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**Research Article**

# USING ICT RESOURCES TO IMPROVE GRADE 11 STUDENTS' LISTENING SKILLS AT A HIGH SCHOOL IN DONG NAI PROVINCE

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**ABSTRACT**

*With the world rapidly adopting digital media and information, ICT resources in school systems will continue to grow and develop in the 21st century. ICT plays a key role in elevating the quality of teaching and studying of various subjects, including English. It allows teachers to apply multiple methods in disseminating knowledge to students creatively and efficiently. The article analyses the listening skills and the necessity of ICT resources in English education. The article investigates the effectiveness when using ICT resources in teaching English listening skills. The study was conducted with 160 students of Grade 11 at a high school in Dong Nai Province. They are divided into two groups: a control group and an experimental group, in which the experimental group received eight weeks of integrated ICT resources in practicing English listening skills. Pre-test, post-test, and questionnaires were used to measure the effectiveness of the treatment and find out students' attitudes toward integrating ICT resources in English listening comprehension. By using SPSS 19, the data collected demonstrates the improvement of students in the experimental group regarding listening skills. Based on the results, the article clarifies the positive impacts of ICT resources on students when enhancing English listening skills.*

***Từ khóa:*** Dong Nai Province; English; high school; ICT; listening skills

## 1. Introduction

Today's educational landscape is shaped by Information and Communication Technology (ICT) resources. The phrase "ICT resources" is a significant point in many fields of education in the twenty-first century, as it has become the knowledge transfer highway in most countries. ICT resources and education consolidation, according to Grabe and

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Christopherson (2008), have carried out innovations and transformed our society, changing the way people think, work, and live. Computers and ICT resources, according to Young (2003), are not only a supplement to good teachers but also a replacement tool for better teaching and learning.

Listening is thought to be the most difficult of the four language abilities that all language learners are expected to acquire due to the complex and intricate nature of listening in a second or foreign language. Listening is a crucial skill in various practical circumstances as it ensures the input information and promotes two-way communication. The difficulty in acquiring listening skills in a foreign language derives from ample factors: differences in communication culture, pronunciation, speed, and grammatical structure.

Both teachers and students have benefited from the ubiquity of ICT in real-life situations. The ICT resources allow educators to diversify English educational activities and approach various tools that help to practice listening skills in different ways. A major point of friction presented here is how ICT resources exert impacts on teaching English listening skills parallel to strengthening the teacher-student connection and promoting the active role of students. The following is an overview that sheds light on the role of ICT resources in improving the English listening skills of grade-11 students at a high school in Dong Nai Province. The review also focuses on factors affecting ICT utilization in educational activities, as well as pedagogical implications for both teachers and researchers.

## 2. Literature review

### *2.1. Listening skills and ICT resources*

#### *2.1.1. Listening skills*

- ***Definition of listening skills***

Howatt and Dakin (1974) defined listening as the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar, and vocabulary and grasping what she/he means.

Wolvin and Coakley (1982) regarded the process of receiving, attending to, and assigning meaning to aural stimuli as listening. Hirsch (1986) stated that listening as a component of skills requires neurological response and interpretations of sounds to comprehend and give meaning by reacting, selecting meaning, recalling, attending, analyzing, and incorporating prior experience.

At the beginning of the 21st century, the definition of "listening" is developed together with more relevant terms. According to Brown (2001), listening is not merely the process of unidirectional receiving of audible symbols. He supposed that one aspect of listening is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. Hence, listening comprises three elements: the sender, the message,

and the listener. Shelton (2008) thought that listening effectively is a demanding and involving process. One must be able to deal with different accents or pronunciations, unfamiliar lexical items, syntactic structures, and competing background noise, and also make a conscious effort to not switch off or become distracted while listening. These research attempts show that listening is a process requiring the involvement of different subjects that help the communication process be implemented effectively.

As a result, the term “listening comprehension" arose as a consequence of a process of analysis and reasoning. Listeners participate in the process of meaning construction. Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process. Through sound discrimination, prior knowledge, grammatical structures, stress and intonation, and other linguistic or nonlinguistic cues, listeners can understand oral input. Nadig (2013) defined listening comprehension as the various steps taken to comprehend and make sense of spoken language. In listening comprehension, according to Goss (1982), listeners attempt to construct meaning when they receive information from the listening source.

- ***Types of listening***

Although listening is usually undertaken as a single skill, it remains in particular types. On a general scale, as Nguyen Thi Van Lam and Ngo Dinh Phuong (2006) argued, there are two types of listening in real life: casual listening and focused listening.

On the one hand, casual listening means listening without a particular purpose. When we listen, we do not pay much or even any attention to the information unless there is something that interests us. Therefore, we hardly remember the content of what we hear. Normally, we do this kind of listening when we listen to music or listen to the news on the radio or TV while doing some housework or chatting with a friend.

On the other hand, focused listening is used when we listen for a particular purpose to find out information we need to know. It happens quite popularly in real life. We listen with much more concentration and try to get as much information as possible. However, we do not listen to every word. We know beforehand what we are going to listen to, so we only catch the most important information from the speech or the lecture. In the classroom, learners also use this type of listening.

*2.1.2. Understanding of ICT resources in English practice*

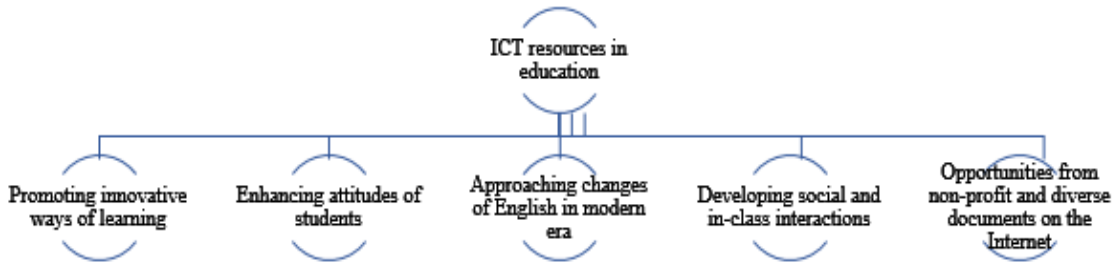
- ***Advantages of ICT resources in practising English***

For many years, the advantages of ICT resources in teaching English have been studied. Hennessy (2005) claims that the use of ICT resources motivates teachers and learners to work in new ways. If teacher urges and supports their learners to act and think independently, they can become more autonomous. Lee (2000) stated learners’ learning attitudes and enhanced self-confidence are improved when using ICT resources.

Moreover, there are some benefits of using ICT resources for teaching and learning. First of all, learners play an active role, which can support them in keeping in practice more information. Next, learners can become independent when follow-up discussions include more information. At last, empirical studies (e.g., Costley, 2014; Tutkun, 2011) have shown that learners can adapt to new learner-based educational materials and their language learning skills can improve.

In teaching English, Warschauer (2000) pointed out two different views about how to integrate technology into the class. Firstly, learners in the cognitive approach get the opportunity to raise their denouncement of language meaningfully and make their language. Secondly, learners in the social approach must be given opportunities for reliable social interactions to improve real-life skills. Through the collaboration of learners in real activities, this objective can be obtained.

What can be achieved from the above analysis is the multi-dimensional positive effects of ICT in English practice and improvement. These effects can be shortlisted as follows:




- ***Factors influencing the use of ICT resources in practising English***

ICT resources had a positive effect but did not come automatically. It depends on how teachers use it in their language classrooms. Arifah (2014) argued that students' motivation is increased by using ICT resources. When students learn with ICT resources, it aids them in improving their higher-order thinking skills. The true combination of ICT resources and teaching methodology is very important to attract learners' attention towards English listening learning. However, the effectiveness of such a combination could only be possible when the subjective and objective factors are satis

fied. Below are some vital factors that directly influence the use of ICT educational activities in general, practicing English in particular.

*The ICT capability:* Both teachers and students should acquire the capability of using ICT at a basic level so that they can interact with the technological devices and the specialized educational activities designed to implement the activities effectively. Regarding the teachers, Dunleavy, Dextert, and Heinecke (2007) argued that teachers need specific

professional development so that they can apply ICT to their teaching plan in an efficient way. The professional development opportunities allow teachers to access online teaching materials and actively supervise and organise the classrooms optimally. Without this factor, the teachers tend to apply ICT for skill-based purposes which can result in a less effective classroom and "limit student academic thinking" (Smeets, 2005).

*The facilities necessary to apply ICT:* To organize educational activities with ICT, the institution must meet additional requirements regarding infrastructure, such as the computer system for both teachers and students, the technical devices, the Internet connectivity and Wi-Fi network, and the access to specialised software. Moreover, there is one less noticeable point is the necessity of translating digital content into the local language and reflecting the internal culture. In teaching such a foreign language as English, this point could be comprehended as the need to define certain vocabulary or foreign features in the local language so that the students can understand the lesson (Voogt, Knezek, Ten, 2013). All these elements present to the institution the pressure on the budget, as well as a well-rounded policy.

*Economic capacity from students' families:* It can be denied that using ICT requires students to afford their own technical devices such as smartphones, laptop, Wi-Fi connections, and the like. However, due to the wealth inequality in modern society, there remain some families with low-budget resources. They cannot afford devices or services for their children (Sangani, 2013).

The factors analysed above can considerably influence the use of ICT in educational activities and English teaching. They may derived from both the subjective dimension (teachers and students) and the objective dimension (facility, policy for investment from institution, economic capacity from students' family).

### *2.2. Results of an experiment using ICT in improving English listening skills*

#### *2.2.1. Experiment procedure*

To clarify the impacts of ICT on the student's English listening skills, an experiment was conducted at a high school in Dong Nai Province. There were 160 students (97 female students and 63 male students) from 05 classes participating in this experiment. These students have all studied English as a required subject for at least six years, averaging two to three hours per week over 35 weeks. They were intermediate to pre-intermediate level speakers. In particular, they were split into two groups: an experimental group and a control group, each with 80 students. The same English teacher taught both of them using the same English curriculum. However, the experimental group was assisted with ICT resources while the control group was studied without ICT.

The experimental group participated in four lessons that included listening comprehension exercises using Microsoft PowerPoint as the primary ICT tool. Each lesson lasted 45 minutes and featured exercises in listening comprehension. From the book "Tieng Anh 11," four units were taken: *Nature in danger*, *Sources of energy*, *The Asian Games*, and *Hobbies*. Students had to complete and comprehend each unit once every two weeks. Because the materials are available, the researcher purposefully selected the graded listeners. The study took place for two months. By asking students to complete exercises using ICT tools at the end of every two weeks, the teacher was able to monitor their progress.

***Table 1.*** *Teaching contents during the time conducting the research*

| | **Week 1+2** | **Week 3+4** |
|---|---|---|
| **1st month** | *Unit 10. Nature in danger* | *Unit 11. Sources of energy* |
| **2nd month** | *Unit 12. The Asian Games* | *Unit 13. Hobbies* |

***Table 2.*** *Summarises the instruments used to facilitate this experiment*

| | |
|---|---|
| **Questionnaire** | - A questionnaire is considered to be standardized when each respondent is exposed to the same questions and the same coding scheme for responses, (Siniscalco & Auriat, 2005).<br>- There are 12 questions in the questionnaire modified from Nagy and Habók (2018).<br>- The content and format of the questionnaire can be seen in Appendices 1 and 2. |
| **Pre-test** | - A pre-test for listening comprehension was used to assess students' listening comprehension. To accomplish this, the listening comprehension test was designed to make sure that most participants had never taken it before enrolling in the integrating ICT course. The 10 listening comprehension test items were specifically chosen so they would not be found in any of the participants' coursebooks' units.<br>- To prevent cheating, the test was administered while the researcher and two other teachers worked as proctors. |
| **Post-test** | - The post-test was given to students after they had completed the course on integrating ICT resources. The post-test was on par with the pre-test in terms of difficulty. To ensure that no students would cheat, the test was administered under the supervision of the researcher and another teacher.<br>- The post-test was analysed with Statistical Package for Social Sciences 19 (SPSS 19) |

| | | |
|---|---|---|
| | $\mathbf{t} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$ | ***Some key terms to be noted:***<br>*X: Mean number*<br>*S: Standard deviation number*<br>*n: Participant number*<br>*(Arikunto, 1997)* |
| **Formulas to analyse pre-test and post-test** | $t = \frac{!"\#!\$}{\%\&\frac{\Sigma"\#\$\Sigma\%\#\cdot}{\&"\$'\%(\#}\,)\frac{)}{\cdots}*\frac{)}{'\%}}$ | ***Some key terms to be noted:***<br>*M": mean deviation of the experimental group*<br>*My: mean deviation of the control group*<br>*∑"!: the sum of the square deviation of the experimental group*<br>*∑,!: the sum of the square deviation of the control group*<br>*Nx: the number of students of the experimental group*<br>*Ny: the number of students in the control group*<br>*(Arikunto ,2006)* |
| | **df= (Nx-1) + (Ny-1) = (80-1) + (80-1) =158** | ***Some key terms to be noted:***<br>*df: the degree of freedom*<br>*Nx: the number of students of the experimental group*<br>*Ny: the number of students in the control group* |
| **IBM SPSS Statistics 19 (SPSS 19)** | After collecting the results of the closed questionnaire, the researcher used IBM SPSS Statistics 19 (SPSS 19) to determine the mean (M) and standard deviation (SD) of the students' responses in order to investigate the students' attitudes toward the integration of ICT resources in the practice of listening skills. | |
| **ICT tools used in teaching** | - Google Classroom.<br>- Kahoot!<br>- Quizlet. | |

*2.2.2. Results and discussion*

- ***Students' scores of pre-test and post-test***

***Table 3.*** *Results of the scores of the experimental group and the control group before and after the experiment*

| Groups | | Pre-test | | | Post-test | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **N** | **M** | **Median** | **SD** | **M** | **Median** | **SD** | **t** | **df** | **p** |
| Experimental group | 80 | 7.29 | 6 | 1.59 | 9.1 | 8 | 1.06 | 3.046 | 158 | 0.003* |
| Control group | | 7.3 | 6 | 1.83 | 8.48 | 7.5 | 1.48 | | | |
| ****p < 0.05*** | | | | | | | | | | |

The results of the two groups' pre-tests were the same, ranging from the lowest of 3 to the highest of 9. However, in terms of post-test scores, the experimental group outperformed the control group (the median was 6, and the highest was 10 compared to the lowest of 5 and

the highest of 10). The table shows that the standard deviation was lower in the experimental group than in the control group (1.06 < 1.48), indicating that the students in the experimental group were equal to each other than those in the control group.

The experimental group had significantly higher scores than the control group. The median score in the experimental group was 8, while the median score in the control group was 7.5. The median scores in both groups had increased by 2 points (experimental group) and 1.5 points (control group) after the experiment, which confirmed the effectiveness of developing listening skills using IT resources. Moreover, the results of the pre-test scores showed that there was no statistically significant difference between the mean score of the experimental group (M=7.29) and the control group (M=7.3). Meanwhile, the mean scores of the post-test of the experimental group (M=9.1) were higher than the mean score of the control group (M=8.48). In order to calculate differences in means of the experimental group and the control group, the T-test formula was used. The significant level of degree of freedom table was used to analyze the data. Based on the degree of freedom table (df=158) and t-value (t=3.046), p-value (p=0.003) was the suitable result because the decided significant level (α) is 0.05 (so we have $p < \alpha$). In other words, the integration of ICT resources could improve students' listening comprehension skills.

The result of the experiment shows that through a real-life application, teachers and learners could improve their listening skills and indicates that ICT resources could be used to develop learners' listening skills. Such a study should encourage educators and administrators to develop more effective ways to promote IT application in teaching actively.

- ***The listening improvement via pre-test and post-test results***

***Table 4.*** *Students' listening comprehension gain after the experiment*

| Groups | N | M | SD | t | df | p |
|---|---|---|---|---|---|---|
| Experimental group | 80 | 1.85 | 1.27 | 2.92 | 158 | 0.004* |
| Control group | | 1.18 | 1.63 | | | |
| ***p < 0.05*** | | | | | | |

According to Table 4 above, both the experimental group and the control group's mean gains scores increased after utilizing ICT resources for eight weeks. Notably, the experimental group's mean gained score (M=1.85) was higher than the control group's mean gained score (M=1.18). As a result, the experimental group's mean gained score was higher than the control group's. Following the application of the t-test formula, the t-value and degree of freedom were discovered to be 2.92 and 158, respectively. Referring to the average probability table, the two-tailed probability was found to be 0.004, which is less than the determined significant level (α) i.e., 0.05.

The research demonstrated that implementing ICT resources in classrooms can effectively help students improve their listening skills and facilitate communication and professional development, which are essential for students' education. The experiment found that the experimental group's mean gained score was higher than the control group's mean gained score; this demonstrated that exposure to ICT resources had better effects on students'

listening comprehension than those not exposed to such resources. The results obtained in this study show that exposure to ICT resources can improve students' listening comprehension.

- ***Students's attitudes towards utilization of ICT in learning English listening skills***

***Table 5.*** *The students' attitudes on foreign language learning without ICT*

| LEARNING WITHOUT ICT (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **S/N** | **ITEM** | **1** | **2** | **3** | **4** | **5** | **M** | **SD** |
| **1** | Using traditional methods in practicing listening in an effective way | 26 (32.5 %) | 31 (38.75 %) | 15 (18.75 %) | 7 (8.75 %) | 1 (1.2 %) | 2.08 | 0.99 |
| **2** | Getting updated information from print materials/books is better than using OCT | 28 (35 %) | 35 (43.75 %) | 10 (12.5 %) | 5 (6.25 %) | 2 (2.5 %) | 1.98 | 0.98 |
| **3** | Preparing notes and getting information more effectively in print materials/books | 40 (50 %) | 23 (28.75 %) | 9 (11.25 %) | 8 (10 %) | - (0 %) | 1.81 | 0.99 |
| **4** | Doing a listening test and receiving scores on the paper is a good and fast way | 47 (58.75 %) | 22 (27.5 %) | 5 (6.25 %) | 4 (2.5 %) | 2 (2.5 %) | 1.65 | 0.98 |
| **5** | Listening to print materials/books is more attentive than using ICT | 44 (55 %) | 27 (33.75 %) | 3 (3.75 %) | 4 (5 %) | 2 (2.5 %) | 1.66 | 0.95 |
| **6** | Listening from print materials/books is more convenient than using ICT | 42 (52.5 %) | 24 (30 %) | 9 (11.25 %) | 3 (3.75 %) | 2 (2.5 %) | 1.74 | 0.98 |
| | | | | | | **Average** | **1.82** | **0.98** |

***Table 6.*** *The students' attitudes on foreign language learning with ICT*

| LEARNING WITH ICT (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **S/N** | **ITEM** | **1** | **2** | **3** | **4** | **5** | **M** | **SD** |
| **1** | Teachers should use ICT in teaching listening | - (0 %) | - (0 %) | 6 (7.5 %) | 47 (58.75 %) | 27 (13.75 %) | 4.26 | 0.59 |
| **2** | ICT helps me to gain knowledge related to the subject | - (0 %) | 1 (1.25 %) | 13 (16.25 %) | 50 (62.5 %) | 16 (20 %) | 4.01 | 0.65 |
| **3** | ICT enables the teacher to pay more attention to us | - (0 %) | 6 (7.5 %) | 58 (72.5 %) | 6 (7.5 %) | 10 (12.5 %) | 3.54 | 0.81 |
| **4** | ICT helps to generate a pleasant atmosphere in the classroom | 2 (2.5 %) | 6 (7.5 %) | 31 (38.75 %) | 29 (36.25 %) | 12 (15 %) | 3.54 | 0.93 |
| **5** | *What are your favorite activities when integrating ICT resources into the classroom?* | | | | | | | |
| | A. Surfing the Net | - (0 %) | 5 (6.25 %) | 26 (32.5 %) | 34 (42.5 %) | 15 (18.75 %) | 3.74 | 0.84 |
| | B. Social Network | - (0 %) | 1 (1.25 %) | 17 (21.25 %) | 39 (48.75 %) | 23 (28.75 %) | 4.05 | 0.74 |
| | C. Watching video | - (0 %) | - (0 %) | 9 (11.25 %) | 35 (43.75 %) | 36 (45 %) | 4.34 | 0.67 |
| **6** | *How useful have you found the following ICT applications of technology as part of your learning English?* | | | | | | | |
| | A.PowerPoint Presentations | 1 (1.25 %) | 3 (3.75 %) | 36 (45 %) | 20 (25 %) | 20 (25 %) | 3.69 | 0.92 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | B. Using the Internet to find information | 1 (1.25 %) | 1 (1.25 %) | 10 (12.5 %) | 43 (53.75 %) | 25 (31.25 %) | 4.13 | 0.77 |
| | C. Taking online tests and quizzes with instant electronic feedback (e.g., Google Classroom, Kahoot!) | 2 (2.5 %) | - (0 %) | 12 (15 %) | 40 (50 %) | 26 (32.5 %) | 4.09 | 0.83 |
| | | | | | | **Average** | **3.94** | **0.78** |

Within this study, general points can be clarified via the experiment:

(1) Most students have the attitudes of “Strongly disagree” and “Disagree” towards the learning methods with conventional implementation and printed materials. There remains a considerable disparity between the percentage of students with “Strongly disagree” and “Disagree” attitudes compared to that of the others (“Neutral”, “Agree”, “Strongly disagree”). Such a result reflects in practice the need for students to replace and transfer conventional approaches in learning English listening skills.

(2) In table 6, the experiment illustrated how positive the utilization of ICT was towards the learning attitudes of the students. Also, the average intensity index was 3.94 and the standard deviation was 0.78 for questions concerning the integration of ICT resources for skill enhancement. It indicates that the integration of ICT resources was beneficial for enhancing listening comprehension. It provided sufficient examples for students to comprehend the integration of ICT resources in listening comprehension practice. The activities, such as Internet browsing, social networking, video viewing, PowerPoint presentations, using the Internet to find information, and taking online tests and quizzes provided to the students based on ICT resources provided ample opportunity for maturing the skills necessary for integrating ICT resources into classroom instruction.

(3) During the implementation of this experiment, it was noticed that the positive attitudes of students when learning English listening skills are proportional to the frequency and diversity of activities/applications of ICT appropriately performed by the teachers.

## 3. Conclusion

The article has demonstrated the major features of the experiment conducted at a high school in Dong Nai Province with the participation of 160 students. During the experiment, the participants were divided into two groups to attend lessons on English listening skills for eight weeks under the supervision of the authors. This study aims to look into the use of ICT resources in the practice of listening skills for high school students. To achieve the aim, the study addressed two questions: (1) To what extent does students' listening achievement improve through using ICT resources in their English practising? and (2) What are students’ attitudes towards utilizing ICT resources in practising English listening?

Pre-test, post-test, and questionnaires are utilized to assess and discover students' attitudes toward integrating ICT resources in practising English listening skills. The experimental group had significantly higher scores than the control group; the median score in the experimental group was 8, while the median score in the control group was 7.5. The experimental group's mean score (M=1.85) was higher than the control group's mean score (M=1.18). The results from the questionnaires show that after the experimental research, 72.5% of the students indicated their positive attitudes to listening activities. Most of them were more enthusiastic and active in getting involved with discussion activities in English listening periods. Based on the questionnaire results, we can see that the motivation of the students was greatly improved after eight weeks of implementation.

In general, the article sheds light on how positive the utilization of ICT can be in elevating the efficiency of teaching English listening skills to high-school students and how this way of approaching can gain more interest from students in learning English as a foreign language and step-by-step enhancing such a difficult skill as listening skill.

❖ ***Conflict of Interest:*** *Author have no conflict of interest to declare.*

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# SỬ DỤNG ICT TRONG VIỆC CẢI THIỆN KĨ NĂNG NGHE CỦA HỌC SINH KHỐI 11 TẠI MỘT TRƯỜNG TRUNG HỌC PHỔ THÔNG TỈNH ĐỒNG NAI

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**TÓM TẮT**

*Công nghệ Thông tin (ICT) trong hệ thống trường học sẽ tiếp tục phát triển trong thế kỉ XXI. Trên thực tế, ICT hiện nay đóng vai trò quan trọng trong việc giảng dạy nhiều môn học, trong đó có tiếng Anh. ICT giúp giáo viên ứng dụng đa dạng giải pháp hỗ trợ học sinh tiếp thu kiến thức một cách sáng tạo, hiệu quả. Theo đó, bài báo phân tích cơ sở lí luận về kĩ năng nghe và sự cần thiết trong việc ứng dụng ICT vào hoạt động giảng dạy tiếng Anh. Đồng thời, làm rõ tính hiệu quả khi sử dụng ICT trong giảng dạy kĩ năng nghe tiếng Anh qua quá trình thu thập và phân tích dữ liệu đối với 160 học sinh khối 11 tại một trường THPT tỉnh Đồng Nai. Nhóm học sinh này được chia thành 02 nhóm: Nhóm thí nghiệm và nhóm kiểm soát, trong đó, nhóm thí nghiệm được trải nghiệm 08 tuần học kĩ năng nghe tiếng Anh có áp dụng công cụ ICT. Các bài kiểm tra trước và sau quá trình thử nghiệm, cùng với hệ thống bảng hỏi được sử dụng nhằm định lượng và phân tích thái độ của học sinh khi tham gia học tập kĩ năng nghe với sự hỗ trợ của ICT. Bằng việc sử dụng công cụ SPSS 19 và T-test, các dữ liệu đã cho thấy sự cải thiện của các học sinh trong nhóm thí nghiệm. Qua kết quả thu thập được, bài báo làm rõ những tác động tích cực mà ICT mang lại đối với học sinh trong việc học tập kĩ năng nghe tiếng Anh.*

***Keywords:*** tỉnh Đồng Nai; tiếng Anh; trung học phổ thông; ICT; kĩ năng nghe