The relevance of icts to develop listening skills in foreign language teaching

La relevancia de las tics para desarrollar la habilidad de audición en la enseñanza de lenguas extranjeras

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Resumen

Las tecnologías de la información y las comunicaciones son esenciales para la enseñanza de lenguas extranjeras en su rol de recurso educativo. Sobre todo, en las primeras etapas del proceso de enseñanza-aprendizaje cuando es preponderante comenzar el desarrollo de las cuatro habilidades identificadas como de mayor relevancia: expresión oral, lectura y vocabulario, audición y expresión escrita. La audición es una habilidad temprana que se encuentra en los niveles básicos de la enseñanza de lenguas extranjeras y se debe desarrollar desde el principio para que los estudiantes sean capaces de comprender para luego reproducir y producir en la lengua de aprendizaje. Este artículo se centra en el desarrollo de la habilidad de audición a través del uso de las TICs para demostrar la relevancia de integrarlas al proceso educativo como un recurso didáctico fundamental. Se realiza un análisis epistemológico que revela el desarrollo socio-histórico de la habilidad de audición mediante el uso de las TICs y los principales resultados arrojados. Después de analizar varios artículos, el autor investigó que, al tener un proceso sistemático en el desarrollo de la destreza de escuchar, el docente obtiene mejores resultados, también la ayuda de aplicaciones puede contribuir a un mejor entendimiento del lenguaje y las investigaciones demuestran que esta estrategia es una de las mejores prácticas para los docentes, finalmente la adaptación curricular se ha convertido necesaria para sobrellevar desafíos de los nuevos contextos sociales.

Palabras clave: TICs; habilidad de audición; enseñanza de lenguas extranjeras; proceso de enseñanza-aprendizaje

Abstract

Technologies of information and communication play a major role in foreign language teaching as an educational resource. Mainly in the early stages of the teaching-learning process when is essential to commence to develop the main four language skills: speaking, reading and vocabulary, listening, and writing. Listening is an early skill in the basic levels of foreign language teaching and it should be foster from the beginning for students to comprehend and be able to later reproduce and produce in the foreign language. This paper focuses on the development of listening skills through the use of ICTs to show the relevance of integrating ICTs to the educational process as a main didactic resource. An epistemological analysis is carried out that sheds light to the socio-historical development of listening skills using ICTs and its main results. After analyzing many papers, the author found out that having a systematic process in the developing of the listening skills, the teacher can get better results also the help of apps can contribute to a better understanding of the language, and research demonstrate that this strategy is one of the best practices for teachers, finally curricular adaption has become necessary to overcome the challenges of the new social contexts.

Keywords: ICTs; listening skills; foreign language teaching; teaching-learning process

Introduction

Communication as a process involves two main dimensions: speaking as mean of expression and listening as mean of reception. According to Purdy (1997) listening can be learned and it is an active process involving mind and body, with verbal and non-verbal processes working together. It also states that listening allows us to be receptive to the needs, concerns and information of others, as well as the environment around us. Regarding foreign language learning, listening can be considered as a macro skill since it can raise awareness of the learning language and contribute to the development and improvement of the other skills such as reading, speaking and writing. As stated by Renukadevi (2014) the basis for communicative competence is listening as it provides the aural input and enable learners to interact in spoken communication and hence language learning largely depends on listening.

These listening forms the concrete basis for the complete language proficiency.

Nowadays, technology has influenced the life of human beings in an accelerated way; being present in all possible fields, it is a tool that facilitates processes in all the axes of knowledge, it allows planning, directing, executing and controlling in an organized way and of course the area of education could not be absent from this type of advances and tools.

The implementation of these tools are truly useful components, since they allow a significant interaction between the teacher and the student, as long as they are used in a proper way, because it is necessary to remember that they do not work automatically, but it is us as human beings who give the movement and application to them, so that they can be exploited in the best possible way. Therefore, it is important to emphasize that foreign language teachers should strive to train people who not only understand and interpret the purposes of the speakers and users of the language in pragmatic and semantic terms, but who are reflective, critical, autonomous and managers of change in the community in which they work, through the incorporation of ICT as an enriching tool in their pedagogical work.

In addition to this, it is necessary to strengthen skills and competencies in the understanding and interpretation of messages, whether oral or written, as an interactive and dynamic medium and at the same time as a significant knowledge production, in which an enriching and enjoyable environment can be found for the parties that allows interaction between teachers and students, and among the students themselves through technological tools that help them to exploit their potential and at the same time to build knowledge in the foreign language. In the words of Medellin (2018) and Becerra & Perlaza (2021), the information and communication technologies constitute a set of applications, systems, tools, techniques, and methodologies associated with the digitization of analog signals, sounds, texts, and images, manageable in real-time. The most frequently used ICT elements in developing listening skills when learning a foreign language are interactive web or phone programs,

electronic encyclopedias, educational Internet resources, video and audio equipment and simulators and testing programs.

This way, students are able to become actors in different real life simulated situations, become acquainted with the foreign language, the different accents, rhythms, tones. They are offered the opportunity of interacting with the foreign language by first becoming aware of its oral characteristics. By means of listening to songs, podcasts and watching videos and movies, students stablish their first contact with the target language, and they become familiar with it which will allow them to later go forward on developing the other necessary skills to achieve the communicative competence. All of these would not be possible without the information and communication technologies easing the whole process.

In the following section of this article will be presenting the results of an epistemological analysis by means of documental review on ICTs and foreign language teaching, mainly on the development of listening skills and its relevance to achieve such development.

Afterwards, the conclusions of the review will be presented.

DEVELOPMENT

ICTs in foreign language teaching.

Over the last 60 years the continuous developments in ICT have had great implications in foreign language teaching and learning. Since is an educational area where open-access-resources, online courses, virtual classes among others are constantly being used to provide learners with access to information, to promote interaction and communication and enhance digital learning skills. Maintaining the ideas stated by the words of Graddol (1997, p.16 cited by Soni, 2016) he stated that: "Technology lies at the heart of the globalization process, affecting education, work and culture".

It is worth mentioning Temprano (2011), with his book, which provides great benefits of a general nature towards the use of ICT, specifically related to the strengthening of the skills that are intended to be developed.

Therefore, ICTs are of great help because they provide great opportunities for the development and enhancement of listening, writing, reading, and oral comprehension in the English language by consequence teachers show interest and its attitude to become part of the change by using ICTs tools in teaching English (Meher & et al., 2020).

Likewise, it is necessary to highlight the fundamental role played by the English teacher, which consists in the creation of didactic activities using ICT resources to strengthen the

teaching-learning of the English language in a meaningful, dynamic and interactive way, which allows the students to enhance the different skills, so that they can interact with native speakers or learners of the foreign language.

It is important to know that there are ways to assess the ICTs in English teaching, and one of it is an assessment guided by criteria for example: "Through the implementation of case study, it was possible the characterization of a dynamic regarding assessment practices and how teachers faced them having in mind the impact caused by the COVID-19 Pandemic and its different stages." Mora, et al., (2023, p. 11), the author empathizes that they could get to know the student's context and by using assessment instruments like semi structured interviews was a good tool to demonstrate what the practices are in this case.

There is an agreement on how the integration of ICTs in the field of teaching, specifically foreign language teaching has contributed to expanding access to educational resources, to promote efficiency of language teaching, student-centered curricula, to motivate to learn, to create interactive forums, among others. ICTs also permit the full or partial immersion of students in the language environment that contribute to the formation and development of their communicative competence. It equips learners with digital age literacy, inventive thinking, creative thinking, high-order thinking, effective communication and high productivity (Tinio, 2003; Salomovna, 2020).

According to Martins (2014) the emergence and dissemination of the concept of CALL (Computer Assisted Language Learning) is an example of the growing interest of teachers and researchers for this area of knowledge. The materials for CALL may include those, which are purpose -made for language learning and those, which adapt existing computer-based materials, video and other materials (Beatty, 2003; Chahida, 2021). There are several types of CALL activities such as multiple choice & true/false quizzes, gap filling exercise/cloze, matching, games, simulations, web quests/searching, web publishing, online communication (synchronous and asynchronous).

The use of videos is another commonly used ICT tool in foreign language lessons. As stated by Negoesco & Boştină-Bratu (2016) one of the main reasons to use videos is the increased levels of motivation and interest shown by most students when watching and generating discussion and different activities related to video. Also, that the video is not only visual but also an audio material which provides students with the opportunity of hearing and seeing the language. By matching intonation and facial expressions and all the paralinguistic features of the authentic language they consequently gain a deeper and better understanding of the discourse and implicitly of the language.

Listening skills in foreign language teaching

According to Saricoban (1999) listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning also listening is the process of decoding a series of codes expressed in the oral word, the same one that seeks for the recipient to develop a series of micro listening skills that range from understanding the accent of the speaker to the appropriate use of vocabulary when emitting a message.

Saricoban (1999) defined four levels of listening in the classroom:

Level 1. This mood is listening. The sound remains in the background - there is usually limited comprehension, and, indeed, limited attention. One becomes directly aware of sounds only when they stop. Nevertheless, a certain amount of learning may take place.

Level 2. The purpose is relaxation, scape, getting your mind off something rather than on it. The material is comprehended, but usually it is not analyzed for its value. This listening may result useful ideas, but they are usually peripheral and/or accidental.

Level 3. On this level, answers are sought as a key to action. Somebody listens to weather reports, traffic information from a plane-temporarily useful but what we might call forgettable transient information. This form of listening does not require long, sustained concentration.

Level 4. This is the stage of analytical and critical listening. The listener not only seeks a serious answer to a serious question but evaluates the quality of the answer. Round-table discussions, serious listening to talk, spirited conversation, and symphonic music is at the fourth level. At this stage, listening to music is in the foreground of attention not in the background as on previous levels.

Richards and Schmidt (2010) define listening as the process of understanding speech in the first or second language. The evaluation of the available literature and research works on the topic demonstrates that students must be furnished with proper learning resources and activities through which they can be trained how to listen and comprehend the English language (Asemota, 2015).

Rost (2005) points out that listening is a complex cognitive process, encompassing receptive, constructive, and interpretive aspects of cognition. This view of listening entails the tasks of hearing the spoken texts correctly, constructing the perceptually distinct units of sounds into words and sentences, and explaining the speaker's anticipated intention. Hedge (2000) confirms that listening comprises two concurrent, reciprocally dependent mental activities,

which are identified as bottom-up and top-down processes. Bottom-up processing entails analyzing every single sound in order to reconstruct the speaker's message, while top-down managing comprises previous information acquired by the listener.

From the above mentioned it becomes clear that listening is a core skill in the early stages of foreign language learning and that it is of high relevance in stablishing communication with others and the environment. It is also clear that teachers must plan carefully the activities they will carry out to teach this skill the best possible way and perhaps ICTs integration in the teaching-learning process is a suitable strategy.

Thus, it is necessary to take on the challenge of implementing pedagogical proposals that contribute to the teaching of foreign language learning in a different way than the traditional one, which generates impact on the educational process and leads to reflect on itself in order to create digital citizenship awareness that allows the proper and relevant use of ICTs that promote the improvement of educational action in this specific knowledge, resulting in effective teaching, which favors the understanding and interpretation of oral and written messages in the English language.

Finally, it is necessary to have sufficient sources of knowledge, for example: books that specifically develop these topics, there are some specialists and stakeholders in the field, and the Internet, in order to enrich and strengthen the argumentation of the ideas of the use of ICT in English teaching.

ICTs to develop listening skills

In order to properly develop listening skills in the foreign language classroom is essential to set optimal linguistic environments which cannot always be achieved through the interaction in an artificial scenario, where students and teachers are not natives of the target language.

To address this situation the implementation of ICT tools comes quite handy. Perhaps among the most known are the use of audio and video segments.

The audio segments come from different ICT environments such as radio programs, instructional lectures, online podcasts and other audio messages. The video segments may include short sketches, documentary films, dramatic or comedic material, news programs and interview segments (Djabbarova, 2020). This multimedia tools present themselves as viable options to encounter immersion in the learning language, to grasp an idea of how natives speak in non-artificial scenarios, where ultimately is where communication takes place.

Some of the problems, one might encounter in foreign language classrooms are that the teaching of listening takes a second place and that is not integrated with the teaching of the rest of the skills, when in real communication situations it cannot be desegregated.

One proposed solution for these issues could be the use of ICTs, but always with the correct curricular planning and implementation, Ludwig et al. (2004, cited by Sejdiu, 2017) synthetized several studies and concluded that the effective multimedia presentations are those which incorporate different types of media that interrelate with one another.

Another recommendation made by researchers is to maximize the internet because it is a platform that can provide authentic and recent materials pertaining to the target language being studied (Warschauer & Kern, 2000). The internet can provide authentic materials which are more motivating for the learner. This could include webcasts, newsroom video claims, videos from YouTube and other providers, digital stories, and others (Kumar & Tammelin, 2008).

Exploiting technology in the teaching of listening skills tends to promote the achievement of participants. It tends to function as a facilitator in acquiring newly taught materials. Even using Facebook as a website can be an excellent tool to develop listening skills (Ramírez & Gallego, 2012). The development of linguistic and communicative skills is one of the most significant, as it is the basis of language learning. This enthusiasm and positive the attitudes of the students, which leads to a great learning and better results.

Examples of ICT tools to improve listening skills:
1. Lyrics training: This is an app that combines listening to songs with language learning. Students can choose songs in a variety of languages then watch the video of the song and try to reconstruct the lyrics.
2. Listen notes: This is a podcast search engine with a huge collection of podcasts on a wide range of topics. Podcasts are a great source of listening materials for students and can be easily downloaded onto mobile devices for replay at any convenient moments. Listen Notes can be useful for teachers and students.
3. Accent Rosie: This is an app for students who use Facebook. It is a simple free app that works with Facebook Messenger and sends students short audios clips for them to listen and write down what they hear. They send their text and receive instant feedback.
4. TeachVid: This is another app that combines listening with watching videos. The app uses videos from You tube and builds a range of different activities around them, varying from text reconstruction, translation, multiple choice, jumbled sentence, etc. The students can choose the types of exercise they want to do for improving specific listening skills. If one registers as a teacher one can create activities using the videos

of one's choice and create "classrooms" so that one can share assignments with students and check their results.

5. Synth: This is an app to make podcasts more interactive and engaging for students. One can record a podcast, a message, a question or an audio file for students to listen and record a reply or add to one's message. Which is a great way to collect knowledge together or create dialogue with students while developing their listening skills.

6. Fluid data: This app is like a corpus with a wide collection of audio files that can be searched for specific language items. One types the word or phrase into the search field then the app shows you a list of audio clips with the part of the clip that contains the example phrase highlighted by an orange bar. This is great for finding listening materials when one wants to teach a specific item and can also help students to review words or phrases, they are learning and find authentic example sentences that show how they are used.

7. SpeakPipe: This app allows you to create one's own short video files, upload them to server and get a link to share with students. This is a great tool to help students who have specific problems with remembering pronunciation of words or phrases or for recording example sentences or very quick listening activities (Peachey, 2019).

8. Podcasting: This a service found on the web, it can vary from different kind of apps for iOS or Android systems. In this site you are allowed to talk and listen about many topics (Charpentier 2014).

9. Practice Community: It is a scientific practice that took place in 1998, nowadays is also helpful in a language cultural interchangeable context so that, teachers or students can be part of this type of project and improve different skills in a new language (Bedoya et al., 2018).

10. Edmodo: It is an app or website which allows the user to interact by using its platform in a collaborative way where the teachers lead their students through their classrooms and quizzes and many options which they can use to improve skills (Kumari & Shekhar, 2020).

These tools are meant to be used by teachers and students to improve their listening skills through the use of ICTs. It is advisable that teachers play a facilitator's role and guide students through such use to lead them to better performance and later independence in the management of their knowledge.

Relevance of ICTs during pandemic times

The 2020 academic cycle, in its various levels, as well as the educational systems in the world, suffered an irruption with respect to the face-to-face modality; therefore, students and teachers were forced to relearn new ways of accessing, transmitting knowledge, and interacting in cyberspace (Manco et al., 2020). This new context boosted the use of ICTs in Educational systems all over the world and shed some light on the fact that, though ICTs

were already integrated in the teaching-learning processes of most areas of knowledge, there remain obstacles and challenges to overcome in order to keep up with the educational pace in these new contexts.

In the field of foreign language teaching the challenges were even bigger, mainly in underdeveloped countries where access to technology is harder and the conditions are not the best. However, new educational resources are possible in the process of teaching and learning through the adoption and integration of ICTs. Due to the pressing need to transmit information, there has been an increase in the use of virtual platforms (MOODLE, ZOOM, GOOGLE MEET) and social networks (WhatsApp, Telegram, Facebook). All of them providing great opportunities to continue foreign language learning and skills development and improvement (Inyang, 2017).

Benefits of ICTs in teaching listening skills:
- Wider variety of listening materials
- The use of authentic materials
- The development of metacognitive skills for learners to become strategic listeners.

Suggestions to carry out listening activities in online learning:
- Learning technology devices and applications must be affordable for students and teachers.
- The material used in listening class should be simpler than that one in offline class.
- Learning materials should be taken from several sources to foster motivation.
- Encouragement of independent learning (Nurkhamidah, 2021).

Technology should be used by learners and teachers to create and sustain supportive learning environments, developing learning communities, providing consistent input on time and using the best technologies to produce the right content, the use of ICT was a revolution and this force to change the educational projects in all levels (Espinoza, 2020).

In a study conducted by Cakrawati (2017), learners have stated that e-learning platforms assist them in practicing language skills and learning new vocabulary. Learners choose to learn languages using online resources as the number of portable, digital, Android, smart and intelligent devices keep growing, many learners count on offline and online dictionaries and apps that can assist them in their foreign language learning process. Some previous studies have proved that learners' confidence is enhanced as a result of the use of this advanced apps, which enables them to become more independent because they are in control of their own learning pace (Rashid et al., 2015 cited by Yong 2021).

Issues on teaching listening in English

For teachers, teaching listening skills is one of the challenges that must be overcome in the process of learning a language. Listening skills is involved in reading, writing and speaking skills, so that, it is really important to know how to teach listening and how to face possible problems students will have in the classroom.

Listening comprehension exercises and control is a technique that teachers should master, according to Shorasul (2019), before a listening task students should infer what is the meaning of each paragraph or at least get to know most important words, focusing on how to do the task, all this process depends on the level of the students. If using an audio material, teacher should be aware of the difficulty it may have and probably use notes on the board or explain lexical or grammatical difficulties.

At the final stage of this process, the level of understanding is controlled, it means students comprehension is clear. The author suggest that teachers should spend more time in this final stage to cover more student's knowledge, so the Control of listening comprehension organized was created by the following method:
- ✓ Choose the best one from the different confirmation answer.
- ✓ Answer questions about the text.
- ✓ Correct mistakes that do not match with the text and present content from pictures.
- ✓ Describe and summarize the main content of the text.
- ✓ Split the content of the text.
- ✓ Responding to characters and events according to the text (Shorasul 2019).

There are more types of tasks that can be carried out to successfully learn listening comprehension.

ICTs for e-learning

Having the new tools in this new era of technologies, students and teachers adapted their teaching and learning process to become an expert in ICTs using apps or web 2.0 technologies in order to improve their skills (Charpentier 2014). Talking about learning a new language is a challenge that many people take, no matter what risks they would face using ICTs, thus, have made people ready to deal with new technologies specially in times of pandemic (Basilaia & Kvavadze, 2020).

The use of ICTs related to the learning of new languages revealed that audiovisual materials help students to improve their skills and give them a real-life content of the language, communicative and comprehension skills are involved in this method to learn English, Wood

(2022) states that, A corpus of audiovisual materials as tittles and fragments of films (CAMELLS) were planned, in order to keep students attention during their English lessons.

This corpus elicits effective learning and improves their output skills. In addition to have a better understanding of this method, appropriate activities for each fragment in line must be developed by the teacher.

In contrast, Córdoba & Rangel (2018) revealed that, listening tasks denotes all the activities developed by students to understand, analyze, connect and apply the content of spoken language to improve their listening skills. The author proved that using dynamic oral activities which included pre, while and post listening practices, the learners foster their communication fluency and could understand the oral messages and give a correct response to the task they developed.

In this scenario, the use of information technology as a means of information for the e-learning involves audio, video, computer and internet, so that, it is almost impossible to imagine a language learning process without multimedia presentations. In addition, ICTs help teachers to solve different problems in EFL learners such as: improvement learning processes, educational results and motivation, online communication, and joint projects, improving the organization and management of the educational process (Abatbayevna et al., 2019).

Finally, ICTs has not always been a way out for traditional teachers, nonetheless, teachers struggle to become part of the new era, support their methodology in ICTs by using video games, mobile applications, and websites (Silva, et al., 2022).

As a strategy used in e-learning is the adaptation of 3 tools in order to get best practices in English teaching, for example: Mobile phones, University Collaborative Platform and Mooc help us to get the socio affective interaction linked to the acquire of knowledge, this as a sum up of what we can expect from our learners (Valetopoulos 2017).

According to Vandeyar (2020), in an attempt to enhance their teaching practices, teachers seem to look for innovative ways to adapt their classroom practices, using new technologies. Furthermore, technology increase the ways to present curriculum content if it is analyzed pedagogically, in other words, it is called pedagogical innovation

Materials and Methodology

To develop this research it was necessary to know what its purpose was, for this it was necessary to carry out a bibliographic review, different methodologies and also the findings of related topics; However, systematic reviews were considered for this work, "different reviews will require a different approach" (Linnenluecke, et al., 2020, p. 179).

Batovski (2008) said: "The main purpose of a review article is to examine the current state of the relevant publications on a given topic…" (p. 199) following its line, the author, worked on the most relevant information and after an exhaustive investigation, this paper implemented a most used method to cover most data (qualitative) as possible.

AccorVera (2009) review articles can be divided into 4 different types, thus, the author decided to work on the classic descriptive review, therefore, having a wide variety of articles about listening skills, and how to teach English with ICTs, the author put into consideration most valuable works by selecting, classifying and differentiating them.

Finally, here is the process of the information:
- The development of this paper started with an exhaustive search on google scholar, Redalyc, and SciElo.
- The criteria used was Teaching ESL with ICTs and Teaching Listening skills.
- The data was retrieved from the internet more specifically using APA´S format.
- After the selection, classification and differentiation, relevant topics were taken into this paper.
- A descriptive analysis was considered for the final selection of the data.

Results and Discussion

After applied the search steps for collecting all the information and the research criteria to the web search, the following data was found:

Table 1
Steps for a systematic revision in literature

Step 1 – Formulation of the questions / terms
Step 2 – Creation of review groups
Step 3 – Protocol of revision
Step 4 – Search
Step 5 – Observation
Step 6 – Evaluation
Step 7 – Extraction

Step 8 – Valuation	
Step 9 – Synthesis	
Step 10 – Redaction of inform	

Retrieved and adapted from: Guerra & Revuelta (2022).

Data analysis: According to the data described in the table, we can see that the authors described go through the bibliographic or literary review in the research.

Table 2

Articles found on the web. First search on GOOGLE SCHOLAR

ARTICLES	ATTEMPT	CRITERIA	RESTRICTION
16700	The first criteria of the search	ICTs in teaching English	All languages
4800	The second criteria of the search	ICTs in teaching English	Spanish Only
203	The third criteria of the search	ICTs in teaching English	Spanish Only, Revision Articles
58	The fourth criteria of the search	ICTs in teaching English	All languages, all documents, allintitle:…
6	The fifth criteria of the search	ICTs in teaching English	Spanish only, all documents, allintitle:…

Elaborated by the author.

Table 3

Articles found on the web. Second attempt on SciElo and Redalyc.

ARTICLES	ATTEMPT	CRITERIA	RESTRICTION
56693	The first criteria of the search	Teaching-learning process and ICTs	All languages
2937	The second criteria of the search	Teaching-learning process and ICTs	2019 and above
83	The third criteria of the search	Teaching-learning process and ICTs	Spanish Only
1	The fourth criteria of the search	Teaching-learning process and ICTs	All languages, all documents, allintitle.

Elaborated by the author.

Table 4

Bibliographic resource	Author	Year	Opinion
Article	Saricoban	1999	Listening is an important way of learning in today's world. Listen to online resources by watching videos, listening to audio/podcasts, watching videos, participating in conversations, and reading transcripts/subtitles.
Article	Beatty	2003	The importance of using these digital tools and applications is based on the interest of the students since it is an element that draws notable attention. It can, for example, make the student interact with these tools and learn through the tools that facilitate teaching and It makes her more attractive.
Dictionary	Richards and Schmidt	2010	The Longman Dictionary of English is an important resource for students that counts as an Android device today. Therefore, this resource is a learning facilitator not only in the student world, but also due to its easy portability, both physical and digital and auditive in any context.
Article	Salomovna	2020	Information and communication technologies (ICT) are of key importance at all levels of the educational system. At each stage of cognitive activity, research and practical applications in all branches of knowledge ICT perform both the functions of tools and objects of knowledge.
Article	Djabbarova	2020	Several teachers agree that it is necessary to emphasize listening and speaking in the teaching method. People who give importance to speaking and listening as a means of learning and teaching think that language is a behavior and that speaking is the manifestation of this domain or continuation.
Article	Manco et al.,	2020	Digital skills are used in non-routine tasks, problem solving and creating digital results; However, in the near future, both interpersonal and

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			technological skill You will be in great demand at work.
Article	Chahida	2021	The integration of ICT in ELT is full of challenges. The first challenge is that both ELT and technology are complex and therefore they result in teachers' negative reactions of rejecting this integration. Ironically, the nature of students who enroll in high schools and universities these days requires the use of technologies and multimedia learning.
Article	Tinio	2023	Information Communication and Technology in Education is the mode of Education which uses information and communication technology to support, enhance and optimize the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods.

Elaborated by the author based on the literary consulted.

In Table 2, the criterion "ICT in English teaching" found 16,700 articles which were a general search, so search criteria were applied to obtain a smaller number of articles.

According to these results it can be shown that there is a large amount of literature regarding the mentioned topic.

In table 3, it was found 56693 articles using the criteria "Teaching-learning process and ICTs", and then using the 4 steps of the criteria search, it was found 1 article related to the topic.

According to the results obtained after the application of the databases and certified search engines, in both tables we can show the variety of existing literature on the web where the similar or diverse opinion between several authors can be shown.

In order to promote learning in students, it is important to incorporate ICT as both academic and administrative tools for the operation of different processes. That is why according to several authors this should be part of the contents of one or more subjects, for the use of the individual both in his profession and personally and finally as a transversal axis that allows to permeate and permeate the courses as they do in everyday life, so the educational community becomes more familiar and values its use, application and potentiality, in order to facilitate the learner the acquisition of skills and abilities especially through hearing.

Several researches and different sources indicate that the processing of information that is heard can be converted into knowledge. In addition to having the ability to perform successfully in this postmodern era that facilitates the student to link more with the tools available in the classroom.

Conclusions

We are living in a time of social change, in which ICTs play an essential role and allow us to access a large amount of information and resources instantaneously. This phenomenon is what defines our society as "the knowledge society". ICTs have become fundamental for digital natives, who naturally incorporate these resources into education and any other area of their lives. Within the knowledge society, foreign languages play a fundamental role.

This paper examined the integration of ICTs to educational systems, making special reference to foreign language teaching and also contextualizing it to the current events humankind is undergoing because of Covid-19 pandemic. It was also stated the challenges and benefits of ICTs to teaching listening skills and a list of ICT tools to this end was provided. It is accurate to conclude that ICTs have been implemented in foreign language teaching for a long time with use of mainly audio and video segments in the traditional classroom.

Nonetheless, it is nowadays where the context has demanded a greater and deeper use of ICT tools. Blended learning has come to play a major role, curricular adaption has become necessary to overcome the challenges of the new social contexts. More importantly, students have gained independence in managing their knowledge construction and their skills and capabilities development.

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Conflicto de intereses:
Los autores declaran que no existe conflicto de interés posible.
Financiamiento:
No existió asistencia financiera de partes externas al presente artículo.
Agradecimiento:
N/A
Nota:
El artículo no es producto de una publicación anterior.