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Effects of Mobile-Assisted Language Learning Through the 'Listen English Daily Practice' App on EFL Learners' Listening Comprehension and Self-Efficacy

Mohammad Reza Ebrahimi[1], Fatemeh Sadat Zohouri[2], Seyyed Morteza Hashemi Toroujeni[*3]

[1] Assistant Professor in TEFL, Department of English Language, Bam Branch, Islamic Azad University, Bam, Iran

[2] Sari Department of Education, Iran Ministry of Education

[3] Department of Foreign Languages and Linguistics, Shiraz University, Shiraz, Iran

Sari Department of Education, Iran Ministry of Education

[1] Email: Rezaebrahimi2@yahoo.com

[2] Email: fatemehzohoori@gmail.com

[3] *Corresponding Author's Email: Morteza.hashemi@hafez.shirazu.ac.ir

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A B S T R A C T

The present study adopted a quasi-experimental research design to investigate the effects of MALL on enhancing listening ability and self-efficacy of EFL learners. Accordingly, the "Listen English Daily Practice" App was utilized through a case study to find its effects on EFL learners' listening proficiency and self-efficacy. To do so, 60 female intermediate EFL learners were selected based on a convenience sampling procedure and the results of the Oxford Placement Test (OPT) from a private language institute. They were then divided into two homogenized groups, i.e. an experimental (MALLG) and a control group (CG). In order to measure the participants' language proficiency, the Oxford Placement Test (OPT) was administered. Furthermore, the listening section of the Longman TOEFL Preparation was used as a listening pre-test and post-test. Moreover, learners' listening self-efficacy beliefs were assessed using an English listening self-efficacy questionnaire. The findings suggested that using MALL through Listen English Daily Practice App had a significant effect on the EFL learners' listening comprehension ability. Furthermore, it was found that the integration of mobile-technology within the language learning process could lead to a significant enhancement of English self-efficacy. Based on the finding, policy makers and syllabus designer are recommended to consider incorporating MALL or similar apps into language curricula to provide learners with additional opportunities for practice and development of listening skills.

1. Introduction

English listening instruction is crucial for promoting EFL learning since this ability is required to promote efficient oral communication. However, due to a heavy reliance on conventional teaching techniques, EFL learning contexts such as the one in Iran may lack opportunities for verbal and aural practice (Demir & Tavil, 2021). For EFL learners, speaking and listening skills continue to be major obstacles. Although listening might be the foundation of other aspects of language acquisition, it is considerably undervalued in the Iranian public schools. Despite the importance of listening comprehension, other skills still receive more attention in English language lessons in the Iranian language schools (Barjesteh & Isaee, 2023). Similarly, in an EFL context like that of Iran, both language teachers and students tend to overlook the necessity of listening comprehension abilities since their focus is solely on their ultimate goal, speaking. Thus, it is common for Iranian students to have difficulties with listening comprehension. Additionally, this skill seems to have not been developed because Iranian students are not exposed to understandable listening input in their classes or in the outside world. Teachers must therefore develop strategies to help English language learners improve their listening abilities.

Listening is a challenging skill and a source of frustration among learners since the natural flow of words and the timing of their delivery create listening anxiety which can demotivate learners and reduce their self-confidence (Folkerts & Matz, 2024). Second language listening is a skill that is less visibly apparent than writing and therefore appears less controlled; thus, low self-confidence may be particularly severe in this area. Some experts argue that a low level of listening self-confidence among EFL learners may be linked to the way listening is taught, as in many language classes, listening is treated as an activity to be 'delivered' rather than a skill to be developed in its own right (Helwa, 2017). Technology-based listening instruction is believed to improve EFL learners' listening self-confidence, reduce their listening anxiety, increase their motivation, and ultimately ensure effective and successful listening comprehension (Aysu, 2020; Taghizadeh & Emam, 2023).

Due to its qualities, including the ownership of mobile devices and mobility, MALL has been recommended by some researchers in listening and speaking instruction. Some studies have attempted to employ MALL in listening and speaking learning activities using various types of mobile technology, including mobile phones (Moghaddas & Bashirnezhad, 2016), social communication applications (Andújar-Vaca & Cruz-Martínez, 2017), and digital games (Hwang et al., 2016). However, despite numerous investigations into the use of MALL in English-listening education (Burston, 2014), little is known about the essential processes that underlie its pedagogical design (Kukulska-Hulme & Viberg, 2018). Like any other approaches and methodologies, students and educators play a pivotal role as active participants in the MALL environment (Stockwell & Hubbard, 2013; Stockwell & Liu, 2015; Viberg & Grönlund, 2012). Embracing this active role means that students should take responsibility for their own learning, while teachers act as facilitators, guiding and supporting their educational journey. Within the vast array of learning tools available to students, it is crucial for teachers to demonstrate effective strategies for selecting and utilizing the most valuable content, as well as recommending the most efficient tools and methods for learning (Churchill et al., 2016). Simultaneously, students must demonstrate a sense of discernment, maturity, and accountability when using technology (Herrador-Alcaide, et al., 2020). It is important to recognize that students do not directly learn from technology itself, but rather, these electronic tools serve as intermediaries, facilitating the thinking and learning process (Chen & Qi, 2024). In this regard, learners must exhibit a high level of self-monitoring, allowing for individual choices while engaging in goal-setting, self-

regulation, self-evaluation, synchronization of psychological activities, and self-efficacy (Khaddage et al., 2009). Therefore, in a learning environment that incorporates mobile technology, learners must cultivate self-sufficiency, autonomy, and uniqueness (Traxler, et al., 2015)

Given the rapid advancements in language-learning software, some academics have suggested that such programs be used as effective learning tools for EFL students (Ahn & Lee, 2016). In this study, the "Listen English Daily Practice" App was used as an example of MALL to enhance EFL listening achievements and self-confidence. Kim (2013) explains that students need to be exposed to real-world and relevant listening resources in order to develop their listening skills. According to this perspective, mobile listening applications can be a useful tool for students who do not have the chance to listen to real content and be exposed to a foreign language outside the classroom (Bai, 2024; Tuong & Dan, 2024; Wang, et al., 2022).

Previous studies found that mobile apps were used in EFL classrooms, particularly for listening instruction (Shaheen, et al., 2024), and that they included WhatsApp (Li & Singh, 2024), SMS through mobile phones (Elfiona et al., 2019). However, there have been few studies on mobile learning tools that EFL teachers have created to meet the requirements and preferences of their students. In addition, while most of the previous studies have adopted experiments, quasi-experiments, or case studies to explore the effectiveness of MALL in listening ability, very few studies focus on listening self-efficacy in this respect. Based on the objectives of the study, the following research questions were posed:

RQ1. To what extent are the effects of Listen English Daily Practice App and summarizing audio files on EFL learners' listening comprehension different from each other?

RQ2. To what extent are the effects of Listen English Daily Practice App and summarizing audio files on EFL learners' listening self-efficacy different from each other?

2. Methodology

In the present study, a non-equivalent quasi-experimental design was adopted. A non-equivalent group design, then, is a between-subjects design in which participants have not been randomly assigned to conditions. In a quasi-experiment where the groups are not random, they may differ in other ways. They are nonequivalent groups.

2.1 Participants and Setting

The participants of the study were 60 female EFL learners selected based on a convenience sampling procedure from Safir language institute in Tehran. Based on the obtained scores in the Oxford Placement Test (OPT), those students who achieved scores between 61 and 70 were considered as the main participants of the study, upper-intermediate level learners. All the participants spoke Persian as their first language and language of education. They also learned English as a foreign language. Furthermore, all the selected sample had at least four years of English studying in the language institutes. The selected participants were divided into two experimental groups labeled as the MALL group (MALLG, N=30) and Control Group (CG, N=30). The experimental group underwent teaching and learning of listening courses using the Listen English Daily Practice App, and the control group received the traditional teaching of listening without using mobile-assisted learning procedures.

2.2 Instrumentation

In this study, in order to collect the required data three measuring instruments including two tests and a questionnaire were employed.

In order to determine the participants' English language proficiency level, an Oxford Placement Test (OPT) was used. The test consists of reading, vocabulary, and grammar sections. It consists of 60 questions divided into two parts. The first part contains 40 multiple-choice items in 4 subparts, including grammatical questions about prepositions (items 1-5), a cloze passage test where one option out of three should be selected (items 6-10), cloze passage tests where one option out of four should be selected (items 7-20), and finally, testing grammatical knowledge (items 21-40). The second part of the test includes two subsections. In the first one, learners are required to read two cloze passages and select the correct option (items 41-50), and the second section assesses learners' vocabulary (items 51-60). The participants were given 60 minutes to answer the questions. The results are classified based on the OPT ranking rubric.

Another measure of the study included the listening section of the Longman TOEFL Preparation test used as a listening pre-test and post-test. The only difference between the pre- and post-tests was the sequence and organization of the items, which was done to prevent the influence of learning and memorizing. The test consisted of 50 multiple choice questions adapted from the post-listening test of Longman TOEFL Preparation 2004. The test included thirty questions on short dialogues, eight questions on long conversations, and twelve questions on long talks. The reliability of all the tests was calculated using the KR-21 method. The correlation coefficients for the pre-test and post-test were found to be 0.89 and 0.83, respectively.

Learners' listening self-efficacy beliefs were measured using an English listening self-efficacy questionnaire developed by Rahimi & Abedini (2009). This questionnaire assesses learners' confidence and self-perception during listening comprehension tasks and in communication with native speakers and teachers. It consists of 18 Likert-scale items, and participants are required to read and indicate their level of agreement on a scale of (1) strongly disagree, (2) disagree, (3) have no idea, (4) agree, and (5) strongly agree. To ensure the internal consistency of the items and assess the questionnaire's reliability in this study, the Cronbach alpha was employed. The coefficient obtained was .89, indicating an acceptable and satisfactory level of internal consistency.

2.3 Materials

Listen English Daily Practice App as a free tool for learning English was employed in the present study. Furthermore, listening section of the Top Notch 3 textbook was utilized as the teaching material to present the required listening courses in the treatment sessions.

2.4 Research Procedure

To carry out the study, the researchers implemented the following procedure:

In the first step, the participants were selected based on convenience sampling and the results of OPT from Safir private institute. Then, the participants were divided into two groups, i.e., one

experimental group (N=30) and a control group (N=30) to participate in the present quasi-experimental study.

The two selected measurement instruments were administered as the pre-test to ensure that all the participants were homogeneous in terms of listening self-efficacy and listening comprehension ability. The measurement instruments were given to the participants in two separate sessions. The administration of the listening test lasted 60 minutes and self-efficacy questionnaire was given 20 minutes to be completed.

In the fourth step, the treatment was initiated, consisting of 10 sessions of instruction on the listening course for both the experimental and control groups. Each session lasted 45 minutes. The participants in the experimental group were taught and practiced listening courses using the "Listen English Daily Practice" app. They were instructed to install the android version of the app on their mobile devices and use it either in the classroom or at home. During the treatment sessions, the participants in the experimental group utilized the listening courses and practices provided in the selected app and answered the following listening quizzes both inside and outside the classroom.

The participants in the second experimental group received instruction without the use of any computer apps. In each session, they were tasked with summarizing a listening audio file in the classroom. During the teaching sessions, two 10-minute listening files were played for the participants in the control group, and they were instructed to write a summary of the intended listening passages and then verbally present it to the teacher.

In the next step, at the end of the treatment, the questionnaires and the listening test were administered as the post-test. Finally, the collected data from the pre-and post-survey were inserted into SPSS 23 to be analyzed. T-test analysis was used to answer the research questions.

In order to analyze the obtained data, different statistical procedures were used. Then, descriptive statistics including means, standard deviations, variances, skewness, and kurtosis were calculated for all the variables (group discussion and vocabulary development) of this study. In addition, to answer the research questions, inferential statistics like independent sample t-test analysis were conducted.

3. Data Analysis

In this section, the statistical analysis concerning the normality of the test scores, as well as the homogeneity of the participants in terms of listening comprehension ability and self-efficacy are demonstrated.

In order to ensure that the scores of listening pre-and post-test for each of the control (Pre1-Post1) and experimental group (MALLG) (Pre2-Post2) were normally distributed, the Kolmogorov-Smirnov Test was employed. The obtained results for the normality of the pre-tests are illustrated in Table1 below.

Table 1

The Normality Test for Listening Pre-tests and Post-test Scores for the Two Groups

		Pre1	Post1	Pre2	Post2
Normal Parameters [a,b]	N	30	30	30	30
	Mean	34.11	37.23	33.26	42.39
	Std. Deviation	3.23	4.12	3.54	4.11
	Test Statistic	.221	.328	.334	.398
	Asymp. Sig. (2-tailed)	.102[c]	.108[c]	.114[c]	.137[c]

In Table 1, the Sig value represents the significance level associated with each Kolmogorov-Smirnov test. A Sig value greater than 0.05 indicates that there is no significant difference between the observed data and a normally distributed sample at a 5% level of significance. The Kolmogorov-Smirnov test revealed a significant level of normality of the listening pre-test (W (30) = 0.221, p = .102) and post-test scores (UTDG) (W (30) = 0.328, p = .108) for the experimental group. Furthermore, the results indicate a significant level of normality of listening pre-test (W (30) = 0.334, p = .114) and post-test (W (30) = 0.398, p = .137) for the control group. Therefore, the assumption of normality was met for the listening test scores in both groups. Furthermore, the obtained results for the normality of self-efficacy pre-test (Self 1) and post-test scores for each of the control and experimental group is indicated in Table 2 below.

Table 2

The Normality Test for the Self-efficacy Pre-test and Post-test Scores for the Two Groups

		Pre 1	Post1	Pre2	Post2
Normal Parameters [a,b]	N	30	30	30	30
	Mean	3.22	3.57	3.44	4.21
	Std. Deviation	.242	.253	.112	.342
	Test Statistic	.223	.265	.318	.387
	Asymp. Sig. (2-tailed)	.122[c]	.176[c]	.124[c]	.112[c]

According to the results of Kolmogorov-Smirnov test, a significant level of normality was found within the pre-test (W (30) = 0.223, p = .122) and post-test scores (W (30) = 0.265, p = .176) of self-efficacy for the experimental group. Furthermore, the results revealed a significant level of normality in the pre-test (W (30) = 0.318, p = .124) and post-test (W (30) = 0.387, p = .112) scores of self-efficacies for the control group. Therefore, it can be concluded that the pre-test and post-test scores for both the experimental and control groups in the study were normally distributed.

In order to assess and ensure the homogeneity of the participants in terms of listening comprehension before the treatment, the obtained scores by the two groups in the listening pre-test were analyzed and compared using an independent-sample t-test to determine if there were any significant differences in initial listening comprehension ability. The descriptive statistics for the two groups' scores in the listening pre-test are presented in Table 3 below.

Table 3

Descriptive Statistics for the MALLG and CGs' Scores on Listening Pre-test

	ID	*N*	*Mean*	*Std. Deviation*	*Std. Error Mean*
Listening Post-test	MALLG	30	34.11	3.23	2.13
	CG	30	33.26	3.43	2.87

- MALLG= Mobile-assisted Language Learning Group
- CG= Control Group

As the descriptive statistics indicate, the mean score of the experimental group (MALLG) (M= 34.11) and the control group (CG) (M= 33.26) did not show considerable difference. It means that, on average, the mean scores of the two groups within the pre-test of listening were relatively close to each other. The small difference in their mean scores suggests that there may not be a significant disparity between the two groups. However, to ensure the significance of the results an independent-sample t-test was conducted and the summary of results is presented in Table 4 below.

Table 4

T-test for the Two Groups' Comparison in terms of Listening Pre-test Scores

		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	Sig.	t	df	Sig. (2-tailed)	Mean. D	Std. E.D
Pre-test	Equal variances assumed	.04	.432	.643	58	.113	-.85	1.32
	Equal variances not assumed			.643	57.8	.113	-.85	1.32

Independent-sample t-test analysis showed that there was no significant difference between the mean scores obtained by MALLG and CG within the pre-test of listening ($t(60) = .643$, $p > 0.05$). It means that all the participants had the similar level of listening comprehension ability before the treatment. Therefore, based on this analysis, it was concluded that before receiving any treatment, all the participants in the two groups were homogeneous in terms of initial listening comprehension ability.

In order to examine the homogeneity of the participants in terms of English self-efficacy, their pre-test scores on English Listening Self-Efficacy Questionnaire (ELSEQ) were compared using an independent-sample t-test. The descriptive statistics for the two groups' scores in the vocabulary pre-test are presented in Table 5 below.

Table 5

Descriptive Statistics for the MALLG and CGs' Scores on Self-efficacy Pre-test

	ID	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary Post-test	MALLG	30	3.22	.234	.654
	CG	30	3.44	.276	.876

- MALLG= Mobile-assisted Language Learning Group
- CG= Control Group

As the descriptive statistics indicate, the mean score of the experimental group (M= 3.22) and the control group (M= 3.44) are similar in the pre-test of self-efficacy. The small difference in their mean scores indicated that there might not be a significant disparity between the two groups. However, in order to ensure the significance and meaningfulness of these descriptive findings, an independent-sample t-test was conducted and the summary of results is presented in Table 6 below.

Table 6

T-test for the Two Groups' Comparison in terms of Self-efficacy Pre-test Scores

		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	Sig.	t	df	Sig. (2-tailed)	Mean. D	Std. E.D
Pre-test	Equal variances assumed	.123	.212	.342	58	.104	-.22	.643
	Equal variances not assumed			.342	57.8	.104	-.22	.643

As the results on the above table indicate, independent-sample t-test analysis did not show any significant difference between the mean scores obtained by the two groups in the pre-test of self-efficacy ($t(60) = .342$, $p > 0.05$) which means that all the participants had a similar level of English self-efficacy before the treatment. Therefore, based on this analysis, it can be concluded that before receiving any treatment, both groups were homogeneous in this regard.

The first research question of this study sought to examine the effects of Listen English Daily Practice App and summarizing audio files on EFL learners' listening comprehension. In order to answer this research question, the mean score of the experimental and control groups on the listening post-test were compared. To do so, an independent sample t-test analysis was conducted. The descriptive statistics for the two groups are shown in Table 7 below.

Table 7

Descriptive Statistics for the MALLG and CGs' Scores on Listening Post-test

	ID	N	Mean	Std. Deviation	Std. Error Mean
Post-test	MALLG	30	42.39	4.76	2.76
	CG	30	37.23	4.82	3.91

- MALLG= Mobile-assisted Language Learning Group
- CG= Control Group

Table 7 indicates that the mean score of listening post-test for the experimental group (MALLG) (M = 42.39, SD = 4.76) was higher than the control group (M = 37.23, SD = 4.82). However, these findings are merely descriptive and to ensure the significance of the results, an independent sample t-test analysis was conducted and the summary of results is presented in Table 8 below.

Table 8

T-test for the Two Groups' Comparison in terms of Listening Post-test Scores

		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	Sig.	t	df	Sig. (2-tailed)	Mean. D	Std. E.D
Post-test	Equal variances assumed	.543	.387	6.91	58	.000	5.16	1.05
	Equal variances not assumed			6.91	57.8	.000	5.16	1.05

As it is illustrated in Table 8, the independent sample t-test indicated statistically significant difference ($t(58) = 6.91$, $p < 0.05$) in the listening post-test scores for the experimental group which received MALL and the control group which underwent traditional summarizing. Furthermore, in order to identify the effect size, Cohen's d was calculated to be 0.45, indicating a moderate effect size. This suggests that the use of MALL had a significant, though moderate effectiveness on improving listening skills compared to traditional summarizing methods. The findings of this study support the effectiveness of incorporating technology into language learning instruction and highlight the potential benefits of utilizing mobile devices in educational settings. Based on the obtained results, the first null hypothesis was rejected.

The second research question of this study sought to examine the effects of Listen English Daily Practice App and summarizing audio files on EFL learners' listening self-efficacy. To investigate this research question, the obtained mean scores by the experimental and control groups were compared using an independent sample t-test analysis. The descriptive statistics for the two groups' scores on self-efficacy post-test are shown in Table 9 below.

Table 9

Descriptive Statistics for the MALLG and CGs' Scores on Listening Post-test

	ID	N	Mean	Std. Deviation	Std. Error Mean
Post-test	MALLG	30	4.21	.321	.154
	CG	30	3.57	.336	.154

- MALLG= Mobile-assisted Language Learning Group
- CG= Control Group

Table 9 indicates that the mean score of the experimental group in the self-efficacy post-test (M = 4.21, SD = .321) was higher than the mean scores of the control group (M = 3.57, SD = .336). To ensure the significance of the results, an independent sample t-test analysis was conducted and the summary of results is presented in Table 10 below.

Table 10

T-test for the Two Groups' Comparison in terms of Self-efficacy Post-test Scores

		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	Sig.	t	df	Sig. (2-tailed)	Mean. D	Std. E.D
Post-test	Equal variances assumed	.271	.112	5.21	58	.000	.64	.123
	Equal variances not assumed				57.8	.000	.64	.123

As it is demonstrated in Table 10, the independent sample t-test indicated a statistically significant difference ($t(58) = 5.21$, $p < 0.05$) in the self-efficacy post-test for the two groups. To further investigate the effectiveness of the treatment, effect size was calculated in which Cohen's d was found to be 0.31, indicating a small effect size. This suggests that the treatment had a small impact on participants' self-efficacy levels.

4. Discussion and Conclusion

The study employed a quasi-experimental research design to evaluate the impact of MALL on enhancing the listening ability and self-efficacy of EFL learners. The "Listen English Daily Practice" App was utilized to find its effectiveness for listening and self-efficacy.

The first major finding of the present study suggested that using MALL through Listen English Daily Practice App had a significant effect on the EFL learners' listening comprehension ability. The results suggested that application of this language learning app had a positive effect, though relatively with moderate effect size, on the listening comprehension. This finding highlights the potential of

MALL as an effective tool for improving listening comprehension skills in EFL learners. The convenience and accessibility of using apps like Listen English Daily Practice App make it easier for students to practice and improve their language skills outside of the classroom. Additionally, the positive impact, albeit moderate, suggests that consistent use of such apps can lead to gradual improvement over time. This underscores the importance of incorporating technology into language learning to enhance students' overall proficiency in listening and other language skills. Further research could explore ways to optimize the effectiveness of MALL apps and investigate their long-term impact on language acquisition. EFL learners were able to practice listening skills anytime and anywhere, allowing for more consistent and frequent practice. Additionally, the interactive features of the app may have engaged learners more effectively compared to traditional methods, leading to improved comprehension (Xu, 2020). The personalized nature of the app (Read & Barcena, 2016), with tailored exercises and feedback, may have also contributed to the positive impact on listening. Overall, the findings highlight the potential benefits of incorporating MALL in EFL instruction for enhancing listening comprehension abilities.

After a scrutiny of those studies included, three possible reasons could be tentatively concluded to explicate the pedagogical benefits of MALL for EFL listening skill development. First, the mobility feature of MALL in its own right supports ubiquitous and autonomous learning (Karakaya & Bozkurt, 2022). In other words, EFL learners can use MALL to autonomously practice listening comprehension from anywhere and at any time (Ameen et al., 2021), which will increase the input exposure rates of learning materials compared to the highly temporal and spatial-constrained traditional methods, e.g., indoor computer classroom (Chang et al., 2005) and conventional paper and pencil (Azar & Nasiri, 2014).

The increased input exposure rates of MALL also lend support from the old saying-practice makes perfect. The multimodal materials of MALL reduce working memory loads and facilitate listening comprehension process. According to the Dual Coding Theory, there are verbal and non-verbal channels of working memory that process information independently from one another (Heidel, 2018). When the two channels are interconnected with each other, working memory loads will be decreased and the learning outcomes will be improved (Li & Singh, 2024). Compared to the unimodal presentation of the traditional methods, EFL learners who used MALL can make full use of multimodal materials to practice listening comprehension (Ma & Yan, 2022; Mayer, 2009). For instance, EFL learners' listening skill was greatly improved with a mobile virtual reality due to the multimodal virtual presence and the high degree of immersion (Chen & Yuan, 2023). Third, the interactivity of MALL affords enjoyable listening experiences, which increases EFL learners' flow experiences (Li & Singh, 2024), motivation and engagement (Ameen et al., 2021), and self-efficacy (Ameen et al., 2021; Li, & Singh, 2024). For instance, within a mobile VR environment, the interaction between realistic environment and spatial audio allows learners to feel "being there" and "being participants", which triggers their flow experiences, motivation and engagement, and facilitates listening skill development in turn (Chen & Yuan, 2023).

The positive and significant effect of MALL on Iranian EFL learners' listening comprehension can be explained through various studies and research findings. For instance, Rahimi and Soleymani (2015) found that MALL technologies can reduce listening anxiety and improve listening comprehension. Additionally, Ameen et al. (2021) and Li & Singh (2024) have recognized the potential of MALL to autonomously and ubiquitously develop learners' listening skills with sufficient exposure to multimodal listening materials. Researchers such as Alabsi (2020), Li, & Singh (2024), and

Saeedakhtar et al. (2021) have also confirmed the positive impact of MALL on EFL learners' listening skill development. Salih's (2019) study at Al Iraqia University demonstrated that mobile learning devices were effective in developing EFL students' listening sub-skills. These studies and findings collectively suggest that MALL can be a powerful tool for enhancing Iranian EFL learners' listening comprehension by providing ubiquitous learning environments, sufficient exposure to listening materials, and reducing listening anxiety.

The findings of the study might be in line with Alzieni (2020) who showed the advantages of MALL for enhancing students' listening abilities, particularly for those who exhibit a lack of motivation. The results are also in line with Helwa (2017) who found a positive effect of MALL on listening comprehension and vocabulary knowledge. Furthermore, the results corroborate the findings of Kassaie et al. (2021) who revealed that the inclusion of podcasts significantly improved the participants' speaking and listening abilities.

The second major finding of the study showed that integration of mobile-technology in the form of Listen English Daily Practice App within the language learning process could lead to significant enhancement of English self-efficacy. In other words, students who used the app reported feeling more confident in their English language abilities. This increase in self-efficacy can have a positive impact on overall language proficiency and motivation (Zohoorian et al., 2022) to continue learning and improving their English skills. The convenience and accessibility of mobile technology make it a valuable tool for language learners (Yedla, 2013). To practice and engage with the language outside of traditional classroom settings, ultimately contributing to their success in mastering English.

The positive effectiveness of MALL on EFL learner's self-efficacy can be justified and explained by the theory of social cognitive theory. Social cognitive theory, developed by Albert Bandura (2011), posits that individuals learn through observation, imitation, and modeling of others. In the context of MALL for EFL learners, this theory suggests that exposure to language materials and interactions with native speakers through mobile devices can enhance learners' self-efficacy by providing them with opportunities to observe and imitate proficient speakers. Additionally, the interactive nature of MALL allows learners to receive immediate feedback on their language skills, which can further boost their confidence in their abilities (Hwang, et al., 2024). Overall, the positive effectiveness of MALL on EFL learners' self-efficacy can be attributed to the principles of social cognitive theory (Ahmed, et al., 2024; Istikharoh & Utami, 2024).

Furthermore, the use of mobile devices in language learning also promotes a sense of community and collaboration among EFL learners. Through various language learning apps and platforms, students can engage in group activities, share resources, and communicate with each other in real-time. This collaborative aspect not only enhances their language skills but also fosters a supportive learning environment where learners can motivate and learn from each other. By creating a virtual community of language learners, MALL not only improves self-efficacy but also encourages social interaction and peer support, ultimately leading to a more enriching language learning experience (Viberg & Kukulska-Hulme, 2022).

The study aimed to investigate how incorporating mobile devices into language learning activities can positively influence students' listening skills and boost their confidence in their own abilities. By utilizing technology in the language learning process, it is hoped that students will become more engaged and motivated to practice their listening skills outside of the classroom. Additionally,

by building self-efficacy through successful MALL experiences, students may feel more confident in their overall language proficiency and be more willing to take risks in using the language in real-world situations. Ultimately, the findings of this study could provide valuable insights for educators on how to effectively integrate mobile technology into language learning curricula to enhance student outcomes.

The obtained results from the study revealed that integration of such mobile-based software as Listen English Daily Practice App could lead to significant development and improvement of EFL learners' listening comprehension, as found by Nguyen (2023), as well as enhancement of their English self-efficacy. This suggests that incorporating technology into language learning can have a positive impact on students' language skills and confidence. By using mobile-based software like Listen English Daily Practice App, students have the opportunity to practice listening in a convenient and engaging way. This not only helps them improve their comprehension skills but also boosts their belief in their own abilities to learn and use English effectively. More general conclusion which can be drawn from these findings is that incorporating technology into language learning can have a positive impact on students' language skills and confidence. This suggests that educators should consider integrating mobile-based software into their teaching practices to enhance the overall learning experience for EFL learners. Additionally, these results highlight the importance of providing students with opportunities to practice listening skills outside of the classroom, as it can greatly contribute to their language proficiency and self-confidence (Ningias & Indriani, 2021).

Overall, the study underscores the potential benefits of utilizing technology in language education and emphasizes the need for further research in this area to fully understand its impact on student learning outcomes. In conclusion, the study's results demonstrate the potential of mobile-based software, such as the Listen English Daily Practice App, in enhancing the listening comprehension and self-efficacy of EFL learners. The findings suggest that incorporating such tools into language education could be a promising approach to improving language learning outcomes. The use of technology in language learning has become increasingly prevalent in recent years, and this study provides evidence of its effectiveness in improving the listening skill. Furthermore, the study's results highlight the importance of providing EFL learners with opportunities to practice their listening skills outside of the classroom. The Listen English Daily Practice App offers a convenient and accessible way for learners to engage in regular listening practice, which can lead to significant improvements in their language proficiency.

Policy makers should consider incorporating MALL into national language curricula to provide learners with additional opportunities for practice and development of listening skills. Syllabus developers should also create lesson plans and teaching materials that leverage MALL to enhance EFL learners' listening comprehension and self-efficacy. English teachers and instructors should also consider integrating MALL into their language teaching practices to provide learners with additional opportunities for practice and development of listening skills.

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