

The use of multimedia resources to improve listening skills in young learners.

El uso de recursos multimedia para mejorar las habilidades auditivas en jóvenes estudiantes.

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Abstract

The use of multimedia tools is a technological means that has dramatically increased the motivation of students to learn and improve their knowledge, regardless of their educational background. The main objective of the research is to identify the relationship between listening skills and multimedia resources in young students. In addition, this study describes the following specific objectives: Analyze other research on listening skills and multimedia in the last five years; Describe the perception of teachers about the use of multimedia to increase listening skills with multimedia resources; Identify the advantages learned from the use of multimedia in young learners. The methodology used in a bibliographic research design allows identifying the main characteristics of a topic using secondary resources, such as papers and books. Likewise, it can also help to understand the variety of statements made by different authors about the influence of multimedia resources on the development of listening in young people, so it is possible to contrast ideas. Among the main conclusions, it was possible to show that very few teachers use multimedia resources because they are not sufficiently motivated to learn about them or even consider the importance of these tools in the learning process. As a result, they lack knowledge about its use; they do not spend time learning about them, and the school does not have the resources to train them.

Keywords: multimedia resources, listening, skills, young students, technology.

Resumen

El uso de herramientas multimedia es un medio tecnológico que ha tenido un éxito considerable en aumentar la motivación de los estudiantes por aprender y mejorar sus conocimientos, independientemente de su etapa educativa, por lo que el objetivo principal de la investigación es identificar la relación entre escuchar y habilidades multimedia en

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jóvenes estudiantes. Además, este estudio describe los siguientes objetivos específicos: Analizar otras investigaciones sobre habilidades auditivas y multimedia en los últimos cinco años; Describir la percepción de los docentes sobre el uso de multimedia para aumentar las habilidades auditivas con multimedia; Identificar las lecciones aprendidas del uso de multimedia en jóvenes líderes. La metodología utilizada en un diseño de investigación bibliográfica, que permite identificar las principales características de un tema utilizando recursos secundarios; como papeles y libros. Asimismo, también puede ayudar a comprender la variedad de afirmaciones realizadas por diferentes autores sobre la influencia de los recursos multimedia en el desarrollo de la escucha en los jóvenes; por lo que es posible hacer un contraste de ideas. Entre las principales conclusiones, se pudo evidenciar que muy pocos docentes utilizan los recursos multimedia porque no están lo suficientemente motivados para aprender sobre ellos, o incluso considerar la importancia de estas herramientas en el proceso de aprendizaje. Carecen de conocimiento sobre su uso; no dedican tiempo a aprender sobre ellos, y la escuela no tiene los recursos para capacitar.

Palabras clave: recursos multimedia, escucha, habilidades, jóvenes estudiantes, tecnología.

Introduction

At present, English is considered the universal language that dominates the world concerning other languages, from which it has been possible to affirm its dominance over other languages and is part of the population worldwide, which each nation uses more and more as a form of communication. The ability that people have, especially students, is one of the most important for communication, which has generated concern at the institutional level that teachers are the ones who implement tools and strategies for their proper development, which must also include dedication and practice on the part of the students, which makes the acquisition of another language a challenging activity.

Teaching and promoting the ability to speak has become an essential part of the process of teaching English as a foreign language because nowadays, students prefer to use the language spontaneously during the teaching and learning process as a way of communication. The technological revolution has also had a considerable impact on this process. It has changed all the sectors and activities considered traditional so that it has facilitated teaching English and other languages in education. Traditional teaching has evolved, the educational and technological discoveries that have revolutionized learning systems, in which results can be improved thanks to the application of programs based on

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multimedia resources that convert face-to-face classes without participation in a classroom in which students are motivated and are the ones who can decide what the learning relationship is like, especially with the introduction of online classes, which is why it is considered a primary factor in teaching.

This has been a motivation for the introduction and implementation of multimedia tools in the acquisition of oral, listening, and written skills of the English language, raising the quality of traditional classes. The use of multimedia tools is a technological medium that has had considerable success in increasing students' motivation to learn and improve their knowledge, regardless of their educational stage. Multimedia resources in commercial sectors have significantly impacted the development and scope they have had, as well as representing a change in teaching practices and in the way of presenting education. Technology is considered a tool with the power to transform learning and teaching, quickly becoming that helpful instrument that strengthens relationships between students and teachers, creates and promotes new approaches to participation and collaboration, and provides those responsible for providing knowledge the opportunity to adapt and transform. Learn according to the needs and requirements expressed by the students, improving the general training process that generates adults capable of communicating and using the available resources to carry out future activities for the benefit of the country (Lozano & Izquierdo, 2019).

Educational technology is the result of applying various educational theories that seek to solve specific situations and problems that may arise during the teaching and learning process, supported in this case by ICT (information and communication technologies).

For a long time, approaches related to the subject have been presented, making these strategies one of the main ones for education, since it allows an approach and an intimate interaction between the opportunities available within the educational processes, adapting to the different needs that may arise. introduce oneself. arise. Present oneself. to have. a student or a group of them. Educational technology can be defined as an organized process in which technology is integrated to obtain a better educational result, an important issue for educators, since it plays a fundamental role above all in the learning and practice of a new language, considering ICT as a new process. which includes the necessary material for the specific methodology to be used. Educational technology is of the utmost importance today, as a tool that allows almost all teachers to optimize the teaching and learning process, so that they can make the most of it, connecting with students in an innovative way.

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Currently, research related to educational technology is oriented towards the creation of environments that specifically generate meaningful teaching-learning, with the collaboration of all the people involved in the process in order to manage materials and use them to solve a specific problem. Promote effective digital teaching and learning, ensuring that teachers reach an adequate level of digital skills development while learning to help students manipulate technological resources judiciously and safely. Educational technology allows generating innovative learning environments, making learning attractive where students appropriate information in a meaningful way. Educational technology is the set of procedures and general rules through which scientific knowledge is ordered to solve the problem, contributing to the change of reality. (Dauzón Ledesma & Izquierdo Sandoval, 2020).

Educational technology has been applied for many years in academic units, where the teacher projects texts in different programs in front of his students, presenting the class with a different approach that can arouse interest, especially in the English language. It is important that you motivate your students to be successful in learning. Educational technology can be used differently in teaching-learning since it attracts students' attention. Therefore, they put more interest in attending the class with the new topic since it does not become monotonous. After having projected the class, the teacher can use different tools to evaluate more quickly, thus assimilating the information imparted, such as a blog in which the doubts, opinions, and results of the topic presented are published, not only serving as an instrument for the practice of the skills learned but also including the practice of the technological tools available. It is not just about using computers in the classroom, but it goes further since it seeks to meet the learning objectives.

Talking about Educational Technology is not new; nevertheless, its use has increased in recent years due to the speed of the evolution of ICT. Educational technology helps to modify the organization of educational environments to transmit information to students so that they develop their skills, abilities, and aptitudes more interactively, transforming knowledge into meaningful learning, which is also in the hands of each person for optimal use. However, some teachers do not use it correctly for the simple fact of not dedicating more time to the training of their students. All this has been grouped and called didactic resources. However, according to each nation and the norms established for the educational process, a worldwide consensus has not been established that regulates or establishes the guidelines for using multimedia tools and educational technology in the classroom. Due to the rejection or doubt of the effect that these would have, there were

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delays for the implementation in the classrooms, keeping the technological process reduced, and that had a sudden increase with the change from face-to-face to a virtual modality that occurred worldwide with the arrival of the Covid-19 pandemic (Smajla, 2020).

The didactic resources are the means to which one can go as an alternative during the teaching-learning process to be able to fulfill an objective favorably; these interactive didactic resources make direct reference to the formation, training, and instruction for teaching. Therefore, the resources are tools that are helpful for an educational process; using didactic resources would help the teacher cover his educational aims. In general, the resources provide information, and it serves to put into practice what has been learned; sometimes, these materials are constituted as a guide for the students; we can make these materials from our creativity and use them as motivation for the students (Han, 2019).

Given all this, it is important that teachers and institutions develop listening comprehension skills as part of the teaching process, which has shown that it requires short, medium, and long-term processes that are perceived by the English teacher, who must search for new elements and tools that allow the evolution of students' communication skills in all areas such as written, oral and listening, achieving optimal learning following the standards and guidelines of the institutions that allow the use of information and preparation of the classes that will have a better receptivity. In addition, these tools become essential in creating an interactive relationship, in which online and offline tools using technology can be used to enhance the educational process.

Listening skills have had a considerable evolution thanks to the introduction of multimedia tools that changed the traditional perception, in which only a student could practice their listening skills by playing cassettes or CDs in which they had to wait to complete the entire track to practice or pose possible doubts. The evolution and revolution that the multimedia listening tool has entailed have posed a methodological challenge for teachers to motivate and achieve student progress, especially concerning conceptual content. The ability to listen has the same importance as the verbal and written ability to express feelings, emotions, and thoughts since these are made up of the delivery and reception of a message, which refers to avoiding a more significant link between one skill and the other without any existing of these. Due to interaction and involvement, the ability to listen is an essential component in the social sphere, fulfilling a transcendent and cruel role during the process of learning a foreign language. For students to be competent and self-sufficient in the use of English, it is the teacher who must implement the appropriate



tools to encourage listening. Some of the tools that have participated in the process include cassettes, walkmans, and radios with cassette players as the first to present the new innovative trends for the time in the reception of language, which would later become methodologies and processes of assimilation and acquisition (Tunagür y otros, 2021).

The importance of listening is rooted since people are babies and children; from a very early age, they are exposed to the phonemes of the mother tongue without considering other languages since it does not resemble the one they are used to when entering the Educational stage. They face a process of learning a second language, the process of identifying sounds and understanding them is complex. The brain does not register foreign sounds as words without proper preparation. When children are exposed to learning and developing listening skills from an early age, it has been proven that they are more likely to learn other skills. However, this motivation and practice do not occur in all students, which presents a challenge at the time of initiation in listening to learn all the variables that make up the English language specifically.

Within the revolutions and tools involved in the learning and development of listening in English, the British company Linguaphone stands out for the design of materials for teaching the language, being recognized as a pioneer in innovation in the technological field, designing the first cylinders that English classes contained; later came cassettes, CDs and mp3s. During the sixties, the appearance of language laboratories with cassettes and headphones was introduced in the educational field. The use of this new resource grew rapidly during the seventies of the last century; however, it tended to decline rapidly. The introduction of the digital in the laboratories brought a new revolution, in which it was possible to show that the incorporation of video and new technologies such as the computer gave a new perspective to the teaching and learning of languages. After these events, CALL (Computer Aided Language Learning) promoted the use of computers with software for language learning. All these historical factors contributed to the crucial techno-educational progress in the area of English teaching, which currently continues to show considerable evolution, capable of adapting to all educational levels, access to information, and geographic location, among other factors (Zhou & Wei, 2018).

One of the stages of CALL highlights integration due to the development of low-cost personal computers that gave students the opportunity to experiment with multimedia resources, incorporating audio and video. At this stage, the first attempts were made to offer students computer-mediated interactions synchronously and asynchronously, thanks to the use of English teaching software that was installed on computers. Within the most



recognized knowledge of this system, the evolution of the use of technology in the teaching and learning of English is mentioned; Likewise, it cannot be denied that the use of video, audio, CDROM, repetitive and interactive exercises have revolutionized the educational field, resulting in new ways of teaching, studying and interacting with knowledge. In this same trend, the technological revolution continued to innovate and create new learning environments, highlighting, without a doubt, the most important, the emergence of the Internet, which came to reinvent the way of educating, breaking traditionalist paradigms.

This way, four fundamental means of communication have also been established, among which are written press, television, audio, and information technologies, so there has been an evolution of each of these since its inception, which highlights the difference between technology and the media with which it is established that: technology refers to the development of knowledge thanks to specific devices, while the media serve as a channel to present this knowledge. Therefore, in this area, regardless of the type of medium used, video or audio plays an important role in which it will be used depending on the results that are aspired to be achieved.

Many teachers and authors have studied the adaptation of CD-ROM-based radio, for example, with lessons that allow education to be brought to the most significant number of students, which was previously a complicated task since there was no access to these devices and teachers. Having only one, they had to devise ways for all students to participate in the lesson, something that has now evolved since the appearance of resources such as television and internet connection. A class can be placed and paused as many times as necessary for students to listen, practice, and correct themselves as a video unfolds. The literature has revealed that instruction using these resources has had success rates, especially in isolated areas that are more difficult to access through print materials, such as improving listening skills that need to be practiced and not just writing or speaking. It has also been studied that radio is one of the most accessible and profitable media for many people, which has had significant relevance in distance education (Karipi, 2019).

Current education is closely linked to the use of Information and Communication Technologies (ICT), mainly due to the use of the internet, the resources, and digital materials that can be found in this space. Many authors define it as didactic means and resources that are useful to teachers when they are faced with a situation where they must solve communication problems or create a different space for learning. In this sense,

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specifically for teaching a foreign language, teachers have the opportunity to take advantage of all the resources and tools that technology offers and thus create a totally innovative learning environment that arouses the interest and motivation of students in the one-second learning idiom. Among the advantages of ICT, it can be pointed out that the creation of more flexible learning spaces, the elimination of space-time barriers between learners and teachers, the development of autonomous learning, the promotion of interactive environments, the possibility of new media for communication and guide the students and the promotion of continuous and permanent training (Halpern y otros, 2020).

Apart from using computers, today's teachers have chosen to integrate mobile devices in foreign language classrooms; the integration of applications such as Facebook, Skype, and WhatsApp that were initially used to communicate but now are used to teach and guide students. These are also adapted to the English language requirements they plan to achieve during an educational stage. This discipline is known as M-Learning or Mobile Learning. This learning is currently widely used in any field of knowledge, and the study of a foreign language is no exception. Thanks to Mobile Learning, there are countless multimedia resources and other tools that facilitate the study of the language, such as applications or free courses that can be found online. Multimedia content and materials are many within the field of education with multimedia tools to improve foreign language skills that can include videos, infographics, books, podcasts, among others.

The use of these resources raises the need for a guide or model on which teachers can plan and develop knowledge. Many teachers have become familiar with technologies for education and the different multimedia resources available. However, not all have the technical knowledge that allows the creation of their lessons that includes all the psychopedagogical foundations required by the regulations of each country. The skills that the users of these tools must also be taken into account during a class are essential in order to allow a comfortable process adapted to the age and knowledge of the learner, being for the teacher a resource to design lessons properly. Propose and create new spaces for the acquisition of the English language, which have different activities for the practice of skills.

At the beginning of integrating these resources, this method of communication was email or chat, which evolved into personal blogs and free access sites, which constituted a valuable tool for teachers to maintain communication with their students and others. Academic colleagues have allowed the constitution of effective virtual communities,

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behind which a paradigm shift in teaching practices is hidden. The incorporation of Web 2.0 resources as devices to configure virtual environments that allow horizontal communication through the Internet has meant a drastic change for the most conservative teachers, first, because it means bringing to light knowledge that, in the perception of some, has represented the efforts of some for the benefit of others; hence, in the context of the production and social distribution of knowledge that this website announces, some teachers find it hard to accept that a conference designed for a small audience today can be seen in real-time or recorded asynchronously by thousands of people in any place in the world (Guillén-Gámez & Mayorga-Fernández, 2020).

Web 2.0 has also represented a new experience and expression in teaching culture because perhaps knowledge has become a universal social good, both because of its accessibility and the plurality with which it is shown today. In this context, the uses of blogs, video blogs, podcasts and vodcasts, virtual libraries, thematic sites, and social networks such as Facebook and Twitter, among others, are resources that have increased the production and circulation of information, so if they are used correctly, can enhance the educational experience of students. Thus, some authors point out that Web 2.0 offers numerous possibilities to promote social and meaningful learning, which is why it is explained in the technical part, which includes the tools for publishing and managing content. In the social sphere, it generates a community that combines various bits of intelligence with individual contributions that are not systematized or explicitly oriented.

This tool and all the opportunities for development and adaptation can help teachers increase their communication and motivation skills in the teaching-learning process. This process is generally in constant evolution, but from a perspective that suits them and themselves—to students, allowing them to improve the search for information, collaborative work and social interdependence, as well as intellectual autonomy, based on what is essentially this conjunction of resources that favor the social construction of knowledge. All this, combined with the advances of ICT, is revealed in the context of educational innovation that is promoted throughout the educational system, promoting and highlighting the factors that celebrate the diversity of technological resources, ensuring that a student acquires knowledge not only from primary sources but for many years, the teacher, through their information, has assisted young learners in searching and managing the processes.

In this transformation process, when educational institutions and teachers are in a disadvantaged position, their planning is focused on the optimal resolution of the

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challenges, demands, and dilemmas of an educational community, for which it is necessary to analyze how to introduce and acquire competencies that facilitate the acquisition and diversification of knowledge of educational agents, due to the enormous amount of information that circulates through various means of communication and information, since the vertiginous technological development places both institutions and organizations in a disadvantageous position for the University.

Educational institutions and teachers must use appropriate ICTs for creating content on the Web through blogs, multimedia resources, and virtual platforms to guarantee understanding and participation in specific topics within educational planning. For this reason, it has become a priority to know how to work for the creation of multimedia resources that allow for improving skills and the learning process, especially when it comes to a foreign language as a channel of communication in different ways, allowing the exchange of information and knowledge that promotes the comprehensive education of students. This has been a topic understood by many teachers, who have expressed the difference and benefits of these in the educational process. (Karipi, 2019).

Methodology

Design of the investigation

This work is based on a bibliographic research design, which allows identifying the main characteristics of a topic using secondary resources, like papers and books. Likewise, it can also help to understand the variety of statements made by different authors about the influence of multimedia resources on the development of listening in young people, so it is possible to contrast ideas.

Research modality

This type of labor research is mixed; which means that it is qualitative and quantitative at the same time; based on what was said by Hernández, Fernández and Baptista (2006) in their methodology book: "the quantitative approach is when data collection instruments are used, they are analyzed, reasoned and statistically tabulated to accurately establish the behavior models of the population". This method was applied through the questionnaire that was applied to the 7th-grade students and teachers of the Juan Montalvo fiscal school of the San Pablo parish of the city of Portoviejo in order to know first-hand what impressions they have on listening and the use of multimedia resources in the classroom.

Type of research

The type of research applied was field research, which is defined as the type of research that evaluates the space where the study variables fluctuate and the different aspects of



the research problem to be investigated. In addition to quantifying the results, investigate causes greater than those conceived.

In addition, a descriptive investigation was carried out that helped to conceive the systematization of data through various sources and thereby systematize them through understandable training for the reader. Therefore, the reader's perspective is an essential point of analysis and visualization.

Research methods (Theoretical, empirical, and mathematical-statistical)

The following empirical research methods were applied in this work. The mathematical statistical method was applied because it was carried out by the own experience, and the methodological structure is through practice, on the diagnostic process and the uses of the method in the Juan Montalvo public school of the San Pablo parish of the city of Portoviejo. Likewise, the theoretical method was also used, which collaborated with the information obtained on the theory of each of the variables. The main characteristics of the same, and with this, it was possible to establish the relationships between them.

The investigation was carried out at the beginning of August with the application of the surveys to the 7th year students of the Juan Montalvo fiscal school of the San Pablo parish of the city of Portoviejo, while the interviews were carried out at the beginning of September to the teachers of said institution in order to know the most outstanding characteristics considered in the development of listening skills in the English language.

Research techniques and instruments.

The instruments used were the following:

The survey is a data collection technique where questions related to the variables studied are previously elaborated, with a closed option to tabulate later and analyze the results obtained, allowing a better understanding of the problem, interpretation of the meaning in the learning process. and didactics of students and teachers, providing a perspective on technology in the educational field.

The interview is another data collection technique in which a relationship is established between the researcher and the interviewee; in this case, the teachers of the 7th year of the Juan Montalvo fiscal school of the San Pablo parish of the city of Portoviejo provide a realistic opinion according to their perspective and experience about the relationship between student learning and the different multimedia tools that have been relevant in their teaching process.

Population and Sample



In statistics, the population is known as the universe, which refers to a set of objects or subjects destined for a study, from which the sample is taken in most cases.

According to Borde, Tuesca , Navarro (2013)states that: the universe is the set of individuals or objects about which you want to know something in an investigation. Some authors define it as the totality of Individuals or elements in which a certain characteristic is presented, which can be a characteristic that can be studied (pág. 86). The population is made up of 100 students in the 7th year who have used multimedia resources in English classes, for the Sample the 100 students who meet the inclusion criteria mentioned and meet the minimum number of participants for the application of the surveys:

Inclusion criteria:

- 7th-year students.
- Use of multimedia resources in English classes.
- Consent of the institution.

The procedure for data collection was through an authorization delivered to the institution for the participation of the students and the three teachers selected for the interviews, which were carried out between August and September and were then tabulated for later analysis.

Survey model applied to 7th year students of the Juan Montalvo fiscal school of the San Pablo parish in the city of Portoviejo:

Objective: to identify the importance of multimedia tools for the improvement of listening skills in 7th grade students, in order to establish which are the most influential in the teaching and learning process for young people.

Please select the option with which you most feel identified according to the questions raised:

Is it easier for you to do the exercises and activities that the teacher suggests after watching an educational video?

Yes ___

No ___

Do you need your teacher's help to explain something you don't understand in a video or other multimedia resource?

Yes ___

No ___

Do you find it easier to understand the instructions for exercises and activities after listening to a video?



Yes ___

No ___

Do you prefer that the teacher uses multimedia resources instead of traditional classes?

Yes ___

No ___

Do you practice your listening skills outside of class?

Yes ___

No ___

Do you consider classes with multimedia resources more enjoyable than traditional classes?

Yes ___

No ___

Do you use multimedia resources to practice what you have seen in class?

Yes ___

No ___

Interview model for teachers

Objective: to analyze the impact that multimedia technologies implemented in English classes have had for the development and improvement of listening skills of 7th grade students.

The answers you provide to the questions are absolutely confidential and will be used for the data collection and analysis of this research study that aims to know the impact of multimedia resources on listening skills

Do you consider important the use of new technologies in learning the English language?

Do you think that the use of virtual platforms strengthens listening comprehension skills in the English language?

Do you think that the integration of multimedia tools improves students' listening?

Do you use any streaming tools for class presentation?

Do you consider that the use of new educational technological tools will strengthen the listening process and skills in English?

What do you think are the most evident difficulties in relation to listening skills in students?

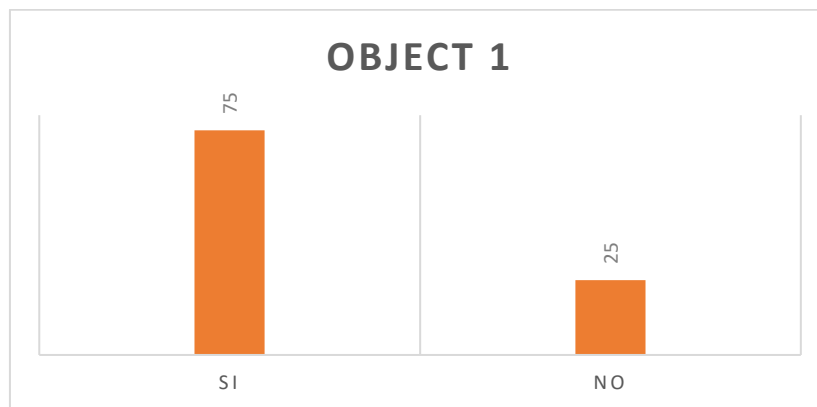
Do you think that multimedia resources benefit the process of learning and improving the English language?



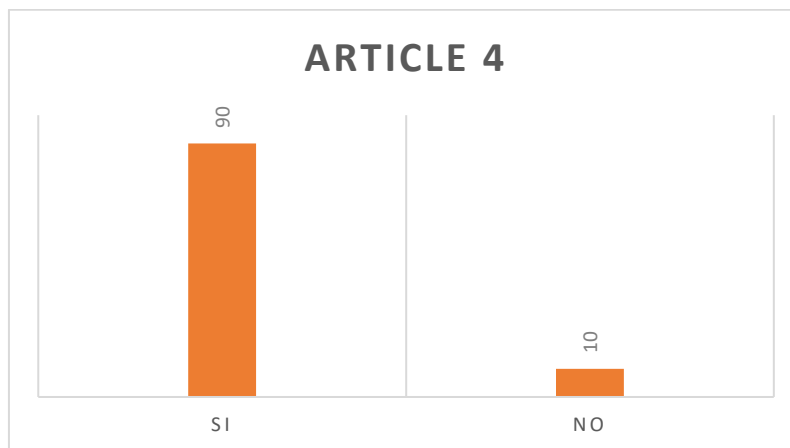
Results and discussion

Next, the most outstanding questions of the survey applied to the 7th year students of the Juan Montalvo fiscal school of the San Pablo parish of the city of Portoviejo are presented.

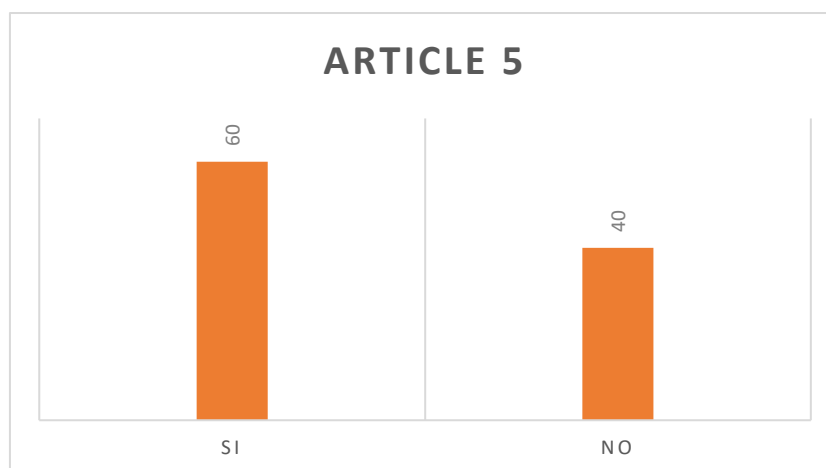
Is it easier for you to do the exercises and activities that the teacher suggests after watching an educational video?



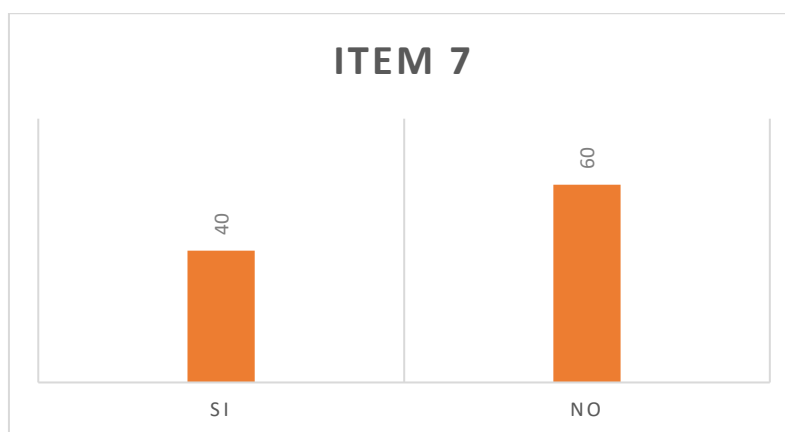
Do you prefer that the teacher uses multimedia resources instead of traditional classes?



5. Do you practice your listening skills outside of class?



7. Do you use multimedia resources to practice what you saw in class?



The surveyed students state that they have a better understanding of the activities to be carried out during the class after watching an explanatory video (item 1), which facilitates the learning process and with which they feel safe to practice in the classroom, this being the preferred way by the presentation of the English lessons, although it can also be seen that not all students practice at home what they see in class (item 5), which can generate even more doubts and questions about a specific topic, making them feel that they do not have a correct progress in relation to other classmates (item 7), as well as they have stated that they do not use multimedia resources to practice listening outside of class time, which can mean a lack of motivation for students in general, who are not interested in achieving the educational goals that are pose and that by having access to multimedia videos they can have a better perception of the actions but they are not enough to enhance the teaching and learning processes (item 4), for all the teachers have a considerable challenge, not only to adequately impart the knowledge but to ensure that the students frequently

practice their listening skills and that they can achieve all the strategic objectives defined in accordance with the 7th year.

On the other hand, the teachers' perception is different from the opinion expressed by the students since they assure that the institution does not have the resources to implement multimedia resources, so they must devise ways to present the information. Although, multimedia resources are generally used by bringing their personal computers or through the use of a projector that not everyone can acquire to use in the class, they also state that a great determinant to improve the listening comprehension of young people is the struggle they feel when speaking and practicing in English, which may limit the ability to improve in the areas that have been mentioned before. In addition, they have a considerable lack of motivation because they do not see the importance of mastering all aspects of English language skills and the benefit that it can bring them in numerous situations now and in the future.

They also state that multimedia resources can be a support for the English language teaching process, but not knowing the usage or being up to date with the available tools can delay the implementation process, so they prefer to rely on traditional methods, but using perhaps topics that arouse the interest of students and propose activities to do at home where these resources available to each one can be used, encouraging the practice of students in their improvement and evolution of the listening domain, necessary for compliance of institutional planning according to their degree.

The use of multimedia resources has a considerable impact on the development of the lessons since it becomes the motivating means for students to decide to accept the information positively or simply as part of a class without further participation in it, similar to the results obtained by Saborío (2019), who determined that the curricular proposal is applicable in a theoretical-practical way within the conceptualization, structuring, design, and implementation of ICT for the training of students as future teachers. The results reinforced the identification of the course's unique application capabilities in the conceptualization, structuring, design, and implementation of resources (both pre-technological and technological).

In this way, the educational methods and processes must be analyzed with the multimedia and technological resources available to establish a strategy with which the best academic results are obtained, similar to what Moreno determined with his research in which he was able to conclude that the implementation of multimedia resources if it strengthens and promotes the teaching-learning process in students. This tool opens up, as mentioned

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before, a world of possibilities that, based on the research and innovative capacity as a teacher, can take the classes to another level.

Finally, institutions must be a pillar for the fulfillment and improvement of the learning process, since by verifying the effectiveness that multimedia resources have on students and their performance in general, resources can be established with which the presentation of these according to the educational level of each course, data similar to those obtained by Flores and Pari (2018), who determined that the use of multimedia technology contributed to raising the quality of the teaching-learning process by allowing the student to interact with multimedia technology to complement and reinforce their knowledge learned.

Conclusions

According to the studies carried out on the chosen sample, the following conclusions were reached:

Very few teachers use multimedia resources because they are not motivated enough to learn about them or even consider the importance of these tools in the learning process. They lack knowledge about its use; they do not spend time learning about them, and the school does not have the resources to train.

It is observed that traditional strategies are still used in teaching, so they do not show much interest in learning and only occasionally look for some information on the Internet about a topic they want to learn.

The use of audiovisual materials in the classroom allows students to generate significant materials that can impact their communities on transcendental issues that concern us all, presented in digital format that can be easily shared among the people who make up the communities.

The selection of multimedia tools has become a way to evaluate the development of the student's listening skills, providing an actual perspective on the points to improve during the lessons.

The Juan Montalvo fiscal school of the San Pablo parish in the city of Portoviejo lacks the tools used to apply multimedia resources, such as computers, simulators, projectors, software, and other technological resources.

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