning

The impact of digital technologies on language learning is evident in a series of studies that collectively highlight the positive outcomes associated with various applications and platforms. In the study (Agustin & Ayu, 2021), Instagram proved to be a valuable tool for vocabulary and listening skill improvement. This finding aligns with broader research, such as that conducted by Al-Shamsi et al. (2020), which observed enhanced listening comprehension skills and positive attitudes among Omani EFL adult learners through the implementation of mobile learning.

Technological Integration

A notable shift in the everyday lives of young individuals, particularly concerning smartphones and online search, was investigated by (Andersson, 2022). This shift reflects a broader trend in integrating technology into daily routines, providing a contextual backdrop for exploring language learning. Bouthaina's study (2021) explored the perceptions of EFL learners in Biskra regarding mobile language learning applications, shedding light on the importance of understanding user perspectives for effective implementation.

Mobile Learning and Assisted Language Learning

Several studies emphasize the significance of mobile learning and assisted language learning in language education. Cakmak's work (2019) highlighted the broader implications of these technologies, mirroring the sentiment shared by other researchers, such as Hadi et al. (2021), who reported positive results in improving teaching listening using the ELLLO platform.

Efficacious Applications for Listening Enhancement

Specific applications, like the "English Listening Test" app and "Listen English Daily Practice App," have demonstrated their efficacy in enhancing students' listening comprehension (Handayani & Izzah, 2020; Mariño Pérez, 2022; Nurussyifa & Izzah, 2022). As investigated by Paz Chalen (2022), learning apps play a pivotal role in developing listening skills, reinforcing the idea that technology can be a powerful tool in language acquisition.

Unconventional Approaches: TED-TALK and Duolingo

Other studies explore the potential of unconventional methods, such as using TED-TALK as a supplement for promoting student autonomy (Puspita & Amelia, 2020) or employing the Duolingo application for teaching listening skills (Putri & Islamiati, 2018). Additionally, research by Qiu (2022) delved into the impact of flipped listening instruction on the performance and anxiety of Chinese EFL students, shedding light on innovative pedagogical approaches.

Diversity of Digital Tools

The theme of social network-based interaction in mobile-assisted language learning was explored by Read et al. (2021), emphasizing the importance of collaborative learning environments. Meanwhile, (Rengganis et al. 2023) discovered the positive effects of Cake's Online Application on listening skills, showcasing the diversity of digital tools available for language learners.

Visual Input and Text Types

The multifaceted approach to investigating language learning technologies extends to studies like the one conducted by Shaojie et al. (2022), exploring the effects of visual input and text types on EFL students' listening comprehension in China. Furthermore, insights into listening comprehension problems in Vietnam (Tran & Duong, 2020) and the exploring study attitudes and habits on academic performance (Tus, 2020) provide a holistic view of the challenges and potential solutions in language education.

In summary, these studies collectively emphasize the transformative role of technology in language learning, with diverse applications and platforms contributing positively to vocabulary and listening skill development, changes in attitudes, and innovative pedagogical approaches. The findings collectively highlight the importance of utilizing digital tools to enhance language education in various contexts.

2.6 Conceptual Framework

The main objective of this research is to improve the listening performance of teenagers aged 12-14 who are studying at Popodoo Smart English. Initially, an initial assessment was conducted using the IELTS Test to evaluate the students' listening performance. After the assessment, the researcher introduced a solution using the English Daily application. This application was specifically designed to assist students in enhancing their listening abilities by providing audio materials for practice. It is anticipated that there will be observable enhancements in the students' listening performance following the introduction of this treatment.

To assess the effectiveness of the intervention, a post-assessment using the IELTS test was executed to measure the students' listening performance after undergoing the treatment. Moreover, the researcher aimed to comprehend EFL learners' perceptions regarding the English Daily application and its impact on their listening abilities. Surveys or interviews were conducted with the students to accomplish this goal. Through these evaluations, the researcher aspires to gain valuable insights into the student's progress and the effectiveness of the English Daily App in improving their listening performance.

The theoretical framework of this research is as follow (Wahyuni, 2021):
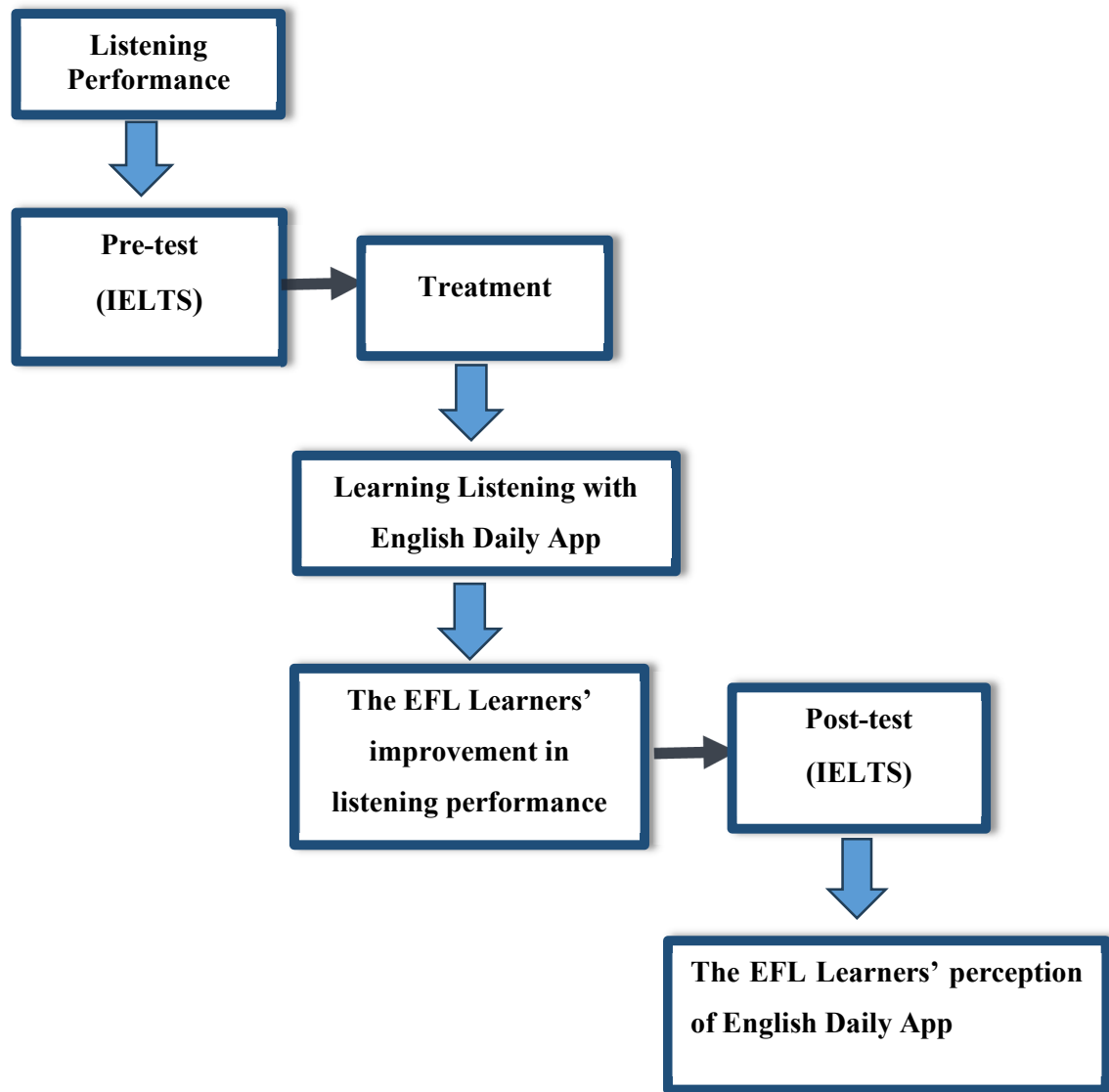
Figure 6. *Conceptual Framework*

2.7 Chapter Summary

The summary chapter provides an overview of the key concepts and literature reviewed in the thesis. It encompasses the definition and importance of listening in English learning and the various types of listening skills. Additionally, it discusses technology-assisted language learning (TALL) and mobile-assisted language learning (MALL). Previous studies on the research topic are reviewed, highlighting findings. The conceptual framework guiding the study is also presented. Furthermore, the chapter explores the English Daily Application, detailing its features and examining its advantages and disadvantages in improving listening performance.

CHAPTER 3. METHODOLOGY

This chapter details the methodology employed to investigate the impact of the English Daily App on the listening performance of EFL students at PoPoDoo Smart English Center. Employing both quantitative and qualitative approaches. This part explains how the study was designed, where it was conducted, who was involved, how data was collected, and how the information was analyzed to answer the research questions.

3.1 Research Design

This study is a quasi-experimental research design in which the researcher used a pre-test and a post-test (Al-Shamsi et al., 2020) to evaluate the impact of the English Daily App on students' listening performance. At the beginning, a pre-test was given to assess the participants' starting level of performance (P1) before applying the treatment. During the intervention period, the control group received conventional English listening materials from the center's textbooks, whereas the experimental group utilized the listening materials provided by the English daily app. Following the introduction of the treatment, a post-test (P2) was conducted to measure any improvements or changes in the participants' performance. By comparing the results of the pre-test and post-test, the researcher could determine how effective the treatment was and what outcomes it produced. The design is represented as follows (Wahyuni, 2021):

$$P_1 - T - P_2$$

Remarks: P_1: Pre-test

T: Treatment

P_2: Post-test

In educational research, both qualitative and quantitative approaches play a significant role. Researchers in language education commonly employ these approaches to investigate the teaching of listening skills using technology media (Ladjagang et al., 2022). Quantitative studies involve collecting numerical data from participants to conduct statistical analysis and generalize findings to a broader population. On the other hand, qualitative studies delve into the intricacies of human experiences, focusing on words and meanings to capture richness and complexity.

In this study, a mixed-methods design, combining both quantitative and qualitative research methods, was utilized. Quantitative methods included tests administered to both the control and experimental groups, while qualitative methods involved questionnaires and interviews to answer the research questions with the participation of students from the experimental group. Following the intervention, the researcher could evaluate the effectiveness of the treatment and its resulting outcomes.

3.2 Research Site

3.2.1 PoPoDoo Smart English Center

A branch of PoPoDoo Vietnam, The PoPoDoo Smart English Center in Phan Thiet, has established itself as a highly innovative institution in the field of English education since its inception in 2015. The center is committed to delivering a standardized curriculum and practical learning resources across various international standard programs tailored to diverse age groups. These programs, such as the Press School English Course for children aged 3-5, Primary English Courses for ages 6-10, and Secondary English Courses for students aged 11-17, cater to the specific needs of learners at different stages of development. By offering comprehensive English programs, PoPoDoo positively influences the development of English language skills among young Vietnamese students.

Furthermore, PoPoDoo Smart English Center in Phan Thiet adopts a unique approach to language acquisition by facilitating weekly communication sessions with native English speakers. This initiative aims to enhance students' practical language

skills and cultural understanding by immersing them in authentic English conversations. Through these interactions, students not only improve their English proficiency but also gain confidence in communicating with native speakers.

In addition to its innovative teaching methods, the center regularly organizes extracurricular activities to further immerse students in English language learning and cultural exchange. These activities, including cultural events like Halloween, Christmas, and New Year celebrations, as well as field trips to English-speaking environments, provide students with practical opportunities to apply their language skills in real-world settings. Appendix O contains various activities organized by the center.

Overall, PoPoDoo Smart English Center in Phan Thiet is dedicated to offering comprehensive and immersive English learning experiences, solidifying its reputation as a leading institution in English education in Vietnam.

3.2.2 Family and Friends textbook

The center employs the "Family and Friends" series by Naomi Simmons, published by Oxford University Press, to provide a comprehensive and adaptable learning path for secondary students across various classes. The flexible approach accommodates diverse language proficiency levels, ensuring successful language acquisition and an enjoyable learning experience for all participants.

The research lasted three months, from September 10 to December 10, 2023, totaling 12 weeks. At the PoPoDoo Smart English Center, secondary students use the "Family and Friends 3" book authored by Naomi Simmons. Appendix A outlines 12-week listening learning goals for students in the book "Family and Friends 3", while Appendix B details English Daily App topics and listening objectives over the same duration.

3.3 Research Participants

Aged between 12 and 14, these teenagers are eager to engage and express themselves in English, marking this period as unique and special for their language

development. They began learning English from grades 1 to 5, enhancing their enthusiasm for language acquisition.

This research involved 38 teenagers studying English as a Foreign Language (EFL) at the PoPoDoo Smart English Center. The research participants were divided into two groups: the control group (CG, n=18) had classes on odd days for 90 minutes, and the experimental group (EG, n=20) followed the same schedule but on even days. Permission for the study was granted by the head of this center. Additional details about the participants could be found in Table 1(Nguyen et al., 2021).

Table 1. Participants' Demographic Information

Group	CG (n= 18)	EG (n= 20)	Total (N)	Percentage (%)
Male	7	8	**15**	39.47
Female	11	12	**23**	60.53

3.4 Research Instruments

In this study, a range of methods, both quantitative and qualitative, were used to make sure the information collected was reliable and valid. Three different tools-tests, questionnaires, and interviews - were used to form a triangle-like structure.

3.4.1 Test (Pre-Test and Post-Test)

The experimental and control groups students took listening tests on paper, consisting of pre-test and post-test, before and after the interventions. These tests aimed to gather quantitative data addressing the first research question: "To what extent does English Daily App influence students' listening performance?". To ensure a fair comparison, the difficulty level of the listening tests remained consistent,

allowing for an evaluation of the effectiveness of the English Daily App in enhancing students' listening performance.

The listening pre-test and post-test format mirrored that of the IELTS (International English Language Testing System) Academic 17 by Cambridge listening test. The IELTS Listening test is well-recognized and widely used, providing a standardized measure for evaluating listening proficiency. The test consists of four parts, each with ten questions. The first two parts are concerned with social needs. The first part is a conversation between two speakers, and the second is a monologue. The final two parts are concerned with situations related to educational or training contexts. The third part is a conversation between up to four people, and the fourth is a monologue. Various question types are used, including multiple choice, matching, plan/ map/ diagram labeling, form completion, note completion, table completion, flowchart completion, summary completion, sentence completion, and short-answer questions. Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Additional clarification regarding the IELTS test can enhance its relevance within the research context. The duration for both the pre-test and post-test is approximately 30 minutes, with an extra 10 minutes allotted for transferring answers. The test consists of four parts, comprising a total of 40 questions. Each correct answer earns 1 mark. This information will be clearly presented in Table 2 and Table 3 under the section titled "IELTS Listening Scores". The IELTS listening pretest is detailed in Appendix C, while the post-test is provided in Appendix D. For easy reference, the listening answer sheet is presented in Appendix E.

Table 2. IELTS Listening Test Details

IELTS Listening Test Details	
Time allowed	Approximately 30 minutes (plus 10 minutes for answer transfer)
Number of parts	4
Number of questions	40
Marking	Each correct answer receives 1 mark

Table 3. IELTS Listening Scores

Correct answers	Band scores
39-40	9
37-38	8.5
35-36	8
33-34	7.5
30-32	7
27-29	6.5
23-26	6
20-22	5.5
16-19	5
13-15	4.5
10-12	4.0
7-9	3.5
5-6	3.0
3-4	2.5

3.4.2 Questionnaire

The questionnaire survey assessed the learners' attitudes toward mobile learning to improve their listening performance (Al-Shamsi et al., 2020). In a study by Nguyen et al. (2021), the researchers developed a questionnaire to investigate students' perceptions of learning in Second Life Virtual Learning Environment. According to Dörnyei & Dewaele (2024), questionnaires request information from respondents. Perceptual questions are used to determine individuals' thoughts, including attitudes, opinions, beliefs, interests, and values.

Through this, it becomes evident that the questionnaire is crucial for gathering insights and feedback from participants concerning their experiences with the app for listening practice.

In the study, this instrument was designed to assess students' perceptions and attitudes regarding listening practice toward the English Daily App, providing valuable information for evaluating its effectiveness in improving listening performance among EFL students at the PoPoDoo Smart English Center. This questionnaire utilized a Likert-type scale, which measures the degree of agreement or disagreement with a statement using a scale. Respondents were given with five options, typically ranging from 1 to 5: 1 = strongly disagreed, 2 = disagreed, 3 = neutral, 4 = agreed, and 5 = strongly agreed.

This research questionnaire consisted of two parts with a total of fourteen items. Construct 1, comprising 8 items, focuses on participants' Interaction Perceptions with the English Daily App. These items cover various aspects of the app's usability, enjoyment, motivation, relevance, feedback provision, engagement, and likelihood of recommendation. The items within Construct 1 are presented in Table 4 below.

Table 4. Construct 1 - Interaction Perceptions with English Daily App

Item Number	Questionnaire and Construct 1
1	I find the English Daily App easy to use.
2	Using the English Daily App for listening practice is enjoyable.
3	The English Daily App motivates me to practice regularly.
4	The English Daily App meets my learning needs and preferences.
5	I find the content provided by the English Daily App relevant to my interests.
6	The feedback provided by the English Daily App helps me identify areas for improvement in listening.
7	The variety of listening exercises on the English Daily App keeps me engaged.
8	I would recommend the English Daily App to others for practicing English listening.

Construct 2 in Table 5 focuses on the Perceived Impact on Listening Performance and comprises six items designed to evaluate participants' perceptions of how the English Daily App influences their listening performance. These items measure participants' feelings of preparedness for listening assessments, frequency of app usage outside of class hours, confidence in understanding spoken English, communication with teachers or classmates about their app experiences, belief in the app's contribution to overall language learning progress, and intention to continue using the app in the future.

Table 5. Construct 2 - Perceived Impact on Listening Performance

Item Number	Questionnaire and Construct 2
1	I feel better prepared for English listening assessments because of the English Daily App
2	I use the English Daily App frequently to practice listening outside of class hours
3	I feel more confident in my ability to understand spoken English.
4	I have shared my experiences using the English Daily App with my teacher or classmates
5	I believe that using the English Daily App has contributed to my overall language learning progress
6	I plan to continue using the English Daily App for listening practice in the future.

The questionnaire was translated into Vietnamese to ensure students could respond without confusion. The researcher's supervisor checked and reviewed the questionnaire. Before its use, the questionnaire was tested on five students. Afterward, all 20 participants in the experimental groups completed the questionnaires at the end of the experiment.The questionnaire and the questionnaire items translated into Vietnamese are located in Appendix H and Appendix I.

3.4.3 Interview

Qualitative evidence comes from an in-depth interview (Nguyen et al., 2021). The aim of the semi-structured interview in this study was to strengthen the research

conclusion and gain an in-depth understanding of students' experiences with the English Daily App and participants' attitudes and opinions regarding its usage in English classrooms and listening activities outside. Seven students from the experimental group were individually interviewed at the end of the experiment, and the responses collected were recorded. The interview questions and interview questions (Vietnamese version) are presented in Appendix K and Appendix M.

There are 5 questions in the interview that center on the impact and usability of the English Daily App. These inquiries aim to gather insights into its effectiveness in enhancing listening performance, any challenges encountered during its use, and users' overall satisfaction with its features and functionality.

3.5 Data Collection Procedures

In this writing, the data collection procedures were carefully planned and divided into three distinct phases: before the experiment, during the experiment, and after the experiment (Dinh, 2022).

3.5.1 Before the Experiment

In the first week of the course, following approval from the Head of the PoPoDoo center, the researcher informed all students about the research's objectives, procedures, and roles. All students voluntarily agreed to participate in the research. Following this, the experimental group received instructions for downloading and using the English Daily App. The researcher prepared listening materials from the app in printed format for instructional use.

During the second week of the course, students from both groups were required to complete a listening pre-test on paper, following the format of the IELTS Academic 17 by Cambridge listening test, lasting 40 minutes. The test results were then stored for later data analysis.

3.5.2 During the Experiment

The participants engaged in teaching and learning activities following the same syllabus. However, during the intervention period, the control group (CG) received conventional English listening materials from the center's Family and Friends 3 textbook while the experimental group (EG) utilized listening materials provided by the English Daily App. The teacher provided listening materials for various levels, from low beginner to mid and high levels, and handed out question sheets. Both groups experienced listening activities consisting of three stages: pre-listening, while-listening, and post-listening.

In the pre-listening stage, the teacher introduced the topic, new information, and vocabulary relevant to the listening material to provide background knowledge. During the while-listening stage, students listened to recordings and answered questions to focus on details. In the post-listening stage, students engaged in discussions related to the material, sharing their opinions and insights.

In general, the listening activities in both groups followed the same stages within a 35-minute listening session. Table 6 introduces the listening activities for the control group, with an illustrative example of a listening session from Unit 3 of 'Family and Friends 3' (CG) provided in Figure 7.

Table 6. Listening Activities for The Control Group

Stages	Content	Teaching and Learning Activities
Pre-listening (10 minutes)	Introduction of topic, new information, vocabulary	- Teacher introduces topic, new information, and relevant vocabulary to provide background knowledge. - Students receive explanation and clarification of key concepts. - Teacher engages students in discussion to activate prior knowledge.
While-listening (15 minutes)	Listening to recordings, answering questions	- Students listen to recordings and focus on details. - Students answer comprehension questions related to the listening material. - Teacher monitors students' understanding and provides assistance as needed.

		- Teacher encourages students to listen actively and attentively.
		- Students engage in peer discussion to compare answers and clarify doubts.
Post-listening (10 minutes)	Discussions, sharing opinions and insights	- Students engage in discussions related to the listening material.
		- Students share their opinions, insights, and reflections on the material.
		- Teacher provides feedback on students' understanding and encourages critical thinking.
		- The teacher concludes the lesson by reviewing key concepts and emphasizing important points.

Figure 7. *Sample Listening Activity from Unit 3 of 'Family and Friends 3' (CG)*

However, the experimental group utilized the English Daily App during the while-listening phase, as presented in Table 7, and with an illustrative example of a listening session from the 'At the Restaurant' Topic of the English Daily App (EG) provided in Figure 8.

Table 7. Listening Activities for The Experimental Group

Stages	Content	Teaching and Learning Activities
Pre-listening (10 minutes)	Introduction of topic, new information, vocabulary on English Daily App	- Teacher introduces topic, new information, and relevant vocabulary to provide background knowledge.
		- Students receive explanation and clarification of key concepts.
		- Teacher engages students in discussion to activate prior knowledge.
While-listening (15 minutes)	Listening to recordings, answering questions on English Daily App	- Students listen to recordings and focus on details.
		- Students answer comprehension questions related to the listening material.
		- Teacher monitors students' understanding and provides assistance as needed.
		- Teacher encourages students to listen actively and attentively.
		- Students engage in peer discussion to compare answers and clarify doubts.
Post-listening (10 minutes)	Discussions, sharing opinions and insights on English Daily App	- Students engage in discussions related to the listening material.
		- Students share their opinions, insights, and reflections on the material.
		- Teacher provides feedback on students' understanding and encourages critical thinking.
		- The teacher concludes the lesson by reviewing key concepts and emphasizing important points.

Figure 8. *Sample Listening Activity 'At the Restaurant' Topic of the English Daily App (EG)*

3.5.3 *After the Experiment*

The IELTS listening post-test was given on paper to both groups, with the same format and difficulty as the pre-test.

Afterward, the experiment group (EG) students completed questionnaires designed by the researcher. These questionnaires contained 14 items structured into 2 constructs, employing a Likert-type scale to gauge students' perceptions and attitudes towards the English Daily App after their listening practice experiences.

Furthermore, semi-structured interviews were conducted with seven EG students to gather more detailed insights and support the conclusions. These interviews, conducted in Vietnamese, lasted three minutes each and were recorded on a mobile device. The researcher asked 5 questions focusing on students' experiences with the English Daily App, their thoughts on its use in English classes, and its impact on listening activities outside class.

Throughout the data-gathering procedure, the researcher had no influence over the students' performances. Instead, efforts were made to establish a comfortable environment for the participants and to ensure their full understanding of the purpose of the data collection techniques they were engaging in.

3.6 Data Analysis

The data analysis followed the procedure recommended by Nguyen et al. (2021). The researcher utilized the Statistical Package for the Social Sciences (SPSS) program (version 25) and Excel to analyze the data obtained from research instruments, including tests, questionnaires, and interviews.

Firstly, for the tests, the researcher inputted the test scores of both groups. SPSS was then employed to conduct the Normality Test, Normal Q-Q Plot, Descriptive statistics, and T-Test. Given the small sample sizes of the CG (n=18) and EG (n=20), the Shapiro-Wilk test was used for normality testing. A significance value (Sig.) greater than 0.05 (Sig. > 0.05) indicated a distribution of scores not significantly different from normal, while a significance value less than 0.05 (Sig. < 0.05) suggested

a significant deviation from normality. Additionally, the distribution of scores was visually represented using the Normal Q-Q Plot. Descriptive statistics were computed, followed by an independent sample t-test to analyze the mean scores of the CG and EG listening tests.

Secondly, the questionnaire data was collected and analyzed. Descriptive statistics were employed to calculate the mean and standard deviation, with a custom table created to display the percentage of agreement or disagreement with the questionnaire items.

Lastly, the interview data was organized into a table for summarization and interpretation.

3.7 Validity and Reliability

In the study, Mohajan (2017) clearly explained the "Two criteria for good measurements in research: Validity and reliability. Reliability and validity are the two most important and fundamental features in the evaluation of any measurement instrument or tool for a good research. Validity concerns what an instrument measures and how well it does so. Validity indicates whether the results of the study are legitimate because of the way the groups were selected, data were recorded or analyses were performed. To assure it, the researcher can describe appropriate strategies, such as triangulation. Reliability concerns the faith that one can have in the data obtained from the use of an instrument. It is the degree to which an assessment tool produces stable and consistent results". Therefore, researchers must carefully consider these two concepts when selecting measurement instruments (Dinh, 2022).

3.7.1 Validity

Employing a quasi-experimental research approach, students from identical classroom settings were chosen, with the supervisor evaluating the research instruments. Three distinct tools—tests, questionnaires, and interviews—formed a triangular structure. Both pre and post-test exams were conducted to ensure fairness and honesty, questionnaires were administered for participants to complete on survey

paper, and interviews were recorded. As the researcher had no influence over the students' performances, the validity of the instruments could be ensured.

3.7.2 Reliability

The IELTS listening pre-test and post-test were given on paper to both groups, ensuring consistency before and after the experiment. The IELTS Listening test is widely recognized and utilized as a standardized measure. To ensure clarity, the questionnaire was translated into Vietnamese. It underwent review by the researcher's supervisor, and before its implementation, testing was conducted with five students. Following the completion of the experiment, all 20 participants in the experimental groups filled out the questionnaires. With Cronbach's Alpha values for both constructs being 0.756 >0.650, the questionnaire demonstrated reliability, as described in Table 8 below.

Table 8. Reliability of The Questionnaire and Constructs

Constructs	Number of items	Cronbach's Alpha value
Interaction Perceptions with English Daily App	8	0.747
Perceived Impact on Listening Performance	6	0.765
Total	14	0.756

3.8 Researcher's Roles

In this study, the researcher took on multiple roles, serving as an English teacher, observer, and interviewer. There was no influence exerted by the teacher on the student's performance. Ensuring the protection of the participants' identities and treating them with respect were critical responsibilities for the researcher.

3.9 Chapter Summary

In this chapter, the study's quasi-experimental design, data collection methods, and analysis procedures were presented. The research site, PoPoDoo Smart English Center, was introduced, and a triangulated approach to data collection using tests, questionnaires, and interviews was detailed. Data analysis techniques, validity, reliability strategies, and the researcher's involvement in the study process were also discussed. The upcoming chapter will explore the findings of this current study.

CHAPTER 4. FINDINGS AND DISCUSSION

In the previous chapter, various quantitative and qualitative methods ensured the reliability and validity of collected information. Specifically, three tools—tests, questionnaires, and interviews—were used, forming an interconnected structure to ensure accurate and consistent data analysis. This section explores the study's results to comprehensively understand the data and its interpretation.

4.1 Listening Tests Results

4.1.1 Pretest

To examine the normality distribution of the data collected from the listening pre-test of both Group CE and EG, the Shapiro-Wilk test of normality and the Q-Q Plots test were employed. The CG and EG test scores are displayed in Appendix F and Appendix G.

The Shapiro-Wilk test was used to assess the normality of data distributions shown in Table 9. For the Control Group, the Shapiro-Wilk statistic was 0.932 with 18 degrees of freedom, resulting in a significance level 0.209 (Sig.=0.209 > 0.05). Similarly, for the Experimental Group, the Shapiro-Wilk statistic was 0.916 with 20 degrees of freedom, resulting in a significance level of 0.084 (Sig.=0.084 > 0.05).

Both groups demonstrated data distributions that were not significantly different. This indicates that the data for the listening pre-test in both groups can reasonably be assumed to follow a normal distribution.

Table 9. Test of Normality for CG's Listening Pre-test and Post-test Scores

	Shapiro-Wilk		
	Statistic	df	Sig.
CG_Listening_Pre_test_results	.932	18	.209
EG_Listening_Pre_test_results	.916	20	.084

In the Normal Q-Q Plot of Figure 9 below, the pre-test scores of both CG and EG were examined and graphically represented. It is noticeable that the scores of both groups form a fairly straight line, indicating a normal distribution.
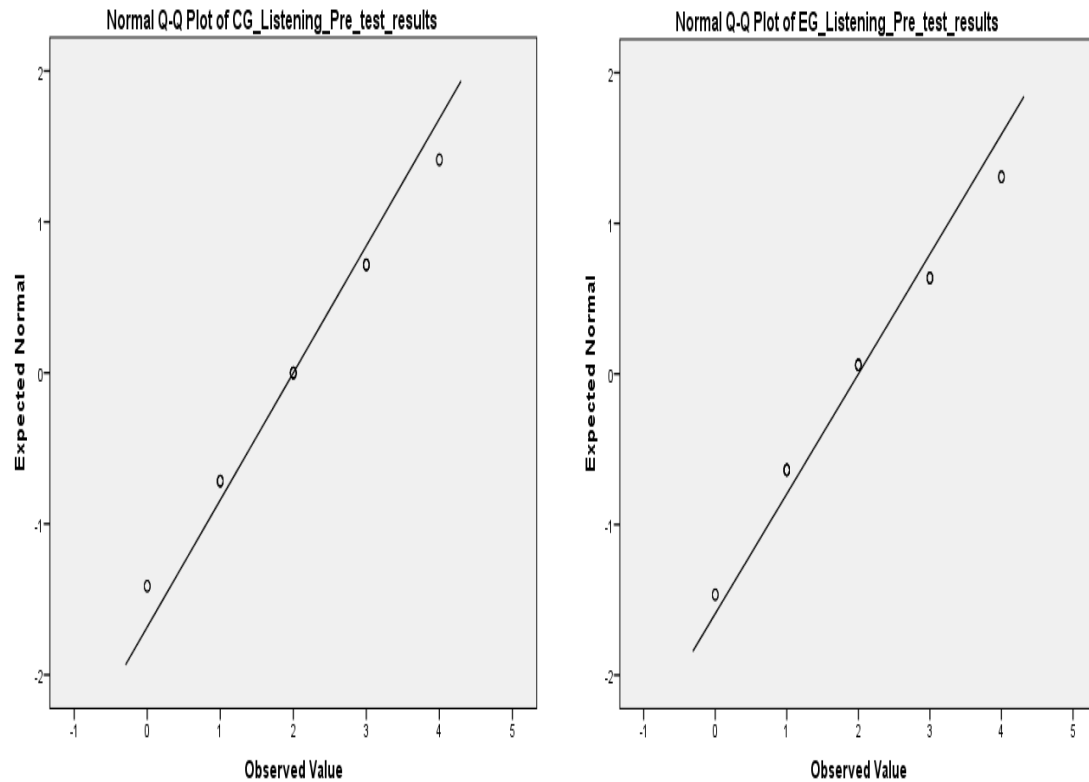
Figure 9. *Normal Q-Q plots for the Listening Pretest Results*

After ensuring the reliability of the listening pretest scores, the mean scores of the pretests for both the control group (CG) and the experimental group (EG) were calculated. Table 10 presents the descriptive statistics of the CG and EG's pre-test scores. The mean score of 2.00 for both groups (M=2.00) indicates no difference in their listening pre-test mean scores. Specifically, the Control Group (CG) had a mean score of 2.00 (SD=1.18, n=18), and the Experimental Group (EG) also had a mean score of 2.00 (SD=1.25, n=20). Additionally, the equality between the lowest and highest scores of the CG (Min=0.0, Max=4.0) and the EG (Min=0.0, Max=4.0) indicates that both groups had a consistent score range of 4.

Table 10. Descriptive Statistics of the CG and EG's Pre-test Scores

	N	Range	Minimum	Maximum	Mean	Std. Deviation
CG_Pre_test_results	18	4.00	0.00	4.00	**2.0000**	1.18818
EG_Pre_test_results	20	4.00	0.00	4.00	**2.0000**	1.25656

Following this observation, an independent samples t-test was conducted to examine whether there were any statistical differences between the mean pre-test scores of the CG and EG.

The findings from Table 11 indicate that, according to Levene's test for equality of variances, the Sig. value is 0.647, which is greater than 0.05. This suggests that the variances of the two groups are equal. Moreover, the Sig. (2-tailed) value of the t-test for equality of means is 1.000, also greater than 0.05 (Sig. (2-tailed) = 1.000). Therefore, the differences between CG and EG are 0.00 (t=0.000, df=36, p=0.647> 0.05). It indicates that participants in both CG and EG are likely to possess similar or equal listening performance before the intervention.

Table 11. Results of Independent Samples t-test for Listening Pre-test Scores

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre_test results	Equal variances assumed	.213	.647	0.000	36	1.000	0.00000	.39791	-.80700	.80700
	Equal variances not assumed			0.000	35.902	1.000	0.00000	.39671	-.80464	.80464

4.1.2 Postest

After utilizing the English Daily App as the intervention, participants proceeded to complete a listening post-test, maintaining the same format and difficulty level as the initial pre-test. This post-test was used to evaluate the distribution of post-test scores for CG and EG. Analysis of the Q-Q Plot showed that data from each group formed a straight line, indicating a normal distribution of post-

test scores. Therefore, it was inferred that both groups' post-test scores follow a normal distribution, as shown in Figure 10.
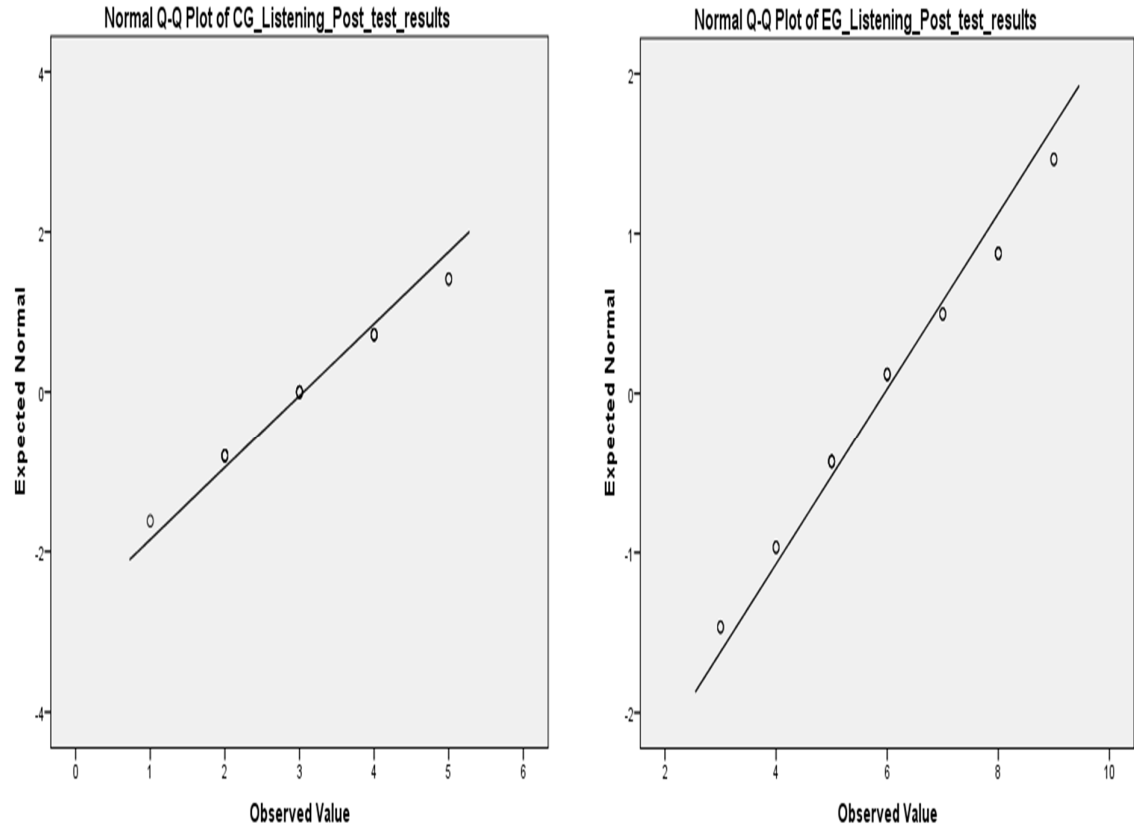
Figure 10. *Normal Q-Q plots for the Listening Posttest Results*

In the analysis of the mean post-test scores presented in Table 12, there was a noticeable distinction between the CG and EG. The mean score of the EG (M=5.95, SD=1.82) exceeded that of the CG (M=3.06, SD=1.11). Moreover, the score range differed between the two groups, with the CG having a range of 4.0, while the EG had a range of 6.0. Additionally, the minimum score in the EG (Min=3.0) was significantly higher than that in the CG (Min=1.0). Similarly, while the highest score in the CG was 5.0 (Max=5.0), the EG achieved a maximum score of 9.0 (Max=9.0).

Table 12. Descriptive Statistics of the CG and EG's Pre-test Scores

	N	Range	Minimum	Maximum	Mean	Std. Deviation
CG_Post_test_results	18	4.00	1.00	5.00	**3.0556**	1.10997
EG_Post_test_results	20	6.00	3.00	9.00	**5.9500**	1.82021

This led to the decision to employ the Independent Sample T-test for further analysis in order to determine the statistically significant difference between the post-test mean scores of the CG and EG.

The results in Table 13 indicated that the variances had a significance level of Sig. = 0.044 < 0.05, and the significance level (2-tailed) of the t-test for equality of means was below 0.05 (Sig. (2-tailed) = 0.000). This pointed to a statistically significant difference between the listening post-test scores of the participants in CG and EG after the intervention (t = 5.836, df = 36, p = 0.000 < 0.05). Specifically, the listening performance of EG (M = 5.95) was markedly higher than that of CG (M = 3.06).

Table 13. Results of Independent Samples t-test for Listening Post-test Scores

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post_ test results	Equal variances assumed	4.355	.044	5.836	36	.000	2.89 444	.49 597	1.88 857	3.90 032
	Equal variances not assumed			5.982	31.8 65	.000	2.89 444	.48 384	1.90 872	3.88 016

The improvement in listening performance between the Control Group (CG) and Experimental Group (EG) is visually evident before and after treatment in Figure 11.
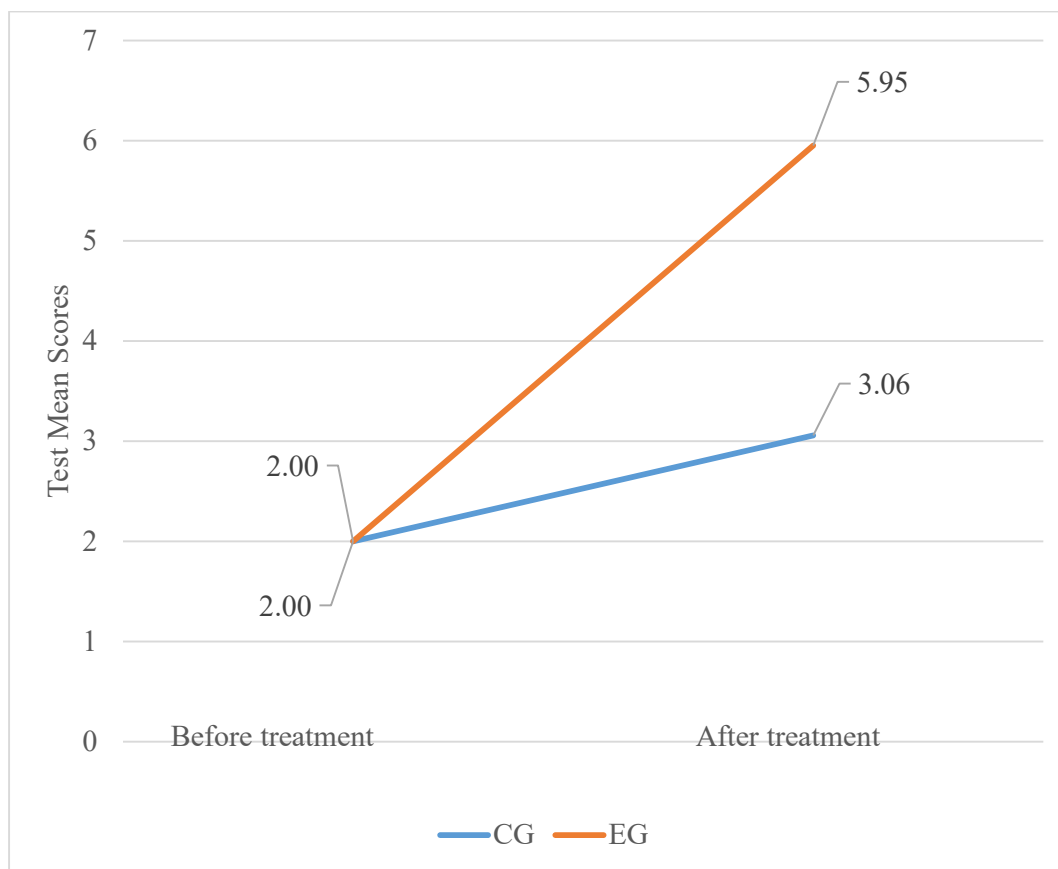
Figure 11. *Comparison of means of pre-test and post-test scores*

4.2 Results from Questionnaire

The questionnaire consisted of two parts to assess students' perceptions and attitudes regarding listening practice toward the English Daily App, resulting in the following outcomes. The results of the questionnaire are gathered in Appendix J.

4.2.1 Questions regarding Interaction Perceptions with English Daily App

Beginning with the first question, most respondents (10% strongly agreed, 50% agreed) found the English Daily App easy to use, with only 10% disagreeing with this statement, as illustrated in Table 14 and Figure 12 (M=3.50, S.D.=1.000). Moving on, participants indicated that using the app for listening practice was enjoyable (M=3.95, S.D.=0.826, 25% strongly agreed, 50% agreed). Furthermore, participants felt that the app met their learning needs and preferences (M=3.80, S.D.=0.834, 20% strongly

agreed, 45% agreed) as well as their interests (M=3.95, S.D.=0.605, 15% strongly agreed, 65% agreed). Therefore, 60% of participants agreed to practice regularly with the app. The variety of listening exercises on the app kept 40% of participants engaged, with 50% being neutral on this question (M=3.40, S.D.=0.995). The feedback provided by the app to help learners identify areas for improvement in listening performance received considerable agreement from participants (M=4.00, S.D.=0.725, 25% strongly agreed, 50% agreed). Moreover, more than half of the participants (50.0% agreed, 10.0% strongly agreed) expressed willingness to recommend the English Daily App to others for practicing English listening.

Overall, the data regarding Interaction Perceptions with the English Daily App indicated generally positive perceptions among experimental participants, with favorable ratings for usability, enjoyment, motivation, relevance, and effectiveness.

Table 14. Descriptive Statistics of EG's Interaction with English Daily App

	N	Minimum	Maximum	Mean	Std. Deviation
I find the English Daily App easy to use.	20	1	5	3.50	1.000
Using the English Daily App for listening practice is enjoyable.	20	2	5	3.95	.826
The English Daily App motivates me to practice regularly.	20	3	5	3.75	.716
The English Daily App meets my learning needs and preferences.	20	2	5	3.80	.834
I find the content provided by the English Daily App relevant to my interests.	20	3	5	3.95	.605
The feedback provided by the English Daily App helps me identify areas for improvement in listening.	20	3	5	4.00	.725
The variety of listening exercises on the English Daily App keeps me engaged.	20	1	5	3.40	.995

I would recommend the English Daily App to others for practicing English listening.	20	2	5	3.65	.745
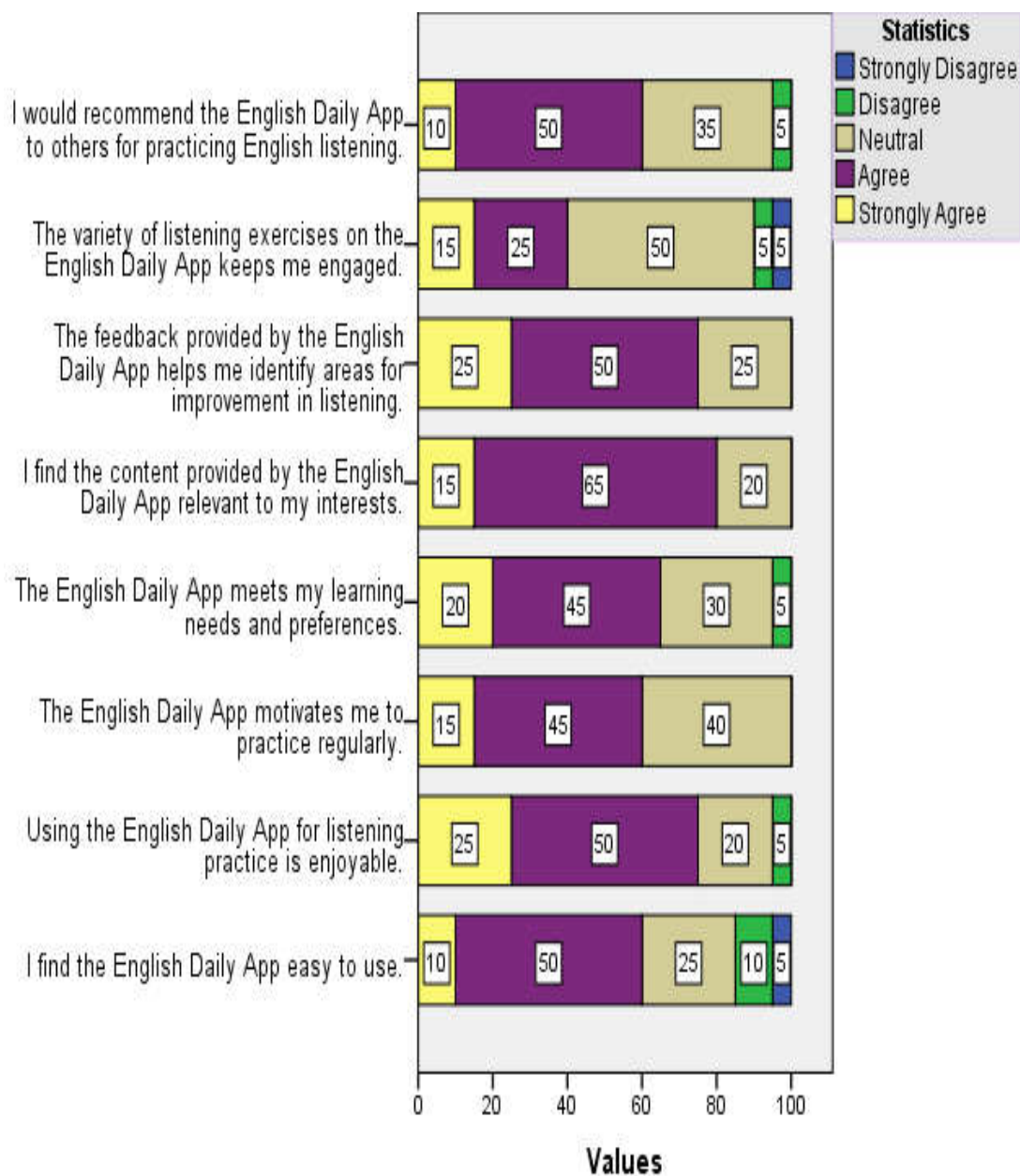
Figure 12. *EG's Interaction Perception Percentages with English Daily App*

4.2.2 Questions regarding Perceived Impact on Listening Performance

The majority of the experimented students displayed a positive Perceived Impact on Listening Performance. Statistically, the mean values of all items of this construct lay in the interval between 3.50 to 4.20, with the agreement rate being quite high, having surpassed 50%. The data is presented in Table 15 and Figure 13. A significant portion of respondents, 90% agreed, felt better prepared for English listening assessments (M=4.20, S.D.=0.616). Additionally, using the English Daily App frequently to practice listening outside of class hours was also favored by participants, with a majority agreeing (M=3.95, S.D.=0.686, 55% strongly agreed, 20% agreed). With consistent practice in and out of class, respondents felt more confident in their ability to understand spoken English with the app (M=4.00, S.D.=0.562, 70% strongly agreed, 15% agreed). This confidence contributed to respondents (50% Agreed, 25% Strongly Agreed) believing that using the English Daily App had contributed to their overall language learning progress, and participants (40% Agreed, 30% Strongly Agreed) planned to continue using the English Daily App for listening practice in the future. Lastly, based on their experiences using this app, participants (35% Agreed, 15% Strongly Agreed) were willing to discuss and potentially recommend the app to their teacher or classmates (M=3.50, S.D.=0.946).

Overall, the data regarding the Perceived Impact on Listening Performance was encouraging, with positive ratings for its impact on participants' preparedness for assessments, frequency of use, confidence in understanding spoken English, sharing experiences, contribution to overall language learning progress, and intention for future usage.

Table 15. Descriptive Statistics of EG's Listening Performance

	N	Minimum	Maximum	Mean	Std. Deviation
I feel better prepared for English listening assessments because of the English Daily App.	20	3	5	4.20	.616

I use the English Daily App frequently to practice listening outside of class hours.	20	3	5	3.95	.686
I feel more confident in my ability to understand spoken English.	20	3	5	4.00	.562
I have shared my experiences using the English Daily App with my teacher or classmates.	20	2	5	3.50	.946
I believe that using the English Daily App has contributed to my overall language learning progress.	20	2	5	3.95	.826
I plan to continue using the English Daily App for listening practice in the future.	20	3	5	4.00	.795
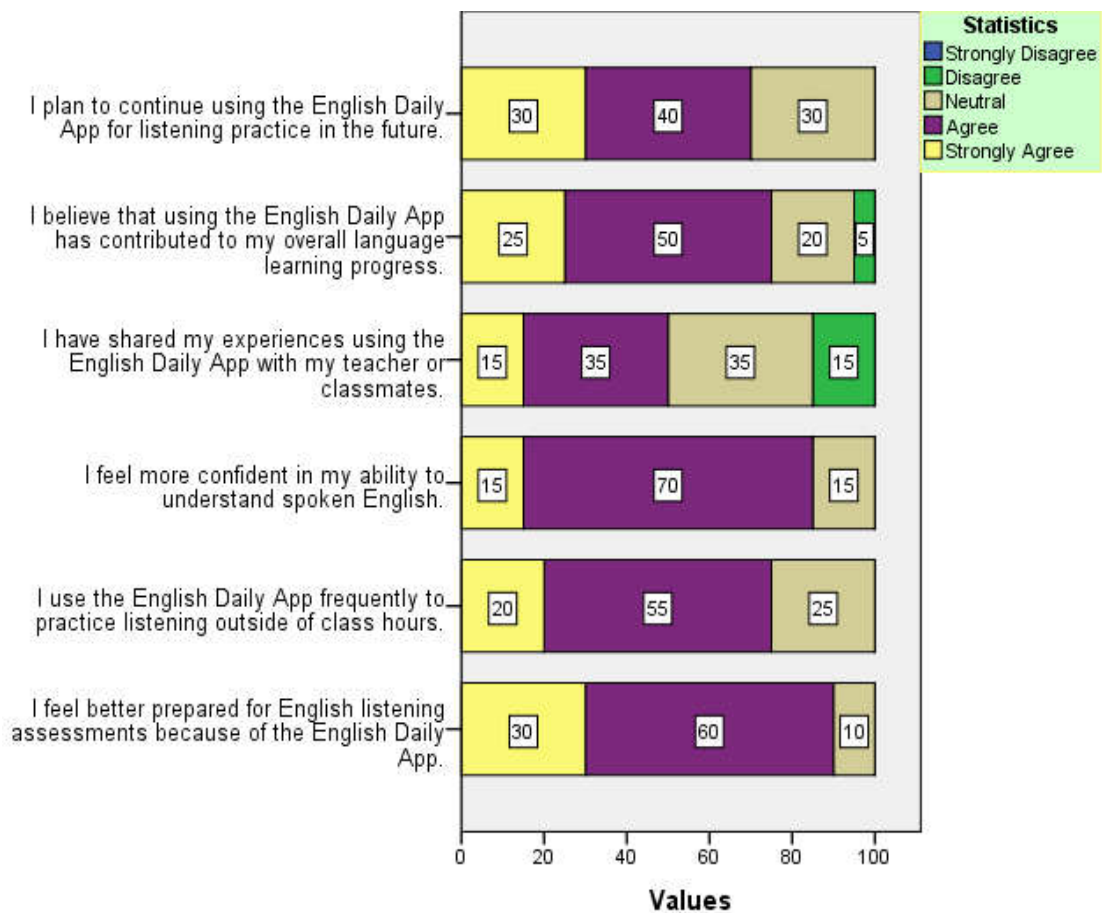
Figure 13. *EG's Perceived Impact Percentage on Listening Performance*

4.3 Results from Interview

Following the intervention, participants provided feedback on their experiences with the English Daily App. This feedback was gathered through a semi-structured interview conducted with seven participants from the experimental group. This interview aimed to provide additional insights into students' perceptions regarding the use of the English Daily App in listening activities, beyond the scope of the questionnaire data. The participation of these seven students in the interview was voluntary, and for confidentiality purposes, they were referred to as S1, S2, S3, S4, S5, S6, and S7. Interview responses and interview responses (Vietnamese Version) can be found in Appendix L and Appendix N.

The interview findings were transcribed and categorized to further investigate participants' perspectives on the English Daily App, covering its impact, effect on listening performance, app organization feedback, as well as challenges and drawbacks encountered during usage.

4.3.1 Students' Perceptions of the English Daily App's Impact

Initially, the researcher requested participants to assess the impact of the English Daily App on their listening performance. All students responded positively, expressing satisfaction with the English Daily App. Specifically, S1 shared, "This app has helped me make significant progress in understanding and grasping English content, and I plan to continue using it to improve my English listening performance." S3 mentioned, "I feel engaged in my listening practice because of the daily listening activities." Additionally, it was noted that the app provides an effective and enjoyable learning method (S6).

Overall, participants had positive perceptions regarding the English Daily App and its effectiveness in enhancing listening performance.

4.3.2 Students' Perceptions of Listening Performance and App Organization

The previous section focused on participants' responses to the initial interview question regarding their overall evaluation of the impact of the English Daily App on listening performance. Following this, the researcher proceeded to inquire about any significant changes in listening performance observed by the participants after using the English Daily App, as well as their opinions on the organization of the app.

The majority of students reported a significant improvement in their listening ability, feeling more confident in this aspect. Specifically, S3 mentioned, "I could easily imagine the topic before I started listening to the images in the app. I also became more proactive in listening, doing quizzes after listening and transcribing passages into my notebook." S1 added, "I can recognize and understand English words and phrases more clearly. Especially if I was in real-life communication situations, I would confidently express myself."

Regarding the organization of the English Daily App for listening practice, students all appreciate how the app arranges its listening exercises. S3 and S7 shared the same opinion that the English Daily App offers a wide range of listening topics, ranging from basic to advanced levels, consistently updating its content with fresh material. S1 mentioned, "The listening materials are relevant to daily life, covering enjoyable topics." S4 also noted, "Each conversation comes with images that help me easily imagine the context. The short listening time of about 2-3 minutes with interesting listening materials helps me stay highly focused." S1, S5, and S6 agreed that quiz questions were provided to give feedback and check understanding of the content. S6 particularly liked "the recording feature, which helped improve their listening and pronunciation performance."

From the shared experiences, experimental students perceived the English Daily App positively, noting significant improvements in listening ability, increased confidence, and effective reinforcement of knowledge through quizzes and self-assessment. The participants appreciated the app's organization, which offered diverse listening exercises catering to different proficiency levels and was regularly updated with relevant content.

4.3.3 Students' Opinions about Challenges and Drawbacks of App Usage

Seven students in the experiment group shared various challenges they encountered while using the English Daily App. Specifically, all interviewees mentioned the inconvenience of requiring a Wi-Fi connection and the annoyance of disruptive advertisements, which sometimes disrupted their concentration. Additionally, they highlighted the absence of a Vietnamese translation feature, expressing difficulty in fully understanding the content. S1 stated, "There is no translation feature to fully help me understand the content." Similarly, S4 and S7 expressed similar views.

Furthermore, S4 and S7 discussed the app's lack of praise or encouragement when answering quiz questions correctly. S4 mentioned, "There is no praise or encouragement from the app upon completing a listening exercise," while S7 said, "The app also lacks encouragement when I answer correctly."

In summary, alongside their positive experiences with the English Daily App, students encountered challenges and identified areas for improvement. These challenges included issues with Wi-Fi connectivity, advertisement distractions, and the absence of a Vietnamese translation feature. Additionally, they noted the app's lack of praise or encouragement upon completing listening exercises, suggesting a need for more motivational features.

4.4 Discussion

According to the findings, this section will address two research questions raised in the study: the influence of the English Daily App on students' listening performance and their perceptions of listening practice with the app.

4.4.1 Research Question 1: To what extent does English Daily App influence students's listening performance?

The data from the tests (pre-test and post-test) indicate that students in the experimental group, who used the English Daily App, performed significantly better in the listening posttest. Initially, prior to any intervention, both the control group (CG)

and experimental group (EG) were assessed to have equal listening abilities, with mean scores of 2.00 for both groups (M=2.00) and p-value of 0.647, which is greater than 0.05, indicating no significant difference between the groups (Table 10 and Table 11).

However, following the intervention, the EG outperformed the CG in the post-test. The listening performance of the EG (M = 5.95) was notably higher than that of the CG (M = 3.06), with a significance level (Sig. (2-tailed) below 0.05 (Sig. (2-tailed) = 0.000) (Table 12 and Table 13).

These results provide a clear response to the first research question: "To what extent does English Daily App influence students' listening performance?" The English Daily App had a substantial impact on students' listening performance, improving their ability to effectively comprehend and understand spoken language, actively participate in conversations, and engage in other oral interactions, both in academic and everyday settings.

The findings are in line with previous research by Putri & Islamiati (2018), (Handayani & Izzah (2020), Puspita & Amelia (2020), Hadi et al. (2021), Wahyuni (2021), Mariño Pérez (2022), Nurussyifa & Izzah (2022), and Rossa (2023), indicating that the use of apps enhances learners' listening abilities.

4.4.2 Research Question 2: What are students' perceptions toward listening practice with English Daily App?

Based on the data collected from the questionnaires and interviews, it was determined that the students who took part in the experiment had positive perceptions of the English Daily App and its use in listening activities.

Specifically, in terms of Interaction Perceptions with the English Daily App, favorable ratings were received for usability, enjoyment, motivation, relevance, and effectiveness. Furthermore, the English Daily App positively influenced participants' listening performance, as students reported significant improvements in their listening ability and increased confidence in this aspect. These findings align with prior research on participants' perceptions conducted by Al-Shamsi et al. (2020) on the impact of

mobile learning in improving listening skills among adult learners and by Puspita & Amelia (2020) on using the TED-TALK app to encourage students' autonomy in listening.

In the interviews, participants shared positive perceptions regarding the English Daily App and its effectiveness in enhancing listening performance. Experimental students reported significant improvements in their listening ability, increased confidence, and effective reinforcement of knowledge through quizzes and self-assessments. The participants also appreciated the app's organization, which offered diverse listening exercises catering to different proficiency levels and was regularly updated with relevant content. Specifically, accompanied by images, each conversation facilitated contextual imagination, making it easier to understand the dialogues, typically revolving around daily topics. The short duration of the listening materials, typically 2-3 minutes long, along with their exciting content, helped maintain high focus during the exercises. Moreover, the app's recording feature was beneficial for practicing tone and pronunciation by allowing users to repeat what was being heard.

Apart from the above perceptions, participants reported encountering challenges and identified areas for improvement. These challenges included issues with Wi-Fi connectivity, distractions from advertisements, and the absence of a Vietnamese translation feature. On the other hand, the app was lack of praise or encouragement upon completing listening exercises.

Although there were some problems and disadvantages, the majority of the experimented students, as indicated in the questionnaire, all agreed to recommend the English Daily App to others for practicing English listening and planned to continue using it for listening practice in the future.

4.5 Chapter Summary

The study explored the impact of the English Daily App on students' listening performance and perceptions. Results from listening tests, questionnaires, and

interviews indicated a positive influence of the app, with significant improvements in listening abilities and favorable perceptions among participants. Further conclusions will be discussed in the next chapter.

CHAPTER 5. CONCLUSION

In this concluding chapter, the research conclusions are summarized. Furthermore, the chapter discusses the limitations of the study and concludes with suggestions for future research directions.

5.1 Conclusion

The study aimed to explore the impact of the English Daily App on the listening performance of adolescent students aged 12-14 at PoPoDoo Smart English Center over a 12-week period. It investigated how the app influenced students' listening abilities and their attitudes towards its use in listening activities. A total of 38 students participated, divided into control (18 students) and experimental (20 students) groups. Dependent variables were assessed through pre-tests, post-tests, questionnaires, and interviews. Analysis revealed significant improvements in listening performance post-treatment, attributed to the app's usage. Despite some drawbacks, most experimental students held positive perceptions of the English Daily App's role in teaching and learning listening performance.

Studying the impact of the English Daily App on EFL students' listening performance at Popodoo Smart English Center is highly practical. Understanding how English Daily App impacts students' listening performance can inform teaching strategies at centers like Popodoo. By effectively integrating these apps into the curriculum, teachers can ensure that students receive a comprehensive language education incorporating modern technology. Additionally, insights from this study can assist students in making informed choices about their learning materials, enhancing their listening performance through well-planned study routines. Ultimately, this research bridges the gap between conventional teaching methods and digital tools, enriching the overall learning experience for EFL students at language centers.

5.2 Limitation

The study has several limitations. Firstly, the sample size was 38 students, with 20 students in the experimental group. A larger sample size would have enhanced the reliability and validity of the research results.

Secondly, the questionnaire employed closed-ended questions, lacking open-ended questions for students' responses to gain deeper insights into the app.

Lastly, the treatment duration was limited to 12 weeks, covering only twelve listening topics in the experimental class. This timeframe is considered relatively short to produce sufficient and significant findings.

5.3 Recommendation

Based on the identified limitations, the following recommendations are proposed:

Firstly, future studies should aim to increase the sample size to enhance the reliability and validity of the research findings.

Secondly, it is suggested to diversify the questionnaire design by incorporating both open-ended and closed-ended questions. This approach will enable students to provide more detailed responses, offering deeper insights into their perceptions and experiences with the app.

Thirdly, extending the treatment duration beyond 12 weeks is advisable. Providing students with more time to engage with the app can potentially yield more significant results. Additionally, covering a wider range of listening topics throughout the extended duration will offer a more comprehensive understanding of the app's effectiveness.

Furthermore, given the focus on learners aged 12-14, providing additional guidance and encouragement from instructors is essential. This support can foster a more positive learning experience and promote active engagement with listening activities, ultimately enhancing the effectiveness of the app.

In summary, implementing these suggestions in future studies can help address the identified limitations and offer more comprehensive insights into the impact of the English Daily App on students' listening performance.

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APPENDIX A

Family and Friends 3 Units and Listening Objectives in 12 Weeks

Week	Unit	Listening Objectives
1	Unit 1: They're from Australia	Understand where people are from and how they talk
2		Identifying details about age, birthday, country and favourite season
3	Unit 2: My Weekend	Listen to conversations about what people do on weekends
4		Identifying details about different penfriends
5	Unit 3: My Things	Understand when people talk about their belongings
6		Identifying details about collections
7	Unit 4: We're Having Fun at the Beach!	Listen and follow instructions for fun activities at the beach
8		Identifying details about beach activities
9	Unit 5: A Naughty Monkey	Follow a story about a mischievous monkey
10		Identifying different frames of a cartoon strip
11	Unit 6: Jim's Day	Understand what happens in someone's day
12		Identifying details about a student's day

APPENDIX B

English Daily App Topics and Listening Objectives in 12 weeks

Week	Topic	Listening Objectives
1	At the Restaurant	Identifying spoken orders and communicating with restaurant staff
2	The gift	Identifying gift preferences, occasions in conversation
3	Fruit	Identifying different types of fruit
4	Abilities	Identifying individuals' skills in discussion
5	Fears	Identifying fears discussed in conversation
6	House Description	Identify house features described in conversation
7	Family Appearance	Identifying physical appearances of family members discussed in conversation
8	Family Characters	Identify family dynamics and relationships in conversation
9	Mom	Identifying expressions of love, care in conversation
10	Talking Shopping	Identifying shopping lists discussions in conversation
11	Job Description	Identify job roles discussed in conversation
12	Types of Travel	Identifying various modes of travel and experiences discussed in conversations.

LISTENING TEST (PRE-TEST)

Test 1

LISTENING

PART 1   *Questions 1–10*

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Listening test audio

Buckworth Conservation Group

Regular activities

Beach
- making sure the beach does not have **1** .... on it
- no **2** ....

Nature reserve
- maintaining paths
- nesting boxes for birds installed
- next task is taking action to attract **3** .... to the place
- identifying types of **4** ....
- building a new **5** ....

Forthcoming events

Saturday
- meet at Dunsmore Beach car park
- walk across the sands and reach the **6** ....
- take a picnic
- wear appropriate **7** ....

Woodwork session
- suitable for **8** .... to participate in
- making **9** .... out of wood
- 17th, from 10 a.m. to 3 p.m.
- cost of session (no camping): **10** £ ....

PART 2   Questions 11–20

Questions 11–14

Choose the correct letter, A, B or C.

Listening test audio
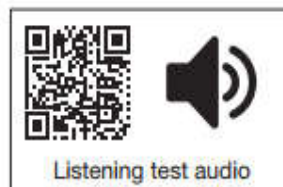
Boat trip round Tasmania

11   What is the maximum number of people who can stand on each side of the boat?

    A   9
    B   15
    C   18

12   What colour are the tour boats?

    A   dark red
    B   jet black
    C   light green

13   Which lunchbox is suitable for someone who doesn't eat meat or fish?

    A   Lunchbox 1
    B   Lunchbox 2
    C   Lunchbox 3

14   What should people do with their litter?

    A   take it home
    B   hand it to a member of staff
    C   put it in the bins provided on the boat

Questions 15 and 16

Choose TWO letters, A–E.

Which **TWO** features of the lighthouse does Lou mention?

    A   why it was built
    B   who built it
    C   how long it took to build
    D   who staffed it
    E   what it was built with

Questions 17 and 18

Choose TWO letters, A–E.

Which **TWO** types of creature might come close to the boat?

    A   sea eagles
    B   fur seals
    C   dolphins
    D   whales
    E   penguins

Questions 19 and 20

*Choose **TWO** letters, **A–E**.*

Which **TWO** points does Lou make about the caves?

- **A** Only large tourist boats can visit them.
- **B** The entrances to them are often blocked.
- **C** It is too dangerous for individuals to go near them.
- **D** Someone will explain what is inside them.
- **E** They cannot be reached on foot.

PART 3   **Questions 21–30**

Listening test audio

Questions 21–26

*Choose the correct letter, **A**, **B** or **C**.*

Work experience for veterinary science students

21   What problem did both Diana and Tim have when arranging their work experience?

- **A** making initial contact with suitable farms
- **B** organising transport to and from the farm
- **C** finding a placement for the required length of time

22   Tim was pleased to be able to help

- **A** a lamb that had a broken leg.
- **B** a sheep that was having difficulty giving birth.
- **C** a newly born lamb that was having trouble feeding.

23   Diana says the sheep on her farm

- **A** were of various different varieties.
- **B** were mainly reared for their meat.
- **C** had better quality wool than sheep on the hills.

24   What did the students learn about adding supplements to chicken feed?

- **A** These should only be given if specially needed.
- **B** It is worth paying extra for the most effective ones.
- **C** The amount given at one time should be limited.

25   What happened when Diana was working with dairy cows?

- **A** She identified some cows incorrectly.
- **B** She accidentally threw some milk away.
- **C** She made a mistake when storing milk.

26   What did both farmers mention about vets and farming?

- **A** Vets are failing to cope with some aspects of animal health.
- **B** There needs to be a fundamental change in the training of vets.
- **C** Some jobs could be done by the farmer rather than by a vet.

Questions 27–30

What opinion do the students give about each of the following modules on their veterinary science course?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to questions 27–30.*

Opinions

A   Tim found this easier than expected.

B   Tim thought this was not very clearly organised.

C   Diana may do some further study on this.

D   They both found the reading required for this was difficult.

E   Tim was shocked at something he learned on this module.

F   They were both surprised how little is known about some aspects of this.

Modules on Veterinary Science course

27   Medical terminology   ....

28   Diet and nutrition   ....

29   Animal disease   ....

30   Wildlife medication   ....

PART 4   *Questions 31–40*

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

Listening test audio

Labyrinths

Definition

- a winding spiral path leading to a central area

Labyrinths compared with mazes

- Mazes are a type of **31** ....
    - **32** .... is needed to navigate through a maze
    - the word 'maze' is derived from a word meaning a feeling of **33** ....
- Labyrinths represent a journey through life
    - they have frequently been used in **34** .... and prayer

Early examples of the labyrinth spiral

- Ancient carvings on **35** .... have been found across many cultures
- The Pima, a Native American tribe, wove the symbol on baskets
- Ancient Greeks used the symbol on **36** ....

Walking labyrinths

- The largest surviving example of a turf labyrinth once had a big **37** .... at its centre

Labyrinths nowadays

- Believed to have a beneficial impact on mental and physical health, e.g., walking a maze can reduce a person's **38** .... rate
- Used in medical and health and fitness settings and also prisons
- Popular with patients, visitors and staff in hospitals
    - patients who can't walk can use 'finger labyrinths' made from **39** ....
    - research has shown that Alzheimer's sufferers experience less **40** ....

LISTENING TEST (POST-TEST)

Test 2

LISTENING

PART 1   Questions 1–10

Questions 1–7

Complete the notes below.

Write ONE WORD ONLY for each answer.

Opportunities for voluntary work in Southoe village

Library
- Help with **1** .... books (times to be arranged)
- Help needed to keep **2** .... of books up to date
- Library is in the **3** .... Room in the village hall

Lunch club
- Help by providing **4** ....
- Help with hobbies such as **5** ....

Help for individuals needed next week
- Taking Mrs Carroll to **6** ....
- Work in the **7** .... at Mr Selsbury's house

---

Questions 8–10

Complete the table below.

Write ONE WORD ONLY for each answer.

Village social events			
Date	**Event**	**Location**	**Help needed**
19 Oct	**8**	Village hall	providing refreshments
18 Nov	dance	Village hall	checking **9** ....
31 Dec	New Year's Eve party	Mountfort Hotel	designing the **10** ....

PART 2   *Questions 11–20*

Questions 11–14

*Choose the correct letter, **A**, **B** or **C**.*

Listening test audio

Oniton Hall

11   Many past owners made changes to

    A   the gardens.
    B   the house.
    C   the farm.

12   Sir Edward Downes built Oniton Hall because he wanted

    A   a place for discussing politics.
    B   a place to display his wealth.
    C   a place for artists and writers.

13   Visitors can learn about the work of servants in the past from

    A   audio guides.
    B   photographs.
    C   people in costume.

14   What is new for children at Oniton Hall?

    A   clothes for dressing up
    B   mini tractors
    C   the adventure playground

Questions 15–20

Which activity is offered at each of the following locations on the farm?

*Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 15–20.*

Activities	
A	shopping
B	watching cows being milked
C	seeing old farming equipment
D	eating and drinking
E	starting a trip
F	seeing rare breeds of animals
G	helping to look after animals
H	using farming tools

Locations on the farm

15 dairy ....

16 large barn ....

17 small barn ....

18 stables ....

19 shed ....

20 parkland ....

Test 2

PART 3   Questions 21–30

Questions 21 and 22

*Choose **TWO** letters, **A–E**.*

Listening test audio

Which **TWO** things do the students agree they need to include in their reviews of *Romeo and Juliet*?

A	analysis of the text
B	a summary of the plot
C	a description of the theatre
D	a personal reaction
E	a reference to particular scenes

Questions 23–27

Which opinion do the speakers give about each of the following aspects of The Emporium's production of *Romeo and Juliet*?

*Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 23–27.*

Opinions	
A	They both expected this to be more traditional.
B	They both thought this was original.
C	They agree this created the right atmosphere.
D	They agree this was a major strength.
E	They were both disappointed by this.
F	They disagree about why this was an issue.
G	They disagree about how this could be improved.

Aspects of the production

23 the set ....

24 the lighting ....

25 the costume design ....

26 the music ....

27 the actors' delivery ....

10

*Choose the correct letter, **A**, **B** or **C**.*

28 The students think the story of *Romeo and Juliet* is still relevant for young people today because

    A   it illustrates how easily conflict can start.
    B   it deals with problems that families experience.
    C   it teaches them about relationships.

29 The students found watching *Romeo and Juliet* in another language

    A   frustrating.
    B   demanding.
    C   moving.

30 Why do the students think Shakespeare's plays have such international appeal?

    A   The stories are exciting.
    B   There are recognisable characters.
    C   They can be interpreted in many ways.

PART 4   *Questions 31–40*

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Listening test audio

The impact of digital technology on the Icelandic language

The Icelandic language

- has approximately **31** .... speakers
- has a **32** .... that is still growing
- has not changed a lot over the last thousand years
- has its own words for computer-based concepts, such as web browser and **33** ....

Young speakers

- are big users of digital technology, such as **34** ....
- are becoming **35** .... very quickly
- are having discussions using only English while they are in the **36** .... at school
- are better able to identify the content of a **37** .... in English than Icelandic

Technology and internet companies

- write very little in Icelandic because of the small number of speakers and because of how complicated its **38** .... is

The Icelandic government

- has set up a fund to support the production of more digital content in the language
- believes that Icelandic has a secure future
- is worried that young Icelanders may lose their **39** .... as Icelanders
- is worried about the consequences of children not being **40** .... in either Icelandic or English

---

APPENDIX E

LISTENING ANSWER SHEET

British Council — idp — University of Cambridge ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your full name in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.

Test Date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day:

Month: Year (last 2 digits):

Listening	Listening	Listening	Listening	Listening	Listening

1		21	
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	
20		40	

Marker 2 Initials   Marker 1 Initials   Band Score   Listening Total

IELTS L-R v4.0

APPENDIX F

THE TEST SCORES OF CG

Control Group (CG)		
Học sinh	**Pre-test score**	**Post-test score**
1	**2**	**3**
2	**1**	**2**
3	**0**	**1**
4	**3**	**4**
5	**2**	**3**
6	**4**	**5**
7	**1**	**3**
8	**3**	**3**
9	**2**	**4**
10	**1**	**2**
11	**2**	**3**
12	**3**	**4**
13	**3**	**4**
14	**2**	**2**
15	**4**	**5**
16	**0**	**2**
17	**2**	**3**
18	**1**	**2**

APPENDIX G

THE TEST SCORES OF EG

Experiment Group (EG)		
Học sinh	**Pre-test score**	**Post-test score**
1'	1	6
2'	**4**	**5**
3'	**1**	**7**
4'	**2**	**8**
5'	**2**	**5**
6'	**3**	**6**
7'	**0**	**3**
8'	**3**	**4**
9'	**4**	**8**
10'	**2**	**6**
11'	**1**	**3**
12'	**3**	**7**
13'	**0**	**4**
14'	**1**	**8**
15'	**4**	**9**
16'	**1**	**5**
17'	**3**	**9**
18'	**2**	**6**
19'	**1**	**5**
20'	**2**	**5**

APPENDIX H

QUESTIONNAIRE (VIETNAMESE VERSION)

BẢNG CÂU HỎI KHẢO SÁT

Thân gửi các con học sinh,

Cô đang thực hiện một nghiên cứu khoa học về sự tác động của ứng dụng English Daily App trên điện thoại lên kỹ năng nghe của học sinh tại Trung Tâm Anh Ngữ PoPoDoo. Cô rất mong nhận được sự giúp đỡ của các con trong việc hoàn thiện bảng khảo sát dưới đây về cảm nhận của các con về việc sử dụng English Daily App trong hoạt động nghe. Kết quả khảo sát chỉ được sử dụng cho mục đích nghiên cứu và thông tin cá nhân của các con sẽ được bảo mật.

Chân thành cảm ơn sự đóng góp của các con !

Phần 1: Thông tin cá nhân

Vui lòng trả lời các câu hỏi sau về thông tin cá nhân của người tham gia khảo sát.

   a. Họ và tên : ………………………………..
   b. Tuổi : ………………………………..
   c. Giới tính   Nam ☐   Nữ ☐

Phần 2: Cảm nhận về ứng dụng English Daily App

Xin vui lòng đánh dấu tick   vào ô cho mỗi câu sau dựa trên mức độ đồng ý của con:

1 = Hoàn toàn không đồng ý

2 = Không đồng ý

3 = Bình thường

4 = Đồng ý

5 = Hoàn toàn đồng ý

	1 (Hoàn toàn không đồng ý)	2 (Không đồng ý)	3 (Bình thường)	4 (Đồng ý)	5 (Hoàn toàn đồng ý)
Dưới đây là những cảm nhận của con về việc tương tác với ứng dụng English Daily					
1. Dùng ứng dụng English Daily dễ dàng.					
2. Dùng ứng dụng English Daily để luyện nghe là một trải nghiệm thú vị.					
3. Ứng dụng English Daily khuyến khích con luyện tập một cách đều đặn.					
4. Ứng dụng English Daily đáp ứng nhu cầu và sở thích học tập của con.					
5. Nội dung bài nghe trong English Daily phù hợp với khả năng của con.					
6. Phản hồi từ ứng dụng English Daily giúp con nhận biết các điểm cần cải thiện trong kỹ năng nghe.					
7. Sự đa dạng của các bài tập nghe trên ứng dụng English Daily giữ cho con luôn hứng thú.					
8. Con sẽ giới thiệu ứng dụng English Daily này cho mọi người để luyện nghe tiếng Anh.					
Tiếp đến là Cảm nhận về việc sử dụng ứng dụng English Daily lên kỹ năng nghe của con					
9. Con chủ động chuẩn bị bài nghe tốt hơn trên ứng dụng English Daily.					
10. Con sử dụng ứng dụng English Daily thường xuyên để luyện nghe ngoài giờ học.					
7. Con cảm thấy tự tin hơn khi nghe cuộc đàm thoại trên ứng dụng English Daily.					
8. Con đã chia sẻ những trải nghiệm của mình khi sử dụng ứng dụng English Daily với giáo viên và các bạn trên lớp.					
9. Con tin rằng việc sử dụng ứng dụng English Daily tác động tích cực đến quá trình học tiếng Anh của con.					
10. Con sẽ tiếp tục sử dụng ứng dụng English Daily để luyện nghe chứ.					

APPENDIX I

QUESTIONNAIRE

Dear students,

I am currently conducting a study on the impact of the English Daily App on students' listening performance at the PoPoDoo Smart English Center. I greatly appreciate your assistance in completing the survey below regarding your perceptions of using the English Daily App for listening activities. The survey results will only be used for research purposes, and your personal information will be kept confidential.

Thank you very much for your contribution!

Part 1: Personal Information

Please answer the following questions about your personal information.

    a. Full name: …………………………………….

    b. Age : ………………………………………..

    c. Gender   Nam ☐   Nữ ☐

Part 2: Perceptions of the English Daily App

Please tick   in the box for each statement based on your level of agreement:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
Interaction Perceptions with English Daily App					
1. I find the English Daily App easy to use.					
2. Using the English Daily App for listening practice is enjoyable.					
3. The English Daily App motivates me to practice regularly.					
4. The English Daily App meets my learning needs and preferences.					
5. I find the content provided by the English Daily App relevant to my interests.					
6. The feedback provided by the English Daily App helps me identify areas for improvement in listening.					
7. The variety of listening exercises on the English Daily App keeps me engaged.					
8. I would recommend the English Daily App to others for practicing English listening.					
Perceived Impact on Listening Performance					
9. I feel better prepared for English listening assessments because of the English Daily App.					
10. I use the English Daily App frequently to practice listening outside of class hours.					
7. I feel more confident in my ability to understand spoken English.					
8. I have shared my experiences using the					

English Daily App with my teacher or classmates.				
9. I believe that using the English Daily App has contributed to my overall language learning progress.				
10. I plan to continue using the English Daily App for listening practice in the future.				

APPENDIX J

RESULTS OF THE QUESTIONNAIRE

EG Students	Questionnaire items													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1'	4	3	3	3	3	3	3	4	5	3	4	3	5	5
2'	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3'	4	5	4	4	4	5	3	4	3	4	4	2	4	4
4'	4	5	3	3	4	3	3	3	5	5	4	3	3	3
5	2	5	5	5	5	5	5	5	5	5	5	5	5	5
6'	4	4	3	4	5	3	3	4	4	3	4	3	3	4
7'	3	3	3	4	4	4	4	4	4	4	4	4	5	4
8'	3	4	4	3	3	5	4	4	4	4	3	3	4	3
9'	2	4	4	4	3	4	3	3	4	3	4	5	4	3
10'	1	4	4	4	3	4	2	4	4	4	4	2	2	3
11'	3	2	3	5	4	3	3	3	4	3	4	3	4	5
12'	4	4	4	4	4	4	3	3	4	3	3	4	3	5
13'	4	4	3	3	4	4	4	4	5	5	5	4	5	5
14'	3	4	4	4	4	4	3	3	4	4	4	3	4	4
15'	4	4	4	4	4	4	5	3	4	4	4	4	4	4
16'	4	3	5	2	4	4	1	2	4	4	4	4	3	3
17'	5	4	4	4	4	4	4	4	4	4	4	4	4	4
18'	4	4	3	3	4	3	4	4	4	4	4	4	4	4
19'	4	5	4	5	4	5	3	4	5	4	4	2	4	4
20'	3	3	3	3	3	4	4	3	3	3	4	3	4	3

APPENDIX K

INTERVIEW QUESTIONS (VIETNAMESE VERSION)

CÂU HỎI PHỎNG VẤN

1. Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)
2. Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?
3. Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.
4. Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?
5. Nhìn chung, con có hài lòng với ứng dụng English Daily không?

APPENDIX L

INTERVIEW RESPONSES (VIETNAMESE VERSION)

CÂU TRẢ LỜI PHỎNG VẤN BẢY HỌC SINH TRONG NHÓM THỰC NGHIỆM

HỌC SINH 1

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS1: Dạ có ạ.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS1: Dạ, khả năng nghe của con được cải thiện đáng kể á Cô. Con có thể nhận diện và hiểu các từ và cụm từ tiếng Anh một cách rõ ràng hơn, đặc biệt là con hình dung ra trong các tình huống giao tiếp thực tế, con sẽ tự tin diễn đạt ạ.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS1: Con thực sự thích cách mà English Daily App tổ chức các bài tập luyện nghe. Các bài nghe đơn giản gần gũi đời sống, các chủ đề con thích ạ. Ứng dụng này có các bài mới mỗi ngày. Sau mỗi đoạn nghe, ứng dụng đều cung cấp các bài tập trắc nghiệm để xem có có hiểu về nội dung bài mình đang nghe không á Cô. Cách này giúp con củng cố kiến thức một cách hiệu quả. Và bài nghe ngắn giúp con không cảm thấy chán.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS1: Vâng có thưa Cô. Phần nghe có khi quá nhanh và không có nút tua để nghe chậm lại. Không có phần dịch sang tiếng Việt nên con không hiểu hết nội dung, và mỗi khi mở bài nghe thì lại xuất hiện quảng cáo, con phải đợi khoảng 10 giây mới tắt được.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS1: Khá tốt thưa Cô. Ứng dụng này đã giúp con tiến bộ đáng kể trong việc hiểu và nắm bắt được nội dung tiếng Anh, và con tiếp tục sử dụng app để cải thiện nghe tiếng anh tiếp thưa Cô.

HỌC SINH 2

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS2: Thưa Cô có ạ.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS2: Con thấy mình nghe được hơn ạ. Con có thể hiểu rõ hơn các từ vựng và cấu trúc ngữ pháp trong các bài nghe, và cảm thấy tự tin hơn khi tham gia các hoạt động nghe bằng tiếng Anh trên lớp luôn Cô.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS2: Con rất thích cách mà English Daily App tổ chức các bài tập luyện nghe. Các bài tập được thiết kế một cách logic và có cấu trúc, giúp con dễ dàng tiếp cận và luyện nghe từ những cấp độ dễ đến khó. Đặc biệt nhất là bài nghe khoảng 2-3 phút giúp con tập trung vào nghe mà không thấy mệt. Sau mỗi bài nghe, có bài trắc nghiệm giúp con kiểm tra và phản hồi kết quả phần con làm sai, giúp con nhớ lâu hơn và tiến bộ hơn. App này có bài nghe mới mỗi ngày hay á Cô.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS2: Có ạ. App cần có kết nối mạng. Mở bài nghe là có quãng cáo á Cô.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS2: App dùng ổn áp ạ.

HỌC SINH 3

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS3: Dạ có ạ.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS3: Dạ, sau khi sử dụng English Daily App, con đã có thể dễ dàng liên tưởng hình dung cuộc hội thoại chuẩn bị nghe từ hình ảnh trong app. Con cũng trở nên chủ động hơn trong việc nghe, làm bài trắc nghiệm sau khi nghe và chép lại đoạn văn đã nghe để nộp cho cô chấm điểm.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS3: Dạ có. App có bài nghe từ dễ đến khó, và luôn cập nhật bài mới liên tục ạ. Khi con nghe, có bài tập trắc nghiệm con làm. Thời lượng nghe ngắn giúp con tập trung, và có nhiều chủ đề con thích ạ. Các bài tập được thiết kế một cách logic và hấp dẫn, giúp con tập trung và tham gia tích cực.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS3: Có ạ, em thấy hơi phiền toái khi phải chờ đợi quảng cáo kết thúc mỗi khi mở bài nghe mới. Điều này làm con khó chịu và phân tán tập trung của con và điện thoại phải có wifi mới vào nghe được.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS3: Con hài lòng. Ứng dụng này đã giúp con tiến bộ trong việc nghe hiểu á Cô. Con cảm thấy hứng thú trong quá trình học nghe của mình vì các bài nghe gần gũi hàng ngày.

HỌC SINH 4

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS4: Thưa Cô, có.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS4: Sau khi sử dụng English Daily App, con thấy mình dễ dàng liên tưởng hình dung cuộc hội thoại từ hình ảnh có trên app. Con cũng đã hiểu được rất nhiều chủ đề trong mỗi cuộc hội thoại.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS4: Con thích ạ. Mỗi cuộc hội thoại đi kèm với hình ảnh giúp con dễ dàng hình dung ngữ cảnh. Thời gian nghe ngắn tầm 2-3 phút với bài nghe hay gần gữi, giúp con tập trung cao độ.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS4: Có ạ. Em cảm thấy thiếu đi sự động viên khi không có phần khen ngợi hoặc động viên từ ứng dụng sau khi hoàn thành bài nghe. Thêm vào đó, không có phần dịch sang tiếng Việt khiến cho em không hiểu hết nội dung của bài nghe.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS4: Con hài lòng. App dùng tốt thưa Cô.

HỌC SINH 5

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS5: Thưa Cô, có.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS5: Sau khi dùng ứng dụng English Daily, con nghe được nhiều giọng và luyện nghe thường xuyên hơn. Con đã sử dụng tính năng ghi âm để tự đánh giá và bắt chước cách người bản xứ nói tiếng anh. Con thấy rõ khả năng nghe của con đã tiến bộ đáng kể và con cảm thấy tự tin hơn.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS5: Con thấy App tổ chức bài tập luyện nghe khá thú vị và hiệu quả, từ dễ đến khó. Ứng dụng cho phép con nghe nhiều loại giọng khác nhau và có phản hồi câu đúng và câu sai khi con làm trắc nghiệm phần nghe có trên app. Thật sự, App này giúp con hứng thú hơn trong quá trình luyện nghe.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS5: Không thưa Cô. App miễn phí thường hiển thị quảng cáo để hỗ trợ hoạt động của họ. Con hiểu và thấy bình thường.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS5: Con khá hài lòng. Ứng dụng giúp con nghe tốt hơn.

HỌC SINH 6

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS6: Thưa Cô, có.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS6: Dạ, thưa Cô. Con thấy mình có khả năng nghe tốt hơn và tự tin hơn trong việc hiểu và phản hồi lại thông tin được trình bày bằng tiếng Anh.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS6: Dạ có. App có hình ảnh giúp con hình dung được đoạn mình sắp nghe, phần ghi âm lại giọng đọc giúp con luyện nghe và phát âm tốt hơn. Còn có bài trắc nghiệm sau khi nghe giúp con kiểm tra và củng cố kiến thức ạ.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS6: Vâng, con gặp khó khăn với việc app không có tính năng dịch sang tiếng Việt và transcript chỉ bằng tiếng Anh, khiến con không hiểu hết nội dung.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS6: Con cảm thấy rất hài lòng với việc sử dụng English Daily App. Nó đã giúp con tiến bộ đáng kể trong khả năng nghe tiếng Anh của mình và tạo ra một phương pháp học hiệu quả và thú vị.

HỌC SINH 7

Người phỏng vấn: Con nhận thấy việc sử dụng ứng dụng English Daily trên điện thoại có tác động đến kỹ năng nghe tiếng anh của con không? (Có/Không)

HS7: Thưa Cô, dạ có.

Người phỏng vấn: Con vui lòng chia sẻ kỹ năng nghe của con thay đổi như thế nào kể từ khi con dùng ứng dụng English Daily ?

HS7: Sau khi sử dụng English Daily App, con cảm nhận được sự tiến bộ rõ rệt trong khả năng nghe. Con cảm thấy tự tin hơn và hiểu được nhiều hơn khi nghe tiếng Anh.

Người phỏng vấn: Con có thích cách mà English Daily App tổ chức các bài tập luyện nghe không? Vui lòng chia sẻ cụ thể.

HS7: Có thưa Cô. Có rất nhiều chủ đề nghe khác nhau, bài nghe từ cơ bản đến nâng cao, với giọng đọc chuẩn. Các bài nghe con đều thích ạ.

Người phỏng vấn: Trong quá trình sử dụng ứng dụng English Daily, con có gặp phải bất kỳ khó khăn hay khó chịu nào khi luyện nghe không?

HS7: Dạ có ạ, khó khăn là App phần nghe nói nhanh, rồi khi mở bài nghe ra là có quãng cáo. App không có khuyến khích khi mình trả lời đúng á Cô.

Người phỏng vấn: Nhìn chung, con có hài lòng với ứng dụng English Daily không?

HS7: Con rất hài lòng về app. Nó giúp con tiến bộ rõ trong việc hiểu và nắm bắt được nội dung tiếng Anh.

APPENDIX M

INTERVIEW QUESTIONS

1. Does the English Daily App impact your listening performance? (Yes/No)
2. Have you noticed any significant changes in your listening performance since using the English Daily App?
3. Do you like the organization of the English Daily App? Please provide specific details.
4. Have you encountered any challenges while using the English Daily App?
5. Overall, are you satisfied with your experience using the English Daily App?

APPENDIX N

SEVEN INTERVIEW RESPONSES GATHERED IN EG:

Insights from English Learners

Students	1. Does the English Daily App impact your listening performance? (Yes/No)	2. Have you noticed any significant changes in your listening performance since using the English Daily App?	3. Do you like the organization of the English Daily App? Please provide specific details.	4. Have you encountered any challenges while using the English Daily App?	5.Overall, are you satisfied with your experience using the English Daily App?
S1	Definitely yes.	I can recognize and understand English words and phrases more clearly. Especially if I was in real-life communication situations, I would confidently express myself.	I really like how the English Daily App organizes the listening exercises. The listening materials are simple and relevant to daily life, covering enjoyable topics. The app offers new exercises every day. After each listening passage, there are quiz questions to check understanding of the content. This method helps me reinforce my knowledge effectively.	There are some issues. Sometimes the listening speed is too fast, and there's no option to slow it down. Also, there is no translation feature to fully help me understand the conten, and an advertisement pops up every time I start a listening exercise, which I have to wait about 10 seconds to close.	Yes, I am. This app has helped me make significant progress in understanding and grasping English content, and I plan to continue using it to improve my English listening performance.

			Additionally, the short listening sessions keep me engaged and never bored.		
S2	Absolutely	My listening performance has improved. I can understand vocabulary and grammar structures better in listening exercises and feel more confident participating in English listening activities in class.	Yes, I do. The exercises are logically structured, making it easy to access and practice listening from easy to challenging levels. The 2-3 minute listening exercises are especially helpful to help me concentrate without being tired. After each listening exercise, there is a quiz to check and provide feedback on my mistakes, helping me remember and improve. Also, the app offers new listening exercises every day.	The app requires an internet connection and has advertisements when I open a listening exercise.	The app is good.
S3	Certainly.	After using the English Daily App, I could easily imagine the topic before I started listening to the images in the app. I also	Yes. The app provides listening exercises ranging from easy to difficult and constantly updates with	I find it annoying to wait for the ads to finish every time I open a new listening activity. This makes me	I am satisfied with this app. This app has helped me progress in listening comprehension, and I feel

		became more proactive in listening, doing quizzes after listening and transcribing passages into my notebook to get marks.	new content. When I listen, there are quizzes for me to do. The short listening duration helps me focus, and I enjoy many topics. The exercises are designed logically and attractively, helping me stay focused and participate actively.	uncomfortable and distracts my focus, and the phone must have Wi-Fi to listen.	engaged in my listening practice because of the daily listening activities.
S4	Absolutely	I find it easy to infer conversations from the images provided in the app. I have also comprehended numerous topics covered in each conversation.	Yes, I like it. Each conversation comes with images that help me easily imagine the context. The short listening time of about 2-3 minutes with interesting listening materials helps me stay highly focused.	The lack of encouragement when there is no praise or encouragement from the app upon completing a listening exercise. Additionally, the absence of a Vietnamese translation feature makes it difficult for me to understand all the listening content.	Yes, I do. The app works well.
S5	Yes.	After using the English Daily app, I have been exposed to various accents and practicing listening more frequently. I have used the recording	Agree. The app's listening exercises are exciting and practical, ranging from easy to complex. The app allows me to listen to	No, I do not. Free apps usually display ads to support their operations. I understand and accept it.	I like it. The app helps me listen better.

		feature to self-assess and mimic the way native speakers of English talk. I can clearly see that my listening ability has significantly improved, and I feel more confident.	different accents and provides feedback on correct and incorrect answers in the listening quizzes. Honestly, this app has made me more interested in practicing listening.		
S6	Yes	Well, I have improved my listening performance and become more confident in understanding and responding to information presented in English.	Yes. There are images in the app that help me visualize the upcoming conversation, and the recording feature helps me practice listening and pronunciation better. There are also quizzes after listening to help me test and reinforce my knowledge.	I struggle with the app not having a translation feature into Vietnamese and the transcripts being only in English, which makes it difficult for me to understand all the content.	Yes, I am. It has significantly improved my English listening skills and created an effective and enjoyable learning method.
S7	Yes	After using the English Daily App, I have noticed significant progress in my listening ability. I feel more confident and understand much more when listening to English	Agree. There are many different listening topics, from basic to advanced, with standard pronunciation. I like all the listening exercises	There are difficulties, such as the app playing the audio too fast and advertisements when opening the listening exercises. The app also lacks encouragement when I answer correctly	I am very satisfied with the app. It has helped me progress significantly in understanding and grasping English content.

APPENDIX O

PoPoDoo Smart English Center

Exposure to Native Speakers

Extracurricular English Activities