

EXPLORING DAILY DICTATION APP TO IMPROVE LISTENING SKILLS FOR NON-ENGLISH MAJORS AT A PRIVATE UNIVERSITY

ỨNG DỤNG DAILY DICTATION ĐỂ CẢI THIỆN KỸ NĂNG NGHE
CHO SINH VIÊN KHÔNG CHUYÊN TIẾNG ANH TẠI MỘT TRƯỜNG ĐẠI HỌC TƯ THỰC

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ABSTRACT

This study investigates how the Daily Dictation app helps students at a private institution who are non-English majors improve their English listening abilities. Although listening is an essential part of learning a language, it is always considered very challenging, particularly for non-English majors. With regular practice and instant feedback, the Daily Dictation app offers a useful and approachable way to enhance listening comprehension. This study used a mixed methods approach, integrating quantitative data from pre-test and post-test with qualitative feedback collected from student surveys. The findings show that consistent app use greatly improves student listening skills, increases student confidence, and encourages higher engagement with the course topics. The results of the study suggest that using smartphone applications such as Daily Dictation can support students' English listening and improve their English listening skills. Future research directions and implications for instructional design are also included in the study.

Keywords: *Information and Communication Technology (ICT), Daily Dictation, listening skills, technology in education.*

TÓM TẮT

Bài báo nghiên cứu về việc sử dụng ứng dụng Daily Dictation vào hỗ trợ học nghe để giúp sinh viên không chuyên tiếng Anh tại một trường tư thực cải thiện khả năng nghe của họ. Mặc dù nghe là một phần thiết yếu của việc học ngôn ngữ nhưng người học tiếng Anh lại gặp rất nhiều khó khăn trong việc nghe, đặc biệt là đối với sinh viên học các ngành kỹ thuật và xã hội. Với việc luyện nghe thường xuyên và phản hồi tức thì, ứng dụng Daily Dictation cung cấp một cách hữu ích và dễ tiếp cận để nâng cao khả năng nghe hiểu. Nghiên cứu sử dụng phương pháp tiếp cận hỗn hợp, tích hợp dữ liệu định lượng từ kiểm tra trước và sau khi tiến vào thực nghiệm và phản hồi định tính thu thập được thông qua khảo sát bằng hỏi và điểm số từ các bài kiểm tra trước và sau khi sử dụng ứng dụng của sinh viên. Thông qua số liệu khảo sát cho thấy việc sử dụng ứng dụng Daily Dictation cải thiện đáng kể về kỹ năng nghe của người học, tăng sự tự tin của sinh viên và giúp cho sinh viên thích nghe tiếng Anh hơn, nhất là các chủ đề của khóa học mà ứng dụng cung cấp. Những kết quả này cho thấy rằng việc kết hợp các ứng dụng điện thoại thông minh như Daily Dictation vào các chương trình học ngôn ngữ có thể giúp sinh viên không chuyên cải thiện khả năng nghe của họ. Các hướng nghiên cứu trong tương lai và ý nghĩa đối với thiết kế hướng dẫn cũng được đưa vào để tiếp tục nghiên cứu.

Từ khóa: *Công nghệ thông tin và truyền thông (ICT), Daily Dictation, kỹ năng nghe, công nghệ trong giáo dục.*

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1. INTRODUCTION

Learning English involves practising listening, speaking, reading, and writing skills, as well as

understanding grammar, vocabulary, and cultural nuances [1]. Modern technology has greatly improved this process through interactive and flexible tools such as

Duolingo, Memrise, and Rosetta Stone, which provide personalized learning experiences. Platforms such as Zoom, Grammarly, and AI-powered assessment systems help improve skills and provide rapid feedback. Appropriate teaching strategies and technology integration can help address these issues by providing learners with real-time practice opportunities and interactive exercises designed to improve specific skills [2]. In the context of higher education in the 4.0 era, technology helps address these issues through interactive practice exercises and adaptive learning systems. Applications such as Daily Dictation, Elsa, etc. help improve listening skills, provide a variety of materials and instant feedback, and help learners identify errors and gradually improve their skills.

Although Daily Dictation is free to use, it is not popular with non-English majors. Furthermore, specific studies on the Daily Dictation application in improving English listening skills have not been widely published, and there are also few studies on the extent to which this website improves English listening comprehension. Therefore, this study was conducted to investigate the students' perspectives towards the Daily Dictation application and its effectiveness in improving the listening skills learning of non-English majors at a private university in Vietnam.

To address this objective, the two following research questions were formulated for the study:

(1) What are the perspectives of the non-English majors towards applying Daily Dictation in their English listening skills?

(2) What effects does the Daily Dictation application have on improving the listening skills of non-English majors at a private university?

2. LITERATURE REVIEW

2.1. English listening skill

Language learning is the process of acquiring and developing the skills needed to use a language other than one's mother tongue by Oliveros Cortez [3]. The benefits of language learning are diverse, including expanded career opportunities, enhanced cognitive and creative abilities, and stronger cross-cultural relationships. In an increasingly globalized world, the ability to speak multiple languages is an important and valuable skill. According to Richards et al. [1], English language learning is the process by which learners develop the ability to understand, speak, read, and write English. This process typically involves expanding

vocabulary, mastering grammar, improving pronunciation, and improving listening comprehension. More than one billion people speak English globally, both native and non-native, and it is the official or default language in many countries [1].

Learning a language in general or English in particular involves four basic skills: listening, speaking, reading, and writing. These skills are closely related to each other and together help improve overall language proficiency. According to many studies, listening skills are considered the most important of the four skills. When we first start learning a language, we all start by listening, listening repeatedly, repeating, writing, etc. This is the basis for effective communication; understanding the messages of others helps learners feel more confident in responding and participating in conversations. In everyday communication, listening comprehension tasks take up more time - about 45% - than speaking, reading, and writing tasks. Listening is an early stage of natural speech (spoken) and is acquired in the early stages of language by Nation and Newton [4]. In other words, listening and hearing differ, as listening involves actively processing speech received through the ear. The follow Brown [5] theorizes these types of listening as follows: (1) Intensive: listening to recognize components (phonemes, words, intonation, aphorisms, etc.) of a wider range of language; (2) Rapid Response: Listening to a relatively short piece of language (greetings, questions, commands, comprehension checks, etc.) to give an equivalent short response; (3) Selective: Processing text passages into short monologues for a few minutes to "scan" certain information.

English listening skills include many important elements that help learners understand and receive information effectively. According to Brown [5], sound discrimination is the first element, requiring listeners to recognize the difference between tones, stresses, and accents from different regions. Next, vocabulary recognition and understanding the meaning of words in context are important, as the semantics of vocabulary can change depending on the situation and the speaker's emotions.

In the context of teaching English listening skills in Vietnam, learners encounter several significant challenges that can hinder their acquisition of effective communication abilities. One prominent obstacle is the overwhelming exposure to diverse accents and rapid speech, which can lead to comprehension difficulties.

Additionally, cultural nuances and idiomatic expressions often pose barriers, as students may struggle to connect contextual meanings with their native language frameworks. These issues are compounded by traditional teaching methodologies that prioritize rote memorization over interactive engagement, thereby limiting students' practical listening experiences. Furthermore, as highlighted in recent discussions surrounding English language teaching, the integration of new technologies and learning environments necessitates a reevaluation of teaching approaches to effectively foster learner autonomy while providing necessary support [3, 4]. Addressing these challenges is crucial for enhancing the overall effectiveness of English language instruction in Vietnam.

2.2. Technology in learning English

According to Pratt [6], Information and Communication Technology (ICT) encompasses the infrastructure and components that enable modern computing. This includes devices, applications, systems, and technologies that facilitate interaction and connectivity in the digital world. ICT plays a crucial role in enhancing business operations and economic growth and facilitating modern communication and information exchange. Furthermore, educators and students express positive views because they have the opportunity to use virtual training tools, which facilitate the mobilization of the teaching-learning process by Hernández et al. [7]. ICT plays an important role in the modern education system because of its ability to provide dynamic and interactive learning environments. ICT enables anytime, anywhere access to learning resources via the Internet and provides teachers and students with tools to enhance educational quality. Pratt [6] emphasizes that Information and Communication Technology has become essential in education, transforming the way knowledge is acquired and acquired in unprecedented ways. ICT in education has been shown to have a positive impact on learning outcomes by promoting active engagement, facilitating personalized learning pathways, and providing access to a wide range of educational resources beyond the traditional classroom [8, 9]. In terms of learning experiences, learners will have experiences ranging from basic to advanced learning. Users will have more access to learning support tools, providing interactive and multimedia content to engage students more effectively than traditional teaching methods [9]. When applying ICT in education, schools as well as students will be more

convenient in uploading and learning about online educational resources such as e-books, videos, simulations, etc. labs, virtual practice, research articles, magazines, etc. There are many different resources everywhere and there are even documents from a long time ago that can still be searched. Graddol [10] stated that "technology lies at the heart of the globalization process, affecting work, education and culture".

Modern technology has brought many useful applications to help improve listening skills. Applications include Podcast, Duolingo, Elsa Speak, Cake, Youtube, TED, etc. Each tool has its unique features and limitations [8-10].

The integration of technology in learning English has proven to offer significant benefits, particularly in enhancing language skills among students. In Vietnam, the shift towards blended learning, accelerated by the COVID-19 pandemic, has allowed for flexible educational methods that combine traditional face-to-face instruction with digital resources. As highlighted by recent studies, this approach has been well-received by English-majored students, who recognize its potential to improve their language competencies while also presenting certain challenges [11]. Furthermore, the increasing emphasis on technology in educational practices aligns with a broader trend of improving research and pedagogical effectiveness in Vietnamese universities, responding to the demands of globalization and the digital age [12]. Consequently, the adoption of innovative language learning tools strengthens students' engagement and fosters a more interactive and inclusive learning environment, ultimately leading to higher proficiency in English.

The incorporation of technology into English learning in Vietnam brings promising opportunities for greater engagement and resource access, but it also introduces notable challenges and limitations. A major concern is unequal access to technology, as numerous students in rural regions struggle with unreliable internet connections and lack the required devices, which restricts their full participation in online learning platforms. Moreover, the effectiveness of these online resources is frequently compromised due to insufficient technical training for both teachers and students, limiting their capacity to effectively navigate and use these tools. Additionally, technology usage can promote a dependence on surface-level learning methods, which may detract from crucial communication skills. As

highlighted in the literature, addressing these obstacles is essential to maximizing the benefits of technology in the English language training market (ELTM) for a wider array of learners [12, 13].

Despite being free to use, Daily Dictation is not well-liked by students who do not major in English. Additionally, there are a few published studies specifically examining the Daily Dictation app's ability to enhance English listening comprehension, and even fewer examining how much this website enhances listening comprehension. Thus, this study was carried out at a private institution in Vietnam to find out how the students felt about the Daily Dictation program and how well it worked to help non-English majors acquire listening skills.

3. METHODOLOGY

This study uses a quasi-experimental research design to investigate the impact of applying the Daily Dictation tool and supporting listening skills learning for non-English majors. According to Cook and Campbell [14], two pioneers in the field, quasi-experimental research can be defined as follows: A quasi-experimental research design is one in which the conditions are controlled. The study was controlled, but there was no randomization of subjects into groups. This reduces the reliability of the results but creates a more realistic context for applying the research results to practice.

The researchers selected two classes of non-major students at a private university in Vietnam as the experimental and control groups. They were first-year students majoring in Accounting and Finance. The experimental group had 48 students, and the control group had 55 students; all of them were at level A1 according to the 6-level foreign language proficiency framework for Vietnam. The experimental group was taught according to the method and curriculum required by the university but also was guided to use the Daily Dictation tool to help them learn better listening skills, while the control group followed the same method. Both groups were given a pretest in the first lesson and a post-test in the last lesson.

Students in the experimental group used the Daily Dictation application continuously for 2 months of research. Each student in the experimental group, in addition to studying according to the school's program, also was taught the Daily Dictation application through one activity in each lesson in the class. Each day, students practised listening to the application for at least 30

minutes on different topics and ticked a checklist of their application. After each week, students tested the process of performing listening activities on the student application. After the post-test, an online survey was delivered to all the students in the experimental group via Google Forms in two weeks. The results of the pretest and post-tests were compared to see if there were any differences, thereby concluding the effectiveness of using Daily Dictation and supporting students in learning listening skills. In addition, the data from the online survey was collected and analyzed descriptively to figure out the significant findings of the research.

In this study, Daily Dictation was applied to support students' listening skills (Fig. 1). Daily Dictation is a popular online learning tool that provides English listening exercises for learners of all levels. As shown in Fig. 2, this tool helps improve listening skills through 4 steps: (1) Listen to audio repeatedly to improve listening ability; (2) Write down what is heard to increase attention to detail and improve pronunciation, spelling and writing; (3) Check and correct errors to improve comprehension and reading accuracy, and relearn mistakes made; (4) Read aloud what you have written to improve pronunciation and speaking skills.

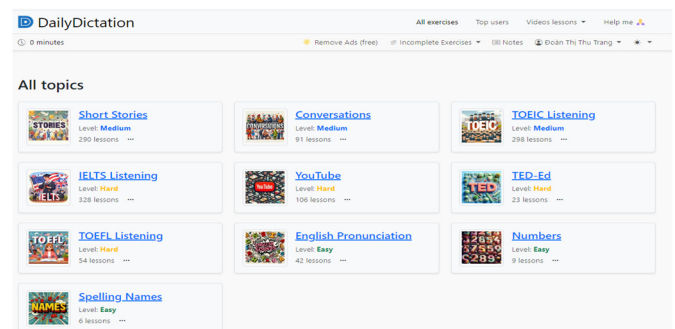


Fig. 1. Daily Dictation's Homepage Interface



Fig. 2. Steps when implementing a lesson in Daily Dictation

4. RESULTS AND DISCUSSION

The data gathered from surveys and semi-interviews were analyzed in detail and can be categorized into three

main sub-themes: students' motivation to learn listening, the advantages of using the tool, and the challenges faced by students.

All participants were at the A1 proficiency level, as per the CEFR, but there was a noticeable variation in their English proficiency. As indicated in Fig. 3, the survey revealed that most students (80.6%) expressed a positive attitude towards learning listening skills, recognizing their importance in language learning. However, 16.5% of students showed disinterest, possibly due to challenges in improving their skills or dissatisfaction with the learning process.

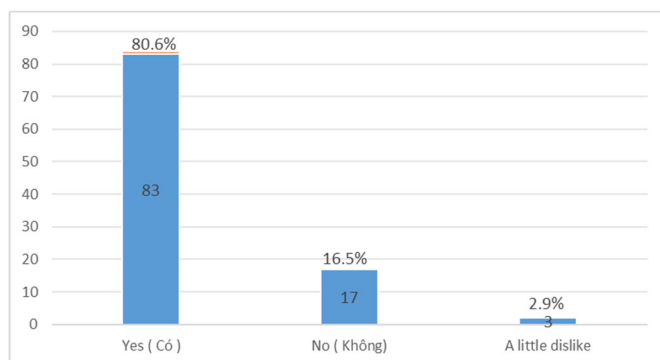


Fig. 3. The level of interest in learning listening skills of student

This finding is comparable to Silviyanti's [15] investigation into how students perceive the Technology app in listening skills, which revealed that students showed their interest in the technological application and they believe engaging content improves their listening focus.

The students' motivations for learning listening were primarily focused on improving communication skills (56.3%), followed by enhancing listening comprehension (27.2%) and professional needs (9.7%). A few students (3.9%) were motivated by personal interests, such as watching movies, and some (2.9%) planned to study abroad (Fig. 4).

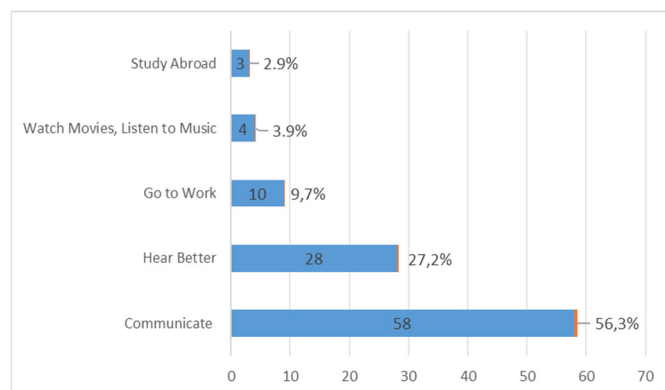


Fig. 4. Students' motivation in learning listening skills

These results highlight how important dictation is as a useful tool for improving listening comprehension. EFL students may gain from a more convenient and interesting learning environment and improve learning results by fusing cutting-edge technology with conventional dictation techniques.

Motivation is the essential key element in learning in general and in learning a language in particular. The results are similar to Sharma et al.'s [16] study, which applied YouTube to improve listening skills, and Yaacob et al. [17], which found significantly positive engagement with interactive video applications in students' listening skills. These findings revealed that any technological applications would be very motivating and supportive for students in practising and enhancing their listening skills.

In terms of comprehension, 60.2% of students reported understanding only 10 - 30% of conversations, indicating significant difficulties, mainly due to vocabulary gaps, unfamiliar pronunciations, or fast speaking speeds at the beginning of the research (Fig. 5).

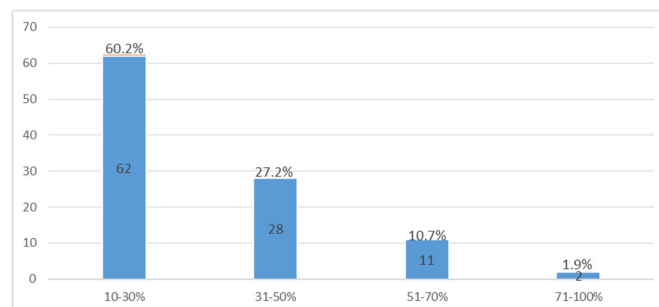


Fig. 5. Students self-assess their English ability

Additionally, 55.9% of students used digital tools like Daily Dictation to improve their listening skills, with 25% of students familiar with this application. Other platforms, such as podcasts and audiobooks, were also used by students to support their learning.

During the two-month study period, the survey results revealed that all participants made progress in their English listening skills. After using Daily Dictation, the majority of students reported a positive increase in motivation. Specifically as shown in Fig. 6, 30.4% felt "Highly motivated," and 41.7% felt "motivated," showing that the application had a significant impact on their learning. However, a small number of students (10.9%) felt neutral, and 19.5% reported feeling less motivated. The overall feedback from participants was positive, with most learners finding the tool motivating in improving their listening skills. This finding is similar to Alegre [18] and Francis [19] in the increase in students' engagement

and motivation while incorporating technology into learning activities.

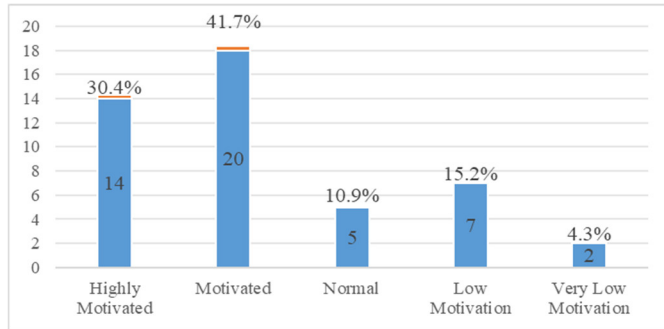


Fig. 6. Student Motivation After Using Daily Dictation

The survey also indicated that most students felt more confident in their English listening abilities after using the app, as presented in Fig. 7, with 24 participants (52.2%) saying they felt "A little more confident" and 17 out of 40 students (37%) feeling "more confident". However, 5 students (10.9%) remained "not confident," possibly due

to limited progress or challenges in the learning process. This result is contrary to that of Kearney et al. [20] who found some students' poor attitudes and confidence in learning English with technology even with their high technology competence.

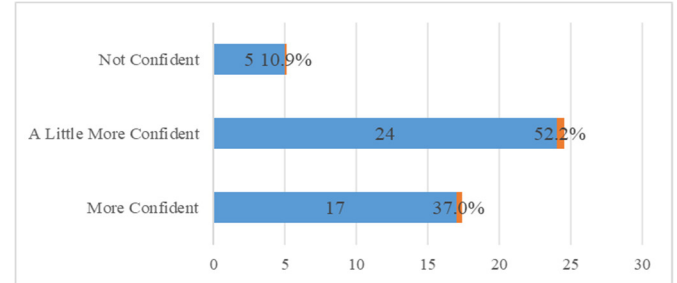


Fig. 7. Students' confidence after using the app

Moreover, data from investigated students' responses revealed that Daily Dictation was found to be particularly useful for beginners, as it helps learners focus on detailed aspects of pronunciation, stress, and sentence structure.

Table 1. Experimental group student scores from the pre test and the post-test

Student	Pre-test	Post-tests	Score difference	% of Difference	Student	Pre-test	Post-test	Score difference	% of Difference
A1	2	5	3	30	A25	2	5	3	30
A2	2.5	5	2.5	25	A26	3.5	5.5	2	20
A3	3	4.5	1.5	15	A27	4.5	6	1.5	15
A4	3.5	5.5	2	20	A28	2	4.5	2.5	25
A5	2	4.5	2.5	25	A29	2	4	2	20
A6	2	5	3	30	A30	1.5	4.5	3	30
A7	1.5	4.5	3	30	A31	3	6	3	30
A8	4.5	7	2.5	25	A32	2.5	5.5	3	30
A9	5	7.5	2.5	25	A33	1.5	4	2.5	25
A10	5	7.5	2.5	25	A34	2	5.5	3.5	35
A11	5	7	2	20	A35	3.5	5	1.5	15
A12	6.5	8	1.5	15	A36	2.5	5.5	3	30
A13	4	5.5	1.5	15	A37	3	5	2	20
A14	3.5	5.5	2	20	A38	3	6	3	30
A15	2	4.5	2.5	25	A39	4	6.5	2.5	25
A16	2.5	5	2.5	25	A40	4	6.5	2.5	25
A17	2	4	2	20	A41	4	7	3	30
A18	2	4.5	2.5	25	A42	5	7.5	2.5	25
A19	3	5.5	2.5	25	A43	2.5	5	2.5	25
A20	4	6.5	2.5	25	A44	2	4	2	20
A21	5.5	7	1.5	15	A45	2	4.5	2.5	25
A22	2.5	4	1.5	15	A46	3.5	4.5	1	10
A23	1.5	4	2.5	25	A47	3	5	2	20
A24	1.5	3.5	2	20	A48	2.5	5.5	3	30

The app's daily practice with short dialogues aids in familiarizing students with different accents and language contexts. Additionally, comparing answers with the original helps learners to identify and correct mistakes, improving vocabulary and listening comprehension. A12 wrote *"I find this app more useful and engaged to learn English than usual. Even though I struggled much with my listening skills, I can see my improvement clearly with practising this app..."* or as A30 reported, *"I think I can practice gradually with dictation skills while listening short sentences, short dialogues with slow pace..."*.

In addition, the user-friendly interface and clear instructions make it an easy tool for beginners, and regular practice leads to noticeable improvement in

listening skills and confidence in using English. The effectiveness and ease of use were reflected in 88% of students expressing their willingness to recommend the app. Overall, Daily Dictation is praised for improving detailed listening skills, expanding vocabulary, and boosting confidence in communication, making it an ideal tool for English learners. These results differ from Syamsuddin and Jimi [21] in students' frustration and struggle to fully integrate technology in their listening practice, but they are broadly consistent with earlier findings of Maulina et al. [22] and Salainti & Pratiwi [23] in confirming the effectiveness of technology-driven listening practice.

The results from the pretest and post-test showed that the group of students using Daily Dictation had

Table 2. Scores of control group students from the pre-test and the post-test

Student	Pre-test	Post-tests	Score difference	% of Difference	Student	Pre-test	Post-test	Score difference	% of Difference
B1	2.5	4	1.5	15	B29	2	3.5	1.5	15
B2	3	4	1	10	B30	2.5	4	1.5	15
B3	3	4	1	10	B31	3	3.5	0.5	5
B4	3.5	4.5	1	10	B32	3	4.5	1.5	15
B5	2.5	3	0.5	5	B33	2.5	5	2.5	25
B6	4	4.5	0.5	5	B34	2	2.5	0.5	5
B7	7	7	0	0	B35	2	3	1	10
B8	6.5	7.5	1	10	B36	1.5	3.5	2	20
B9	5	6	1	10	B37	1.5	3	1.5	15
B10	4	4	0	0	B38	2	4	2	20
B11	4.5	4	-0.5	-5	B39	3.5	4	0.5	5
B12	5	4.5	-0.5	-5	B40	3	3.5	0.5	5
B13	2.5	3	0.5	5	B41	3	3.5	0.5	5
B14	3	3	0	0	B42	3.5	4	0.5	5
B15	3.5	3.5	0	0	B43	4	4	0	0
B16	2	2.5	0.5	5	B44	5.5	6	0.5	5
B17	2	3	1	10	B45	2	2.5	0.5	5
B18	4	4.5	0.5	5	B46	2	2	0	0
B19	4.5	4.5	0	0	B47	2	2.5	0.5	5
B20	1.5	2	0.5	5	B48	3.5	3	-0.5	-5
B21	2.5	3	0.5	5	B49	3.5	3.5	0	0
B22	2	3	1	10	B50	4	4.5	0.5	5
B23	2	2.5	0.5	5	B51	5	5.5	0.5	5
B24	3.5	4	0.5	5	B52	4.5	5	0.5	5
B25	4	4	0	0	B53	4	4.5	0.5	5
B26	6	6	0	0	B54	4.5	5	0.5	5
B27	6.5	6.5	0	0	B55	6	6	0	0
B28	2	3	1	10					

significant improvements in listening skills (Table 1), with increases ranging from 1 to 3.5 points and increases in percentage from 10% to 35%. Students with low initial scores, such as A1, A6, and A30, achieved the highest improvement of over 30%. The highest percentage of differences of 35% is shown at A34 with a 3.5 difference between the pretest and post-test. Some students shared their less improvement of low level (10 - 15%) between pretest and post-test. This shows that the application effectively supports the improvement of detailed listening and sound recognition skills.

Meanwhile, the results of the control group showed that listening skills improved little or insignificantly after the conventional learning process (Table 2), with the increase in scores mainly ranging from 0 to 1.5 and the increase rate ranging from 0% to 10%. Some students, such as B1, B29, and B37, had an improvement of 15%, but this was an exception. Notably, some students (B11, B48) even had their scores reduced after their usual learning, possibly due to lack of motivation or limitations of the traditional learning method. Many students did not have any change in their scores, suggesting that the conventional learning program did not significantly affect listening skills. The results emphasize the importance of supporting tools such as Daily Dictation, which can help improve listening skills more effectively, and suggest that it is necessary to combine traditional learning methods with modern applications to improve teaching effectiveness.

From the survey data and students' scores before and after using the Daily Dictation app, the researchers saw improvements in the English listening skills of the students in the study group. This result helps us see the potential of using Daily Dictation to support English listening learning, especially for non-English major students. The most striking result to emerge from the data is that applying Daily Dictation proves its benefits in improving listening skills for non-English major students than usual. The integration of technology in language learning has become increasingly important, with research indicating that its effective use can improve overall language learning skills, including listening [24]. Furthermore, the research findings have demonstrated similar results to Coskun & Marlowe [25] that technology-assisted language learning not only improves EFL learners' listening performance but also fosters positive attitudes towards its use.

Even though Daily Dictation has many benefits for improving English listening skills, the responses present

that learners feel that the tool needs more complex exercises, a wider range of vocabulary and more interactive activities to suit most of the learners' needs. Student A12 reported that *"the exercises are quite easy and don't challenge me much. I only listen once to complete all the tasks..."*, or said Student A21: *"I think all the tasks are quite similar and repetitive. It's rather boring to do them every day. The system should add some more interactions in the tool so that we can find them more interesting and eye-catching..."*. The speed and pronunciation in some listening passages can be too fast, making it difficult for beginners. Repeating the same listening passage over and over again can be boring, especially when progress is not clear. The need for electronic devices and Internet connection is also a barrier for some learners. These findings are consistent with Dicheva, Agre, & Angelova [26] and Nation [4] in improving listening skills with technology-driven support.

Therefore, the students also gave some recommendations on better application of Daily Dictation, for instance, more supplementary vocabulary and grammar exercises before listening tasks, more gamification and interaction tasks to get more engaged, and adding more formative assessments for students to check their gradual improvement.

5. CONCLUSIONS

Daily Dictation has shown us the benefits it brings to learners in supporting the improvement of English listening skills when learners use this tool to support their learning. In addition, it also contributes to motivating learners to listen and improve their listening and writing skills. The application helps learners identify sounds, improve pronunciation and form daily listening habits. However, the study also pointed out some limitations such as difficulties in accessing technology, different levels of proficiency of learners and uneven sound quality. And especially, the improvement of listening skills is also affected by external factors such as learners' learning ability and learning space.

To overcome this, the application needs to diversify content at many levels, improve sound and integrate more personalized learning methods. Learners also need to improve the learning environment, combining lessons with direct guidance from teachers is also a suggestion.

In the future, studies should expand the scope, evaluate the effectiveness of Daily Dictation in different educational contexts and language skills, as well as consider the long-term impact on the overall

development of learners. This can help optimize the application, making it an effective and sustainable foreign language learning support tool.

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