

An Evaluation of English Listening Lesson Library Online (ELLLO) App for Listening Skill Development of Senior High School Students

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DOI: <https://doi.org/10.51584/IJRIAS.2026.11050111>

Received: 18 April 2026; Accepted: 24 April 2026; Published: 30 May 2026

ABSTRACT

This study aimed to evaluate the suitability of the English Listening Lesson Library Online (ELLLO) application as a supplementary tool for developing listening skills among Senior High School students at Motiong National High School. The study employed a quantitative evaluation research design involving forty (40) randomly selected students from different academic strands. Data were collected using an adapted evaluation rubric and a closed-ended questionnaire utilizing a dichotomous (Yes/No) scale. The collected data were analyzed using descriptive statistical measures such as frequency counts, percentages, and mean scores. Results revealed that the ELLLO application was rated as “Most Suitable” for language learning, with an overall mean score of 2.51. All evaluated categories, including content quality, pedagogical coherence, feedback and self-correction, motivation, usability, customization, and sharing, were interpreted within the same level. Among these, motivation obtained the highest mean score, indicating that the application effectively engages learners. Furthermore, students’ perceptions based on dichotomous responses yielded an overall mean of 0.87, interpreted as “Yes,” indicating that the application is generally perceived as effective, user-friendly, and relevant to students’ listening skill development. However, some respondents reported technical concerns, particularly related to accessibility and connectivity. The findings suggest that the ELLLO application is a suitable and effective supplementary tool for enhancing listening skills among Senior High School students. It is recommended that improvements be made in technical features and accessibility to further enhance its usability and effectiveness in language learning.

Keywords: ELLLO application, listening skills, mobile-assisted language learning, quantitative evaluation, student perception, language education

INTRODUCTION

Listening is a fundamental component of language acquisition and serves as the foundation for effective communication. It is not merely a passive act of hearing sounds but an active cognitive process that involves

comprehension, interpretation, and meaningful response to spoken input (Vandergrift & Goh, 2021). In second language learning, listening plays a crucial role in facilitating language development, as it exposes learners to authentic linguistic input and supports the acquisition of pronunciation, vocabulary, and grammatical structures (Rahimi & Katal, 2020). Despite its significance, listening remains one of the most challenging skills for learners, particularly in English as a second language (ESL), due to factors such as unfamiliar accents, rapid speech delivery, and limited exposure to authentic listening contexts (Santos & Villanueva, 2021).

In many classroom settings, listening instruction is often underemphasized due to limited instructional resources, lack of effective pedagogical strategies, and insufficient time allocation. Teachers frequently focus on assessing listening comprehension rather than explicitly teaching listening strategies, which restricts learners' ability to process and interpret spoken language effectively (Handayani & Izzah, 2020). As a result, students tend to become passive listeners rather than active processors of information, which negatively affects their listening competence.

This issue is evident in the local context of Motiong National High School. Based on a school-based English data analysis report, students demonstrated very low performance in language-related competencies, with a mean score of only 2.21 and a mean percentage score (MPS) of 11.04%, indicating serious learning gaps in comprehension and higher-order thinking skills. Such results suggest that students struggle not only with reading and writing but also with understanding and processing language input, which is closely linked to listening ability. Furthermore, studies show that senior high school students often encounter difficulties in listening due to environmental distractions, lack of exposure, and ineffective learning strategies, which significantly affect their comprehension levels (Lanuza, 2023; Yasmee et al., 2025). These challenges highlight the urgent need for supplementary tools and interventions to enhance listening skills among learners.

With the rapid advancement of technology, mobile-assisted language learning (MALL) has emerged as an innovative and effective approach to address these challenges. MALL enables learners to access learning materials anytime and anywhere, promoting flexibility, autonomy, and self-directed learning (Kukulka-Hulme, 2020). Additionally, mobile applications provide interactive and multimedia-rich environments that enhance learner engagement and motivation (Hwang & Fu, 2021). Given that students today are highly engaged with smartphones, mobile applications have become practical and accessible tools for supporting independent language learning.

One such application is the English Listening Lesson Library Online (ELLLO), which offers a wide range of audio-based lessons, quizzes, and interactive materials designed to enhance listening comprehension. Previous studies have demonstrated that the use of ELLLO significantly improves students' listening skills by exposing them to authentic language use and varied accents (Azzahra, 2022). However, despite its potential benefits, there remains a need to evaluate its suitability and effectiveness across different learning contexts, particularly in schools like Motiong National High School where students exhibit low language performance.

Thus, this study aims to evaluate the ELLLO application in terms of its usability, content quality, pedagogical design, and overall effectiveness in developing listening skills among Senior High School students.

LITERATURE REVIEW

Listening is widely recognized as a fundamental skill in second language acquisition, serving as the foundation for effective communication and language development. It involves complex cognitive processes such as decoding sounds, understanding meaning, and interpreting context, rather than merely hearing spoken words (Vandergrift & Goh, 2021). In English as a second language (ESL) contexts, listening plays a crucial role in developing other macro skills, including speaking and pronunciation, as it provides learners with exposure to authentic language use (Rahimi & Katal, 2020). However, despite its importance, listening remains one of the most difficult skills for learners to master due to factors such as unfamiliar accents, fast speech, and limited opportunities for practice (Santos & Villanueva, 2021).

Moreover, several studies have emphasized that traditional classroom instruction often fails to adequately develop students' listening skills. Teachers tend to focus more on testing listening comprehension rather than

teaching listening strategies, which limits learners' ability to process spoken input effectively (Handayani & Izzah, 2020). In addition, limited instructional time and lack of appropriate materials further contribute to students' low listening proficiency. As a result, learners struggle to comprehend spoken English, particularly in real-life communication situations. This highlights the need for alternative and supplementary approaches to listening instruction.

In this regard, the integration of technology in language learning has emerged as a promising solution. Mobile-assisted language learning (MALL), in particular, has gained significant attention due to its flexibility, accessibility, and ability to support independent learning. According to Kukulska-Hulme (2020), MALL enables learners to access language learning resources anytime and anywhere, thereby promoting learner autonomy and continuous practice. Similarly, Hwang and Fu (2021) noted that mobile applications enhance learning through multimedia features, interactivity, and immediate feedback, which contribute to increased learner engagement and motivation. Consequently, mobile learning tools have become essential in modern language education, especially among students who are already familiar with smartphone technology.

Furthermore, recent studies have demonstrated the effectiveness of mobile applications in improving listening skills. For instance, Andaya et al. (2025) found that digital learning platforms significantly enhance students' engagement and comprehension by providing authentic and interactive learning experiences. Likewise, Rebadulla and Espina (2025) emphasized that technology integration supports flexible learning environments, allowing students to practice language skills beyond the classroom. However, despite these advantages, challenges such as limited internet connectivity, lack of digital literacy, and technical issues may affect the effectiveness of mobile learning tools, particularly in developing regions.

In relation to language learning applications, the evaluation of their quality and effectiveness is crucial to ensure that they meet educational standards and learners' needs. Chen (2021) proposed key criteria for evaluating language learning apps, including content quality, pedagogical coherence, usability, feedback mechanisms, and learner engagement. These criteria are essential in determining whether an application can effectively support language development. In addition, the Technology Acceptance Model (TAM) suggests that learners' adoption of digital tools is influenced by perceived usefulness and ease of use (Dwivedi et al., 2022). This implies that even well-designed applications may not be effective if they are difficult to use or do not meet learners' expectations.

Specifically, the English Listening Lesson Library Online (ELLLO) application has been identified as a valuable tool for improving listening skills. It provides a wide range of audio lessons, interactive exercises, and exposure to various English accents, which are essential for developing listening comprehension. A study conducted by Azzahra (2022) revealed that students who used the ELLLO application showed significant improvement in their listening performance compared to those who did not use the app. This finding suggests that ELLLO can serve as an effective supplementary tool in language learning.

Nevertheless, while previous studies have established the effectiveness of ELLLO in improving listening skills, there is still a need to evaluate its suitability in specific educational contexts. Factors such as usability, content relevance, pedagogical design, and technical functionality may vary depending on the learners' needs and learning environment. Moreover, issues such as limited offline accessibility, interface design, and learner engagement have not been extensively explored in existing studies. Therefore, a comprehensive evaluation of the ELLLO application is necessary to determine its effectiveness and appropriateness for Senior High School students.

In summary, the reviewed literature highlights the importance of listening skills in language learning, the limitations of traditional instruction, and the potential of mobile-assisted language learning in addressing these challenges. While digital tools like ELLLO offer promising solutions, their effectiveness depends on their design, usability, and alignment with learners' needs. Hence, this study seeks to fill this gap by evaluating the ELLLO application in terms of its suitability and effectiveness in developing listening skills among Senior High School students.

Research Questions

This study aimed to evaluate the English Listening Lesson Library Online (ELLLO) application. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Grade level; and
 - 1.3 Course?
2. What is the level of suitability of the ELLLO application for language learning as assessed by the respondents?
3. What is the level of students' perceptions of the ELLLO application based on dichotomous (Yes/No) responses in terms of:
 - 3.1 App features;
 - 3.2 Content quality;
 - 3.3 Pedagogical design;
 - 3.4 Usability;
 - 3.5 Technical aspects; and
 - 3.6 Interest and needs?

Scope And Limitation

This study focused on evaluating the English Listening Lesson Library Online (ELLLO) application as a supplementary tool for developing listening skills among Senior High School students at Motiong National High School. Specifically, the study examined the suitability of the application in terms of content quality, pedagogical design, usability, feedback mechanisms, motivation, customization, and sharing features, using an adapted evaluation rubric. In addition, it assessed students' perceptions of the application through dichotomous (Yes/No) responses covering app features, content quality, pedagogical design, usability, technical aspects, and interest and needs.

The respondents of the study were limited to forty (40) randomly selected Senior High School students from different strands, namely ABM, HUMSS, and CSS, during the School Year 2024–2025.

However, several limitations must be acknowledged. First, the sample size was relatively small and restricted to one public secondary school, which limits the generalizability of the findings. Future studies may expand the sample to include a larger number of students from multiple schools or regions to capture a broader range of learning contexts. Second, although respondents came from different academic strands, the study did not deeply examine potential differences in experiences based on strand specialization or varying levels of English language proficiency.

Third, the study relied primarily on self-reported data, which may be subject to response bias. While an open-ended questionnaire was included, more in-depth qualitative approaches such as follow-up interviews or focus group discussions could provide richer insights and deeper validation of the findings. Additionally, the use of a dichotomous (Yes/No) scale may have limited the depth of responses; incorporating more nuanced instruments such as Likert-scale questionnaires or expanded open-ended items could yield more detailed and accurate data.

Finally, external variables such as internet connectivity, device compatibility, and students' prior exposure to mobile learning were not controlled, which may have influenced the results and affected the internal validity of the study. Future research may consider controlling or systematically examining these factors to strengthen methodological rigor.

RESEARCH METHODOLOGY

This section outlines the research design, sampling method, data collection procedures, and how the gathered data were analyzed to answer the research questions

a. Sampling

This study employed a **simple random sampling technique** to select the respondents. This method was considered appropriate as it provides equal opportunity for all members of the population to be included in the study, thereby minimizing selection bias and ensuring representativeness. The participants consisted of **forty (40) Senior High School students** from Motiong National High School, coming from different academic strands, namely Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), and Computer Systems Servicing (CSS). The respondents were randomly selected from the enrolled students during the School Year 2024–2025.

The use of simple random sampling is suitable for relatively homogeneous populations, as it ensures that each student has an equal chance of being chosen (Etikan & Bala, 2020). This approach strengthens the validity of the findings and allows for unbiased estimation of students' perceptions regarding the ELLLO application.

b. Data Collection

Data were collected using a combination of research instruments, including an evaluation rubric, a closed-ended questionnaire, and an open-ended questionnaire. Prior to the actual data gathering, a pilot test was conducted to establish the validity and reliability of the instruments.

To improve the depth and accuracy of the data, future applications of this study may incorporate more nuanced data collection tools such as Likert-scale questionnaires to capture varying degrees of agreement, as well as more comprehensive open-ended questions to allow participants to elaborate on their experiences. Additionally, qualitative techniques such as follow-up interviews or focus group discussions may be employed to further clarify responses and provide deeper insights into students' perceptions and learning experiences.

During the data collection process, the selected respondents were instructed to download and explore the ELLLO application. Afterward, they completed the evaluation instruments based on actual usage experience. While the study ensured authentic engagement with the application, future studies may also consider controlling environmental factors such as internet stability and device compatibility to ensure more consistent data conditions and enhance internal validity.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Table 1. Respondents' Demographic Profile

Category	Variable	Frequency (f)	Percentage (%)
Age	16 years old	17	42.5%
	17 years old	13	32.5%
	18 years old	9	22.5%
	19 years old	1	2.5%
Grade Level	Grade 11	21	52.5%
	Grade 12	19	47.5%
Course	CSS	15	37.5%
	ABM	11	27.5%
	HUMSS	14	35.0%

The demographic profile of the respondents provides important context in understanding the evaluation of the English Listening Lesson Library Online (ELLLO) application. The findings revealed that the majority of the respondents were 16 to 17 years old, which represents the typical age range of Senior High School students. This age group is often characterized as digitally inclined and highly exposed to mobile technologies, making them more receptive to mobile-assisted language learning (MALL). According to Kukulska-Hulme (2020), learners within this age bracket are more likely to engage with mobile learning platforms due to their familiarity with smartphones and digital environments. Similarly, Hwang and Fu (2021) emphasized that younger learners demonstrate higher levels of engagement and adaptability when using technology-enhanced learning tools. This suggests that the respondents' age may have positively influenced their perception and acceptance of the ELLLO application.

In terms of grade level, the respondents were almost equally distributed between Grade 11 and Grade 12, indicating a balanced representation of Senior High School learners. This distribution is significant as it reflects varying levels of academic exposure and language proficiency. Grade 12 students, having more years of English instruction, may possess slightly higher language competence compared to Grade 11 students. However, both groups are still in the process of developing advanced listening skills, which supports the need for supplementary tools such as ELLLO. As noted by Santos and Villanueva (2021), Senior High School students often exhibit difficulties in listening comprehension regardless of grade level due to limited exposure to authentic listening materials. Thus, the inclusion of both grade levels provides a comprehensive perspective on the app's effectiveness across different stages of learning.

Furthermore, the respondents came from diverse academic strands, namely Computer Systems Servicing (CSS), Humanities and Social Sciences (HUMSS), and Accountancy, Business, and Management (ABM). The presence of students from different strands suggests variation in academic orientation, interests, and exposure to language use. For instance, HUMSS students are typically more engaged in language-related subjects, while CSS students may have stronger exposure to technology. According to Andaya et al. (2025), students from technology-oriented strands tend to demonstrate higher confidence in using digital learning tools, while those from language-focused strands may show greater interest in content-related aspects. This diversity in academic background enhances the reliability of the findings, as it captures a wider range of learner experiences and perceptions.

Table 2. Level of Suitability of the English Listening Lesson Library Online (ELLLO) Application for Language Learning

Category	Less Suitable (f)	Suitable (f)	Most Suitable (f)	Mean	Interpretation
Content Quality	2	9	29	2.58	Most Suitable
Pedagogical Coherence	1	18	21	2.50	Most Suitable
Feedback and Self-Correction	3	17	20	2.43	Most Suitable
Motivation	0	12	28	2.70	Most Suitable
Usability	3	16	21	2.45	Most Suitable
Customization	5	16	19	2.35	Most Suitable
Sharing	2	13	25	2.58	Most Suitable
Overall Mean	—	—	—	2.51	Most Suitable

Legend

Scale Range	Description
3.00–2.32	Most Suitable
2.31–1.66	Suitable
1.65–1.00	Less Suitable

Table 2 presents the level of suitability of the English Listening Lesson Library Online (ELLLO) application for language learning as assessed by the respondents. The overall mean score of 2.51, interpreted as “Most Suitable,” indicates that the application is highly appropriate for supporting listening skill development among Senior High School students. Among the categories, motivation ($M = 2.70$) obtained the highest mean, suggesting that the app effectively engages learners and encourages active participation in listening activities. This finding supports the study of Hwang and Fu (2021), which emphasized that mobile applications with interactive and multimedia features significantly enhance learner motivation and engagement.

Similarly, content quality ($M = 2.58$) and sharing ($M = 2.58$) were also rated as “Most Suitable,” indicating that the app provides relevant, meaningful, and well-structured learning materials. This aligns with the framework of Chen (2021), who identified content quality as a critical factor in determining the effectiveness of language learning applications. High-quality content allows learners to connect new information with prior knowledge, thereby improving comprehension and retention.

Furthermore, pedagogical coherence ($M = 2.50$) and usability ($M = 2.45$) also received high ratings, suggesting that the app’s instructional design is aligned with learning objectives and that it is easy to navigate. These findings are consistent with Kukulka-Hulme (2020), who highlighted that mobile-assisted language learning tools must be user-friendly and pedagogically sound to support effective learning. The ease of navigation and clear structure of the ELLLO app likely contributed to the positive evaluation of these aspects.

On the other hand, although still interpreted as “Most Suitable,” customization ($M = 2.35$) received the lowest mean among the categories. This indicates that while the app meets learners’ needs, there is still room for improvement in terms of personalization features such as adjustable settings and individualized learning paths. This observation supports the findings of Dwivedi et al. (2022), which suggest that user control and adaptability are important factors influencing the acceptance and effectiveness of digital learning tools.

Table 3. Level of Students’ Perceptions of the ELLLO Application

Category	Indicators	Yes (f)	No (f)	Mean	Interpretation
App Features	User interface design is good	39	1	0.97	Yes
	Provides listening lessons and quizzes	38	2	0.95	Yes
Content Quality	Information is accurate	36	4	0.90	Yes
	Content is relevant and comprehensive	37	3	0.92	Yes
Pedagogical Design	Learning objectives are clear	37	3	0.92	Yes
	Instructional design improves listening skills	37	3	0.92	Yes
Usability	App is easy to navigate	37	3	0.92	Yes
Technical Aspects	Experienced technical issues	19	21	0.48	No
	App is updated and maintained	32	8	0.80	Yes
Interest & Needs	App is interesting and engaging	36	4	0.90	Yes
	App meets listening skill needs	37	3	0.92	Yes
Overall Mean	—	—	—	0.87	Yes

Legend

Scale Range Description

1.00–0.51 Yes

0.50–0.00 No

Table 3 presents the level of students’ perceptions of the ELLLO application using dichotomous (Yes/No) responses. The overall mean score of 0.87, interpreted as “Yes,” indicates that students generally have a positive perception of the application across all evaluated categories. This suggests that the ELLLO app is well-accepted by learners and is perceived as effective in supporting listening skill development.

In terms of app features, the high mean scores ($M = 0.97$ and 0.95) indicate that students find the user interface visually appealing and functional, as well as beneficial in providing listening lessons and comprehension activities. This finding supports Hwang and Fu (2021), who emphasized that well-designed interfaces and interactive features significantly enhance learner engagement in mobile learning environments.

Similarly, the content quality of the app was positively rated ($M = 0.90$ and 0.92), indicating that students perceive the materials as accurate, relevant, and aligned with their learning needs. This aligns with Chen (2021), who identified content accuracy and relevance as essential components of effective language learning applications.

Moreover, pedagogical design and usability also received high ratings ($M = 0.92$), suggesting that the app's instructional structure is clear and supports learning, while its interface allows for easy navigation. These results are consistent with Kukulska-Hulme (2020), who noted that user-friendly and pedagogically sound mobile applications promote better learning outcomes and learner autonomy.

However, in the area of technical aspects, a lower mean score ($M = 0.48$) was observed for experiencing technical issues, indicating that a number of students encountered problems such as connectivity or compatibility issues. This finding supports the observations of Rebadulla and Espina (2025), who reported that technological limitations remain a challenge in the effective use of digital learning tools, particularly in developing contexts.

Despite this, the app was still perceived as updated and functional ($M = 0.80$), and students expressed strong agreement in terms of interest and needs ($M = 0.90$ and 0.92), indicating that the application is engaging and relevant to their listening skill development. This supports the Technology Acceptance Model, which suggests that learners are more likely to use technology that they find useful and easy to use (Dwivedi et al., 2022).

SUMMARY OF FINDINGS

This study aimed to evaluate the English Listening Lesson Library Online (ELLLO) application as a supplementary tool for developing listening skills among Senior High School students at Motiong National High School. Based on the data gathered and analyzed, the following findings were obtained:

First, in terms of the demographic profile of the respondents, the majority were 16 years old (42.5%), followed by 17 years old (32.5%), indicating that most participants fall within the typical age range of Senior High School learners. In terms of grade level, 52.5% were from Grade 11, while 47.5% were from Grade 12, showing a balanced representation. With regard to academic strand, most respondents were from Computer Systems Servicing (CSS) (37.5%), followed by Humanities and Social Sciences (HUMSS) (35.0%), and Accountancy, Business, and Management (ABM) (27.5%).

Second, the level of suitability of the ELLLO application for language learning was found to be "Most Suitable," with an overall mean of 2.51. All evaluated categories, including content quality, pedagogical coherence, feedback and self-correction, motivation, usability, customization, and sharing, were rated within the same interpretation. Among these, motivation obtained the highest mean score, indicating that the application effectively engages learners, while customization received the lowest mean, suggesting a need for improvement in personalization features.

Third, the level of students' perceptions of the ELLLO application based on dichotomous responses revealed an overall mean of 0.87, interpreted as "Yes." This indicates that students generally have a positive perception of the application. The respondents agreed that the app has good features, provides accurate and relevant content, supports effective instructional design, and is easy to use. However, some students reported experiencing technical issues, particularly related to connectivity and accessibility, although these did not significantly affect the overall positive perception of the app.

Finally, the qualitative findings revealed that the strengths of the ELLLO application include the availability of numerous listening lessons, improvement in listening comprehension, enhancement of vocabulary and

grammar, and convenience of use. On the other hand, identified weaknesses include the need to download lessons for offline use, limited engagement features, confusing interface design, and the presence of advertisements. Despite these limitations, most respondents expressed willingness to continue using the application due to its benefits in improving listening skills and supporting independent learning.

CONCLUSION

Based on the findings of the study, it can be concluded that the English Listening Lesson Library Online (ELLLO) application is an effective and suitable supplementary tool for enhancing the listening skills of Senior High School students. The application was evaluated as “Most Suitable” in terms of content quality, pedagogical coherence, usability, feedback mechanisms, motivation, customization, and sharing features, indicating that it meets the essential criteria of a functional language learning tool.

Furthermore, the positive perceptions of the students, as reflected in the overall “Yes” responses, suggest that the ELLLO application is well-accepted and perceived as beneficial in supporting listening comprehension, vocabulary development, and overall language learning. The app’s ability to provide diverse listening materials, interactive exercises, and accessible learning opportunities contributes to its effectiveness in promoting independent and self-directed learning among students.

However, despite its strengths, the study also revealed certain limitations of the application, including issues related to internet dependency, limited offline accessibility, interface design concerns, and occasional technical difficulties. These factors indicate that while the application is effective, there is still room for improvement to enhance user experience and maximize its potential as a learning tool.

Overall, the findings affirm that integrating mobile-assisted language learning applications such as ELLLO can significantly support listening skill development, particularly in contexts where traditional instructional resources are limited. Therefore, the use of ELLLO and similar digital tools is highly recommended as a supplementary approach to language instruction, provided that necessary improvements and support systems are considered.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Teachers are encouraged to integrate the ELLLO application into their language instruction as a supplementary tool to enhance students’ listening skills. The app can be utilized for independent practice, enrichment activities, or reinforcement of classroom lessons to provide students with additional exposure to authentic listening materials.
2. Students are encouraged to actively use the ELLLO application to further develop their listening comprehension, vocabulary, and communication skills. Regular use of the app can promote self-directed learning and improve their ability to understand spoken English in various contexts.
3. School administrators may consider supporting the integration of mobile-assisted language learning (MALL) by providing access to digital resources, stable internet connectivity, and training programs for both teachers and students. Such support can maximize the effectiveness of technology-based learning tools in the classroom.
4. Application developers are encouraged to improve the technical and design features of the ELLLO app, particularly by enhancing offline accessibility, reducing advertisements, improving user interface design, and adding more interactive and engaging features. These improvements can help address the concerns raised by the respondents and further enhance the user experience.
5. Future researchers are encouraged to conduct further studies on the effectiveness of the ELLLO application using experimental or quasi-experimental designs to measure actual improvement in listening performance. Additionally, future studies may explore its impact on other language skills such as speaking, reading, and writing, or apply the evaluation to different educational contexts and larger sample sizes.

6. Future researchers are encouraged to expand the sample size by including participants from different schools, districts, or regions to improve the generalizability and external validity of the findings. A larger and more diverse sample may provide a more comprehensive understanding of the effectiveness of the ELLLO application across varied educational contexts.
7. Subsequent studies may explore differences in students' experiences based on academic strand, learning background, or level of English language proficiency. Such comparative analysis can reveal specific learner needs and inform more targeted instructional interventions.
8. Researchers are also encouraged to employ more sophisticated data collection instruments, such as Likert-scale questionnaires and in-depth qualitative methods including interviews or focus group discussions, to generate richer and more nuanced data. These approaches can enhance the reliability and interpretability of the findings.
9. Future studies should consider controlling or systematically examining external variables such as internet connectivity, device compatibility, and technological accessibility. Addressing these factors can strengthen the internal validity of the research and provide more accurate insights into the effectiveness of mobile-assisted language learning tools.

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