

Optimizing Listening Skills with the ZIELTS Application: A Technological Approach to IELTS Success

Desri Maria Sumbayak*Universitas Sumatera Utara,
INDONESIA**Alemina Br. Perangin-Angin**Universitas Sumatera Utara,
INDONESIA**Vivi Adryani Nasution**Universitas Sumatera Utara,
INDONESIA**Indah Putri Tamala**Universitas Sumatera Utara,
INDONESIA**Rosalyn Magdalena Br. Sitorus**Universitas Sumatera Utara,
INDONESIA**Fahri Afandi**Universitas Sumatera Utara,
INDONESIA**Rania Alifiandra Matulatuwa**Universitas Sumatera Utara,
INDONESIA

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Abstract

Purpose of the Study: 1. To assess how the ZIELTS application affects candidates' performance in the IELTS listening section; 2. To identify key features of the ZIELTS application that enhance listening skills; 3. To evaluate candidates' perceptions of the ZIELTS application's effectiveness.

Methodology: A mixed-methods design was adopted combining quantitative performance measurement and qualitative feedback analysis. Ten participants were randomly selected and assessed using pre- and post-tests to evaluate listening competence. Participants practiced listening using the ZIELTS application for two weeks and recorded the frequency of use and topic preferences in logbooks. Quantitative data were analyzed using descriptive statistics and a paired-samples t-test in SPSS, while qualitative data from logbooks and Focus Group Discussions (FGD) were examined through thematic analysis.

Main Findings: The outcome revealed a modest but not statistically significant improvement in listening skills: the mean band score increased from 6.75 to 6.90, $t(9) = 0.896$, $p = 0.394$. While there was some variation in the progress of individual participants, users were satisfied with the user-friendly design of the application, the wide range of topics, and additional features like vocabulary lists and audio transcripts. Minor technical issues (e.g., inconsistencies between audio and text) were identified as opportunities for future enhancements.

Novelty/Originality of This Study: This study is one of the earliest empirical explorations of ZIELTS, a purpose-built, exam-aligned AI application launched in March 2024, as a means of improving IELTS listening performance. Using a mixed-methods approach that integrates quantitative pre- and post-test assessments with qualitative learner feedback, it contributes original, context-specific evidence to the relatively under-researched intersection of AI-assisted language learning and IELTS listening preparation.

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INTRODUCTION

The International English Language Testing System is known as the IELTS. It is the most widely used English language exam in the world for international migration and higher education (Ma & Chong, 2022; Read, 2022). Because of its extensive use, it has, therefore, become highly essential, especially for those seeking educational or professional opportunities in proven states or provinces.

* Corresponding author:

Desri Maria Sumbayak, Universitas Sumatera Utara, INDONESIA. ✉ desrimariasumbayak@usu.ac.id

The IELTS listening test consists of four sections of increasing difficulty and tests a candidate's mastery of vocabulary and grammar, as well as their ability to identify nuances of pronunciation, intonation, and contextual meaning (Aryadoust, 2022; Phung & Ha, 2022). This is consistent with the findings of Torres & Solano (2024), who reported that EFL students encounter major difficulties in identifying the main ideas, making inferences and understanding unfamiliar vocabulary. These difficulties are more severe for non-native speakers, as Syamsu et al. (2024) found that listening difficulties among test takers are affected not only by personal background but also by learners' linguistic and cultural contexts. The use of a different native language remains one of the most stubborn barriers to mastering listening skills in English. Besides linguistic ones, affective factors of learners, such as anxiety and motivation, are also key factors in listening performance. Wei (2023) found that anxiety was inversely and L2 motivation was directly correlated with comprehension performance, and the results underscore the importance of affective dimensions in IELTS listening preparation.

Also, there are major limitations in traditional approaches to teaching listening for IELTS. Traditional approaches are frequently founded on passive listening activities that do not equip learners to meet the dynamic and contextualized demands of authentic listening tasks (Loewen et al., 2020). This has been a persistent pedagogical dilemma for teachers who wish to develop students' listening skills while maintaining their engagement, leading to a growing interest in the use of technology, especially approaches based on artificial intelligence (AI). In an early study on the role of AI in IELTS preparation, Li (2020) examined the use of the LIULISHUO platform and reported that AI-powered online tools have considerable potential to enhance English language outcomes, particularly in listening, by offering structured and responsive practice environments that are seldom found in traditional classrooms.

Recent developments in educational technology, especially AI, have been revolutionizing the language learning experience by making it more personalized, adaptive, and interactive (Sari, 2024). Li (2020) elaborated on the anticipated customization of the delivery of the instructions to individual learners' needs, which is the case for test-oriented preparation such as the IELTS. Lee and Lee (2024), in their meta-analytic review on the effect of AI-enabled personalized learning on language learning achievement and Wei (2023) a mixed-methods study involving EFL university students, found that students taught by AI-based instruction had higher scores and more motivation and used more effective self-regulated learning strategies than those taught through traditional methods. Hao et al. (2019) investigated the potential of a mobile app designed based on cognitive learning frameworks to help middle school students who have trouble with English as a foreign language (EFL) enhance their vocabulary. Furthermore, Altwijri & Alghizzi (2024) supported that AI applications can be used to reduce learner anxiety and promote positive attitudes especially in high-stakes tests such as IELTS.

AI-based platforms are appropriate for the development of listening skills; they help in phonological awareness and in learning grammar and vocabulary (Ghoneim & Elghotmy, 2021). (Xiao, 2025) Demonstrate how artificial intelligence (AI) technology could enhance secondary school pupils' speaking and listening abilities in Georgia. Indeed, employing AI technology in language classrooms can enhance the learning process. However, in order for teachers to effectively utilize the potential of the technologies, they must have a deep understanding of their impact, advantages and disadvantages, and most importantly, how to utilize them properly (Kohnke et al., 2023; Rizki & Anjarningsih, 2024). AI-generated virtual environments motivate learners to listen and take part actively (Tai, 2022; Xiao, 2025). Huang et al. (2024) reported improvements in EFL students' aural decoding ability with chatbot-supported settings, and Behforouz & Ghaithi (2024) reported significant listening comprehension gains with an interactive WhatsApp-based bot. A randomised controlled trial by Xiao (2025) further found that AI-driven speech recognition produced lasting improvements in listening comprehension, reduced anxiety, and positive flow experiences that persisted three weeks after the intervention pointing to the dual cognitive and affective gains of AI-assisted listening practice.

Automatic Speech Recognition (ASR) has attracted increasing interest because of its capacity to provide real-time phonological feedback. Sun (2023) in a mixed-methods study with 61 Chinese EFL learners found that ASR with peer correction significantly improved L2 pronunciation and speaking

skills of direct relevance for listening development as phonological awareness underpins both reception and production. Accordingly, NLP and ASR technologies have emerged as key enablers of personalized feedback, adaptive instruction and intelligent voice assessment in language learning (Gutiérrez, 2023; Son et al., 2023).

Klímová et al. (2023) examined the use of chatbots in university EFL classrooms and found many benefits for language skills as well as students' engagement and recommended further experiments for longer duration and validated measurement tools. Similarly, Chien et al. (2022) noted that the students, while interacting with an AI-powered LINE ChatBot, using competitive interaction strategies, remarkably enhanced their listening and speaking, denoting the potential of conversational AI for enhancing receptive skills.

MALL has also been a part of this change of pedagogy. Loewen et al. (2020) proposed that digital applications can promote self-paced and flexible learning. Azzahra et al. (2024) examined the effect of MALL intervention. Li et al. (2023) found that MALL intervention has a positive impact on the development of EFL listening skills, especially in vocabulary recognition and aural decoding. Duolingo and YouTube were effective in helping students develop vocabulary, pronunciation and grammar reinforcement outside the classroom (Chaikovska et al., 2024). Martinez et al. (2025) however argued that proficiency gains were uneven across skill areas and application design, as well as learners' digital literacy, thus calling for targeted and evidence-based tools rather than generic ones. A study also found that ChatGPT-4 had notably enhanced the Chinese tertiary EFL learners' listening skills and learner autonomy in an informal digital English learning context in a span of 16 weeks. This is pertinent to ZIELTS in that both have asserted the importance of out-of-class, exam-oriented practice (Zhou et al., 2025).

ZIELTS, an AI-powered app launched in March 2024, is specifically developed for IELTS listening practice and provides interactive exercises, simulated tests, instant feedback, transcripts, vocabulary drills, and grammar explanations on practice topics that are very similar to the IELTS listening format. Synthesis of evidence from the AI listening research (Xiao, 2025; Zhou et al., 2025), the chatbot research (Chien et al., 2022; Klímová et al., 2023), and MALL reviews (Li et al., 2023; Martinez et al., 2025) indicates that an app with ZIELTS's profile – exam-oriented, feedback-rich, and autonomy-supportive – does carry promising potential to improve achievement in IELTS listening.

Nonetheless, the use of AI in language teaching has its drawbacks. Poor teacher AI skills and the heterogeneous nature of the students' responses often deter early adoption (AlTwijri & Alghizzi, 2024), as in the view of Rizki & Anjarningsih (2024), the successful introduction of the technology requires both teaching skills and an acute awareness of the tools' limitations. Klímová et al. (2023) highlighted the short length of many current studies and the weak validation of tools, and highlighted the need for more systematic empirical research. Son et al. (2023) noted that the effective implementation of the technology depends on the appropriate type of teacher preparation and thoughtful ethical consideration.

There is a growing literature on AI-assisted language learning, but there are some major gaps. While various AI tools are being explored in general EFL contexts such as chatbots (Chien et al., 2022; Klímová et al., 2023), speech recognition (Sun, 2023; Xiao, 2025) and MALL platforms (Li et al., 2023; Martinez et al., 2025), empirical studies of the use of AI tools in IELTS preparation, particularly listening, are limited. One of the first studies of AI in the IELTS context was Li (2020) who explored the LIULISHUO platform but this was prior to the recent explosion of adaptive and exam-oriented tools and did not focus on listening skills. Second, the importance of holistic teacher education and the ethical and pedagogical issues of effective use of AI in language education as underlined by Son et al. (2023) have not been discussed in the context of the IELTS. Third, Klímová et al. (2023) point out the need for more rigorous experimental designs in AI language learning research, which have not been used in the context of AI tools for IELTS so far. Finally, although ZIELTS and similar applications are the new generation of AI test-preparation tools, there is a lack of published studies that have empirically investigated their effectiveness in improving IELTS listening scores or the perceptions of candidates towards these tools in comparison to traditional test-preparation strategies. This study empirically fills that gap.

The importance of listening skills for the IELTS test and the shortcomings of traditional ways of preparation suggest that AI tools could be a better and more interesting option (Abdellatif et al., 2024). There are, however, no studies that have focused on a specific IELTS listening application, but there is research in AI listening (Wei, 2023; Xiao, 2025), chatbot studies (Klímová et al., 2023; Zhou et al., 2025) (Koç & Savaş, 2025), ASR studies (Sun, 2023) and MALL literature (Li et al., 2023; Martinez et al., 2025) which indicates that well-designed digital tools can improve EFL listening skills.

ZIELTS' exam-aligned content, adaptive feedback, and autonomous learning render it a strong candidate for empirical evaluation. Altwijri & Alghizzi (2024) and Rizki & Anjarningsih (2024) also noted that educators must understand how such technologies function, including their advantages and disadvantages, to use them effectively. This study fulfills that need by providing evidence-based insights into AI's role in IELTS listening preparation for educators, policymakers, and learners traversing a technology-mediated assessment landscape.

This research will tackle a number of questions through rigorous observation and tests. Specifically, how does the use of the ZIELTS application influence candidates' performance on the listening section of the IELTS exam? Which elements of the ZIELTS application help users enhance their listening skills the most? What do candidates think about the usefulness and effectiveness of the ZIELTS application as opposed to the traditional way?

The purpose of this research is to determine the effectiveness of the ZIELTS application as an instrument to improve listening skills, specifically 1. To assess how the ZIELTS application affects candidates' performance in the IELTS listening section; 2. To identify key features of the ZIELTS application that enhance listening skills; 3. To evaluate candidates' perceptions of the ZIELTS application's effectiveness.

METHOD

This research combines two methods, utilizing both quantitative and qualitative methods to assess the effectiveness of the ZIELTS application in enhancing IELTS listening skills. (Bai, 2024) proposes a mixed-methods framework that integrates both quantitative and qualitative approaches to provide a better understanding of the problem formulation. This research aims to incorporate objective performance data from pre- and post-tests, along with exploring participants' perceptions based on the logbook and Focus Group Discussion (FGD) results.

To ascertain the variation in listening proficiency levels in the results, 10 male and female students from the IELTS preparation class were randomly selected using a spinning wheel method. To set the baseline, participants first completed a preliminary test in the IELTS listening format. Afterwards, they undertook a two-week treatment period with listening exercises using the ZIELTS application. During the two-week period, participants recorded the frequency of app usage, selected topics, and their reflections in a notebook provided by the researchers. At the end of the treatment period, the post-test was the same as the pre-test. To obtain qualitative feedback on the usefulness and effectiveness of the application compared to traditional methods, the researchers held a Focus Group Discussion (FGD). Random sampling and multiple data collection was used and this aligned with the recommendations of Mackey & Gass (2015), which emphasizes methodological rigor in the research.

In order to investigate changes in listening skills, improvements in pre- and post-test scores were analyzed using descriptive statistics and were statistically analyzed using a paired-samples t-test in SPSS. Qualitative data from logbooks and FGDs were analyzed thematically to identify recurring themes regarding the usefulness and effectiveness of the application. The experiences of the participants were also investigated. Throughout the study, ethical considerations, including written consent and data confidentiality, were fully upheld. This method provides a powerful evaluation of the ZIELTS application's contribution to listening skill improvement through a combination of measurable outputs and rich context.

RESULTS AND DISCUSSION

Result

The research data consists of the pre-test, treatment, post-test, and focus group discussion (FGD). The learners underwent a pre-test to determine their conditions prior to the commencement of the research. An activity or treatment to improve listening skills that focused on sounds and words in sentences was used. The post-test was conducted following the treatment. The FGD involved discussion with participants on their experiences, problems and suggestions. This provided detailed information to researcher.

Pre-Test

The pre-test was conducted on ten IELTS test-takers to measure their English listening competence. The scores ranged from a minimum of band 3, which was classified under the "Very Limited" level, to a maximum of band 9, which was classified under the "Expert" level as presented in Figure 1. The overall band average was 6.75 and most of the participants obtained scores between band 7.5 and 8, placing them in the "Good" to "Excellent" category according to IELTS scoring standards.

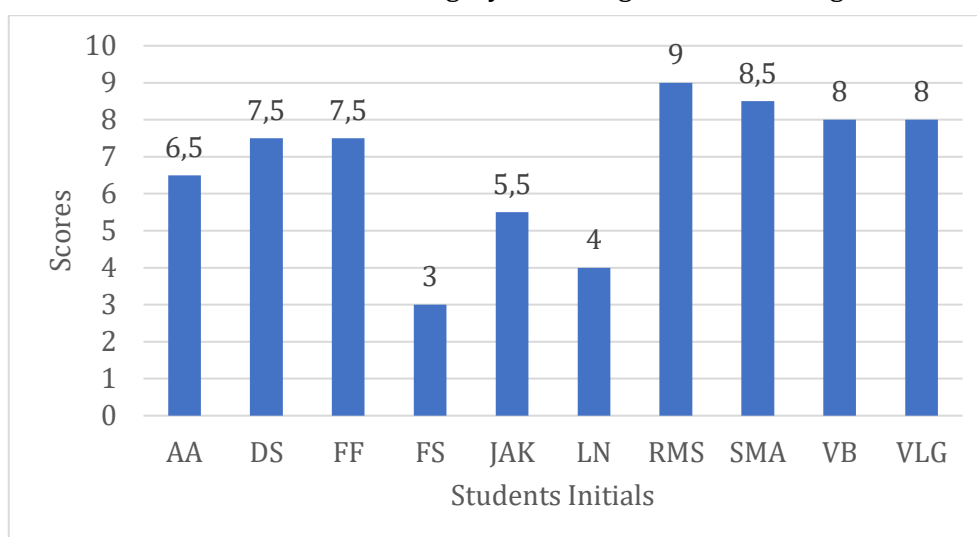


Figure 1. Pre-Test Listening Score of the Participants

Treatment

Following the pre-test, participants underwent treatment using the ZIELTS application to practice their listening skills. Participants had flexibility in selecting topics and determining the duration of their study sessions. Application usage was tracked through a logbook completed via Google Forms.

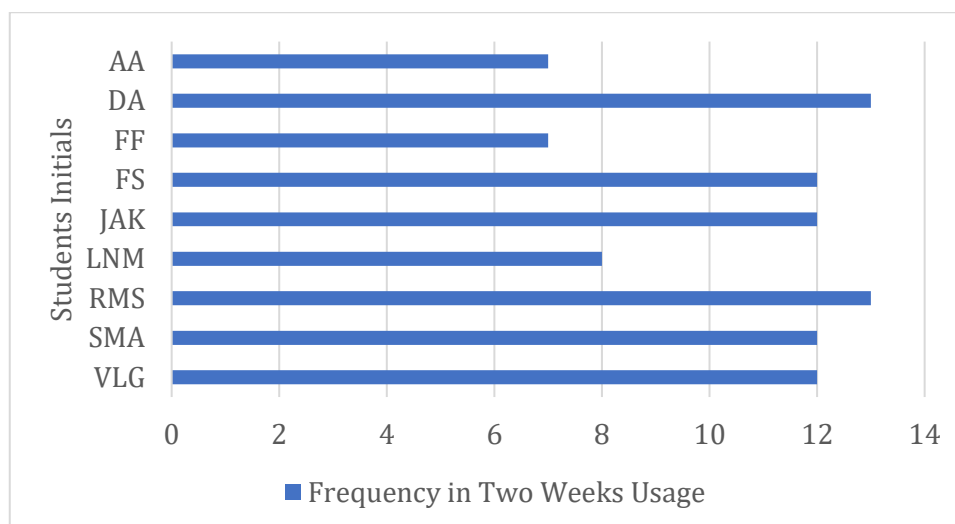


Figure 2. Frequency of Use of the ZIELTS Application by Participants

As shown in Figure 2, there was variation in frequency of use of the application among the participants. The most active users used the application thirteen times whereas the least active users used the application seven times. On average, participants used the application ten times with the majority using the application twelve times during the treatment period.

Regarding topic selection (Figure 3), the most frequently chosen topic was "Place Introduction," selected fifteen times across all participants, while "Environment" was the least chosen, selected only four times. These patterns suggest a tendency toward self-directed learning, as participants gravitated toward topics that were of personal interest and academic relevance.

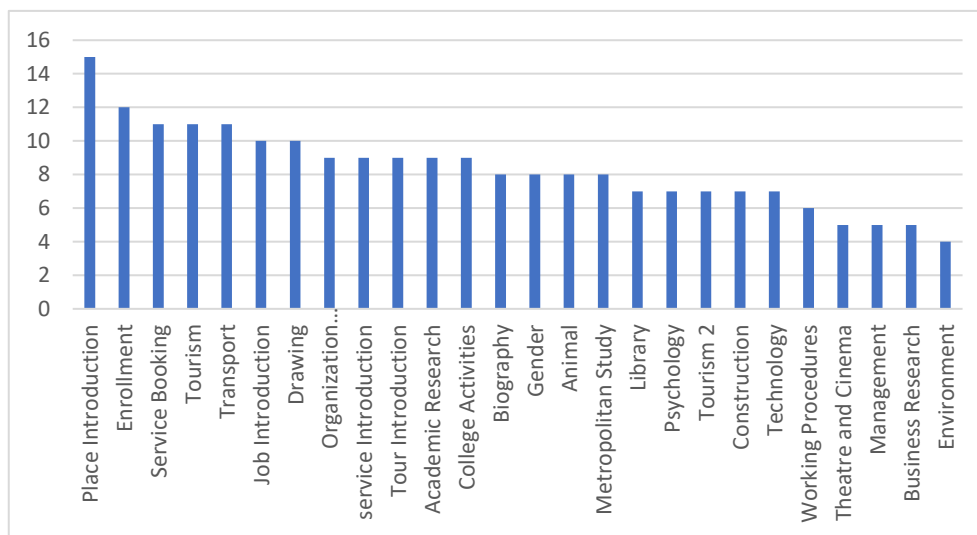


Figure 3. Frequency of Chosen Topics in ZIELTS application

Post-Test

After the treatment, the post-test was administered to evaluate the improvement of the participants' listening skills. According to Figure 4, the average score of the participants was 6.9, which is in the "Good" category according to the IELTS standard and higher than the pre-test average score. The highest score was still at band 9 ("Expert" level) and one participant scored band 3. The results indicate that the participants' proficiency levels varied but most of them showed improvement after the treatment.

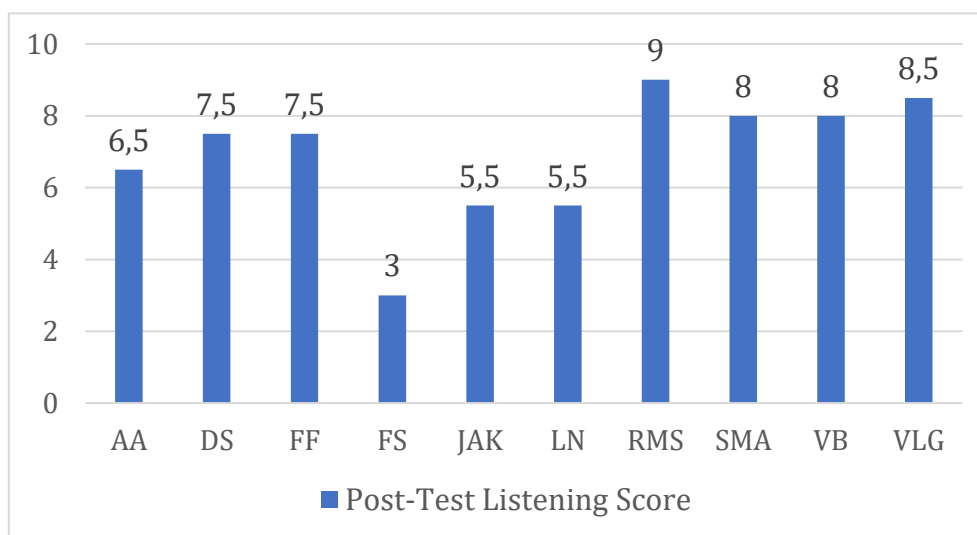


Figure 4. Post-Test Listening Score of the Participants

In this study, a statistic analysis was conducted to determine the effect of the ZIELTS application on participants' performance in the IELTS listening section.

Table 1. Descriptive Statistics

Group	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	10	3	9	6.75	1.98956
Post-Test	10	3	9	6.90	1.80739

Based on the table above it could be seen in the Pre-Test group, the minimum score is 3, the maximum score is 9, with a mean score of 6.75, and a standard deviation of 1.98956. The standard deviation value being lower than the mean indicates that the data tends to be homogeneous. In the post-test group, the minimum score is 3, the maximum score is 9, with a mean score of 6.90, and a standard deviation of 1.80739. The standard deviation value being lower than the mean indicates that the data tends to be homogeneous.

To determine the appropriate type of difference test, a normality test was first performed on the pre- and post-test data. If both groups satisfy the normality assumption, a parametric paired t-test is used as the difference test. If not, a non-parametric method is applied.

1. Normality Test

Hypotheses: H_0 : the data are normally distributed

H_a : the data is not normally distributed

Test criteria: If sig. < 0.05, reject H_0

If sig. > 0.05, accept H_0

The following results were obtained using SPSS v.21:

Table 2. Normality Test

Group	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	0.247	10	0.085	0.894	10	0.187
Post-Test	0.230	10	0.143	0.902	10	0.230

For comparison, the table above presents normality test results using both the Kolmogorov-Smirnov and Shapiro-Wilk methods. Since the sample size is very small, the Shapiro-Wilk method is more appropriate.

Based on the table, the sig. values obtained for the pre-test and post-test groups are 0.187 and 0.230, respectively. Since both values are greater than 0.05, H_0 is accepted, meaning that the data in both the pre-test and post-test groups are normally distributed.

2. Paired T-Test (Difference Test)

Hypotheses: H_0 : there is no significant difference between the pre-test and post-test

H_a : there is a significant difference between the pre-test and post-test

Test criteria: If sig. < 0.05, reject H_0

If sig. > 0.05, accept H_0

The following results were obtained using SPSS v.21:

Table 3. Paired T-Test Results

Group	Mean	T-statistic	df	Sig. (2-tailed)
Pre-Test	6.75	0.896	9	0.394
Post-Test	6.90			

Based on the table above, the t-statistic obtained is 0.896 and the sig. value is 0.394.

Since the sig. value obtained (0.394) is greater than 0.05, H_0 is accepted, meaning there is no significant difference between the pre-test and post-test. This indicates that there is no statistically significant difference between the pre-test and post-test results; therefore, it is concluded that the use of the application did not have a significant effect on improving participants' performance in the IELTS

Since the sig. value obtained (0.394) is greater than 0.05, H_0 is accepted, meaning there is no significant difference between the pre-test and post-test. This indicates that the ZIELTS application did not have a significant effect on improving participants' performance in the IELTS *listening* section.

Focus Group Discussion

A Focus Group Discussion was facilitated by a moderator on September 5, 2024 and all the participants attended the FGD. The session was for 30 minutes to understand the participants' experience with the ZIELTS application, the challenges they faced during the tests and their perception on AI-assisted learning.

Participants generally reported that the ZIELTS application had a positive impact on their listening skills. They appreciated the user-friendly interface, vocabulary lists, transcripts, and regularly updated content. From a cognitive load theory perspective, these features play a more important role than they might initially seem. When learning materials are well-organized and easy to use, learners do not have to spend unnecessary mental effort just figuring out how the tool works, which means they can direct more of their attention towards understanding the language itself (Skulmowski & Xu, 2022). However, some minor technical problems were noted, such as mismatches or errors in answer keys or audio and text. When learners encounter conflicting information, they are forced to spend cognitive energy resolving the inconsistency rather than concentrating on comprehension, which adds burden to the learning process (Skuballa & Jarodzka, 2021).

One student commented:

"This application is very impressive, I fancy the simplicity and practicality of it. – SMA"

Listening was found to be the most difficult skill, with participants noting that they had problems with understanding accents, unknown vocabulary, and maintaining attention when both audio and text are presented at the same time. One participant said:

"I can't focus and I can't get the text and audio to sync up. – RMB"

Some initial anxiety and uncertainty was experienced by participants in response to the project. One participant stated:

"The initiation of the project had me feeling anxious and uncertain. – JAK"

When asked about other tools to improve listening, participants mentioned a variety of platforms including music, TED Talks, Duolingo, podcasts and YouTube. Some also mentioned OME TV and Ablo as platforms for real-time interaction with native speakers. Most of the participants felt that the role of AI in language learning was a positive one but emphasized the importance of interactivity and two-way interaction. As one participant commented:

"AI can help, but two-sided interaction is necessary for effective learning. – RMB"

Tools like ZIELTS are well suited to helping learners by delivering structured, predictable, and exam-relevant practice in a way that keeps the learning experiences manageable (Skuballa & Jarodzka, 2021; Wiboolyasarini et al., 2025). However, structured practice on its own has its limits. Real interaction, where learners have to think quickly, respond, negotiate meaning, and adapt to

unpredictable input, requires a different kind of mental engagement, one that pushes learners to build new knowledge and develop skills that can be applied over time (Du & Lee, 2025; Safar & Anggraheni, 2024).

Discussion

The results of this research showed a slight improvement in participants' IELTS listening scores, in which the mean band score improved from 6.75 in the pre-test to 6.90 in the post-test. The paired-sample t-test confirmed that this improvement was not statistically significant, $t(9) = 0.896$, $p = 0.394$, which is consistent with the short duration of the intervention. While the result did not reach statistical significance, it is important to consider that the intervention was relatively brief, and even a modest upward trend in scores within such a limited timeframe suggests that the application held some value for participants' listening development. The result was in line with the previous studies by Ghoneim & Elghotmy (2021) who found that AI-based platforms can improve phonological awareness in English language learning and (Xodabande et al., 2025) who reported the effectiveness of AI-based platforms in supporting adaptive learning in English language learning.

The high frequency of use of the app and the variety of topics chosen by the participants indicate a high degree of learner engagement and learner autonomy. The preference of participants for topics such as "Place Introduction" over less chosen topics such as "Environment" indicates that learner motivation is strongly associated with the relevance and accessibility of topics. This finding is consistent with Loewen et al. (2020) in favor of flexible, interest-driven practice instead of passive, traditional listening methods. The ZIELTS platform's adaptive content also promotes independent learning as evidenced by Ghoneim & Elghotmy (2021) and Chaikovska et al. (2024).

The qualitative data obtained from the FGD substantiated the quantitative results. Participants stated that the interactivity of the ZIELTS app, instant feedback, and the diversity of topics were the major advantages compared to traditional methods of IELTS preparation. Some minor technical glitches were reported such as occasional mismatches between audio and text and errors in answer keys but these were considered minor irritants rather than major barriers to learning. These findings are consistent with Son et al. (2023), who confirmed that AI-driven tools can effectively augment traditional IELTS preparation approaches.

Furthermore, the self-directed character of the ZIELTS application supports the claim made by (Xiao, 2025) that AI provides opportunities to create personalized learning tools relevant to the needs of a learner. The chance for the participants to practice on their own, at their own speed and in relation to their specific problem areas like phonological awareness, listening speed and accent comprehension fills an important gap in conventional teaching, especially for non-native speakers who face the challenge of different accents, intonations and speech rates in English communication (Ghoneim & Elghotmy, 2021).

Implications

The results of this study indicate that AI-powered applications such as ZIELTS can be used as complement to traditional classroom instruction in IELTS listening practice. The study also shows the importance of self-directed learning as the students took responsibility for their learning based on their own goals and interests. However, difficulties encountered in terms of understanding different accents, unknown vocabulary, and processing audio and text simultaneously indicate the need for certain classroom support. Moreover, the participants' use of other resources such as TED Talks and podcasts emphasizes the benefits of a multi-modal approach to learning. In conclusion, the results indicate that future AI-based language learning tools should focus more on interactive and dynamic communication to achieve better learning outcomes.

Research Contribution

This study contributes to the body of knowledge regarding language learning that is aided by artificial intelligence (AI) by demonstrating the effectiveness of the ZIELTS application in raising the score of IELTS in the context of jangka pendek that is focused on ujian, in order to fill in the gaps in the research on terarah IELTS persiapan.

From a methodological perspective, this study combines quantitative data (pra-tes and pasca-tes) with qualitative data from the Kelompok Terfokus discussion to provide a comprehensive understanding of students' learning. Finally, this study highlights the importance of keterlibatan peserta didik, such as topic preferences and usage frequency, as well as the fact that individualization and flexibility are key factors in increasing the motivation and productivity of didik in high-risk language learning.

Limitations

The study has some limitations. First, the generalizability to wider IELTS learner populations is limited because there were only ten participants. Second, the study was of short duration and the modest improvement in the listening scores may have been due to the short duration of the study, suggesting that a longer intervention may provide clearer evidence of long-term effectiveness. Third, the absence of a control group made it difficult to determine whether the improvement in the score was solely due to the ZIELTS application or other factors. Finally, the technical issues such as mismatches between audio and text and wrong answer key might have affected the quality of practice and reliability of self-assessment, which indicates the need for further improvement of the application in the future research.

Suggestions

The ZIELTS app requires a larger and more diverse sample, as well as longer treatment and control periods. Future research will provide stronger evidence of its effectiveness based on the findings and limitations of this study. Furthermore, future research could examine how the app impacts IELTS writing, reading, and speaking skills. From a pedagogical perspective, educators are encouraged to teach students how to use AI-based learning tools effectively. This includes engagement strategies, self-reflection, and the development of digital literacy. From an app development perspective, technical issues such as incorrect answer keys and discrepancies between speech and text must be addressed. Integrating conversational AI features with a wider range of topics could lead to a better learning experience.

CONCLUSION

In conclusion, this study supports the argument that the ZIELTS application is able to effectively improve student IELTS listening skills. The app works effectively by offering interactive self-learning and utilizing AI to provide personalized instructions to its users. Users reported that the versatility, different topics, and application of real-world scenarios made learning enjoyable and they preferred it compared to the usual preparation ways. To enhance the reliability and usability, some technical issues within the application need to be addressed.

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AUTHOR CONTRIBUTION STATEMENT

DMS led the study by designing the overall concept, gathering data, analyzing and interpreting the results, writing the manuscript, revising it, performing statistical analysis, securing funding, managing administrative tasks, providing support, overseeing the project, and giving final approval. VAN and AP helped with the research design, gathered data, wrote the manuscript, performed statistical analyses, secured funding, managed administrative duties, provided support, and oversaw the project. IPT contributed to the research design, assisted in gathering data, wrote the manuscript, conducted statistical analyses, handled administrative tasks, and supervised project activities. RMS,

FA, and RAM were responsible for gathering data, analyzing and interpreting it, and writing the manuscript.

AI DISCLOSURE STATEMENT

The authors used Quillbot for paraphrasing during the process of preparing this work. After using the tool/service, the authors thoroughly reviewed and edited the content as necessary, and the authors take full responsibility for the content of the publication.

CONFLICTS OF INTEREST

The authors attest to the lack of any possible financial, institutional, or personal conflicts of interest that would have an impact on how this study was conducted, how the data was analyzed, how the manuscript was prepared, or how it was published.

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