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Students' Attitudes Towards Using Mobile Applications in Learning English Listening Skills at Ho Chi Minh City University of Foreign Languages and Information Technology

Le Hoang Thai Thuong[1,*], Duong My Tham[2]

[1]HUTECH University,
475A Dien Bien Phu, Ward 25, Binh Thanh, Ho Chi Minh, Vietnam
[2]Ho Chi Minh City University of Economics and Finance,
141-145 Dien Bien Phu, Ward 15, Binh Thanh, Ho Chi Minh, Vietnam

Abstract: Technology continues to create new avenues for inspiring language learners. unlocking the vast potential of technology requires institutions, teachers, students, and communities to collaborate to determine how it can be optimally implemented in a particular setting. This study aimed to determine how sophomores majoring in English at Ho Chi Minh City University of Foreign Languages and Information Technology thought about using mobile applications through mobile devices to improve their English listening skills. One hundred and one English major students at Ho Chi Minh City University of Foreign Languages and Information Technology participated in the mixed-methods study. Using the mixed-methods research design with a survey questionnaire as the primary data collecting instrument, the study obtained significant findings and accomplished its objectives. The study findings indicate that the majority of participants had positive sentiments regarding the use of mobile applications inside and outside the classroom. This study also revealed that most English majors agreed that listening practice through mobile applications could improve their listening skills. In addition, although the participants accepted that the mobile devices contained a lot of distractions while using, they still held positive attitudes towards the use of mobile applications and continued using them to practice their English listening skills.

Keywords: Attitudes; mobile Learning; mobile applications; English listening skills.

1. Introduction

It is well-known that mobile phones or smartphones are essential devices that everyone keeps beside them because they are very convenient tools for many aspects of life. Obviously, people nowadays depend on their mobile phones. Using mobile phones is popular in Vietnam, and people love to use them in many different aspects of life, such as contacting friends and family, working, playing

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* Corresponding author.
  E-mail address: lethuong0908571382@gmail.com

games, watching movies, and learning. And to English learners, mobile phones can be great tools to improve English skills. There are many studies of language learning and teaching using mobile devices and mobile applications. For instance, using mobile phones to improve the knowledge of vocabulary [1, 2] or grammar, speaking, and listening [3]. According to [4], of all four skills of language, listening skill is used more often than speaking skill. Also, listening comprehension received less attention from teachers and less time in English learning than speaking, writing, and reading. Additionally, one of the most difficult language skills is listening [5].

In the Vietnamese EFL context, there are many obstacles for students when they try to train and perfect their listening skills. For instance, teaching and learning listening skills at high school has been discussed for a long time, but this skill has not received much attention. There is probably a reason that high school examinations do not include listening tests, teachers would rather spend more time on other skills which help their students pass the examinations and get high scores. Due to a lack of investment, students in high schools always have many problems with listening comprehension [5]. Found numerous problems which students at a high school in Ho Chi Minh city faced while they learned English listening skills, such as phonetic barriers, vocabulary obstacles, and materials. Furthermore, at the university level, listening skills also cause many difficulties for students. [6] concluded that first-year English majors at some universities in Mekong Delta also faced similar difficulties as high school students and other factors, including speakers' accents, students' concentration ability, and negative emotions in learning listening comprehension.

Thanks to the advance in mobile technology, mobile learning (m-learning) has received a lot of attention in teaching and learning L2 (second language). Especially, mobile applications, which are functions of mobile phones, can help learners develop their listening comprehension. Moreover, using mobile phones for learning and teaching is a fruitful trend which can simplify the ways learners and teachers work inside and outside the classroom, particularly with mobile applications. In order to serve the purpose of studying English, many applications have been created, and they are very excellent tools for learning English [7]. M-learning has offered numerous opportunities to support teachers and learners in and outside the classroom [8]. Although there are some disadvantages which stop learners from using m-learning to improve their language skills, such as cost, accessibility, and technical considerations, a wide range of mobile applications still have been used widely for the purpose of learning L2. For instance, according to [9], Japanese learners mostly have mobile phones, and smartphone users are well-known. [10] presented in their study that in Japan, learners would like to have more learning materials which could be used on smartphones than on personal computers.

Several studies revealed that using mobile phones in learning was effective to a great extent. In addition [11], stated that using mobile phones to check new words, and listen to English songs gave learners great benefits in improving their language skills. From the researcher's observation, however, in most of the Vietnamese universities, especially at Ho Chi Minh City University of Foreign Languages and Information Technology, few teachers and learners have tried applying mobile applications in learning and teaching English listening skills. Although some of the articles published in Ho Chi Minh City University of Foreign Languages and Information Technology Journal of Science mentioned modernization, globalization, and the fourth industrial revolution (IR 4.0) in teaching, learning, and managing English classes, yet mobile applications have not been applied officially. Additionally, the world has suffered an enormous pandemic, COVID-19, which affected the educational field severely. Mobile learning continues to create fluctuations that affect teaching and learning styles during the pandemic.

In addition, listening is one of the most difficult skills in English language learning since listeners will depend on every piece of information from speakers to achieve purposes of communication. Nowadays, many information technologies and technical devices offer teachers and students a lot of ways to teach and learn a foreign language. However, the use of mobile applications in education may give students opportunities to learn anywhere and anytime. Especially, in Vietnam context where English major students study English as a Foreign Language, there are fewer chances for them to practice listening skills outside of the class. The idea of integrating mobile applications in and outside of the class may help students to develop their listening competence. They will be happy to decide by themselves which subjects, topics, materials, methods, and techniques to study when working on the mobile applications which are recommended by their teachers. There are students who are good at technology, but some students are very low-tech therefore it is better if teachers can provide or give them advice which mobile applications are appropriate.

However, although more and more students have begun to use their mobile phones for the purposes of learning, especially during the COVID-19 pandemic, at Ho Chi Minh City University of Foreign Languages and Information Technology, the use of mobile phones has not been integrated into the teaching and learning listening process. Additionally, there are just a few periods for listening skills per week in class, English majors will not have enough time and may have difficulties when practicing listening skills through homework or materials. As a result, they would like to try other sources online. Nevertheless, it is quite expensive if students need a laptop or a computer just to find extra sources outside of the class. Therefore, it is much better and more beneficial to most university students in general and English majors at Ho Chi Minh City University of Foreign Languages and Information Technology in particular if their smartphones can be used as learning resources.

A large number of researchers conducted their studies with mobile learning helping students develop their English skills. Most of them agreed that mobile learning had positive effects on the language skills [12-14]. In Vietnam, applying mobile applications in teaching and learning English in higher education probably faces a lot of difficulties, such as school policy, educational quality, budgets, etc. However, in recent years more and more studies have paid attention to mobile learning for English major students. Thus, it is necessary to investigate English majors' attitudes towards using mobile applications to learn listening skills. Besides, there has been no research conducted at Ho Chi Minh City University of Foreign Languages and Information Technology. Therefore, the purpose of this research is to investigate the attitudes of students by using the mixed method for the employment of mobile applications inside and outside the classroom in order to improve students' listening skills at Ho Chi Minh City University of Foreign Languages and Information Technology. To achieve the aforementioned objectives, the research question driving this study is formed as follows.

What are EFL students' attitudes towards the use of mobile applications in learning English listening skills at Ho Chi Minh City University of Foreign Languages and Information Technology?

2. Literature Review

According to [15], the term Mobile Assisted Language Learning (MALL) was first introduced around 2005 since some American universities started to support their students with free mobile devices. Now, mobile learning has been used widely in education that it can give students opportunities to learn with their portable devices [16].

MALL is an approach of learning language that can help learners study language skills with the use of mobile devices like smartphones or personal digital assistants (PDAs) (Valarmathi, 2011). Additionally, [17]

mentioned that MALL could provide both formal and informal learning of a foreign language with the help of mobile devices. MALL is also described as the use of mobile technology in learning a language [18], stated that MALL was invented in order to meet the learners' demand for learning anytime and anywhere. In the same way, [19] also defined that MALL was when learners no longer depended on a fixed location and they had chances to use mobile technologies for their learning ubiquitously. Furthermore, [20] added that mobile learning provided teachers and learners more space to extend learning outside traditional learning environments. According to [21], MALL could be supposed to connect mobile computing and e-learning to create an anytime and anywhere teaching and learning experience [22] stated that m-learning could present content and form distance communication between teachers and learners with the help of mobile devices such as PDAs, laptops, and mobile phones.

[23] mentioned that MALL was a subfield of m-learning and became more and more popular in the educational field in recent years. In addition, [24] also proposed that m-learning was an extension of e-learning based on mobile devices. [25] defined m-learning as e-learning through mobile computational devices like Palms, Window machines, and digital cell phones. [26] stated that there were a lot of schools that applied and developed m-learning, the new trend of the learning process. M-learning mainly focused on the mobility of learning and the interaction between learners and teachers or among learners that can develop the effectiveness and flexibility of learning language skills [27].

In the study of [28], the idea of mobility was classified significantly into three areas: technological mobility; learning mobility; and learners' mobility. Technological mobility is about the usage of mobile devices which help learners access learning materials anywhere and anytime. In terms of learning mobility, when integrating m-learning into lessons, it may increase the motivation and enthusiasm of

learners while learning. Moreover, according to [29], new modes of education were created, such as personalization, learner-center, collaboration, lifelong learning, and ubiquity with the mobility of learning. Lastly, learners are able to connect with each other easily for learning purposes when they are mobile. In other words, m-learning gives learners ways to overcome the limitations of space and time in learning. In this study, the research will make use of the above definitions of mobile learning and mainly focus on the use of mobile phones to access mobile learning applications for learning listening progress [30] stated in their studies that typical mobile learning applications could help instructors and students access learning resources and work together when taking part in learning activities. In the same way [31], concluded that some advanced mobile learning applications such as tutoring systems, simulated classrooms, dictionaries, and other resources could help students access learning materials whenever and wherever they want.

Integrating MALL will benefit teaching and learning language skills. To compare with personal computer technology, [32] provided three reasons for the development of m-learning in language learning and teaching, including power functionalities, flexibility in connecting the internet with both Wi-fi and cellular data networks, and the progress of mobile phone hardware. Furthermore, with the development of technology, nowadays, mobile applications for language learning may be more glamorous alternatives than traditional learning materials. [33] asserted that there were positive impacts when applying mobile technology for language learning. They stated that with mobile technology, mobile learners and teachers can have flexible time and experiences of collaboration inside and outside the classroom. Students find that learning with mobile devices is exciting and appealing, because they can learn and work with their most favorite daily devices [34, 35]. Although mobile devices like smartphones have not been officially designed for higher education, they still have a lot of

benefits for language classrooms [36] indicated that applications of technology in a language classroom were apparently perpetual. Learning vocabulary with MALL, especially mobile phones, has been more and more popular in recent years [37]

The number of people using and applying mobile applications keeps increasing, and there are more and more studies on MALL and the factors affecting the mobile application and acceptance, such as [38-40]. Additionally, there were seven factors affecting learners' attitudes towards mobile applications, including: perceived usefulness, ease of use, trust, context, character, and personal qualities [41, 42] conducted a study to investigate the two theories, including perceived usefulness and perceived ease of use which led to the acceptance of users for technology.

Then, numerous studies have concentrated on utility and ease of use, two components of Davis' widely referenced Technology Acceptance Model (TAM). Despite its popularity in the literature, according to [43], TAM has been challenged for lacking the accuracy and relevance necessary to be considered a well-established theory. In recent years, many studies have revealed other aspects impacting mobile learning besides the TAM components [44] developed frameworks, and discovered a lot of students' perceptions in terms of mobile applications in learning the English language, the elements such as perceived competence, perceived difficulty, perceived choice, and perceived interest.

Listening is a receptive skill that learners use to gain information from speakers. It is also the first skill that learners must acquire before embarking on their quest to master the English language. When learners are good at listening, they can perform better in communicating [45]. Moreover, according to [45], students always spent more time listening than speaking in class. They also added that listening ability was universally greater than speaking ability. Although listening seems to be a passive skill,

students also have to think actively while listening to improve their listening skills. With mobile applications, students will have opportunity to improve English listening skills through, for instance, authentic material, interesting and enjoyable inputs like various types of speakers, speeches, presentation modes, and situations [46, 47]. In addition, many previous studies have been proved benefits of mobile devices in general and mobile applications in particular for the purpose of learning English listening skills [48, 49]. Furthermore, attitudes toward mobile applications also received a lot of attention in the international and Vietnam contexts [50-52].

In conclusion, EFL teachers and learners are always at the core of all learning activities inside and outside of the classroom, and their current lack of knowledge of this newly introduced learning tool may result in their rejection of using mobile applications for language learning [53]. also asserted that the successful integration of mobile language learning into L2 education is reliant on both students' and teachers' behavioral intentions, awareness, and perceptual attitudes towards mobile language learning. Additionally, he added that it was critical to conduct research into learners' and teachers' favorable perceptions and attitudes to determine whether they will approve and use mobile devices. Moreover, there are only a few studies about students' attitudes towards MALL in learning listening skills and the correlation between students' English listening skills and their attitudes in Ho Chi Minh City, and there is no such study at Ho Chi Minh City University of Foreign Languages and Information Technology. For the reasons mentioned above, the study aims to investigate the attitudes of students in applying mobile devices for learning and enhancing their listening skills in higher education and to find the correlation between their English listening skills and their attitudes towards MA.

3. Methodology

3.1. Research Setting and Participants

The participants of this study were 101 second-year English majors. With the mixed method, the researcher used a closed-ended questionnaire to collect quantitative data from the students at Ho Chi Minh City University of Foreign Languages and Information Technology first and then compared with qualitative quotes which were gathered by randomly interviewing 10 students from different levels with open-ended questions. EFL students who took part in this study were given questionnaires, 10 randomly chosen students were interviewed to get their opinions on this topic. Ho Chi Minh City University of Foreign Languages and Information Technology has been successful in training and education for more than 20 years since its establishment. Ho Chi Minh City University of Foreign Languages and Information Technology has several collaboration agreements with regional and international universities. Ho Chi Minh City University of Foreign Languages and Information Technology has also actively and efficiently contributed to the socialization of

education and socio-economic development in Vietnam. In addition, there are eight academic departments, two programs, four administration offices, three committees, one library and three centers with more than two hundred employees and five hundred lecturers at Ho Chi Minh City University of Foreign Languages and Information Technology. The English Language Department of Ho Chi Minh City University of Foreign Languages and Information Technology has been well-equipped with modern facilities such as computers, multimedia projectors, cable TV, practice rooms with internet access, and libraries to support English teaching and learning.

The researcher conducted this study using a mixed-methods approach that incorporates both qualitative and quantitative research methods. In particular, the author collected quantitative data from a questionnaire and qualitative data from the semi-structured interview. Over time, researchers have used a mixed-methods approach to explain concepts from one method to the next to consolidate or corroborate findings from disparate data sources. The following Table 1 describes the participants' demographic information.

Table 1. Participants' general information

No.	Information	Items	Frequency	Percent
1	Age	18 years old	14	13.9
		19 years old	53	52.5
		20 years old	34	33.7
2	Gender	Male	36	35.6
		Female	65	64.4
3	Mobile devices for accessing mobile applications to practice English listening skills	Smartphones	41	40.6
		Tablets	14	13.9
		Phablets	17	16.8
		Laptops	29	28.7
4	Levels of English listening competence	Poor (4.0-5.4 points)	3	3.0
		Average (5.5-6.9 points)	20	19.8
		Good (7.0-8.4 points)	23	22.8
		Excellent (8.5-10 points)	55	54.5

The age of survey participants was from 18 to 20 years old, of which the highest was 19 years old, accounting for 52.5%, 20 years old

accounts for 35.6%, and the lowest was 18 years old, accounting for 13.9%. For gender: males were 36 people making up 35.6%, and

females were 65 people accounting for 64.4%. There were four types of mobile devices which participants chose for assessing mobile applications to practice English listening skills, including smartphones, tablets, phablets, and laptops. 41 students chose smartphones making up 40.6%, 14 students chose tablets making up 13.9%, 17 students chose phablets making up 16.8%, and 29 students chose laptops making up 28.7%.

In terms of levels of English listening competence, 3 students were at the poor level accounting for 3%, 20 students were at the average level, making up 19.8%, 23 students were at the good level, making up 22.8%, and 55 students were at the excellent level, making up 54.5% which were the highest rate.

3.2. Research Instruments

The researcher used two instruments which were questionnaires and semi-structured interview, to collect the data. The questionnaire, which was adopted and adapted from previous studies [54] aimed to investigate English major students' attitudes toward the use of mobile applications in learning English listening skills. The writers came to this conclusion after realizing that the questionnaires employed in these studies shared the majority of their characteristics with the relevant literature that the authors had researched and reviewed. There are two sections: section one with four questions asking the general information of the participants; section two with 18 items in the forms of a five-point Likert scale including 1-Strongly disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree. These 18 items were presented in the table with 5 sub-categories, including Perceive Usefulness; Perceived Ease of Use; Perceived Difficulty; Affective towards the use of MALL; Intention to use. The questionnaire was written in the Vietnamese language so that the respondent did not have any difficulties in understanding the questions. The Cronbach Alpha of this questionnaire is 0,654, which indicates its reliability.

This study also collected data via a semi-structured interview apart from the questionnaire. As a result, this instrument was modified to elicit the perspectives of a few specific students. In this study, the researcher conveniently chose ten students for the interview in order to scrutinize attitudes towards the mobile applications for enhancing listening skills. The interview reassured the answers of students from the questionnaire. The interview questions were translated into Vietnamese to avoid any misunderstandings.

3.3. Data Collection and Analysis Procedures

The researcher chosen ten students that had replied the questionnaire and semi-structured interview questions before the main study took place in order to assure the research instruments were clear and valid. Then, the questionnaire was administered to 110 participants, and the researcher found that 101 participants (91.8%) were valid and accepted for analysis. After that, the researcher employed Statistical package for the Social Sciences (SPSS) version 20 to analyze the descriptive statistic of the collected questionnaires in terms of Mean (M), Standard deviation (SD), and ANOVA. The score interval for mean scores is interpreted as 1.00 - 1.80: Strongly disagree; 1.81 - 2.60: Disagree; 2.61 - 3.40: Neutral; 3.41 - 4.20: Agree; 4.21 - 5.00: Strongly Agree. In the meantime, qualitative data from semi-structured interviews were examined using content analysis. The interviewees were labeled from S1 to S10.

4. Results and Discussion

4.1. Results

4.1.1 English Majors' Attitudes Towards Perceived Usefulness of MALL in Learning English Listening Skills

The total mean score is high (M=3.80; SD=0.72). This means that English majors' attitudes toward Perceived Usefulness of MALL in learning English listening skills are quite positive.

This information is supported by interviewees' comments. They commented as follows:

i) … it is fun and motivation to use the app for my listening skills,… (S1);

ii) … it's useful to learn a variety of English expressions and vocabulary for listening skills,… (S3);

iii) … It is good to expand my listening skills in comfortable ways. Furthermore, I can self-study through the app (S7).

Specially, as regards Table 2, English majors strongly agreed that "Listening practice through the mobile applications improve [their] listening ability" (item PU3: M=3.85; SD= 0.75). Besides, participants agreed that "Mobile applications provide more extensive listening practice" (item PU2: M=3.83; SD=0.86). They also thought that "Mobile applications can be used for learning purposes" (item PU1: M=3.72; SD=0.80). Generally, this result indicates that the participants had positive learning attitudes toward the usefulness of MALL for learning English listening skills inside and outside classroom. In the table, the term Perceived Usefulness was coded as PU, and items in the scale were coded as PU1, PU2, PU3.

Table 2. Perceived Usefulness of MALL in learning English listening skills

	Items	Mean	SD
PU1	Mobile applications can be used for learning purposes	3.72	0.80
PU2	Mobile applications provide more extensive listening practice	3.83	0.86
PU3	Listening practice through the mobile applications improve my listening ability	3.85	0.75

4.1.2 English Majors' Attitudes Toward Perceived Ease of Use of MALL in Learning English Listening Skills

With respect to participants' attitudes toward Perceived Ease of Use of MALL in learning English listening skills, the total mean score of PE is very high (M=3.70; SD=0.57). This shows that most of participants agree it is quite easy and joyful to apply mobile applications to learn English listening skills. In the table, the term Perceived Ease of Use was coded as PE, and items in the scale were coded as PE1, PE2, PE3 and PE4.

Table 3. Attitudes toward Perceived Ease of Use of MALL in learning English listening skills

	Items	Mean	SD
PE1	Mobile applications help me to practice listening at my convenience	3.81	0.65
PE2	Mobile applications can enhance collaboration with classmates	3.70	0.76
PE3	It's comfortable to use mobile applications for learning purposes	3.64	0.65
PE4	I prefer mobile phone-based exercises to paper-based listening exercises	3.65	0.72

As can be seen in Table 3, English majors strongly agreed that "Mobile applications help [them] to practice listening at [their] convenience" (item PE1: M=3.81; SD=0.65). In addition, participants also agreed that using

mobile applications can enhance collaboration with [their] classmates (item PE2: M=3.70; SD=0.76) and using mobile applications for learning purposes is comfortable (item PE3: M=3.64; SD=0.65).

They also preferred mobile phone-based exercises to paper-based listening exercises for English listening skills (item PE4: M=3.65; SD=0.72). This illustrates that the participants enjoyed and felt comfortable as well as interested in applying mobile applications for the purpose of learning English listening skills. This results were backed up by the interviewees' comments:

i) … It is good since it sometimes provides meaning of English materials,… (S2);

ii) … The talks' speed can be adjusted quite easily to get messages including expressions and vocabulary,… (S3);

iii) … I can listen with mobile applications when I commute,… (S8).

4.1.3. English Majors' Attitudes Toward Perceived Difficulty of Use of MALL in Learning English Listening Skills

The total mean score of Perceived Difficulty of Use of MALL in learning English listening skills is 3.41 out of 5 which means the 3 items are evaluated between disagree (2) and neutral (3) and most participants state neutral when they have difficulties while using mobile applications. This indicates that participants still hold positive feelings toward the use of MALL in learning English listening skills. In the table, the term Perceived Difficulty of Use of MALL was coded as PD, and items in the scale were coded as PD1, PD2, PD3.

As can be seen in Table 4, when asking about the difficulty of using mobile application to carry out learning activities, most English majors answer "Disagree" or Neutral. The mean score of PD2 is 3.2970. This means the statement of PD2 was basically not approved. In Table 4, most participants did not totally express negative feelings such as distraction, difficulty, or lack of transcription (item PD1: M=3.4950; SD=0.83215; item PD2: M=3.2970; SD=0.85492; item PD3: M=3.4455; SD=0.87721).

Table 4. Students' attitudes toward Perceived difficulty of Use of MALL in learning English listening skills

	Items	Mean	SD
PD1	Mobile applications are tools for distraction while learning English	3.49	0.83
PD2	It is difficult to use mobile applications to carry out learning activities	3.29	0.85
PD3	Mobile applications tend to lack full transcription after the audio	3.44	0.87

4.1.4 English Majors' Affective Attitudes Toward the use of MALL in Learning English Listening Skills

Additionally, it is found that the total mean score of AUM is 3.6386 with SD=0.719. This indicates the significant positive attitudes of English majors toward mobile applications in learning English listening skills. In the table, the term Affective Attitudes toward the use of MALL was coded as AUM, and items in the scale were coded as AUM1, AUM2, AUM3, AUM4.

The results in Table 5 show that participants agree that "It is joyful using mobile applications to carry out learning activities" (item AUM1: M=3.70; SD=0.87), and they also thought that mobile applications could help them manage their listening activities (item AUM4: M=3.66; SD=0.81). In addition, with the results of item AUM2 (M=3.59; SD=0.78) and item AUM3 (M=3.59; SD=0.80), it is obvious that participants also expressed their positive attitudes toward the affective of MALL in learning English listening skills. The results were in alignment with the interviewees' comments. For instance, they mentioned:

i) … Mobile applications help me a lot in learning English listening skills. The materials' contents in the apps were sometimes easy, therefore it is clear and understandable (S4);

ii) … The mobile applications are convenient and interesting. With mobile applications, I can do my homework or

exercises faster. For instance, I can use electrical dictionary, or translate applications and browsers like Google, Safari to help me find out crucial information on the subject,… (S6).

Table 5. Affective Attitudes toward the use of MALL in learning English listening skills

	Items	Mean	SD
AUM1	It is joyful using mobile applications to carry out learning activities.	3.70	0.87
AUM2	It is more exciting when teachers assign tasks to do on mobile devices.	3.59	0.78
AUM3	Mobile applications help me evaluate my listening skills.	3.59	0.80
AUM4	Mobile applications help me manage my listening activities.	3.66	0.81

4.1.5. English Majors' Attitudes Toward the Intention to use MALL in Learning English Listening Skills

The total mean score of the intention to use MALL in learning English listening skills is 3.713 out of 5, which is relatively high. This implies that participants were willing to engage with the language learning process through mobile applications. In the table, the term Intention to use MALL was coded as IU, and items in the scale were coded as IU1, IU2, IU3, IU4.

This is supported by the information in Table 6. The highest mean score is on item IU2 (M=3.79; SD=0.71) followed by item IU3 (M=3.70; SD=0.74); item IU4 (M=3.69; SD=0.65) and item IU1 (M=3.66; SD=0.68). The results present the participants' intention to keep using mobile applications to practice English listening skills further. The interviewees support the validity of this data. The majority of respondents were enthusiastic about the use of mobile applications. They claimed:

i) … I have more confident in listening authentic materials after using the app on my smart-phone (S5);

ii) … I love to use mobile applications, but sometimes, I just need my someone like my teachers or my friends to give me instructions on how to use the latest apps (S6);

iii) … It is good to access mobile applications anytime and anywhere. I just keep using them to practice my English listening skills (S9);

iv) … I get used to listening to English authentic materials with the mobile applications. I will keep downloading and try to catch up with every new English listening apps on the App Store (S10).

Table 6. The Intention to Use MALL in learning English listening skills

	Items	Mean	SD
IU1	I will participate in the lesson more if I can use mobile devices	3.66	0.68
IU2	I will need guidance from my instructors to better use mobile applications.	3.79	0.71
IU3	I would like to listen to authentic materials through my mobile device	3.70	0.74
IU4	I will continue using mobile applications to improve my English listening skills	3.69	0.65

4.1.6. Differences in attitudes toward the Intention to use mobile applications (IU) and Affective Attitudes toward the use of MALL (AUM) in learning English listening skills in terms of Perceived Difficulty in applying mobile applications (PD).

As for the English majors' attitudes toward PD, the results from one-way ANOVA presented showed that there were no significant differences in participants' attitudes toward IU (F=0.43; p=0.92) and their attitudes toward AUM (F=0.72; p=0.70). This means that English majors always keep the same positive attitudes toward the use of mobile applications in learning English listening skills even though they have different views of Perceived Difficulty.

4.2. Discussion

The findings of this study had some significant points. Firstly, this study was one of the few empirical studies that could test the Affective of using a mobile application to support language learning to increase students'.

Intention to use mobile applications in learning English skills. The study results demonstrated that students with high grades would consider using language learning apps more to improve their listening skills. This also showed students' positive attitudes towards developing language learning skills through mobile applications. Therefore, the findings were in agreement with the results of most of the previous studies, which claimed that the use of mobile learning technology made learning more useful, joyful, and valuable [55, 56]. Secondly, this study was also supported by previous studies such as [57, 58], which revealed that mobile applications could provide convenience with flexible study space and time. It meant that students could learn on their own at any time (regardless of what time is supposed to be suitable for each individual), anywhere (regardless of where there is an internet connection to the online program, or can be saved to study on a computer, phone when there was no internet connection). Furthermore, with mobile applications, students could easily collect, synthesize and store a diverse and regularly updated amount of knowledge in general and listening materials in specific. While with traditional education, students receive knowledge mainly from books, and textbooks and sit and listen to teachers in class, with the help of mobile applications, students could access this knowledge online via an internet connection. They can find thousands and millions of search results in one mouse click. This also explained why most participants of this study preferred mobile-based exercises to paper-based listening exercises. In addition, according to [59, 60], there are numerous online sites that provide excellent chances for students to develop English skills, especially listening skills. From the aforementioned findings, it can

be inferred that students' opinions about using mobile applications for educational purposes were typically favorable. However, attitudes might be strengthened further if students' concerns can be allayed. The participants also agreed that the mobile devices contained a variety of distractions, such as social networking, messaging, games, etc. Hence, it is understandable that such a problem exists.

Another major finding is that to meet the increasing demand for the quality of human resources, quickly adapt to future jobs. The trend of education and training today is that training goes hand in hand with employment, and vocational training goes hand in hand with vocational guidance. This is more and more popular for universities in the world in general and Vietnam in particular. The fact that learners have access to language learning mobile applications from the time they are at school will train their ability to help them increase communication skills and proficiency in using technology and quickly respond to the urgent requirements of professional practice. It can be seen from the data that participants in different levels of English listening competence had the same positive attitudes toward the use of mobile applications, although they may have some difficulties. It can also be understood that participants were English majors; therefore, it was expected that they would have a favorable opinion of mobile applications that assist them in improving their language competence and overall academic skills in preparation for future professions.

5. Conclusion

This study has shown that the majority of participants viewed the usage of mobile devices inside and outside the classroom favorably. Most of them also held favorable opinions regarding the utility and usability of MALL. In addition, individuals had favorable emotions when using mobile devices to study the English language inside and outside the classroom. Furthermore, from the study results, although the students also agreed that mobile devices

contained a lot of distractions while using, they still stayed positive towards the use of mobile applications and continued to use them. Therefore, it makes sense that their future MALL conduct will be favorable, especially in learning English listening skills. It is evident that the effectiveness of mobile applications in learning English listening skills and in altering students' attitudes toward mobile applications substantially impacts the efficacy of MALL.

It is suggested that students should be encouraged to use mobile applications to improve their English listening comprehension. Importantly, students should be informed of the benefits of mobile applications for acquiring English language skills. Education or training on utilizing mobile applications should be emphasized, as not all students can independently explore the mobile application capabilities. In the end, the usage of mobile applications for acquiring English language skills in general, and English listening skills in particular, should be facilitated and supervised following the students' English acquisition needs and requirements.

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