EXPLORING TEACHERS' PEDAGOGICAL INTEGRATION OF ICT AND LEARNER-CENTRED TEACHING APPROACHES IN TEACHING LISTENING SKILLS IN CHINA

FANG MENG

UNIVERSITI SAINS MALAYSIA

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EXPLORING TEACHERS' PEDAGOGICAL INTEGRATION OF ICT AND LEARNER-CENTRED TEACHING APPROACHES IN TEACHING LISTENING SKILLS IN CHINA

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FANG MENG

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LIST OF ABBREVIATIONS

CK	Content Knowledge
EFL	English is considered a foreign language
IBL	Inquiry-Based Learning
ICT	Information and Communications Technology
IRP	Interview Protocol Refinement
LCT	Learner-Centred Teaching
MO	Ministry of Education of China
PBL	Problem-Based Learning
PCK	Pedagogical Content Knowledge
PK	Technology Knowledge (TK), Pedagogical Knowledge
TBLT	Task-based language teaching
TESOL	Teaching English to Speakers of Other Languages
TPACK	Technological Pedagogical and Content Knowledge

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MENEROKA INTEGRASI PEDAGOGI ICT DAN PENDEKATAN PENGAJARAN BERPUSATKAN PELAJAR DALAM PENGAJARAN KEMAHIRAN MENDENGAR DI CHINA

ABSTRAK

Kajian kualitatif ini menerokai integrasi pedagogi Guru dalam penggunaan Teknologi Maklumat dan Komunikasi (ICT) serta pendekatan pengajaran berpusat pada pelajar (LCT) dalam pengajaran kemahiran mendengar di China. Data dikumpulkan melalui temuduga setengah terstruktur, pemerhatian kelas, serta analisis dokumen (rancangan pelajaran dan jurnal reflektif) dari dua belas orang peserta. Dapatan kajian menonjolkan tiga jenis ICT dan tiga kategori pendekatan LCT yang kerap digunakan oleh dua belas peserta dalam pengajaran kemahiran mendengar mereka. Praktik integrasi ini meliputi tiga fasa perancangan, pelaksanaan, dan pasca-pelaksanaan, dengan berbagai strategi, di mana setiap fasa memainkan peranan penting dalam pengajaran kemahiran mendengar. Selain itu, kajian ini mengenal pasti bahwa alasan pedagogi dan faktor institusi mempengaruhi proses integrasi. Bagi kajian masa depan, kajian ini mengembangkan satu kerangka untuk menuntun bagaimana guru menggabungkan pendekatan ICT dan LCT dalam pengajaran kemahiran mendengar. Ia juga memberi sumbangan kepada pemahaman yang lebih luas tentang bagaimana pendekatan ICT dan LCT dapat mengubah pengajaran kemahiran mendengar dalam pendidikan tinggi.

EXPLORING TEACHERS' PEDAGOGICAL INTEGRATION OF ICT AND LEARNER-CENTRED TEACHING APPROACHES IN TEACHING LISTENING SKILLS IN CHINA

ABSTRACT

This qualitative study explores teachers' pedagogical integration of Information and Communication Technology (ICT) and learner-centred teaching (LCT) approaches to teaching listening skills in China. The data were collected through semi-structured interviews, classroom observations, and document analysis (lesson plans and reflective journals) from twelve participants. The findings highlight that three types of ICT and three categories of LCT approaches were frequently incorporated by the twelve participants in their teaching of listening skills. The integration practices include three phases of planning, execution, and post-execution, alongside different strategies, each phase plays a critical role in teaching listening skills. Additionally, the study identifies that pedagogical reasoning and institutional reasons influence the integration process. As for future studies, this study develops a framework to guide how teachers incorporate ICT and LCT approaches in teaching listening skills. It also contributes to the broader understanding of how ICT and LCT approaches can transform the teaching of listening skills in higher education.

CHAPTER 1

INTRODUCTION

1.1 Introduction

English is a global language used in many key areas, like education, technology and economics (Galloway & Numajiri, 2020; Gultom & Oktaviani, 2022). It is also a language that is emphasised in China where English is considered a foreign language (hereafter EFL) including four fundamental language skills, namely listening, speaking, reading and writing, that teachers need to teach and students need to acquire (Khasawneh, 2022; Newton & Nation, 2020; Setiyadi, 2020). Among the four language skills, listening is considered the most important skills of English language teaching, as it is the primary way for English learners to obtain language information, comprehend spoken language and interact with others (Ali, 2020; Djabborova, 2020; Nushi & Orouji, 2020). In the academic context, listening as a receptive skills precedes speaking and lays the foundation for reading and writing ability (Lucas et al., 2021; Wiwoho, 2022). In daily communication, the frequency of language listening is twice that of speaking, four times of reading, and five times of writing (Ekayati, 2020). Therefore, teaching listening is crucial for students' academic achievement and communication in English-speaking settings (Maitlo et al., 2022; Nshimiyimana & Bazimaziki, 2024).

The learner-centred teaching approach (hereafter LCT), outlined by the Ministry of Education of China (hereafter MOE) (Morris et al., 2023), places the learner at the centre of the learning process (Alshraah et al., 2023; Jaiswal, 2019;

Tayeb), is promoted as an approach in teaching English language skills and found to meet the diverse needs of students (Leow et al., 2021; Page & Davis, 2023; Skae et al., 2020), fosters a conducive learning environment (Ahmed et al., 2022), promotes active engagement and self-directed learning (Lau & Shea, 2022; Pastini & Lilasari, 2023; Shafi & Masood, 2023) and develops listening skills (Markina & Garcia Mollá, 2022; Payaprom & Payaprom, 2020). Therefore, the MOE of China is making great efforts for encouraging teachers to employ LCT approach to transit from teacher-centred to learner-centred teaching and reform the teaching of listening (Lou, 2021; X. Xu et al., 2023).

Meanwhile, the integration of information and communications technology (hereafter ICT) is found to enhance learner-centred teaching and the teaching of listening skills as studies show that the pedagogical incorporation of ICT can promote learner autonomy and listening skills of students (Judy Shih, 2021; Nhat, 2021). The pedagogical integration of ICT is employed as a tutor, a teaching tool, and a learning tool (Awuor & Okono, 2022). When it involves teaching listening skills, the pedagogical integration of ICT provides many benefits. According to Nhat (2021), integrating ICT had a positive effect on college students' listening skills and their overall proficiency in the English language. García and Rodríguez (2021) claim that ICT are effective teaching tools that would improve the teaching of listening skills by supporting lesson delivery, promoting communication among teachers-students and students-students, and providing diverse supplementary teaching information. Judy Shih (2021) argues that ICT would enhance teaching, leading to learner-centred teaching. Therefore, the pedagogical incorporation of ICT not only fosters the development of listening skills but also facilitates a

transition from a teacher-centred into learner-centred mode which is crucial for enhancing the quality of the English language education evolution.

The pedagogical integration of ICT and LCT approaches has played an important role in teaching listening skills by making the learning environment interactive (Ahmed et al., 2022; Nwabude et al., 2020), providing authentic listening materials (Alam et al., 2020; Bielousova, 2020), engaging students in collaborative listening activities (I. Han, 2022; TIMECHBACHE, 2020), and promoting students' self-directed learning (Choy & Cheung, 2022; Nduwimana & Ndoricimpa, 2023). This kind of integration is in line with current educational theories that advocate for preparing students to meet the challenges of the 21st century. Therefore, this study explores teachers' pedagogical integration of ICT and LCT approaches in teaching listening skills in China and aims to understand how their integration practice can be applied by other teachers to ensure the effectiveness of teaching listening skills.

1.2 Background of the Study

Teaching English language skills has played an important role in China (Sun et al., 2022), as the development of the international economy of China and the increasing demand for English professionals (Wei, 2023; Wen & Zhang, 2020). Therefore, English language skills is emphasized in higher education and considered as a compulsory course for all university students, which covers listening, speaking, reading and writing skills (Fang & Liu, 2020).

In 2020, the MOE of China issued the College English Curriculum Requirements (MOE, 2020a) in universities nationwide. This curriculum aimed to

integrate ICT, particularly Internet technology, into higher education teaching, deepen the reform of English teaching, enhance teaching quality, and address the need for cultivating talented individuals in society (MOE, 2020a). The recommendations in this curriculum are considered to be the fundamental principles that guide English teaching in Chinese universities.

The curriculum stipulates that the goals of English teaching are to cultivate students' ability to use English comprehensively, with a special emphasis on listening, so that they are able to communicate in their future study or work and to improve the independent learning abilities of students to support China's efforts for international exchanges (MOE, 2020a). Due to the different academic levels, English courses at Chinese colleges and universities should be taught based on students' varying levels of proficiency. There are three levels of teaching requirements: basic, intermediate, and advanced. All three levels focus on the development of English language skills, including listening, speaking, reading, and writing. Each university establishes its own English teaching document following this principle. Additionally, within these teaching requirements, the curriculum calls for colleges and universities to fully utilise modern information technology, particularly Internet technologies, to teach English in a well-rounded way without the constraints of time and place (MOE, 2020a).

Under the guidance of the curriculum, the direction of the teaching of listening skills in China has been addressed by the MOE (MOE, 2020a). First, the curriculum has set up three levels of teaching requirements for teaching listening skills, namely basic, intermediate, and advanced, to meet students varying needs (MOE, 2020a). In basic requirements, English listening teaching has made students able to follow classroom instructions given by teachers, understand

conversations and lectures on general topics delivered in English, listen to broadcasts of radio and television programs in English at the rate of 130-150 words per minute, identify the gist and supporting ideas of spoken materials in these programs, and applying basic listening strategies for comprehension. In intermediate requirements, students will understand and follow different types of talks or lectures given in English, understand longer radio and television programs on familiar topics spoken at a rate of 150 to 200 words per minute, identify and understand main ideas, key points and relevant details, engage with course in their areas of speciality taught in English. In advanced requirements, students will understand radio and TV programs produced by English-speaking countries and grasp their main content and key points, follow talks delivered by people from English-speaking countries at a normal rate, and understand courses in their areas of speciality and lectures in English. The basic requirements are the minimum level teachers must help students achieve before graduation. Intermediate and advanced requirements are recommended for teachers to meet students' needs with relatively higher English proficiency (MOE, 2020a).

To support the achievement of the three-level requirements of the teaching of listening skills, the utilisation of LCT approaches is emphasised in the curriculum. In practical teaching, teachers are encouraged to adopt different LCT approaches, including communicative language teaching, task-based language teaching, problem-based learning and inquiry-based learning, to meet the needs of each students and enhance their listening skills and autonomous learning (Chua & Lin, 2020; Luo et al., 2021; Yilong & Jia, 2023). Various studies were carried out to study the implementation of LCT approaches in China. For instance, Sun (2022) explores the application of TBLT in listening classes for 80 college English

majors in China. It is found that implementing TBLT in listening classes has built a dynamic learning environment that encourages students to apply language skills in authentic contexts, thereby improving listening skills and overall language competence. Han (2024) also highlights that using project-based learning to teach English listening has been shown to positively impact students' listening skills, as it fosters active engagement and provides students with opportunities to develop their listening skills in real-world contexts. Guo et al. (2020) point out that teachers in China adopt communicative language teaching through collaborative listening activities, such as pair or group work, which can engage students and provide students with opportunities to do authentic listening practice.

Meanwhile, the use of ICT, particularly the internet technology, is recommended to complement the teaching process, students' learning, feedback, and the monitoring and management of coaching (MOE, 2020a). Studies have proven that Internet technology, based on computers and the Internet, such as online teaching platforms (MOOC), networking sites (English learning websites) and mobile learning (learning applications), can be used to support classroom teaching through enriching teaching resources, strengthening teaching management, and promoting active learning as well as facilitating students' listening skills (Xieling Chen et al., 2021; Gao, 2021; Huang et al., 2020; Liu & Yan, 2021). Specifically, in Sun's study (2020), it is found that the use of online teaching platform based on artificial intelligence allows for personalized learning experiences tailored to individual students' English proficiency levels, and provides targeted practice and feedback, which significantly enhances students' listening skills. A study by Chen and Li (2022) in Chongqing China, suggests the use of blended learning via a multimedia network to teach college students

listening skills, empowering college students to take charge of their learning and significantly improve their results in English listening examinations within a shorter time. Also, according to Zhang and Chen (2021), artificial intelligence technology can grasp the overall situation of teaching and get teaching feedback, analyze students' learning performance and predict student performance, identify students with learning difficulties and implement teaching interventions, reflect on teaching methods and discover learning patterns. English classrooms based on the artificial intelligence technology in the mobile information system can help improve students' autonomous learning ability, help students acquire and expand more English language knowledge, promote teacher-student interaction, and improve listening ability to a certain extent.

It is noteworthy that the MOE of China has greatly advocated for the adoption of ICT and LCT approaches in teaching listening skills, aiming to enhance the effectiveness of teaching and foster engagement between teacher and students and among students. Despite the above requirements, the practical implementation of such initiatives have not met the expected results.

1.3 Problem Statement

Listening is a fundamental skill in English language acquisition, yet teaching listening skills remains a challenge in many educational contexts, including China. Over the past decade, numerous studies have explored the teaching of listening skills in Chinese universities, highlighting the dominance of traditional teacher-centered approaches (Chen, 2022; Jiang et al., 2021; Liu & Yuan, 2021).

These conventional methods, which rely heavily on vocabulary explanations, repeated listening drills, and comprehension exercises, prioritize rote memorization over interactive communication (Guo, 2021; Li et al., 2023; W. Liu, 2022). While these approaches may help students recognise individual words and phrases, they often fail to develop essential listening skills such as inference, interpretation, and critical thinking (Xu et al., 2021; Zur, 2020). As a result, students struggle to apply their listening skills in real-world communication, contradicting the communicative goals outlined in the national curriculum (MOE, 2020a).

To address these challenges, LCT approaches have been widely recognized as effective in enhancing the teaching of listening skills. LCT approaches prioritise student engagement, autonomy, and interaction, allowing learners to develop listening skills through meaningful and authentic learning experiences (Hmelo-Silver, 2004; Ellis, 2003). Among these approaches, task-based language teaching (TBLT), problem-based learning (PBL), and inquiry-based learning (IBL), encourage active student participation, are particularly relevant for the teaching of listening skills. TBLT encourages students to complete real-world listening tasks, such as understanding interviews, following instructions, or interpreting news reports, fostering active engagement and language use in context (Ellis, 2003). PBL presents students with complex listening scenarios where they analyze and solve problems collaboratively, improving both their listening and critical thinking skills (Hmelo-Silver, 2004). IBL engages students in active exploration, encouraging them to generate questions, investigate spoken discourse, and make connections between different listening materials (Bransford et al., 2000).

Despite their proven effectiveness, these LCT approaches remain underutilized in Chinese university listening classrooms. Studies indicate that many teachers struggle to transition from teacher-centered instruction due to limited training, a lack of institutional support, and deeply ingrained teaching habits (Deng et al., 2023; Jiang et al., 2020; Rao & Chen, 2020; Zhang et al., 2020). Furthermore, many teachers lack sufficient pedagogical knowledge on how to effectively integrate LCT approaches into their existing curricula (Eng & Peidong, 2021; Feng, 2021; C. Zhang, 2021; Zhou & Rose, 2021).

In parallel, ICT, including technological tools and resources, has been recognised for improving the teaching of listening skills. ICT such as online teaching platforms (e.g., Lange, Chaoxing), multimedia resources (e.g., audio, videos), and social media (e.g., WeChat) offer students exposure to authentic listening materials and opportunities for interactive learning (Tian, 2021; Yang, 2020). These tools and resources can support LCT approaches by enabling self-directed learning, fostering collaborative engagement, and providing students with immediate feedback.

However, research suggests that in Chinese classrooms, ICT is often used in a limited and passive manner, with teachers primarily employing it for passive content delivery, such as playing pre-recorded audio, displaying PowerPoint slides, or assigning online quizzes, rather than interactive, learner-centred learning (Chen, 2022; Duan et al., 2022; Jiang et al., 2023; Li & Yuan, 2022). The limited use of ICT further reinforces the shortcomings of traditional approaches of teaching listening skills, resulting in minimal improvement in students' engagement and real-world listening proficiency (Liang, 2021; Zhang & Chen, 2022; Zhang, 2022).

While existing research has examined the teaching of listening skills in China, there remains a critical gap in understanding how teachers integrate both ICT and LCT approaches to enhance listening skills. Previous studies have generally focused on ICT or LCT in isolation, without examining their combined pedagogical integration in listening classrooms (Chen et al., 2019; Huang et al., 2019; B. Li, 2021; Yang, 2019). Additionally, while theoretical discussions exist, there is little empirical research on how experienced teachers implement these methods in Chinese listening classrooms (Carter et al., 2021; Rochma et al., 2021; Sabzevari et al.). Furthermore, few studies have explored the specific challenges teachers face in integrating ICT and LCT approaches, including pedagogical, institutional, and technological barriers in the Chinese higher education context (Luo, 2020; Teo et al., 2018).

To address these gaps, this study focuses on experienced teachers who have demonstrated the ability to integrate ICT and LCT approaches into listening instruction. Selecting these participants ensures that the study does not simply highlight barriers and failures, but also provides insights into successful implementation strategies. By studying teachers who already integrate ICT and LCT approaches, this research aims to uncover best practices, challenges, and solutions that can inform future teacher training and curriculum development. This strategic participant selection helps mitigate bias by ensuring that the study does not merely reinforce the assumption that teachers lack knowledge or motivation but rather identifies concrete ways to support effective integration.

This study aims to explore how experienced Chinese university teachers integrate ICT and LCT approaches in teaching listening skills, the extent of their integration, process of their integration, reasons promote their integration, and the

challenges they encounter in the process. By analyzing teachers' pedagogical choices, technological integration, and institutional influences, this research seeks to provide practical recommendations for enhancing the teaching of listening skills through the integration of ICT and LCT approaches in Chinese higher education.

1.4 Research Objectives (RO)

To deal with the above problems, exploring teachers' pedagogical integration of ICT and LCT approaches in teaching listening skills in Chinese should be identified as the key research aim of this study. For achieving this research aim, there are six research objectives in this study, which include:

RO1. To explore the types of ICT that are integrated by the participants in teaching listening skills

RO2. To explore the types of LCT approaches that are integrated by the participants in teaching listening skills

RO3. To explore the frequency the participants integrate ICT and LCT approaches in teaching listening skills

RO4. To explore the process the participants integrate ICT and LCT approaches in teaching listening skills

RO5. To identify the reasons for the participants integrate ICT and LCT approaches in teaching listening skills

1.5 Research Questions (RQ)

To explore the teachers' pedagogical integration of ICT and LCT approaches in teaching listening skills in China, this research will mainly focus on answering the following research questions.

RQ1. What are the types of ICT integrated by the participants in teaching listening skills?

RQ2. What are the types of LCT approaches integrated by the participants in teaching listening skills?

RQ3. What are the frequency of ICT and LCT approaches integrated by the participants in teaching listening skills?

RQ4. How do the participants integrate ICT and LCT approaches in teaching listening skills?

RQ5. Why do the participants integrate ICT and LCT approaches in teaching listening skills?

1.6 Significance of this Study

This study is significant for several reasons. Firstly, following the call for integrating ICT and LCT approaches in teaching English language skills advocated by the MOE of China, the study may help policy-makers reconsider current policies and practices and promote effective integration at a large scale in China. It is noted that though numerous measures have been taken to promote the integration to reach learner-centred teaching, the result is still far from satisfactory. Thus, by exploring teachers' pedagogical integration of ICT and LCT

approaches in teaching listening skills in classroom settings, this study can offer a framework for MOE China to refer to and make informed decisions about more education initiatives.

Secondly, this study may enable curriculum developers to critically examine their responsibilities in developing relevant guidelines and curriculum layouts for EFL teaching at higher educational institutions in China. Given that the effectiveness of educational reforms and curriculum transformation relies heavily on teachers' practice, the findings of the study will draw the attention of curriculum developers to prioritize the pedagogical integration of ICT and LCT approaches in the EFL domain as an urgent matter to be investigated.

Thirdly, this study offers EFL teachers valuable insights to enhance their teaching philosophy and practices. It is known that China has a large number of EFL teachers, by exploring the types, extent, process and reasons for integrating ICT and LCT approaches into the teaching of listening skills, this study can encourage professional development among teachers.

Lastly, this study may enhance students' learning, particularly in listening skills, and foster engagement in the learning process. When ICT and LCT approaches are integrated into the classroom, the students are afforded greater autonomy in their learning process. Therefore, improving teachers' pedagogical integration of ICT and LCT approaches can ensure that every student engages in interactive listening activities, learn at their own pace, and access resources that meet their needs.

1.7 Limitations of the Study

Limitations are defined as weaknesses in the research design, procedures, or other aspects that may influence the interpretation of the research findings (Theofanidis & Fountouki, 2018). As is the case with the majority of research, the current study has certain limitations that need to be addressed for further research. These limitations include the sample size, methodology and the time frame.

In this study, a small sample size can be identified as one of the key limitations. The primary limitation of all qualitative research designs is the limited number of participants (Yin, 2018). The study includes 12 English teachers who teach listening skills at Chongqing International Studies University (a pseudonym), in Chongqing, China. Therefore, the findings of this qualitative study may not be representative of all 68 colleges and university teachers who teach English language skills in Chongqing, and an even wider range in China.

In addition, another limitation related to the external factors in this study is that the data were gathered within a limited timeframe (one academic semester lasted three months). Because of the busy school schedule, the study cannot collect more follow-up data from the EFL teachers involved. It is recommended to conduct further studies over an extended period to include more content and reach more conclusive results.

Furthermore, it should be realized that this research will only be completed once during the specific period. However, it should also be realized that in modern society, due to the rapid development of technology, ICT will also be improved significantly. However, the research period will only be limited to one

semester. The impact of integrating ICT and LCT approaches in teaching listening skills may not be reflected effectively.

1.8 Delimitations of the Study

Delimitations refer to boundaries established by the researcher to control the scope of the research variables (Theofanidis & Fountouki, 2018). This mainly aims to reduce the impacts of control variables in the context, which may lead to deviation from the research result. Three delimitations resulted in this study. First, the data are collected from twelve English teachers working at the same university in Chongqing, China. This university is the most important research centre for foreign languages in Southwest China, offering a wide range of technological tools and resources and promoting various innovative teaching approaches that help teachers teach foreign languages in university courses (University, 2021).

Additionally, this qualitative study purposefully selects twelve experienced teachers who have demonstrated familiarity and understanding with and use of ICT and LCT approaches in their classrooms. The rationale for selecting these experienced teachers is to ensure that the participants have sufficient knowledge of pedagogical methods, and practical classroom experience, and have likely encountered the challenges associated with integrating ICT and LCT in teaching listening skills. These teachers are expected to provide in-depth, reflective insights into the complexities and benefits of integrating ICT and LCT approaches into their teaching practices.

However, it is important to acknowledge that focusing on experienced teachers may lead to potential biases. This is because the experienced teachers may limit the diversity of perspectives on how ICT and LCT approaches are integrated, especially in terms of challenges faced by less experienced teachers. As such, the findings of this study may not be entirely generalisable to all levels of teaching experience or across different contexts within China.

Another delimitation is the focus on listening skills as the specific language domain of investigation. While ICT and LCT approaches can benefit other language skills such as speaking, reading, and writing, this study concentrates on how these approaches are utilized in teaching listening skills only. Therefore, the results may not fully capture the broader implications for other language areas.

1.9 Operational Definitions

The following terms are employed in this study and are defined here in light of the varied meanings of words. These definitions provide a basis for the reader to understand the use of the terms within the context of this study.

1.9.1 ICT (Information and Communication Technology)

ICT (Information and Communication Technology) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information (UNESCO, 2011). These technological tools and resources include computers, the Internet (websites, blogs and emails) (Comer, 2018), live broadcasting technologies (radio, television and webcasting)(Austerberry, 2013),

recorded broadcasting technologies (podcasting, audio and video players, and storage devices) (Anorue et al., 2022) and telephony (fixed or mobile, satellite, video-conferencing, etc.) (Alenoghena et al., 2023). In this study, ICT is considered as diversified technological tools and resources used by teachers to enhance the teaching of listening skills. These technologies include online teaching platforms, multimedia, and social media.

1.9.2 Learner-centred Teaching Approach

The learner-centred teaching approach is characterized as an approach of teaching and learning that emphasizes the active involvement of the learner and the facilitation of learning by the teacher through the use of learner support practices (Weimer, 2002). In learner-centred teaching, the five principles of the balance of power between students and teachers, the function of content, responsibility for learning, teachers' role change, and the purpose and process of evaluation, are suggested by Weimer (2013). In this study, learner-centred teaching approaches are task-based language teaching, inquiry-based learning and problem-based learning as advocated by the MOE.

1.9.3 Teaching Listening Skills

Teaching listening skills refers to the process of instructing students in the ability to understand and comprehend spoken English language (Rost, 2013). In this study, teaching listening skills is that English teachers incorporate a variety of learner-centred teaching approaches and ICT to guide students to follow classroom instructions, everyday conversations and lectures on general topics conducted in English, understand English radio and TV programs spoken at a

speed of about 130 to 150 words per minute, grasp the main ideas and key points, employ basic listening strategies to facilitate comprehension, as outlined in the Requirements (MOE, 2020a).

1.9.4 Pedagogical Integration of ICT

Pedagogical integration of ICT is defined as teachers utilizing ICT effectively in various aspects of the teaching process, such as learning, curriculum, assessment, and teaching environments (Earle, 2002). In this study, pedagogical integration of ICT refers to the participants integrating ICT to provide diversified listening materials, deliver listening content, and design listening activities and other purposes, which can help students develop listening skills.

1.10 Chapter Summary

In this chapter, the trend of the education revolution in English language teaching which encourages the pedagogical integration of ICT and LCT approaches is identified as the key background in teaching listening skills in Chinese colleges and universities. Although most English teachers are positive about this trend, which is expected to help students develop listening skills, ensuring their engagement in the teaching process, they may not be able to respond to the changes in the English education revolution. Therefore, it is imperative to provide practical guidance for English teachers in China, with the effective pedagogical integration of ICT and LCT approaches to teach listening skills.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter aims to explore the current body of research on the integration of ICT and LCT approaches in teaching listening skills. This literature review explores the key issues surrounding the definition, significance, and challenges of teaching listening skills in higher education. It examines the application of LCT approaches and ICT as innovative solutions to enhance the teaching of listening skills. Then, the literature highlights the difficulties EFL teachers face in integrating ICT and LCT approaches in the classroom. Moreover, the gaps will be identified in the current litrature. The review concludes by analyzing key theoretical foundations, and how these can provide the conceptual framework for teaching listening skills.

2.2 ICT

The integration of ICT in language education has transformed the traditional teaching of listening skills by providing interactive, multimodal, and flexible learning experiences (Procel et al., 2024). This section critically examines the pedagogical integration of ICT, such as online teaching platforms, multimedia, and social media in teaching listening skills, evaluating their advantages and limitations.

2.2.1 The Definition of Pedagogical Integration of ICT

Pedagogical integration of ICT often involves integrating various ICT to enhance student learning (Wang & Woo, 2007). Stojković (2018) considered the concept of pedagogical integration as the effective use of technology in the education system to enhance the teaching and learning process. This means that the pedagogical integration of ICT involves the use of technology, aims at achieving a particular set of teaching objectives and enhancing students' learning experiences. Earle (2002) provided a comprehensive explanation, defining pedagogical integration of ICT as the proficient utilization of ICT by teachers in various aspects of the teaching process, such as learning, curriculum, assessment and teaching settings.

Although the definition of pedagogical integration of ICT varies, it can be divided into three major categories; ICT for preparing to teach (Önalan & Kurt, 2020), such as using various technologies and resources to prepare teaching materials and creating lesson plans (Polly et al., 2020), ICT for delivering teaching (Asratie et al., 2023), like using technologies to deliver teaching content and engage students to use technologies to do some activities (Tuma, 2021), and ICT as learning tools (Champa et al., 2021), involves encouraging students to use technologies to solve learning problems, communicate with others (Haleem et al., 2022).

To contextualize this study, teachers' pedagogical integration of ICT is viewed as an integral part of teaching rather than as additional components. Most previous studies on EFL teachers' pedagogical integration of ICT suggest that ICT are used in classrooms to prepare, develop teaching materials, deliver teaching

content, carry out student evaluation, and academic research and other general purposes (Bhandari, 2023; Bui, 2022; Katemba, 2020; Li, 2022). Regarding the teaching of listening skills, the pedagogical integration of diversified ICT should also be noticed.

2.2.2 Online Teaching Platforms Teaching Listening Skills

As noted by researchers, online teaching platforms (OTP), such as Lange (Jiang, 2021), Chaoxing (Liu, 2022), and MOOC (Perifanou & Economides, 2022), encompass various digital environments, like a webspace or university portal, offering educational content and resources that allow teachers to adapt their teaching methods to meet diverse learning (El Boghdady et al., 2019; Magd & Khan, 2022; Ouadoud et al., 2021).

The integration of OTP in teaching listening skills has become increasingly prevalent due to the rapid growth of digital technologies and the expansion of online education (Masykuri, 2022).

Firstly, OTP promotes active learning through interactive tasks such as drag-and-drop exercises, fill-in-the-blank activities, and comprehension checks (Kohnke, 2023). These features engage students in meaningful practice, requiring them to process information actively rather than passively listening. The incorporation of asynchronous learning also provides students with the opportunity to listen to materials outside the classroom, enabling flexible practice times and extending learning opportunities beyond the traditional school day (Bailey & Hammett, 2021).

Additionally, many platforms support multimodal learning, combining audio, text, and visual aids, which can enhance listening comprehension and retention for diverse learners (Shamsitdinova, 2024). By using multimodal tools, such as video and interactive subtitles, students are more likely to engage with the content and develop a deeper understanding of the material (Al-Jarf, 2024).

Furthermore, OTP enables immediate feedback on listening tasks, such as quizzes or comprehension questions, which can reinforce learning and help students identify areas for improvement (Hazaymeh, 2021). The use of data analytics within these platforms can also provide teachers with insights into student performance, allowing for more targeted interventions and adjustments to teaching strategies (Vellanki et al., 2022).

However, while OTP provides a range of self-paced activities, they often lack the immediate, face-to-face interaction that is a hallmark of traditional classroom settings (J. Singh et al., 2022). This absence of direct communication can limit students' opportunities to seek clarification, ask questions, or engage in dynamic discussions about listening materials(Sun & Yang, 2022). The effectiveness of teaching listening skills is often enhanced when teachers can guide students through difficult listening tasks, provide real-time support, and foster student-teacher interaction (Paramole et al., 2024).

Another limitation is the potential for superficial engagement with content. While OTP provides a wide range of listening resources, there is concern that students may not engage deeply with the material or may skip through tasks without fully processing the content (Lapitan Jr et al., 2021). Without the structure and accountability of a physical classroom, students may treat online

tasks as less important and may not approach them with the same level of seriousness (Jiang et al., 2021).

2.2.3 Multimedia Teaching Listening Skills

Multimedia (MM), in the context of education, is defined as the integration of multiple forms of content, such as text, pictures, audio, and video, and interactive applications to create an engaging and interactive learning experience (Li et al., 2004; Mishra & Sharma, 2005; Pavithra et al., 2018). MM plays a crucial role in enhancing listening skills and learner engagement (Yi et al., 2024).

Compared to traditional textbook-based listening exercises, MM has been hailed for its ability to provide diverse listening resources that expose learners to real-world listening situations and cater to different learning preferences (Tuong & Dan, 2024). For instance, MM elements such as audio clips, videos, animations, and interactive tasks can enhance the comprehensibility and engagement of listening activities (Alobaid, 2022; Zhao, 2023).

Moreover, the use of MM provides contextualized listening experiences, as it often combines audio with visual cues, such as subtitles, images, and video footage, to provide a richer context for listening comprehension (Baranowska, 2022). For example, a video that accompanies a listening exercise can give students visual cues about the speaker's tone, body language, and facial expressions, helping them make sense of the spoken content (Vu et al., 2022). This multimodal representation of listening tasks can support learners in developing not only listening comprehension but also other language skills, such as vocabulary acquisition and cultural awareness (Shaojie et al., 2022).