# ICT TOOLS FOR ENGLISH LISTENING COMPREHENSION IN DIFFERENT CONTEXTS. EDUCATIONAL PHENOMENOLOGY AND MEANINGFUL LEARNING

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## ABSTRACT

Auditory skills in the teaching-learning of English are a fundamental ability when it comes to learning a second language. In this context, the present exploratory research involves an analysis of several ICT tools and their suitability for teaching auditory skills. Throughout the text, a brief description of each technological tool identified is presented to assess their characteristics and uses in various academic contexts. In methodological terms, this is documentary-based

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qualitative research, elaborated by means of a survey of documentary sources of proven academic value, under a perspective close to educational phenomenology, interested in describing people's learning experiences without confirmatory theoretical biases. In its general conclusions, the research showed that, in the educational field, the integration of ICT not only facilitates access to authentic and updated materials but also allows for a more personalized and continuous evaluation of students' progress. This does not mean that these tools are infallible or can respond to all the needs and expectations of all learning communities, but beyond this reality, ICTs are an option in constant development.

**Keywords:** ICT tools; English listening comprehension; learning contexts; educational phenomenology.

*Herramientas TIC para la comprensión oral del inglés en diferentes contextos.*
*Fenomenología educativa y aprendizaje significativo*

### RESUMEN
Las destrezas auditivas en la enseñanza-aprendizaje del inglés son una capacidad fundamental cuando se trata de aprender un segundo idioma, en este contexto, la presente investigación de tipo exploratoria supone un análisis de varias herramientas TIC y su adecuación en función de la enseñanza de la destreza auditiva. A lo largo del texto se presenta una breve descripción de cada herramienta tecnológica identificada con el fin de valorar sus características y usos en diversos contextos académicos. En términos metodológicos, se trata de una investigación cualitativa de base documental, elaborada mediante el arqueo de fuentes documentales de comprobado valor académico, bajo una perspectiva próxima a la fenomenología educativa, interesada en describir las experiencias de aprendizaje de las personas, sin sesgos teóricos confirmatorios. En sus conclusiones generales, la investigación mostró que, en el ámbito educativo, la integración de TIC no solo facilita el acceso a materiales auténticos y actualizados, sino que también permite una evaluación más personalizada y continua del progreso de los estudiantes. Esto no significa que estas herramientas sean infalibles ni que puedan responder a todas las necesidades y expectativas de todas las comunidades de aprendizaje, pero más allá de esta realidad, las TIC son una opción en desarrollo constante.

**Palabras clave**: herramientas TIC; comprensión oral del inglés; contextos de aprendizaje; fenomenología educativa.

### Introduction
It is a common assertion in multidisciplinary studies on education that information and communication technologies (ICT) are paramount in teaching and learning processes. However, with time and more specifically with the material and cultural advancement of the digitalization of human societies, education itself appears to be evolving into a form of information and communication technology focused on the development of specific capabilities by the requirements of market economies, rather than on the integral formation of the human person by their inherent dignity (Nussbaum, 2016).

It is not the intention here to enter into an ethical or epistemological debate on the scope and transcendence of education in the 21st century, which is beyond the limits of the present research. However, ICT can be an effective tool for teaching English listening comprehension in different educational contexts, provided that the objective and subjective conditions for achieving this goal are integrated into a coherent program (González, 2023).

In any case, although there are different ways to scientifically study this teaching-learning process of English listening comprehension, from the perspective of the authors of this research, all indications point to the conclusion that it is through educational phenomenology (Martínez, 2009) that the subjective and cognitive relationships between meaningful learning and the technological tools used to achieve it in specific educational or instructional contexts in the digital era, typical of the 21st century, can be fully assessed. (2009) posits that educational phenomenology is the optimal methodology for assessing the subjective and cognitive relationships between meaningful learning and the technological tools used to achieve it in specific educational or instructional contexts in the digital era, which is characteristic of the 21st century.

Considering the points above, it is pertinent to inquire about the significance of listening comprehension in the context of English language learning and the impact of ICT on the acquisition of the skills that underpin listening and speaking comprehension in English. The answer to the first question is relatively straightforward, but not entirely so. Listening comprehension in a language is not simply about understanding the words, phrases, and dialogues that occur in a conversation. It also involves accurately deciphering the meaning of these elements. The interpretation of these utterances requires consideration of their linguistic and cultural context (Wittgenstein, 2009). This is not merely a semiological issue but also encompasses phenomenological and hermeneutic aspects.

Conversely, the second question should not be addressed in a theoretical or abstract manner; rather, it is valuable to examine in detail the practical applications of specific ICT communication and information tools to ascertain, with a high degree of certainty, their impact on the development of English listening and speaking skills. The situation is influenced by several factors, including the attitudes and learning skills of the learners, as well as the didactic strategies, creative capacity, and general skills of the modern language teacher. The latter is tasked with achieving the instructional objectives set for a particular course, which comprises individuals with diverse backgrounds and abilities.

To achieve the objective of the research, namely, to analyse different ICT tools and their suitability for teaching English listening skills, the text is divided into five sections. The first section presents the theoretical framework and a brief review of the literature on the use of ICT tools for teaching English listening comprehension. It also discusses the theories and pedagogical approaches that support the use of ICT for achieving meaningful learning. The second section outlines the methodological procedures employed to achieve the stated objective.

The results section is dedicated to the description of the participants' experiences and perceptions of the use of ICT tools for listening comprehension. In addition, it identifies the key elements that facilitate meaningful learning in the different contexts under investigation. The discussion section has been developed in three interconnected stages. Initially, it offers an interpretation of the results in light of the theoretical framework and the selected background. Secondly, it provides a critical analysis of the strengths and limitations of the ICT tools identified

in the research. Thirdly, it discusses the pedagogical implications and recommendations for the effective integration of ICT in the teaching of English listening comprehension.

In the concluding section, our esteemed readers will find a synthesis of the most salient findings of the research, an evaluation of the contributions, if any, of the study to the existing knowledge on the use of ICT in teaching English listening comprehension from a phenomenological perspective, an identification of the limitations of the study, and a brief proposal for the development of potential lines of research on the subject. In conclusion, an index of the sources consulted and cited is presented. These were, in all cases, located in journals of recognized scientific value and proven international academic reputation.

## Research background and theoretical framework

A substantial corpus of literature exists in both English and Spanish on the utilization of information and communication technology (ICT) tools for the teaching of English listening comprehension. Indeed, millions of users globally are currently engaged in second language learning, such as English, through the utilization of interactive, ICT-based applications, including These include Preply, Rosetta Stone, Memrise, Babbel, Duolingo, LingoDeer, Mondly, and Busuu, among others. This section presents a selection of academic and scientific works that have made significant theoretical and methodological contributions to the development of this research. It also outlines the theoretical and epistemological criteria that have informed this study.

Firstly, the research by Aguirre, Huaman, Vargas, and Gutiérrez (2021) is worthy of note. The objective of this study was to determine the impact of the use of ICT on the comprehension of English language texts by students in the fifth grade of secondary school in an educational institution in the district of Lurín, Peru. This quantitative research was conducted by the hypothetical-deductive method. Therefore, with substantial empirical evidence, we worked with a: The study population comprised 150 students, with a sample size of 60, divided into two groups: a control group and an experimental group (Aguirre et al., 2021, p. 1419). The authors conclude that: The utilization of ICT has been found to have a considerable impact on the inferential level of English language text comprehension in students in the fifth year of secondary school at the José Antonio Dapelo Educational Institution in the district of Lurín (Aguirre et al., 2021, p. 1427).

In addition, I draw attention to the work of Mendoza and Martos (2021), whose objective was the advancement of oral production through the utilization of Information and Communication Technologies (ICT) in virtual learning environments. Their methodology was as follows: The study employed a mixed non-experimental ex post facto field design of descriptive exploratory level on a self-selected sample of 39 participants representing a unique cross-section. A mixed self-administered questionnaire comprising 47 items was administered to this sample (Mendoza and Martos, 2021, p. 105). (105).

Due to its priori unpredictability, the conclusion reached by the research by Mendoza and Martos (2021), developed in the context of the SARS-COVID-19 pandemic, was very interesting and it is as follows:

> Although the English teachers of the language department were not prepared for virtual teaching nor did they have experience to work on their students' oral production in a virtual environment, these teachers had a generative resilience in

the face of the crisis that has required a global emergency generated by the COVID-19 virus pandemic. (Mendoza and Martos, 2021, p. 115)

These results lead us to ask: Is generative resilience a general capacity of English teachers that can be replicated in other contexts? Even if some language teachers, residing in rural or peripheral areas of the global south, are not completely familiar with the use of ICT in teaching English oral comprehension, can they quickly take advantage of these technologies for instructional purposes? To provide an informed answer to the first question, more empirically based research needs to be conducted in different learning contexts. On the other hand, it can be assumed a priori that most of the education professionals are in a position to quickly become familiar with the contributions and possibilities of ICT in their teaching practice.

Another interesting article due to its content was that of Llanos and Criollo (2022), entitled Use of technological tools in the teaching-learning process of English in the Ecuadorian rural sector, because among other things it demonstrates that in rural areas of Latin America, it is also possible to implement ICT in the teaching-learning processes, despite the biases and prejudices that normally there are towards the communities of these areas, normally neglected by the State. The objective of this research was to explain how the use of Technological Tools influence the development of English language skills in students of Basic General Education B.G.E in a rural fiscal institution in Ecuador.

By using a mixed approach that combined expert interviews and the collection of empirical data in the learning context on equal terms, authors conclude that the use of tools such as EducaPlay for eighth grade students in the English teaching process of the B.G.E, was of easy accessibility, adaptability in different virtual environments, whether it be an expert in mobile device management or any other device owned by the student. Therefore, as an instructional strategy in the learning process, it served to achieve excellent results in the majority of the study subjects.

Finally, the scientific article by Yánez-Goyes, Peñaherrera-Solarte, Carlín-Chávez and Bonilla-Tenesaca (2024) served in its own way to show a general panoramic view of the scientific production that has been developed in the last five years on the ICT and English teaching topics, through the systematic review methodology.

According to these distinguished researchers, the results obtained allow to affirm that, beyond their limitations, ICT are essential and effective tools to improve English language learning because they provide interactive resources and motivate students to become more involved in the development of meaningful learning. However, challenges were also identified, such as: lack of teacher training and limited access to technology, consequently, some schools legitimately recommend strengthening teachers training to guarantee optimal access to ICT and thus be able to take advantage of its maximum potential in the teaching of English in primary education (Yánez-Goyes et al., 2024).

**Theoretical aspects.**

In general terms, the use of Information and Communication Technologies (ICT) in the teaching of English is based on several theories and pedagogical approaches that, with their particularities, promote meaningful learning. Therefore, some of the most relevant theories and approaches are presented below, at least from the criteria of the authors of this research and,

with full awareness of the fact that every theoretical approach has its limitations and intrinsic contradictions, which must be recognized a priori by informed teachers and educational researchers.

First of all, constructivism stands out, which, according to Montoya, Del Rosario, Lescay, Cabello and Coloma (2019), is emerging as one of the most influential theories in the use of ICT for learning English. This theoretical approach, proposed once by Jean Piaget and Lev Vygotsky, maintains that knowledge is actively constructed by the student through interaction with his or her environment. Therefore, ICT facilitates this interaction through tools that allow digital exploration, collaboration and content creation, which encourages deeper and more meaningful learning built at each moment in an intersubjective and autonomous way. In the words of the cited authors, everything indicates that:

> Information and communication technologies lead to a significant change in the methodological and didactic order within any educational organization or institution. With this, modalities such as e-learning and b-learning have emerged, supported by pedagogical theories such as constructivism and more recently, connectivism has revolutionized teaching with a greater emphasis on meaningful and autonomous learning. (Montoya et al., 2019, p. 252).

As an epistemological complement to constructivism and its version of education, the connectivist approach, developed by George Siemens and Stephen Downes, is presented. According to Coronel de León (2022), it is a learning theory for the digital age that emphasizes the importance of networks and connections in the learning process. Therefore, ICT, especially online platforms and social media, allow students to connect with a vast network of resources and people, facilitating autonomous learning and constant updating of knowledge. In this order of ideas, if for constructivism knowledge is, especially, an intersubjective construction that ends up modeling all reality, in connectivism the emphasis is on the development of gnoseological bridges that connect people, paradigms and learning experiences in the superior purpose of achievement of meaningful learning.

As Viera (2003) points out, it is worth remembering that meaningful learning proposed by David Ausubel is a learning theory that maintains that new knowledge is acquired more effectively when it is related to previous knowledge, typical of each person's history, with theoretical and/or practical usefulness in everyday life and not only in the classroom. ICT can support this process through the use of multimedia resources and interactive tools that help students connect new information with what they already know, making learning more relevant and lasting, with true meaning in being and doing to strengthen the central capabilities of the human person (Nussbaum, 2012).

In principle, meaningful learning is a form, not the only one, of autonomous learning, one that is decided from the personal freedom of the knowing subject, without external impositions, but by the will to know in freedom. In this particular matter, for Montoya et al., (2019) ICT promotes autonomous learning by providing students with access to educational resources at any time and place. This allows learning communities to take control of their own learning, explore topics of interest while practicing skills at their own pace. Online learning platforms, massive open online courses (MOOCs) and educational applications are examples of how ICT can support autonomous learning conditioned by the student's interests, needs and life expectations.

For the reasons mentioned, there are multiple benefits that derive from the use of ICT in teaching English. Being schematic due to the limitations of the scientific article format, the following things stand out:

▪ Interactivity and Participation: ICT allows for more interactive and participatory learning, which can increase the motivation and commitment of students in general (Mendoza and Martos, 2021).

▪ Access to Authentic Resources: Students can access a wide range of authentic resources such as videos, articles and conversations in English, which improves their exposure to the language in a less forced way (Yánez-Goyes et al., 2024).

▪ Personalization of learning: ICT allows content and activities to be adapted to the individual needs of students, facilitating more personalized, effective and autonomous learning (Aguirre et al., 2021).

▪ Immediate Feedback: from our point of view, digital tools can provide immediate feedback, which helps students correct errors and improve their skills more quickly, without the need for an external evaluator (Ambuludí-Marín & Cabrera-Berrezueta , 2021).

The result of the theoretical models, roughly reviewed, indicates that the use of ICT in the teaching of English is supported by theories and pedagogical approaches that promote meaningful, autonomous and personalized learning. Even beyond their limitations, these technologies not only facilitate the acquisition of knowledge, but also transform the way students interact with the content and with each other, creating a more dynamic and effective learning environment for the achievement of meaningful learning. (Viera, 2003).

## Methodology

The present investigation was developed in two stages or particular moments. In the first one, a documentary investigation was carried out, that is, in the words of Arias (2009), a dialectical process based on the search, recovery, interpretation and analysis of documentary sources, printed or in digital format, in order to provide new or renewed knowledge on the topic under study. The second moment consisted of the quasi-phenomenological phase, which involved into an exercise in interested educational phenomenology, following Husserl (2008), in describing people's educational experiences, without confirmatory theoretical biases. In the words of Ray (2003), phenomenology in general.

> …Tries to unravel the essential meaning of companies. In accordance with the attitude of the philosopher Husserl, phenomenology has to do with the question: How do we know? It is an epistemological search and a commitment to the description and clarification of the essential structure of the living world of conscious experience… Thus, the essence of a thing as "it is intended to be" or what makes something that it is without preconceptions or prejudices... (2003, p. 141).

Castillo-López, Romero and Mínguez (2023) are correct in that an educational phenomenology does not have a univocal methodological protocol, it is more precisely about describing and clarifying without bias or prejudice the way people live and feel, from their subjectivity, the teaching-learning processes in which they are immersed, not as passive

subjects, but as autonomous actors in the social construction of knowledge and the intersubjective chains of meaning of these. In this case, the phenomenological approach attempted to answer the question: ¿What is the significance of ICT tools and their adaptation to the teaching of English listening skills? For this purpose, a hermeneutic reading of the sources at our disposal was developed, which, it is emphasized, were duly located in journals of recognized scientific value and proven international academic reputation.

As can be corroborated in the index of bibliographic references of this research, in general terms, twenty-six (26) works were intentionally selected in terms of monographs, high impact scientific articles or specialized websites on the subject from the implementation of five basic criteria that, as a whole, allow us to assess beyond reasonable doubt the veracity of the sources consulted. These criteria are: Relevance, Exhaustiveness, Currency, Reliability and Diversity of the materials. By systematically applying these criteria, a stable and significant bibliographic base is created to sufficiently support the research. As Gómez (2010) points out, it is important to maintain a balance between the breadth and depth of the hermeneutic sources selected.

## Results

This section presents, for analysis and free academic discussion, the findings obtained from the research and phenomenological examination of the technological tools used for teaching English listening comprehension in different learning contexts. However, it should be clear that what is presented below is a limited list that does not pretend to exhaust all the options, free or paid, that exist in the market for the teaching-learning of different languages, with special emphasis on English, due to its international status as a lingua franca.

As indicated by Nduwimana and Ndoricimpa (2023), the use of various ICT tools has proven their effectiveness in improving English listening comprehension in different educational contexts. Among the most prominent tools are online learning platforms, mobile applications, podcasts and multimedia resources. For example, platforms such as Duolingo and Rosetta Stone have proven to be useful for the autonomous practice of listening comprehension, offering interactive exercises and immersive content that facilitates the acquisition of speaking, reading, writing and listening skills.

Similarly, the use of online podcasts and videos, such as those available on YouTube and BBC Learning English, has allowed learners to be exposed to a variety of accents and linguistic contexts, all of which are crucial for developing intuitive and versatile listening comprehension. Taken together, these tools provide authentic materials and particular experiences for second language learning, and also allow learners to practice anytime, anywhere according to their own learning pace, thus increasing their exposure to the language (Contreras, 2023).

From the point of view of the authors of this research, video calls through platforms such as Zoom and Skype have been particularly effective in teaching listening comprehension, since they allow real-time interaction with native speakers, significantly improving the fluency and listening comprehension of students who use these tools to learn and improve their English. Under certain conditions of learning and friendship between teachers and students, these interactions can foster a deeper cultural understanding, which is essential in language learning.

On the other hand, tools such as EDpuzzle (https://edpuzzle.com) have proven to be useful for creating listening comprehension activities based on videos, allowing teachers to personalize the content and, at the same time, to evaluate students' learning progress continuously and

effectively, which is undoubtedly crucial in the construction of meaningful learning (Llanos and Criollo, 2022). Most likely, the integration of these technologies in the classroom has allowed a more dynamic and interactive teaching, adapting to the individual needs of students and promoting a more autonomous and motivating learning that is not limited to participation in traditional lecture-type classes.

In this order of ideas, phenomenological reading -which describes the information collected- and documentary hermeneutics -which interprets diverse meanings in a polyphonic dialogue- (Contreras, 2023; Llanos & Criollo, 2022; Mendoza & Martos, 2021; Montoya et al, 2019; Nduwimana & Ndoricimpa, 2023), shows that ICT tools have positioned themselves as a valuable technological resource in teaching English listening comprehension, providing a wide range of materials and methodologies that, when used appropriately, can transform the learning experience and make it more accessible and effective for all learners located in different learning, geographical and digital contexts.

## By way of discussion

The implementation of ICT tools for teaching English listening comprehension in various learning contexts has proven to be an effective and transformative strategy; in fact, its widespread use in educational processes makes it a probably unstoppable process. The results of the research studies consulted (available in the reference index of this scientific article) reveal that, in general, these ICT technologies not only facilitate the teaching-learning process, but also significantly increase student motivation and engagement.

In particular, the use of open educational resources (OER), video call platforms, and interactive multimedia content has shown a positive impact on the development of listening comprehension skills (Yánez-Goyes et al., 2024). As a whole, these tools provide learners with a broader and more varied exposure to the English language, allowing them to practice in authentic contexts and at their own pace, resulting in a remarkable improvement in their listening comprehension skills towards achieving meaningful learning.

As Valera, Torres, Vásquez and Lescano (2023) point out, a significant finding is the effectiveness of online learning platforms and mobile applications in improving listening comprehension. In this sense, it is worth emphasizing on the fact that tools such as: Duolingo, Rosetta Stone, and BBC Learning English offer interactive exercises and immersive content that facilitate the acquisition of linguistic skills, especially in the grounds of oral comprehension. These platforms provide a variety of accents and contexts, crucial for developing proper listening comprehension, while allowing students to practice anytime, anywhere, thereby increasing their exposure to the language they wish to learn. Definitely, the flexibility and accessibility of these tools have proven to be particularly beneficial in blended learning (b-learning) contexts and in situations where access to in-person instruction is limited, as evidenced during the COVID-19 pandemic.

Likewise, the use of video calls and real-time communication platforms such as: Zoom, Skype and Google Meet, among others, have been positioned in the international collective imagination as a powerful tool to improve oral comprehension of the English Language. Beyond their limitations, these technologies allow students to interact with native speakers or practice with their peers in real time, which not only improves their listening comprehension, but also fosters fluency and confidence in oral and written communication in a second language.

In previous research by Logroño (2023), studies have shown that these online interactions can be as effective as face-to-face, person-to-person conversations in developing listening comprehension skills, with the added benefit of reducing anxiety that some students experience in face-to-face communication situations. Similarly, these virtual platforms facilitate the creation of global learning communities, exposing students to a variety of accents and cultural contexts, which enriches their learning experiences and improves their listening comprehension in real-world situations. Even more so as a Semiotic system, like a language that is learned in the dialogic relationship that occurs between texts and contexts, the sociocultural context being the place of enunciation where meanings and their language games are produced and reproduced (Wittgenstein, 2009).

In this order of ideas, the educational proposal for the integration of multimedia resources arises, such as: podcasts, educational videos and clips from movies or series in English, which under certain material and digital conditions has proven to be highly effective in improving oral comprehension of the English Language, as stated by (Fundora, Rodríguez and Herrera, 2023). These tools provide students with exposure to authentic, contextualized material, which is crucial for developing listening skills in real-world situations.

Other very popular platforms such as YouTube and other streaming services offer a wide range of content in English that educators can incorporate into their lessons to address different levels, skills and areas of interest, all depending on the creative, connective and associative abilities of the teacher to achieve the learning objectives. From a phenomenological perspective that assesses what students experience and feel in their learning processes, these indicate that the regular use of these multimedia resources not only improves listening comprehension, but also increases their motivation and commitment to learning English. (Logroño, 2023). Additionally, the ability to pause, repeat, and adjust playback speed allows to personalize the learning experience, which is particularly beneficial for those who require more time or practice.

According to Garzón, Monsalve and Valencia (2023), a crucial aspect that emerges from the research is the importance of teacher training in the effective use of ICT for teaching English oral comprehension. Studies show that teachers who receive adequate training in the use of technological tools are more likely to integrate them effectively into their classes, resulting in better learning outcomes for students. This training should not only focus on the technical aspects of the tools, but also on the pedagogical strategies for their effective implementation in the classroom. Well-trained teachers can create more dynamic and interactive learning environments, making the most of the potential of ICT to improve their students' listening comprehension.

In addition, as Valera, Torres, Vásquez and Lescano (2023) argue, despite the obvious benefits, systematic research into the literature on the topic also reveals important challenges in the implementation of ICT for teaching English listening comprehension. These challenges include the digital divide, which can limit some students' access to the necessary technological tools, and resistance to change by some educators accustomed to more traditional methods. Furthermore, it has been observed that excessive or inappropriate use of ICT can lead to excessive dependence on technology, potentially limiting opportunities for practice in real communication situations. Therefore, it is crucial to find a balance between the use of technological tools and traditional teaching-learning methods, ensuring at all times that ICT

complements and improves, rather than completely replaces, the human interactions essential for the development of listening comprehension skills.

## Preliminary conclusions and recommendations

ICT (Information and Communication Technologies) tools have revolutionized the teaching of oral comprehension of the English Language in various learning contexts. These tools allow teachers to create more dynamic and interactive learning environments, facilitating the acquisition of essential language skills. Platforms such as BBC Learning English and engVid offer video lessons and interactive exercises that help students improve their listening comprehension and pronunciation. Additionally, apps like Duolingo and Busuu provide structured lessons that can be adapted to different levels and learning styles, promoting autonomous practice.

Using video calls through Zoom, Skype or Google Meet, among other applications, allows students to interact with native speakers, significantly improving their fluency and oral comprehension. These interactions increase exposure to the language and foster deeper cultural understanding. On the other hand, resources such as podcasts and videos on platforms such as YouTube offer a variety of accents and contexts, which is crucial for developing accurate and versatile listening comprehension.

In the educational field, the integration of ICT not only facilitates access to authentic and up-to-date materials, but also allows for a more personalized and continuous evaluation of student progress. In fact, digital tools like ExamTime and Teachers Pay Teachers offer tests and rubrics that help teachers effectively assess listening skills. For these reasons, ICT provides a wide range of resources and methodologies that, when used appropriately, can transform the teaching of English listening comprehension, making it more effective and accessible for all students. This does not mean that these tools are infallible or that they can respond to all the needs and expectations of all learning communities, but beyond this reality, ICTs are generally a valid option in constant development in the digital society of the century. XXI.

Finally, three specific recommendations are made in line with the arguments put forward throughout the article:

▪ ICT does not replace the teaching function in the teaching-learning process of a second language such as English. Therefore, modern language teachers are responsible for creating the sufficient and necessary conditions for the appropriate and proportional use of these tools.

▪ ICT are not the only teaching tools useful in the process of developing listening skills, but perhaps the most versatile. Therefore, the teacher is the actor in charge of phenomenologically understanding the needs and interests of his students in order to decide which tools are most appropriate to the nature of his students.

▪ In the constructivist conception of meaningful learning, the final criterion for assessing the scope and meaning of each teaching tool is, precisely, its usefulness in the development of meaningful learning for the students' lives. In contrast, if a technological tool does not help generate and socialize significant learning, it is most likely not the most appropriate for that learning context (Viera, 2003).

Finally, it is worth reporting the main limitations of this research. Although the review of the consulted literature was valuable, it also had important limitations. Firstly, it depended on the availability and accessibility of the sources, which may limit the depth of the analysis, since

some works by important authors on the topic are not available in open access. Second, the quality and reliability of information can vary and require constant critical evaluation. Third, there is a risk of bias in the selection and interpretation of documents due to the subjective perspective of the research team. Fourth, documentary research may lack the immediacy and specificity that direct experiences of other types of methodologies provide. Fifth, the obsolescence of some sources may affect the relevance of the results of this research to a rapidly changing topic. Finally, the lack of direct interaction with the research subjects may have limited understanding of individual experiences and backgrounds.

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| 1 | X | | X | X | | | X | X |
| 2 | | | | X | X | X | | X |
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| 4 | | X | | | X | X | | X |

**Referencias**

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