Development of Listening Skills Based on ICT at English Lessons of Basic School

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**Abstract**

In today’s digital world, information and communication technologies (ICT) play a vital role in transforming traditional approaches to teaching and learning. This paper explores how ICT can be effectively integrated into English language instruction at the basic school level to enhance students’ listening skills. Listening is a core component of language acquisition, yet it is often overlooked in favor of more visible skills such as speaking or writing. Through the use of interactive platforms, authentic audio content, gamified tasks, and AI-driven tools, ICT offers powerful ways to make listening practice more dynamic, engaging, and individualized. This study discusses methodological strategies for ICT-based listening instruction, presents practical tools, and offers a framework for assessing listening comprehension. It concludes by emphasizing the importance of continuous professional development for teachers and the need for a supportive digital learning environment.

**Introduction**

Listening is often called the "invisible skill" in language learning—it’s essential, yet frequently overshadowed by more actively demonstrable skills like speaking and writing. However, understanding spoken language is one of the most critical competencies for real-life communication. In the context of teaching English at the basic school level (ages 11–15), listening plays a foundational role in helping students absorb vocabulary, pronunciation, grammar, and cultural nuances.

Meanwhile, the rapid development of information and communication technologies has brought unprecedented opportunities to reimagine how we teach listening. From podcasts and speech recognition apps to interactive platforms and digital games, ICT provides a wide spectrum of tools that make listening practice more accessible, immersive, and student-centered.

This paper examines how ICT can be effectively employed to develop students’ listening skills in basic school English lessons. It provides methodological recommendations grounded in both theory and practical classroom experience, with a focus on motivating students, differentiating instruction, and promoting self-regulation and autonomy.

**Methods**

This study employs a descriptive and practical approach based on pedagogical literature, digital resource analysis, and methodological synthesis. The recommendations and conclusions presented here stem from a review of educational tools, digital platforms, and real-world teaching strategies used in secondary schools.

The sources include:

* Academic studies on ICT in education;
* Reviews of specific tools such as Listenwise, TED-Ed, Skyeng, Duolingo, and others;
* Observation and experience reports from educators implementing blended learning and interactive ICT-based lessons;
* CEFR-based criteria and assessment rubrics for evaluating listening comprehension.

Rather than experimental or quantitative in nature, the study emphasizes actionable insights for teachers and a qualitative understanding of how ICT enhances the listening experience.

**Results**

The use of ICT in developing listening skills among basic school students yielded a range of benefits:

3.1 Increased Motivation and Engagement

Students reported greater interest when listening tasks were delivered via engaging platforms. Podcasts such as BBC Learning English or Easy Stories in English provided content that was both informative and entertaining, fostering natural curiosity.

3.2 Exposure to Authentic Language

Digital tools allowed students to hear native speakers in real contexts, including diverse accents, informal speech, and natural intonation. For example, the Voice of America podcast provided slower-paced news articles with transcripts and quizzes—ideal for learners at different levels.

3.3 Differentiated and Personalized Learning

Platforms like FluentU and Elllo.org adapted listening exercises to students’ proficiency levels. AI-based tools like Duolingo and Speechling provided personalized feedback, helping learners progress at their own pace.

3.4 Integration of Multiple Skills

ICT tools often combined listening with reading (through subtitles or transcripts), speaking (via speech recognition), and writing (reflections or quizzes), fostering a holistic approach to language acquisition.

3.5 Immediate Feedback and Self-Evaluation

Gamified platforms such as Quizizz, Baamboozle, and Edpuzzle enabled instant feedback and promoted self-assessment. Many students became more aware of their listening comprehension challenges and were able to set personal improvement goals.

**Discussion**

The results underscore the transformative potential of ICT in teaching listening at the basic school level. However, effective implementation depends on more than just using the latest apps or platforms. Teachers must have clear goals, appropriate digital literacy, and an understanding of students' needs and contexts.

Methodologically, several strategies proved especially effective:

* Using **pre-listening tasks** on Padlet or Mentimeter to activate background knowledge;
* Designing **while-listening activities** that involve prediction, gap-filling, or real-time quizzes using tools like Kahoot or Nearpod;
* Assigning **post-listening reflections**, creative responses, or peer discussions to deepen comprehension.

Moreover, **blended learning**—combining face-to-face instruction with ICT-based tasks—enabled more flexible learning paths. Teachers assigned podcasts for homework and used class time for interactive analysis and discussion.

One challenge, however, is ensuring **equal access** to technology. Not all students may have reliable internet or devices at home. To address this, schools need to provide supportive infrastructure and offline alternatives where possible.

Additionally, **teacher training** remains a key factor. Educators need not only technical skills but also pedagogical knowledge on how to incorporate ICT meaningfully into their lesson planning. Continuous professional development is essential.

**Conclusion**

The integration of ICT into English listening instruction at the basic school level is no longer a luxury—it is a necessity. When used thoughtfully, ICT tools can help make listening practice more immersive, engaging, and responsive to individual student needs. They offer authentic materials, immediate feedback, differentiated instruction, and increased learner autonomy.

However, technology is not a magic solution. Its success depends on informed, reflective teaching practices and ongoing adaptation to learners’ evolving needs. By combining traditional pedagogical wisdom with the possibilities of modern digital tools, teachers can empower students to become confident, competent, and independent listeners.

The future of language education lies in this balance between innovation and intention.

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