

ESP Students' Perceptions of the Use of Technological Devices in Assessing English Listening Skills

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ABSTRACT: Nowadays, technology plays an increasingly vital role in language education. Recently, more and more educators and researchers have explored how technological devices can support the assessment of English listening skills. This study, therefore, aims to explore students' perceptions of the use of technological devices in the assessment of listening skills in an ESP course, namely 'English for Logistics'. More specifically, the research was conducted at Ho Chi Minh City College of Transport with the participation of 80 second-year ESP students majoring in Logistics. A mixed-methods research design was employed to collect both quantitative and qualitative data through the employment of a questionnaire and semi-structured interviews. For data analysis, descriptive statistics and content analysis were used. The findings revealed that the main purposes of using technological devices in assessing English listening skills include enhancing students' listening skills and giving feedback to students via formative assessment. Besides, most students had positive perceptions of the use of technological devices in assessing listening skills in the course of English for Logistics, such as having convenience, increasing interest, saving time, and giving immediate feedback. In addition, the findings showed that distraction, anxiety, security, and technical problems were several major challenges of using technological devices in English listening.

KEYWORDS: assessment, benefits and challenges, English listening skills, technological devices

INTRODUCTION

Assessing listening skills is of vital importance in language learning due to its significant impact on classroom practices (Buck, 2011). Traditional assessment methods, like in-class tasks and paper tests, often fail to enhance students' listening abilities or accurately evaluate their performance. With the rise of accessible technological devices, such as smartphones and tablets, new opportunities for improving listening skills have emerged (Andujar, 2016; Han & Keskin, 2016). García and Rodríguez (2021) noted that using Information and Communication Technology (ICT) enhances student confidence and comfort in developing these skills. Teachers are increasingly using mobile devices, particularly smartphone apps to enhance university students' listening skills (Mortazavi et al., 2021). Sadeghi (2023) highlighted that since the early 2000s, advancements in laptops, tablets, and smartphones have significantly influenced language test administration. Caruso et al. (2017) agreed that listening practice and assessment can effectively transition from the classroom to digital platforms, provided there is a strong pedagogical foundation.

In the Vietnamese EFL context, students encounter numerous challenges in developing their listening skills, as highlighted by Le and Duong (2023). Technology can enhance listening comprehension tests by enabling interactive items, reducing testing times, providing immediate scores, ensuring constant availability, and simulating real-world listening scenarios (Sanavi & Mohammadi, 2018). Mobile applications could aid improvement. Therefore, many Vietnamese higher education institutions have shifted to using technology for assessments, although technical issues and internet connectivity remain challenges (Nguyen & Nguyen, 2022).

At Ho Chi Minh City College of Transport (HCT), many second-year non-English majors struggle with listening skills, primarily due to low college entrance scores affecting their performance in ESP content. Despite varied assessment methods employed by English teachers, students often have limited opportunities to enhance their listening skills or access modern technological resources for assessment. Moreover, the assessment of listening skills in English for Specific Purposes (ESP) Courses has been conducted traditionally, with little emphasis on using technology despite its benefits. Especially, assessing English listening skills in ESP is challenging due to factors like input quality, specific terminology difficulty, and assessment methods. Many teachers struggle to incorporate technological devices (TD) in assessment due to a lack of IT knowledge, which can be particularly



challenging. While students can self-assess using online applications at home, they have limited opportunities to practice listening skills in class through technology.

The use of technology in listening assessments has sparked controversy among students. While several studies have explored the impact of TDs on listening skills assessment, few have addressed students' perceptions, especially at the college level. Additionally, there is a lack of research on this topic in ESP courses at HCT. Understanding students' views on the role of technology in assessing English listening skills is crucial for improving student learning achievement. Therefore, this study aims to explore ESP students' perceptions of the use of technological devices in assessing English listening skills. More specifically, the study attempted: a) to explore the extent of the use of technological devices in assessing ESP listening skills at Ho Chi Minh City College of Transport, and b) to discover the benefits and challenges of using technological devices in English listening skills assessment at the college.

To achieve the above-mentioned objectives, the current study attempts to address the following two research questions:

- a) To what extent are technological devices used to assess listening skills in the course of English for logistics at Ho Chi Minh City College of Transport?
- b) What are the benefits and challenges of using technological devices in assessing listening skills in the course of English for logistics at Ho Chi Minh City College of Transport?

It is expected that the study will provide insights into how technological devices can be effectively used in assessing English listening skills in ESP courses.

LITERATURE REVIEW

English Listening Skills Assessment

English listening skill is considered a receptive skill in learning English, and it is one of the most essential skills. It helps EFL learners comprehend the message of spoken language by using knowledge of language and context. Listening is often regarded as the "Cinderella" skill (Nunan, 1995), with both teachers and students overlooking its importance. Research over the last three decades has highlighted the essential role of listening abilities in enhancing other language skills. Effective listening assessments significantly influence teaching and learning practices, as pointed out by Brown et al. (2016), who noted that assessment shapes language teaching and learning beyond mere evaluation. Assessing English listening skills is crucial for promoting growth in the language learning process. It enables learners and teachers to recognize strengths, address weaknesses, and establish purposeful language learning objectives. Therefore, the assessment of English listening skills plays a vital role for both teachers and students in identifying where they are in the teaching and learning process, leading to adjusting and improving their performance.

Technological Devices Used in English Listening Skills Assessment

Technological devices are increasingly used for language assessment, Zhang and Cheng (2023) found that technological devices such as computers, tablets, and smartphones are commonly used in language assessments. These devices support various assessment formats, including audio recordings, interactive exercises, and video-based tasks. Mun (2018) identified Mobile-Based Assessment (MBA) as a new assessment form utilizing wireless technologies and mobile devices to evaluate student learning, enhancing opportunities to improve outcomes. Studies, including those by Huff (2015) and Romeo et al. (2008), indicated successful MBA implementations in classrooms, often replacing traditional assessments. Dong (2021) noted that digital multimedia resources can enhance formative assessments, influencing assessment design methods. In addition, Herman (2013) emphasized technology role in formative assessments, with tools like Socrative and Kahoot enabling interactive learning experiences.

Benefits of Using TDs in English Listening Skills Assessment

Using technology in language testing offers several benefits for examinees, as noted by Brown (2016). Key advantages include increased enjoyment, the ability to work at one's own pace, reduced intimidation, convenience, and immediate feedback. Other research identifies flexibility and convenience as essential factors in assessing English listening skills using technology (Chapelle & Douglas, 2007; Tran & Le, 2021). Additionally, ease of use and time-saving attributes are significant benefits (Mun, 2018; Nguyen & Nguyen, 2022). Especially, Zhang and Cheng (2023) mentioned that technology-enhanced assessments can provide teachers with valuable insights into student progress, helping to tailor instruction to meet individual needs.

Nowadays, mobile phones are essential and convenient technical devices used by everyone because of their useful applications for various aspects of life. Many studies regarding mobile devices and mobile applications examined that using mobile phones in



teaching and learning can improve vocabulary (Stockwell, 2010). Amer and Cabrera-Puche (2023) discussed mobile-based assessment, emphasizing accessibility and compatibility across devices, which enhances student interest in learning. Moreover, students appreciated utilizing podcasts as a means of enhancing their listening skills because of their simplicity, flexibility, engagement, and enjoyment (Sudewi & Isma, 2023). Overall, technology plays a vital role in improving listening assessments through flexibility, convenience, efficiency, and immediate feedback.

Challenges of Using TDs in English Listening Skills Assessment

In terms of challenges, Sanavi and Mohammadi (2018) identified several challenges associated with using technology for assessing language skills. Multimedia listening tests may distract test takers, and computer system limitations, along with high setup costs, can make technology less effective for listening skill assessments. Additionally, a lack of computer proficiency and test anxiety can impede the effectiveness of technology-based evaluations. Variations in internet connectivity across different devices can also affect test performance (Nguyen & Jukawa, 2019), leading to distraction and demotivation. Chapelle and Douglas (2007) noted that computer-assisted language testing (CALT) can exacerbate anxiety among students unfamiliar with technology. Test security is another concern for online assessments, as unstandardized equipment poses risks to the integrity and confidentiality of test materials. Key security measures must include preventing unauthorized access and protecting system vulnerabilities.

Further studies have echoed these challenges, identifying distraction, anxiety, and technical issues as significant obstacles. Trinh and Trinh (2023) found that students experience distraction and time pressure during online exams, and infrastructure limitations. Nguyen and Nguyen (2022) noted that poor internet connections exacerbate difficulties in listening assessments. These challenges highlight the need to address both technical and psychological barriers in CALT implementations.

METHODOLOGY

Study Design

A mixed-methods research design was employed in this study with the collection of both qualitative and quantitative data. Quantitative data was collected through a closed-ended questionnaire administered to ESP students to gather demographic data and perceptions of technology use in English listening assessments at HCT. In addition to quantitative data, qualitative data were collected through semi-structured interviews with ESP students. This method allowed for an in-depth exploration of participants' views, providing richer insights into the benefits and challenges they faced in the use of TDs in English listening skills assessment. By integrating quantitative and qualitative methods, this research design ensured a more holistic view of the benefits and challenges of TDs used in English listening skills assessment.

Setting and Participants

The current research was conducted in the 2024-2025 academic year at HCT in Ho Chi Minh City, Vietnam with the participation of 80 second-year non-English majors (ESP students) from three Logistics classes. The number of female participants was 53 (66.2%) and that of male was 27 (33.8%). Their ages range from 18-20 (88.8%) and over 20 (11.2%). Convenient sampling was employed for participant selection. Before participating in this study, all the participants had completed courses of English for Logistics. Moreover, they were familiar to the access of TDs. They often used TDs for listening to English in learning and assessment, at least twice a week (100%).

Research Instruments

Two instruments were employed for collecting data in this study. For quantitative data, a questionnaire consisting of three parts with 52 items was used. Part 1 (3 items) asks about the participants' demographic information. Part 2 (17 items) asks about the extent of using TDs in English listening skills assessment, using 5-point Likert scale: "never, rarely, sometimes, often, and always". Part 3 (23 items) asks about benefits (13 items) and challenges (10 items) of using TDs in English listening skills assessment, using 5-point Likert scale: "strongly disagree, disagree, unsure, agree, strongly agree". The Cronbach's Alpha coefficient of the questionnaire items is very good, including: extent of use (17 items) = .807, benefits (13 items) = .892, and challenges (10 items) = .906. For qualitative data, semi-structured interviews consisting of 10 open-ended questions were used to gain a deeper understanding of the participants' extent, benefits and challenges of using TDs in English listening skills assessment.

Data Collection and Analysis

Data of the study were collected in the first semester of the 2024-2025 academic year. 87 students completed the questionnaire within 20 minutes. Due to the irrelevant responses of the seven questionnaire copies, 80 copies (92%) were relevant, so the final number of participants was 80. For the interviews, ten participants volunteered to join the interviews. Each individual interview took about 10-15 minutes. To ensure that all interview data were accurate and comprehensive, every interview was conducted in Vietnamese. In addition, an interview sheet was used for each participant; the researcher also took particularized notes throughout the interview procedure.

Regarding data analysis, through SPSS software, descriptive statistics was employed to analyze quantitative data. Mean (M), and standard deviation (SD) were calculated. Mean scores for students' perceptions of the extent of using TDs were interpreted as follows: Based on the calculated interval coefficient for four intervals in five points (5-1=4), intervals with the range of 0.80 (4/5) were arranged. The following criteria in the Likert scale were used to interpret the data, a) for research question 1: never (no extent) (M=1.00 -1.80); rarely (little extent) (M=1.81 - 2.60); sometimes (some extent) (M=2.61-3.40); often (large extent) (M=3.41-4.20); always (very large extent) (M=4.21-5.00), and for research question 2: strongly disagree (M=1.00 -1.80); disagree (M=1.81 - 2.60); unsure (M=2.61- 3.40); agree (M=3.41 - 4.20); and strongly agree (M=4.21 -5.00). Meanwhile, content analysis was employed for qualitative data analysis. The interviewees were coded as S1, S2, S3...and S10.

RESULTS

The Extent of Using TDs in English Listening Skills Assessment

This section displays both quantitative and qualitative data for addressing research question 1. Data displayed in Table 1 show that most of the students perceived that TDs were used to assess English listening skills from a little extent to a large extent with mean scores ranging from 1.85 to 3.89. More specifically, regarding **purposes** (items 1-4), using TDs in assessing English listening skill were used to a large extent with mean scores ranging from 3.69 to 3.85. Regarding **types of TDs**, it was found that smart phones were used to a large extent (item 5 with M = 3.85 and SD = 0.99). The others devices, like tablets, computers, and laptops were not often used (items 6,7,8 with M =1.85, 2.55 and 2.08, respectively). Besides, most students perceived that **technological devices** were often used to a large extent for listening activities, out-of-class listening activities, fifteen-minute tests, and sixty-minute tests (items 9, 10, 11, 12) with M = 3.9, 3.55, 3.58 and 3.60 respectively. For the **types of test tasks**, most students agreed that TDs were often used from to some extent (items 14, 15) for intensive and responsive test tasks to a large extent in selective and extensive test tasks for assessments (items 16, 17) with M = 4.33, 3.49 respectively (Table 1).

Table 1: Descriptive Statistics of Perceptions of the Extent of Using TDs

No	Categories	Items	M	SD	Extent
1	Purposes of using technological devices in assessing English listening skills	1-to measure ESP students' listening competence	3.69	0.84	To a large extent
		2-to give feedback on progress	3.69	0.77	To a large extent
		3-to improve ESP students' listening skills	3.89	0.86	To a large extent
		4-to enhance ESP students' learning listening skills	3.85	0.84	To a large extent
2	Types of technological devices used for taking the assessments	5-smartphones	3.85	0.99	To a large extent
		6-tablets	1.85	1.13	To a little extent
		7-computers	2.55	0.75	To a little extent
		8-laptops	2.08	0.40	To a little extent
3	Types of listening skills assessments	9-listening activities	3.90	0.69	To a large extent
		10-out-of-class listening activities	3.55	0.83	To a large extent
		11-fifteen-minute tests	3.58	0.85	To a large extent
		12-sixty-minute tests	3.60	0.81	To a large extent
		13-final exam	1.85	0.58	To a little extent
4	Types of test tasks using technological	14-intensive test tasks	2.65	0.99	To some extent
		15-responsive test tasks	2.83	0.98	To some extent

	devices in assessing English listening skills	16-selective test tasks	4.33	0.96	To a large extent
		17-extensive test tasks	3.49	0.81	To a large extent

Regarding qualitative data collected from the interviews, it was revealed that the participants' experiences align with questionnaire findings regarding the use of smartphones in assessing listening skills. Students reported that teachers sometimes required smartphone use for tasks, or some expressed that technology aids in measuring listening competence and providing feedback. For example, "...in listening lessons, my teacher sometimes requires us to use smartphones in the assessment of listening skills..." (S1), and "...I often use my smartphone to do listening tasks at home..." (S4). ESP students often participated in both 15-minute and 60-minute tests in class, as well as home practice via smartphones. While some students focused solely on home practices, others noted that teachers assessed their listening skills during the lessons, and allowed students to self-assess as well. They also reported that the assessments typically included intensive and extensive listening tasks, such as short conversations for specific information and deriving main ideas. For example, "...we often listen to short conversations about our major and fill in the blanks..." (S6). It can be concluded that the qualitative data from interviews could support the quantitative data about the extent to which TDs were used in English listening skills assessment.

Benefits of Using TDs in Listening Skills Assessment

Regarding benefits, statistical results presented in Table 2 show that the mean scores of 13 items of four categories in terms of convenience, interest increase, time and money saving, and immediate feedback range from 3.83 to 4.43, which means that most ESP students agreed or strongly agreed that using technological devices for assessing listening skills in the English for Logistics Course is beneficial. More specifically, for **convenience**, this is primarily due to the convenience of location and time, the ability to manage their own listening skills, and the opportunity to oversee their own English listening learning process (items 1-5) with mean scores ranging from 3.83 to 4.43 respectively. For **interest**, mean scores of three items 6,7,8 range from 4.00 to 4.50, indicating that ESP students find the experience engaging and conducive to collaboration. Additionally, the values for saving **time and money** (items 9, 10) are 4.15 and 4.38, reflecting strong agreement that technology aids in these areas. Regarding **immediate feedback**, the mean scores (items 11, 12, 13) range from 4.16 to 4.56, showing that ESP students could check answers and receive prompt feedback from both teachers and peers after listening activities (Table 2).

Table 2: Descriptive Statistics of Students' Perceptions of Benefits of TDs

No	Categories	Items	M	SD
1	Convenience	1-It is more convenient than paper-based listening exercises	3.90	0.76
		2-It can be taken at convenient locations.	3.83	0.57
		3-It can be taken at convenient times	4.30	0.90
		4-It can help ESP students manage listening exercises	3.98	0.51
		5-It can help ESP students monitor their progress in learning English listening skills	4.43	0.72
2	Interest increase	6-It's an interesting and exciting experience	4.05	0.52
		7-It helps ESP students become more interested in learning English listening skills	4.50	0.71
		8-It enhances collaboration with classmates when doing peer-assessment.	4.00	0.59
3	Time and money saving	9-It is time-saving	4.39	0.72
		10-It is economical	4.15	0.50
4	Immediate feedback	11-ESP students can check the answers right after finishing the listening activities	4.56	0.57
		12-The teacher can give students immediate feedback on my listening performance	4.16	0.46
		13-Classmates can give feedback right after the listening exercises on the work of each other	4.20	0.88

Regarding qualitative data, benefits were reported in terms of convenience, ease of use, time-saving features, and quick feedback. Convenience was deemed the most significant benefit, as students can complete listening tasks anytime and anywhere.

They also appreciated the ability to replay audio until fully understood, facilitating their learning process. Additionally, students valued the increased learning autonomy and expressed interest in visual listening assessments, such as watching videos. The qualitative data from interviews aligned with questionnaire findings, with participants noting ease of use and enhanced learning autonomy as additional benefits. For example, several students expressed: “...it is convenient because I can do the listening tasks everywhere and whenever my teacher asks for homework...” (S2). Or, “...I can listen more times until I understand the audio...” (S5), and “...it is convenient and I can oversee my English listening skills learning process...” (S7) among other positive expressions.

Challenges of Using TDs in Listening Skills Assessment

Regarding the challenges faced by ESP students of using TDs in listening skill assessment, four main issues are mentioned, including distraction, anxiety, security, and technological problems. The statistical data in Table 3 indicate average values of 3.69 and 4.11 for distraction (items 1, 2), suggesting that many ESP students agreed they became distracted by using devices for English listening tasks and that prolonged screen time affected concentration. They expressed anxiety about time constraints contribution to feelings of pressure (item 3) with $M = 3.71$ and increased pressure due to sitting alone (item 4) with $M = 3.96$, ensuring correct answers when working alone, and understanding instructions (items 5, 6) with $M = 3.66$ and 4.10 respectively. Concerns about test security were also noted, with students' beliefs about risks of security and cheating with technology (items 7, 8) with $M = 3.71$ and 4.08 respectively. Additionally, many students reported potential technical problems (item) with $M = 3.86$, and noted that older devices could impact the assessment process (item 10) with $M = 3.93$.

Table 3: Descriptive Statistics of Students' Perceptions of Challenges

No		Items	M	SD
1	Distraction	1-ESP students may become distracted when using technological devices to listen to English alone.	3.69	0.91
		2-Looking at a screen for so long may reduce concentration	4.11	0.99
2	Anxiety	3-Time distribution for each section causes pressure	3.71	0.79
		4-ESP students feel pressured to sit alone without support in online assessments	3.96	0.99
		5-ESP students are afraid they can't make sure that all the answers to their exercises are correct when they work alone	3.66	0.87
		6-ESP students are afraid of not clearly understanding the instructions for the listening tasks	4.10	0.90
3	Security	7-It may pose risks to test security	3.71	0.69
		8-ESP students can cheat during the assessment through the use of technological devices	4.08	0.89
4	Technical problems	9-Technical problems with technological devices	3.86	0.69
		10-The generation of old technological devices can affect the assessment process	3.93	0.61

The data from interviews indicate that most students identified weak internet signal as the main challenge when they implemented listening assessments in the English for Logistics Course. Some reported distractions from social media alerts or their surroundings at home. For instance, S 2 reported “...weak internet signal makes me anxious because I'm worried that it affects my results”. Additionally, ESP students noted that a poor internet connection could negatively impact their results. The students were also worried about security of the tests, or distraction factors. For example, “I sometimes get distracted by social media networks or people around me when I do listen assessment tasks at home” (S7). Obviously, the data collected from the interviews reinforced the quantitative data and revealed students' concerns about test security and potential cheating, along with specific situations that distracted them during assessments.

DISCUSSION

There is evidence that both research questions have been addressed through the use of quantitative and qualitative data. Regarding the extent of using TDs, the findings show that smartphones are the most commonly used devices for listening skills



assessments, emphasizing their role in education. This finding aligns with that of Wardhono and Spanos (2018), noting the benefits of mobile-based listening tests for language improvement, and that of Tran and Le (2021), who reported positive student feedback on mobile applications for English listening. While students frequently use technology for various assessments, it is less common in final exams due to their high-stakes nature and a preference for traditional methods. This supports Herman (2013), suggesting technology enhances formative assessments. The result concerning types of tests using TDs indicates that students agreed on the frequent use of TDs in selective tests and to a lesser extent in extensive tests. However, the use of technology in intensive tests and responsive tests was less common. This suggests that TDs are more favored in assessments that involve selective and extensive listening skills, possibly due to the interactive and engaging nature of these tests, which align well with the capabilities of digital tools.

Regarding benefits of using TDs in listening skills assessment, it has been found that ESP students view TDs as beneficial for enhancing their English listening skills in assessments. They strongly believe in technology's effectiveness, which aligns with previous studies. For instance, Tran (2021) noted that formative assignments using learning tools offer more chances for improvement. ESP students find technological devices for assessing English listening skills more convenient than traditional paper-based methods. They appreciate the flexibility in location and timing, enhanced skill management, and the ability to monitor progress. This supports previous studies that emphasized convenience (Chapelle & Douglas, 2007; Tran & Le, 2021). Additionally, students find these devices engaging, as research shows they make assessments more exciting and promote collaboration (Wardhono & Spanos, 2018). Students also recognize time and cost savings associated with technological assessments (Nguyen & Nguyen, 2022; Tran & Le, 2021). Immediate feedback during assessments is another valued aspect in this study, allowing quick checking of answers and prompt responses from teachers and peers. This finding is consistent with that of (Bal, 2019; Brown, 2016; Robertson et al., 2019). ESP students appreciate being able to complete listening tasks anywhere and anytime, which allows for more flexibility in their learning process. They also value the ability to listen multiple times until they understand the audio. In addition, some students mention learning autonomy as another benefit that the use of technology in assessments provide students with more control over their learning process, promoting autonomy.

Regarding challenges, ESP students face significant distractions when using TDs for English listening assessments. Many report that listening to ESP alone can be distracting, and prolonged screen time reduces concentration. Distractions vary based on individual attention spans and the assessment environment. Similar findings have been noted in previous research, highlighting challenges posed by surrounding sounds during solo assessments (Trinh & Trinh 2023). Additionally, ESP students experience anxiety related to technology use in listening assessments, often due to unclear instructions, doubts about answer accuracy, and time constraints. Anxiety levels differ among students, influenced by their familiarity with technology and confidence in their listening skills. This observation aligns with past studies indicating that anxiety can hinder the effectiveness of tech-based assessments (Chapelle & Douglas, 2007; Nguyen & Yukawa, 2019). Moreover, security concerns are significant, with many students worried about risks to test integrity and potential cheating with technological devices. While security is a general concern, perceptions of its severity vary among students, likely due to different experiences with tech assessments. Research shows that test security is a challenge for online tests due to unstandardized equipment. Technical issues also pose challenges, with ESP students reporting problems with devices and outdated technology hindering effective assessments. Ensuring reliable and up-to-date technology is essential. Consistent feedback indicates that many ESP students face issues, as noted in several previous studies regarding online tests and poor internet connectivity.

These insights can guide educators and administrators in developing strategies to mitigate these issues and create a more supportive and secure assessment environment.

IMPLICATIONS AND CONCLUSION

This study aims to explore ESP students' perceptions of the use of TDs in assessing English listening skills at a college in Vietnam. The findings from the study indicated that ESP students have generally positive perceptions of using TDs for listening skills assessments, particularly for improving their English listening skills. Smartphones were notably used for assessments, while the use of technology in high-stakes tests remains limited. ESP students appreciate the convenience, increased interest, time savings, and immediate feedback provided by TDs. However, challenges such as distractions, anxiety, security concerns, and technical issues



are also identified. These findings inform educators about the importance of integrating technology with strategies to minimize distractions and anxiety, while also highlighting the need for teacher training.

ESP students are encouraged to leverage technology to enhance their English listening skills through frequent practice and vocabulary improvement. Educational institutions should invest in modern technology, reliable infrastructure, and dedicated IT support to ensure effective assessments and minimize disruptions. Additionally, ongoing teacher training and secure assessment platforms are essential to protect student data and ensure fairness.

Limitations cannot be avoided in this study. It is suggested that future research should focus on larger and diverse samples, and explore the perceptions of ESP students, teachers, and experts, as well as the effectiveness of different technological devices in assessments of listening and other skills of English.

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