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Exploring the Role of DingTalk for Teaching and Learning English Listening Skills in Blended Learning Environments

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Abstract: This study explores how digital platforms such as DingTalk can be used to teach and learn English listening skills as one of the tools for blended learning instructions. These platforms offer synchronous and asynchronous learning methods and provide students with a flexible and interactive platform that promotes real-time communication, peer feedback, and self-paced learning. Although this platform has shown potential benefits for improving listening comprehension using constructivist and social learning theories, drawbacks include technological limitations, insufficient platform features for listening instruction, effective instructional design, and students' need for digital literacy. This article highlights the importance of Dingtalk as one of the tools for blended teaching and learning and the issues to be addressed so this platform can be used to help students' English listening skills. The changes in the dominance of technology in education, like AI and AR, need to be considered for blended learning. The findings suggest that to help students' learning outcomes using this digital platform, educational institutions and teachers need to adapt to the needs of their students continuously.

Keywords: Blending Traditional Teaching with Technology; Blended Learning Environment; DingTalk; English Listening Skills.

1. Introduction

1.1. The Role of Digital Platforms in Enhancing Language Learning: Focus on DingTalk for English Listening Proficiency

The development of digital technology has dramatically reshaped the education landscape, especially language learning. As blended learning approaches are adopted, schools and universities progressively integrate online tools with educational content and exercises. The goal is to increase student engagement and create an interactive learning environment. The software used has many functions, such as video calls, real-time messaging, task allocation and supervision, and integration of other learning resources. These features support direct communication between teachers and students and amongst them. For language education, these digital innovations are significant because these platforms provide a flexible and immersive learning environment, allowing students to connect basic skills such as listening, speaking, reading, and writing in a natural environment (Hrastinski, 2008; Graham et al., 2013).

Among the numerous digital platforms used in the field of education, especially after the COVID-19 pandemic, DingTalk has become an essential tool for online education. DingTalk was initially designed by Alibaba Group as a tool for corporate communication. However, due to its versatility and user-friendly interface, it has been widely used in the field of education (Wang et al., 2019). Teachers have employed these resources to develop hybrid learning settings, merging in-person instruction with digital educational content and offering students a mixed learning experience. Educators have utilized these tools to create blended learning environments, combining face-to-face teaching with online teaching content, providing students with a more flexible and personalized learning experience (Fang & Wei, 2021).

This literature review aims to discuss the role of DingTalk in improving English listening proficiency through blended learning modes. Specifically, this review seeks to address the following question: How effective is DingTalk in improving the listening proficiency of English learners? What are the advantages and challenges of using DingTalk as part of a blended learning approach for language teaching? By summarizing existing literature on DingTalk teaching, blended learning, and language teaching, this article aims to explore in depth how digital platforms can support the development of listening skills. However, listening is a significant part of language learning and daily communication.

2. The Importance of Listening in Language Learning and the Role of Blended Learning Platforms

Listening skills are essential to language learning, as they enable students to master language communication skills and ensure effective communication. However, due to time and resource constraints, conducting listening instruction in traditional teaching classrooms is difficult. In addition, the singularity of teaching materials in traditional teaching models leads to low students' interest in learning, and more than classroom time is needed to give them sufficient opportunities to practice listening skills. Blended learning, which mixes online resources with conventional teaching approaches, helps overcome these challenges by giving students more chances to practice listening across various real-world contexts (Hrastinski, 2008; Zou et al., 2022).

DingTalk, a digital platform in blended learning environments, provides multiple features to enhance listening skills. The platform provides recorded content, real-time chat

and personal voice tasks. Its rapid response and interactive ability can significantly improve user participation and enthusiasm, which is very important for the success of language learning (Hu, 2020; Li guozhi, li guozhi, 2023. In addition, its ability to incorporate real-time and self-paced learning promotes a more thorough and learner-centered educational experience (Zhang & Zou, 2023).

This research adds to the increasing body of work on using online platforms to teach English, focusing on improving listening abilities. As the demand for English proficiency expands beyond grammatical accuracy to include the ability to comprehend and communicate effectively in diverse contexts, educators are increasingly turning to innovative methods such as blended learning to meet the needs of their students (Graham et al., 2013; Salmon, 2002). This article provides valuable insights into how technology, specifically DingTalk, can be leveraged to improve one of the most challenging aspects of language learning: listening comprehension.

This study's findings will also inform future teaching methods integrating digital tools, offering a framework for more effective language teaching and learning. The theoretical foundation for this study is built on constructivism, blended learning theory, virtual communication, and social constructivism. These concepts provide a solid basis for exploring how online platforms like DingTalk can improve English listening skills using a blended learning strategy (Vygotsky, 1978; Zou et al., 2022; Yu & Li, 2023).

2.1. Constructivist Learning and the Role of Digital Platforms in Language Education

2.1.1. Constructivism, Social Interaction, and Digital Tools for Language Learning

Constructivist learning theory emphasizes the learner's active role in constructing knowledge through experience and reflection. According to Jonassen (1991), learners build new cognitive structures based on prior knowledge, contrasting the passive reception of information often seen in traditional education. In constructivist environments, students are actively engaged through critical thinking and collaboration. DingTalk, with its versatile interactive platform, strongly supports this learning model by providing tools that promote engagement and reflection (Graham et al., 2013; Zhang & Zou, 2023).

DingTalk offers a space for independent learning through various interactive features, enabling students to participate in real-time discussions, ask questions, and collaborate with peers and teachers. This approach aligns with Vygotsky's (1978) theory of social constructivism, which emphasizes the importance of social interaction in cognitive development. The real-time and asynchronous collaboration on DingTalk enables students to contemplate their learning and get feedback, enhancing their comprehension (Hu & Li, 2021). The platform offers a variety of multimedia resources, such as video lectures, audio recordings, and interactive exercises, promoting a comprehensive learning experience. According to Brooks and Brooks (1993), constructivist environments foster the exploration of various viewpoints. Dingtalk enhances this by providing flexible, personalized access to educational materials, allowing for repeated review. This aligns with Vygotsky's "scaffolding" concept, where students progressively build on prior knowledge to form more complex understandings (Vygotsky, 1978; Yu & Li, 2023).

2.2. Blended Learning and Its Impact on Listening Comprehension

Blended learning combines traditional face-to-face instruction with online learning, offering flexibility in pace and engagement. Graham and colleagues (2013) emphasized that combining synchronous and asynchronous learning methods boosts student participation and achievement. This flexible approach suits various learning preferences, especially beneficial for honing listening skills, which thrive on regular practice and prompt feedback.

In traditional classrooms, constraints on time and resources can limit listening practice opportunities. However, with the support of DingTalk in a blended learning setting, students can participate in asynchronous activities like audio exercises, video lessons, and online tests beyond the classroom environment. Hrastinski (2008) distinguished between asynchronous learning, which allows students to learn at their own pace, and synchronous learning, which facilitates real-time interaction and feedback. DingTalk provides both, enabling students to simulate immersive language scenarios, interact in real-time, and review lessons asynchronously to reinforce understanding (Zou et al., 2022). The digital teaching and offline practical communication teaching methods can increase opportunities to practice listening skills outside the classroom, thereby significantly improving students' listening abilities. Participating in virtual face-to-face and online remote collaboration can help improve students' listening skills and language sensitivity through cross-cultural communication. O'Dowd (2018) suggested that virtual communication helps students have honest conversations and improve their ability to talk with people from different cultures. This approach is essential for understanding what we hear because students hear different accents, ways of speaking, and sounds, making it similar to listening in the real world.

The video conferencing, instant messaging, and other functions provided by DingTalk software provide a powerful platform for language teaching. Through the features attached to this platform, students can improve their listening skills and ability to correctly use the target language by communicating with people worldwide. This article discusses how participating in these activities can improve students' listening skills and active engagement rather than passively accepting learning. With the help of DingTalk, students can improve their listening comprehension ability through real-life situations. As several studies have pointed out, this, in turn, has improved their overall language skills.

2.3. Social Constructivism and Collaborative Learning for Listening Development

Social constructivist theory, as proposed by Vygotsky (1978), emphasizes the importance of collaboration and dialogue in cognitive development. Social activities play an essential role in cultivating listening skills in language learning. The DingTalk digital platform can provide people with a virtual online collaboration platform where teachers and students can converse to support socialist construction ideas. So, the features attached to the DingTalk platform create a very flexible learning space for teachers and students. Engaging with others helps enhance listening abilities (Yu & Li, 2023).

Vygotsky's concept, the Zone of Proximal Development (ZPD), can also be applied to using DingTalk for language

learning. This idea suggests that students can improve their listening skills by tackling more challenging tasks with help from their friends or teachers. Students can slowly better understand and speak the language by working together, discussing things, and reviewing what they have learned. Brooks and Brooks (1993) emphasized that learning is a social process enhanced through interaction, a concept fully realized in Dingtalk's collaborative features.

2.4. Digital Platforms and Their Role in Enhancing English Listening Proficiency

2.4.1. DingTalk's Integration in Language Learning and Listening Proficiency Development

DingTalk significantly impacts improving English listening skills in language teaching. Because it integrates diverse teaching materials as a digital platform while satisfying virtual face-to-face communication, promoting effective communication between teachers and students. According to Fang and Wei (2021), it promotes student engagement, making the learning process more vivid and exciting. This exposure to spoken language in various settings improves students' listening abilities, as highlighted by Hu & Li (2021) and Yu & Li (2023).

Research supports the blended learning model facilitated by DingTalk, which combines synchronous (real-time) and asynchronous (self-paced) activities. Wang, Li, and Zhu (2019) emphasized that this combination allows learners to sustain exposure to language materials and practice listening flexibly. It incorporates elements such as recorded lessons and on-demand options so learners can view content when they need it. This method has greatly improved the understanding and memory of the nuances of words (Zou et al., 2022).

The platform's messaging feature allows users to talk directly with each other, emphasizing communication as a critical aspect of learning languages. It highlights how instant conversations can help improve listening abilities (Hu, 2020). Also, the platform has tools for task management that let teachers set listening tasks, track how students are doing, and give feedback quickly. This creates an interactive learning space that boosts understanding by getting students actively involved.

2.5. Blended Learning Models and Listening Comprehension

Blended learning models, combining traditional classroom instruction with online learning platforms like DingTalk, have proven effective in improving students' listening skills. Yu and Li (2023) emphasizes the advantages of flexible and integrated teaching methods and increases the opportunities for students to practice listening outside of traditional environments. According to a study by Zhang & Zou(2023), the method will also help in the acquisition of various materials to improve hearing ability.

It has an asynchronous function that allows students to adjust the pace of video lectures and listening to learn at their own pace. This student-centered approach helps students of different skill levels to understand materials more comprehensively and improve their hearing skills (Graham et al., 2013). Hrastinski (2008) distinguishes between asynchronous learning, which allows learners to review content at their own pace, and synchronous learning, which provides immediate feedback and real-time interaction. Blended learning environments like DingTalk effectively integrate both approaches, maximizing opportunities for students to improve their listening comprehension (Zou et al., 2022).

2.6. Case Studies on the Impact of Blended Learning on Listening Skills

Several studies have emphasized the benefits of integrating traditional and digital teaching methods for improving English listening skills. It is worth noting that Jiang et al.'s research in 2021 found that students who mainly use DingTalk combined with online and face-to-face auditory activities have significantly improved their understanding of spoken English in various contexts. Similarly, Hu (2020) showed that mixing live and on-your-own-time listening exercises improved students' listening understanding, giving them more specific and adaptable learning chances (Yu & Li, 2023).

The case studies highlight the success of combining traditional and digital learning methods, especially using platforms like DingTalk. You can maintain concentration in a variety of environments and improve your listening skills. As a result, students' listening skills have significantly improved and we support the view that these platforms should be more involved in language teaching (Zhang & Zou, 2023).

2.7. E-Learning and Online Interaction in Listening Skills Development

In today's digital age, the online learning platform has completely changed the way language learning is done, especially in terms of improving listening ability. It uses digital resources to provide learners with a more interactive and adaptive learning experience (Zou et al., 2022). Constructivist principles create suitable learning environments when mixed with interactions between peers, both virtual collaboration and learning modes that can happen synchronously and asynchronously. These environments help a lot with improving listening skills(Jonassen,1991).

E-learning platforms, such as DingTalk, support the constructivist learning method. This approach includes providing a variety of resources, from audio and video materials to interactive tasks, encouraging learners to explore materials at their preferred speed and self-learning (Graham et al., 2013). This flexibility encourages deeper engagement, allowing students to reflect on their learning process and reinforcing the constructivist tenet that knowledge is built through active participation and interaction with learning materials (Yu & Li, 2023).

3. Challenges and Opportunities in Blended Learning for English Listening Proficiency

3.1. Synchronous vs. Asynchronous Listening Exercises in Blended Learning.

A balanced integration of synchronous and asynchronous learning modes provides a comprehensive approach to developing listening skills in language learners. As Hrastinski (2008) notes, both learning environments contribute to different aspects of language acquisition, mainly listening comprehension. Real-time voice chat concurrent learning, such as dingtalk, increases student fluency and comprehension by getting students to process words quickly in a real-time conversation. Asynchronous learning, on the other hand, allows students to interact with audio content at

their own pace, pause, resume learning, and deepen their thinking. This is especially useful for typing or for validating specific languages. Tack Tack combines synchronous and asynchronous features to provide a comprehensive approach to hearing improvement. Students can talk and study in real-time.

Based on constructivism, peer review, electronic activity, and virtual communication, they integrated electronic learning and listening development to create a dynamic interactive environment for autonomous collaborative learning (Zou et al., 2022). The combination of real-time and flexible learning on platforms like DingTalk will provide students with a well-rounded education and ready them for real-world communication obstacles by prompting quicker and deeper thinking.

3.2. Evaluation and Assessment in Blended Learning Environments

Accurate assessment of listening proficiency in blended learning environments requires a combination of methods to capture the full scope of student progress. Creswell and Plano-Clark (2018) emphasize integrating various assessment tools, such as pre- and post-assessments, formative assessments, and summative assessments, to provide a comprehensive view of student abilities.

Pre-assessments set a foundation for understanding students' starting points in listening skills, and post-assessments help see their progress. Yu and Li (2023) showed that mixing online learning with in-person classes boosts students' understanding of what they hear. This proves that blending different ways of teaching can be very effective. Formative assessments, often conducted through platforms like DingTalk, offer real-time insights into student progress, allowing teachers to adjust instruction based on immediate feedback (Hu & Li, 2021). Summative assessments, which typically include final exams or standardized tests, evaluate a student's overall progress, and combining both online and face-to-face components provides a comprehensive view of listening proficiency (Zhang & Zou, 2023).

3.3. Mixed-Methods and Triangulation in Listening Proficiency Assessment

We provide a comprehensive method to evaluate the improvement of hearing ability by mixing method research, combining quantitative and qualitative data. Creswell and Plano Clark (2018) found blending methods beneficial because quantitative data, such as test scores, can indicate accurate progress. Qualitative data like student feedback provides a better understanding of the learning experience. For example, in Yu and Li(2023), the results of quantitative tests reflect improvements, but in qualitative feedback, asynchronous learning is soft. It emphasizes flexibility and supports personalized listening practices.

As Denzin (1978) proposed, triangulation validates research findings by cross-referencing data from multiple sources. In blended learning, combining test scores, student feedback, and platform analytics is known as triangulation, and it helps in thoroughly understanding listening progress. This method (Fang & Wei, 2021) will enable educators to gain more accurate information and solve possible problems within the evaluation method. Similarly, in 2022, Zou and his colleagues emphasized diversifying data sources to improve the evaluation strategy further.

3.4. The Challenge of Hearing Assessment and Where it is Going

While blended learning provides many benefits for those learning languages, assessing listening skills in this setting can be tricky. A fundamental problem is ensuring that tests are consistent, whether online or in person so that the same standards are applied in both situations (Zhang & Zou, 2023). Also, the academic integrity of online assessments remains an issue because asynchronous tasks may question student independence (Hu & Li, 2021). To solve this problem, educators may use online tracking tools or oral interviews to check student performance.

Going forward, continuous improvements in digital assessment tools will make hearing assessment more accurate and effective. Systems like DingTalk add new features like real-time feedback, automatic ratings, and student progress tracking. This will be useful in hybrid learning (Yu & Li, 2023).

The challenges of using digital platforms to teach listening include technical reliability, especially with unstable internet connections. Fang and Wei(2021) pointed out that connectivity issues significantly impacted events that attendees needed to listen to simultaneously during the pandemic. It has also been pointed out that many platforms built primarily for corporate communication do not provide enough capabilities to teach listening skills. The adaptability of users is another challenge. Teachers and students may need technical help on platforms like DingTalk. It is a platform with limited digital culture in particular. Ark & Wei(2021) points out that the lack of adequate training during the pandemic and the inability of many educators to effectively utilize digital platforms are affecting the quality of education.

Addressing these challenges will require ongoing technological development and professional training for educators to fully leverage digital platforms' potential in language learning.

3.5. Instructional and Student Challenges in Blended Learning for English Listening Skills

3.5.1. Instructional Challenges in Blended Learning Environments

Moving to a mixed-learning model is a unique challenge, especially in developing and implementing accurate listening tasks. This allows teachers to observe better how students participate in traditional education. However, this move has brought about significant changes in the Internet environment. Hu (2020) emphasizes the importance of good audio response for development, which requires a comprehensive understanding of the capabilities and limitations of digital platforms. Asynchronous tasks like pre-recorded lectures or independent comprehension exercises tend to generate less student engagement than synchronous or live interactions that demand immediate responses and active involvement, as Zou et al. (2022) highlighted.

Moreover, while existing platforms like DingTalk may be multifunctional, they may only have educational tools dedicated to listening. Laurillard(2002) said that many digital platforms tend to spread content rather than interactive learning, making it difficult for teachers to create tasks that promote more profound levels of participation worldwide. As is often the case in informal learning environments, the ability to provide immediate feedback enables students to recognize

their mistakes in real-time and prevents them from better understanding general listening (2023).

To meet these challenges, teachers must adapt their traditional curriculum to the digital environment while maintaining core educational goals. This may include developing new digital resources, improving assessment methods, or using additional tools specialized for language assessment. For instance, teachers in Thailand and other Southeast Asian countries might leverage local cultural references or regional accents to make listening exercises more relatable and engaging, thus enhancing comprehension through contextual learning (O'Dowd, 2018).

Student Challenges in Blended Learning

Students in blended learning environments face significant challenges concerning motivation and engagement. Online learning requires a high level of self-discipline and independence, skills that not all students possess. As he has observed, students' participation in online education tends to be improved by classroom placement, especially in personal hearings. A live trial will make students feel more isolated and face the leader, and it may lead to lagging assignments and poor grades.

In the absence of learning, self-control is essential. The flexibility of some materials can be beneficial to some students, but it can be challenging for others to listen to. Yu and Li (2023) also noted that students needing more vital self-regulation skills are likelier to fall behind, especially in tasks requiring continuous, active engagement, such as listening comprehension exercises. Additionally, because listening is a passive skill, students may underestimate the time and effort needed to achieve proficiency, further complicating their learning process (Hu & Li, 2021).

Another common challenge is technology fatigue, mainly when students frequently switch between multiple platforms and tools. For instance, a student using DingTalk for online lectures might have to transition to other applications for listening exercises or peer collaboration, which can lead to fragmented learning experiences. Ark and Wei (2021) found that this type of "technological fragmentation" increased cognitive load and decreased overall learning coherence, especially during the COVID-19 pandemic.

Some students may need to be more relaxed about participating in online learning, especially in the field. If you need more confidence in your language skills, participating in online listening and conversation exercises may be scary. This issue is due to cultural factors in Southeast Asia, and students may be reluctant to practice language skills in the field setting (Fang & Wei, 2021).

4. Discussion and Implications for Blended Learning

The study highlights the effectiveness of digital platforms such as DingTalk to improve listening comprehension in mixed learning environments. It is based on constructivist learning theory, emphasizes interactive learning, and provides guidance to students. Features like real-time messaging, assignment creation, and lesson capture allow students to participate in real-time delayed activities and improve listening skills (Zou et al, 2022).

Based on Vygotsky's ideas from 1978, DingTalk helps students understand listening tasks better by letting them give feedback to each other and talk in groups. Jonassen, in 1991, mentioned that digital tools make learning deeper because they let students participate actively, which is essential for improving listening skills. Also, studies have found that mixing online and in-person learning works better for improving listening skills than just using old-school classroom methods alone (Yu & Li, 2023).

However, three primary factors influence the success of digital platforms in listening instruction: technological infrastructure, instructional adaptability, and student self-regulation. While DingTalk provides a highly interactive environment, it faces challenges related to limited functionality for listening assessment and technological barriers, particularly in rural or underserved regions (Fang & Wei, 2021).

To maximize the potential of digital platforms, teachers must adapt their instructional strategies to ensure that synchronous and asynchronous activities engage students. Digital literacy training is also important for educators to effectively create and utilize listening tasks. Laurillard(2002) encourages teachers to build an ongoing feedback system, including partnership work and frequent student enrollments, to maintain student participation and increase motivation.

The study highlights the need for solid technology infrastructure within institutions. Students need good internet access and devices that work well for online learning, especially in places like Southeast Asia, where internet access is sometimes unreliable. Schools should also help teachers improve their use of technology and blended learning methods (Graham et al., 2013; Salmon, 2002).

Finally, institutions should adopt a student-centered approach, offering tailored training programs to address digital literacy gaps and foster peer collaboration. Mentorship initiatives, where tech-savvy students support their peers, can create a more inclusive and collaborative learning environment, essential for success in blended learning settings (Hrastinski, 2008).

Schools and decision-makers can significantly improve the effectiveness of blended learning models in enhancing English listening skills by addressing the limitations of specific technologies and networks in digital platforms and challenges such as educational adaptability and student engagement. This improvement will have a better impact on language learners.

5. Directions for Future Research and Recommendations for Improving Blended Learning in English Listening Comprehension

5.1. Introduction to Areas for Further Research

This study reveals the potential of digital platforms, particularly DingTalk, in enhancing listening skills within blended learning environments. While significant advancements have been made in integrating technology into language education, there are several key areas where further research is essential. These areas include understanding the long-term effects of blended learning on listening comprehension, investigating how emerging technologies can be incorporated into existing digital platforms, and exploring strategies to address accessibility challenges in under-resourced regions.

As blended learning continues to grow globally, understanding how these digital tools impact learners over the

long term will provide educators and policymakers with essential insights into their sustained efficacy. New technologies such as artificial intelligence (AI), augmented reality (AR), and gamification are rapidly becoming integral to education. Integrating these innovations into platforms like DingTalk has the potential to change language education as the digital divide still exists around the world. What is noteworthy here is that digital learning tools improve language learning. It's important to think about how to make it accessible and fair. This section will outline the critical areas for future exploration while providing practical recommendations to enhance the use of digital platforms for teaching English listening skills.

5.2. Exploring the Long-term Effects of Blended Learning on Language Acquisition

One of the most pressing areas for future research is investigating the long-term effects of blended learning on language acquisition, particularly in developing listening skills. Although existing studies have shown that platforms like DingTalk can enhance listening comprehension in the short term (Yu & Li, 2023), little is known about the sustained impact of these blended learning models. It is crucial to conduct longitudinal studies that track learners over an extended period to understand how consistent exposure to digital learning environments affects their listening proficiency.

Longitudinal research could provide insights into whether students retain the listening skills developed through blended learning environments, how their language abilities evolve, and whether the blended learning model offers sufficient reinforcement for long-term mastery. Furthermore, these studies can assess different people's responses to the tool and determine variables that affect long-term results, such as age, learning preferences, and socioeconomic environment.

In addition, these studies can assess different people's responses to the tool and identify variables that affect long-term results, such as age, learning preferences, and socioeconomic environment. By understanding these subtle differences, educators can improve their methods to meet the specific needs of learners and ensure that mixed models work for diverse student groups (Zou et al., 2022).

5.3. Integration of Emerging Technologies: Artificial Intelligence and Augmented Reality in Listening Instruction

With the development of digital platforms, emerging technologies such as artificial intelligence (AI) and augmented reality (AR) offer exciting new opportunities to improve language learning. It is mainly listening to education. Ia-based language tools, for example, are increasingly used in education to provide personalized learning experiences. Platforms like DingTalk benefit from its ability to analyze student listening performance in real-time and provide personalized comments to identify areas for improvement. Wang et al., 2019). Future research should explore ways to optimize listening practice by integrating intelligent listening algorithms into these platforms and adjusting the difficulty of the listening task according to the student's progress.

Another promising area of exploration is augmented reality (AR), which has been shown to increase engagement and improve learning outcomes in various educational contexts. AR could create immersive environments in language learning where students can practice their listening skills in simulated real-world situations. For example, learners could interact with virtual speakers in a simulated marketplace, train station, or classroom, exposing them to different accents, dialects, and conversational contexts. This could significantly enhance their ability to process spoken language in varied real-life scenarios (O'Dowd, 2018). Research into the feasibility and effectiveness of integrating AR into platforms like DingTalk could uncover new ways to make listening instruction more interactive and realistic, thus boosting student engagement and learning outcomes.

The Role of Gamification in Enhancing Engagement and Listening Skills

Another promising area of research is the impact of gamification on listening skills on digital platforms. Gamification involves incorporating game-like elements—points, levels, badges, and leaderboards—into non-game contexts to increase motivation and engagement. Research shows gamification can effectively boost student engagement in online learning environments (Lin & Shih, 2008). Several digital platforms have introduced gamified elements to make language learning more engaging. However, little is known about how these features affect listening skills, specifically in a blended learning context.

Exploring the impact of falls on hearing enhancement on platforms like DingTalk and Backtalk is a promising goal for future research. These platforms provide points where you can participate in the right answers and listening, creating a competitive but healthy environment. Students become more often interested in acoustic technology future research should focus on how these factors affect student motivation, participation and academic performance. In addition, you should consider whether it will benefit a specific group of students, such as young learners or those who are less motivated in a traditional learning environment (Hu & Li, until 2021).

Addressing Accessibility Challenges in Resource-poor Areas

While digital platforms like DingTalk have the potential to revolutionize language education, accessibility remains a significant challenge, particularly in resource-poor areas. The digital divide, the gap between those with access to digital technologies and those without, continues to impede the adoption of blended learning in many regions. In places where there is not much money, or they are out in the countryside, kids find it hard to join in on learning online because they might not have good internet or up-to-date computers or tablets, and they might not know how to use them well (Fang & Wei, 2021). This makes it even harder for them to keep up with school, making things less fair in education.

Future research should focus on identifying and implementing strategies to bridge this digital divide and ensure equitable access to digital learning tools. This could involve exploring low-cost technologies, offline learning modules, or community-based learning centers that provide access to digital tools. Policymakers and educational institutions must work together to develop infrastructure and policies that support access to blended learning for all students, regardless of their socioeconomic status. Additionally, research should investigate how to best support educators in resource-poor areas in implementing these technologies, providing them with the training and resources they need to overcome the challenges posed by limited

infrastructure (Ark & Wei, 2021).

5.4. Improving Teacher Training and Instructional Design

One of the key factors that make a digital platform like DingTalk a success is ensuring that teachers get the right education and use these tools effectively. The research confirmed that the digital platforms that have designed interactive and fun auditory tasks can be integrated into many of the challenges in auditory education. As Laurillard (2002) notes, many digital platforms focus more on content delivery than on fostering deep learning, making it difficult for teachers to create activities that actively engage students in the listening process.

Further research should explore how professional development programs can better equip educators to design practical listening tasks using digital platforms. This includes training with interactive tools, integrating synchronous and asynchronous learning activities, and providing real-time feedback. We should also focus on how digital tools monitor and track student participation to allow educators to intervene early when students are behind (zou et al., 2022). The development of tailor-made learning programs, especially practical learning courses in digital platforms, is crucial for the continued success of the hybrid learning model.

5.5. Assess and Improve our Technology Infrastructure

Digital platforms work only when they are supported by a strong technology infrastructure. Connectivity problems, like spotty internet, have consistently made it hard for digital learning platforms to take off in various areas (Fang & Wei, 2021). Schools and colleges must invest in better tech setups so every student can use online learning resources smoothly. Further research should investigate the most effective ways to build and maintain this infrastructure, particularly in areas with limited connectivity.

Platforms like DingTalk should continue evolving to meet language learners' needs. As noted earlier, existing digital platforms often have features designed explicitly for listening instruction. Future research should aim to find the tech tools and features that help the most understanding of listening. It should also look into how these can be added to apps like DingTalk. This might mean tools for slowing down playback, turning speech into text as it happens, and quizzes that make you listen and interact. Making these apps better at this will be vital to getting the most out of them for listening skills (Wang et al., 2019).

6. Practical Implications

This study has highlighted the significant potential of digital platforms like DingTalk in enhancing English listening instruction within blended learning environments. By integrating synchronous and asynchronous learning activities, these platforms offer a flexible and interactive approach to language learning that can engage students and improve their listening skills (Yu & Li, 2023). However, successfully implementing these tools requires addressing several challenges, including technological limitations, instructional design issues, and student engagement.

Future research should focus on exploring the long-term effects of blended learning on language acquisition, integrating emerging technologies such as AI and AR into existing platforms, and addressing accessibility challenges in resource-poor areas. By putting money into solid technological infrastructure, creating specific teacher training programs, and trying new teaching methods, teachers and schools can make the most of digital platforms for teaching listening skills. Additionally, by researching new and emerging technologies and ensuring that all learners have equitable access to digital learning tools, the future of language education can become more inclusive, effective, and adaptable to the evolving technological landscape.

7. Conclusion

Integrating digital platforms such as DingTalk into English listening instruction has transformed traditional approaches to language learning, particularly within the context of blended learning models. DingTalk's capabilities in facilitating synchronous and asynchronous learning provide students with a flexible and interactive environment that enhances listening comprehension through real-time communication, peer feedback, and self-paced learning. The approach of this platform is consistent with the ideas of constructivist theory and social learning emphasized by experts such as Vygotsky (1978) and Jon Larsen (1991). This method is expected to encourage more participation and active language learning. However, many other challenges exist to overcome when applying digital platforms to language teaching. The main obstacles are technical constraints such as inadequate Internet connections and inappropriate hearing education platforms. Teachers and students face pedagogical challenges, including improved digital literacy, instructional design strategies that foster engagement, and learners' self-regulation capacity. Addressing these challenges is essential to maximizing the effectiveness of blended learning environments.

As education evolves in an increasingly digital world, future research must explore the long-term effects of blended learning models on language acquisition. We will also study how emerging technologies such as artificial intelligence and augmented reality can be integrated into platforms like Dingtalk, opening new avenues for improving hearing education. Gamification and strategies to improve accessibility in resource-scarce areas are also areas where further exploration is expected.

Either way, digital platforms like Dingtalk offer great potential for improving English listening skills in a hybrid learning environment. However, its success depends on constant ingenuity and adaptation. With an emphasis on improving teachers' digital skills and increasing investment in the technological infrastructure and education strategies of various digital platforms to train students, schools can use English to overcome the current limitations of digital tools. You can do it. Further research and policy support will be critical in ensuring these technologies remain accessible, effective, and responsive to the diverse needs of learners in China and other parts of the world.

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