



DOI: <https://doi.org/10.46296/yc.v7i12edespfeb.0301>

THE USE OF MULTIMEDIA RESOURCES TO IMPROVE LISTENING SKILLS IN YOUNG LEARNERS

EL USO DE RECURSOS MULTIMEDIA PARA MEJORAR HABILIDADES AUDITIVAS EN JÓVENES APRENDICES

Cárdenas-Coello Jonathan Paul ¹; Cedeño-Macías Leticia Mercedes ²

¹ Universidad Técnica de Manabí. Portoviejo, Ecuador.

Correo: jonathan.cardenasrs@gmail.com. ORCID ID: <https://orcid.org/0000-0002-4986-9730>

² Universidad Técnica de Manabí. Portoviejo, Ecuador.

Correo: leticia.cedeno@utm.edu.ec. ORCID ID: <https://orcid.org/0000-0002-7263-3902>

Abstract

The use of multimedia tools is a technological means that have had considerable success in increasing the motivation of students to learn and improve their knowledge in the acquisition of a second language, regardless of their educational stage, so 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 what has been learned from the use of multimedia in young learners. The methodology carried out in this paper is a bibliographic research design, which allows identifying the main characteristics of a topic using secondary resources, such as articles 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; thus, it is possible to make a contrast of 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. Their lack of knowledge about its use; they don't spend time learning about them, and the school does not have the required 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 las habilidades auditivas y el uso de recursos multimedia en jóvenes estudiantes. Además, este estudio describe los siguientes objetivos específicos: Analizar otras investigaciones sobre habilidades auditivas y recursos multimedia en los últimos cinco años; describir la percepción de los docentes sobre el uso de recursos multimedia para aumentar las habilidades auditivas; identificar las lecciones aprendidas del uso de multimedia en jóvenes líderes. La metodología utilizada es 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 no consideran 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 claves: recursos multimedia, habilidades auditivas, jóvenes estudiantes, tecnología.

Información del manuscrito:

Fecha de recepción: 01 de diciembre de 2022.

Fecha de aceptación: 01 de febrero de 2023.

Fecha de publicación: 27 de febrero de 2023.



1. Introduction

English has been considered the most widely used language in the world, which is why many educational institutions integrate it into the curriculum. The process of learning English as a foreign language is generally acquired inside a classroom, where different controlled activities are carried out by the teacher. Although there are several ways in which students can achieve a high degree of English language development by running in other activities such as listening to music or watching movies in English.

Teaching and promoting the ability to speak English has become an important 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, which has changed all the sectors and activities considered traditional, so that in education it has facilitated the teaching not only of English but of other languages. Traditional

teaching has evolved over time due to the educational and technological discoveries that have revolutionized learning systems, in which results can be improved thanks to the application of programs based on multimedia resources that makes face-to-face classes more dynamic when participating in a classroom and, at the same time students are quite a lot 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 game changing in teaching English.

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 had a great impact on the development and scope of English classes, 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 in a useful instrument that allows strengthening relationships between students and teachers, creating and promoting new approaches to participation and collaboration, providing those responsible for providing knowledge the opportunity to adapt and transform 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 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. Educational technology is 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 especially in the learning and practice of a new language, considering ICT as a new process that includes the necessary material for the specific methodology to be used. Educational technology is one of the utmost important today, as a tool that allows 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.

Currently, researches related to educational technology are oriented towards the creation of environments that specifically generate meaningful teaching-learning process, with the collaboration of all the people involved in the process to manage materials and use them to solve specific problems. Promoting the usage of effective digital teaching and learning, ensures teachers to reach an adequate level of development of technological skills, to help students to manipulate

technological resources in the best way. Educational technology allows generating innovative learning environments, making learning attractive where students use 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 educational institutions, where the teacher projects texts, images and videos in different interactive programs in front of his students, boosting the class presented with different approaches that can arouse interest, especially when it comes to the English language, it is important that teachers motivate students to be successful in the learning process. Educational technology can be used in a different way in the teaching-learning process, since it attracts the attention of the students and 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 presented topic are published, not only serving as an instrument for practice of the skills learned, but also including the practice of the technological tools available. It is not just about the use of computers in the classroom, but it goes further as it seeks to meet the learning objectives.

Talking about Educational Technology is not something new; however 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 in a more interactive way, transforming knowledge into meaningful learning, which is also a responsibility of each person, some teachers do not use it properly for the simple fact of not dedicating a little more time to the training of their students. All of this has been grouped and called teaching resources, although



according to each nation and the standards established for the educational process, a global consensus has not been established to regulate or establish the guidelines for the use of multimedia tools and educational technology in the classroom. Due to the rejection or doubt of the effectiveness that these would have, there were delays for the implementation in the classrooms, keeping the technological process reduced that had a sudden increase with the change from face-to-face classes to online 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, the resources are tools that they are useful within an educational process, making use of a didactic resource would help the teacher to fulfill his educational function, in general, the resources provide information, it serves to put into practice what has

been learned and sometimes these materials are constituted as a guide for our students, we can make these materials from our creativity and use them as motivation for the students (Han, 2019).

Given all this, teachers and institutions must develop listening comprehension skills as part of the teaching process, which has shown that it requires short, medium, and long-term processes which are perceived by the English teacher, who must search for new items. and tools that allow the evolution of students' communication skills in all areas such as written, oral, and listening, achieving optimal learning under the standards and guidelines of the institutions that allow the use of information and preparation of classes They will have a better receptivity. These tools become essential to create 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 which they had to wait to complete the entire track to practice or pose possible doubts. The evolution and revolution that multimedia listening tools have entailed have posed a methodological challenge for teachers to motivate and achieve student progress, especially in conceptual content. The ability to listen has the same importance as the oral 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 greater 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 role during the process of learning a foreign language is the teacher who must implement the appropriate tools to encourage listening for students to be competent and self-sufficient in the use of English. Some of the tools that participated in the process included 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, Kardaş, & Kardaş, 2021).

The importance of listening is ingrained since people are babies and children, from a very early age they are exposed to the phonemes of the mother tongue, without taking into consideration other languages, it does not resemble the one they are used to when entering the educational stage and face a process of learning of a second language, the process of identifying sounds and understanding them is difficult. 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, although this motivation and practice does not occur in all students, which presents a challenge at the time of learning initiation in listening to learn all the variables that make up the English language specifically.

Within the revolutions and tools involved in learning and developing listening comprehension in English, the British company Linguaphone



stands out for the design of materials for teaching the language, it has been one of the first companies in innovation in the technological field, designing the first cylinders that contained English classes; Later came cassettes, CDs and mp3s. During the sixties, the appearance of language laboratories with the use of cassettes and headphones, these resources were introduced in the educational field. The use of this new resource grew rapidly during the seventies of the last century.

The introduction of the digital programs in the laboratories brought with it 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 process of languages. Following these events, CALL (Computer Aided Language Learning) which promoted the use of computers with software for language learning, all these historical factors contributed to the important 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 the integration 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 and 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, that is, the emergence of the Internet, which

came to reinvent the way of educating, breaking traditionalist paradigms.

In this way, four fundamental means of communication teachers have used over time, among which are: the written press, television, audio, and information technologies. It has been an evolution of each mean of communication, that we as teachers have been noticing with the past of the years since its inception, which highlights the difference between technology and the media, we have understood that: technology refers to the development of knowledge thanks to specific devices, while the media serve as a channel to introduce this knowledge. In this area, regardless of the type of resource, video or audio, plays an important role in which it will be used depending on the results that are aspired to achieve.

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 greatest number of students, something that was previously a complicated task since there was no access to these devices and teachers sharing only one, they

had to devise ways for all students to participate in the lesson, something that has now evolved since by having a resource such as television and an internet connection, a class can be placed, pause 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 great 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 in which they must solve communication problems or create a



different space for learning. In this sense, specifically for the teaching of a foreign language, teachers can take advantage of all the resources and tools that technology offers and thus create a whole innovative learning environment that arouses the interest and motivation of students in the learning of a second language. 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 guiding students and the promotion of continuous and permanent training (Halpern, Piña, & Ortega-Gunckel, 2020).

Today's teachers, in addition to the use of computers, have chosen to integrate the use of mobile devices in foreign language classrooms, besides the integration of applications that were mainly created to communicate and are now used to teach or guide students such as Facebook, Skype, WhatsApp that adapt to the English language requirements that 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, and podcasts, among others. Mobile Assisted Language Learning can be defined as language learning that deals with mobile devices and technology (Sutrisna, Ratminingsih, & Artini, 2018)

The use of these resources raises the need for a guide or model on which teachers can plan and develop knowledge, and although many of these resources have become familiar with technologies for education and the different multimedia resources available, not all have the technical knowledge that allows the creation of their lessons in a simple way and that includes all the

psycho-pedagogical foundations required by the regulations of each country, for which the skills that the users of these tools must possess must also be taken into account, so that their use during class, which allows a comfortable process adapted to the age and knowledge of the adult, being for the teacher a means with which he can design, propose and create new spaces for learning the English language, which has a different activity for the practice of skills, etc.

At the beginning of the integration of these resources, the method of communication was email or chat, which evolved into personal blogs and free access sites, which constituted a valuable tool for teachers to establish communication with their students and other academic colleagues, which has allowed the constitution of effective virtual communities. 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 have read 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 the culture of teaching perhaps today knowledge has become a universal social good, both because of its accessibility and because of the plurality with which it is shown today. In this context, the use of blogs, video blogs, podcasts, 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, Web 2.0 offers considerable 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, and in the social sphere, it generates a community that brings together various bits of intelligence with individual contributions that are not systematized or explicitly oriented.

This tool and all the development and adaptation opportunities can help teachers to increase their communication skills and motivation in the teaching-learning process, a process that is normally in constant evolution, but from a perspective that adapts to the students, allowing them to refine the search for information, collaborative work, and social interdependence, as well as intellectual autonomy, based on what is essentially this conjunction of resources that favors the social construction of knowledge. All this combined with the advances of ICT 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 own information search and management 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 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, given 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 to the University.

Educational institutions and teachers must use appropriate ICT for the creation of content on the Web, through blogs, multimedia resources, and virtual platforms that could improve and 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 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).

2. Methodology

2.1. Design of the investigation

This work is based on a bibliographic research design, which allows for identifying the main characteristics of a topic using secondary resources, such as articles and books in order to analyze deeply the main topic. 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 skills in young people; thus, it is possible to make a contrast of ideas and realize how important has been the implementation of new era resources mentioned before. A descriptive

design is also applied in order to find out the teacher's perception of the use of multimedia to increase listening skills in young learners in order to describe the impact of technology on language learning.

2.2. 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, to know first-hand what impressions they have on listening skills and the use of multimedia resources in the classroom.

2.3. Type of investigation

The types of research applied were 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.

On the other hand, 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 important point of analysis and visualization.

2.4. 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 through personal experience, and the methodological structure is through practice, on the diagnostic process and the uses of the method in the Juan Montalvo fiscal school of the San Pablo parish in 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 research was carried out at the beginning of August 2022 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 2022 to the teachers of the institution in order to know the most outstanding characteristics considered in the development of listening skills in the English language.

2.5. 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 later tabulate 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 survey was applied to students to find out the relationship that exists nowadays between students and multimedia resources in English classes. Furthermore, this instrument helped out to understand better the student's perception of the advantages and disadvantages of the usage of technology in second language acquisition.

On the other hand, an interview for data collection was used in order to analyze the teacher's perspective on the improvement of using multimedia resources in English classes. The teachers from the 7th year of the Juan Montalvo fiscal school of the San Pablo parish of the city of Portoviejo, whose provide a realistic perspective opinion according to their realities and experiences about the use of multimedia to increase listening skills that have been relevant in their teaching process.

2.6. Population and Sample

In order to achieve the objectives of the following article it was necessary to choose a population to find out the relation of multimedia resources in English teaching, specifically in the usage of developing listening skills, the population, in this case, was focused on the Juan Montalvo public School because it has a great number of students and it helped out to take a sample on an institution with quite a lot students. Due to the high number of students in the institutions, the school has two periods of classes, in the morning and afternoon.

The sample that was chosen for this project was centered on the EGB students, more specifically the 7th-year students, due to the English curriculum they manage which is a bit higher than the elementary section. Choosing this section of the school, benefits the process to reach realistic results to have a clear landscape about what is happening with the teaching of English and the relation that it has had with multimedia resources in the last years. According to this sample, the number was 100 students divided in two courses, 50 students in the



morning section and 50 students in the evening section both belong to the same school.

According to the research, the most accurate type of sample for this project was Non-probability sampling because of the characteristics that this type of sample has, which are according to the type of research I have carried out during this article.

The Non-probability sampling was chosen due to the characteristics of the population and the requirements of the project. Furthermore, it facilitates the collection of data in the most accurate way to have realistic results about the topic in research. Specifically, judgement sampling was applied to run the project because, according to the population, it was more accessible for the researcher to choose a specific group of students that could throw out results according to the real situation in the English teaching classes.

3. Results and discussion

The students showed up they had 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 at the same time, they feel more confident to practice in the classroom. Although it can also be observed that not all students practice at home what they see in class (item 5), which can generate even more doubts and questions about a given topic, making them feel that they do not have correct progress concerning other classmates (item 7), as well as they have stated that they do not use multimedia resources to practice listening outside class periods, which can mean a lack of motivation for students in general, who are not interested in achieving the educational objectives that are proposed and that by having access to multimedia videos they can have a better perception of the actions they are not enough to enhance the teaching and learning processes (item 4), for all teachers they have a considerable challenge, not only to properly impart knowledge but also to ensure that students frequently practice their listening skills so that they all can accomplish the strategic objectives defined following the 7th-year.

On the other hand, the perception of the teachers 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 in which they can present the multimedia information, generally using their personal computers or a projector that everyone needs to buy to present the classes, they also state that a great determinant of improving young people's listening comprehension is the struggle they feel when speaking and practicing in English, which can limit their ability to get better in the areas that have been mentioned before. In addition, they have a considerable lack of motivation in the sense that they do not see the importance of mastering all aspects related to 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 learning process, but not knowing their applications or being up to date with the available tools can delay the implementation process, so they prefer to rely on

traditional methods, but perhaps using topics that arouse the interest of the students and propose activities to do at home where these resources available to each one can be used, encouraging the practice of the students in their improvement and evolution of the auditory domain, necessary for the fulfillment of the institutional planning of according to your 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 special application capabilities that the course has in terms of 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 (Aguirre, 2022) determined with his research in which he was able to conclude that the implementation of multimedia resources strengthens and promotes the teaching-learning process in students. These types of tools open up, as we said before, a world of possibilities that, based on your research and innovative capacity as a teacher, can take your 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 their educational level 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.

4. Conclusions

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

- Very few teachers use multimedia resources due to numerous reasons. They are not motivated enough to learn about them because they are in a comfort zone where they still use old-fashioned resources and do not even consider the importance of these tools in the learning process, which could throw out different and better results in achieving the goals of each English level. They lack knowledge about the usage of these kinds of multimedia resources; they do not spend time learning about them, and the government does not have the monetary budget to implement technological resources, even worse, to train teachers.
- It is observed that teachers in public schools still use traditional

- strategies, due to the lack of interest teachers show when learning new methodologies in order to apply them in the teaching-learning process, and only occasionally look for some information on the Internet about a topic they want to learn. Even though teachers in the public sector have to achieve a minimum of training hours through a platform of government, they only do it because they need those hours to be promoted in a new category to earn a better salary but not because they want to improve their old-fashioned teaching methodologies.
- The use of audiovisual materials in the classroom allows students to better understand the listening activities that can be significant to impact their communities on transcendental issues, presented in digital format that can be easily shared among the people who make up their communities. In addition, it is useful to practice after classes because most students have smart devices such as tablets and smartphones which can be used by the teacher to share the listening activities for further practice.
 - The selection of multimedia tools has become a way to evaluate the development in relation to the listening skills of the students, providing a real perspective on the points to improve during the lessons.
 - It is evident the reality of public schools in Ecuador lack the tools used for the application of multimedia resources, such as computers, simulators, projectors, software, and other technological resources. No matter how many platforms the teachers have to improve their teaching methodologies if the institutions do not have the required resources to develop a better learning process for students.

Bibliography

- Aguirre, B. A. (2022). M-learning and the listening skill. Universidad Técnica de Ambato, 46-47.
- Barrientos, Y. A., Morales, H. A., & Palma, E. M. (2019). Desarrollo de la habilidad comprensión auditiva de la lengua inglesa en estudiantes socialmente vulnerables. Atenas, 1 (145), 69-82.
- Borda, TUESCA, & Navarro. (2013). Métodos cuantitativos 4a Ed.



- Herramientas para la investigación en salud. Universidad del Norte.
- Dauzón Ledesma, L., & Izquierdo Sandoval, M. J. (2020). Digital natives and technology for L2 learning outside of the classroom. *Apertura (Guadalajara, Jal.)*, 12 (1), 72-87.
- Flores Niebles, F. d., & Pari Ccapa, R. E. (2018). USO DE LA TECNOLOGÍA MULTIMEDIA EN EL PROCESO ENSEÑANZA-APRENDIZAJE DEL ÁREA DE IDIOMA EXTRANJERO INGLÉS EN LOS ALUMNOS DEL PRIMER AÑO A DEL NIVEL SECUNDARIO DE LA I.E. MERCEDES CABELLO DE CARBONERA EN LA PROVINCIA DE ILO MOQUEGUA 2017. UNIVERSIDAD NACIONAL DE SAN AGUSTÍN DE AREQUIPA.
- Guillén-Gámez, F. D., & Mayorga-Fernández, M. J. (2020). Identification of variables that predict teachers' attitudes toward ICT in higher education for teaching and research: A study with regression. *Sustainability*, 12 (4).
- Halpern, D., Piña, M., & Ortega-Gunckel, C. (2020). School performance: New multimedia resources versus traditional notes. *Comunicar*, 64 (28), 37-46.
- Han, Y. (2019). Exploring multimedia, mobile learning, and place-based learning in linguacultural education. *Language Learning & Technology*, 23 (3), 29–38.
- Hernández, F. y. (2006). Metodología de la Investigación. MCGRAWHILL.
- Karipi, E. (2019). Experiences of the Namibian College of Open Learning tutors in using multimedia resources in distance education. *African Educational Research Journal*, 7 (1), 14-21.
- Lozano, A. A., & Izquierdo, J. (2019). Technology in second language education: Overcoming the digital divide. *Emerging Trends in Education*, 2 (3).
- Muñoz, M. L., Rivera, M. A., Cárdenas, R. A., Chiquillo, D. B., & Bermúdez, P. C. (2018). Importancia de la evaluación de las habilidades auditivas y destrezas vestibulares para el aprendizaje de la lectura y la escritura en escolares de 4 a 7 años. *Revista Científica Signos Fónicos*, 4 (1), 1-18.
- Saborío-Taylor, S. (2019). Propuesta curricular desde un enfoque bimodal y un multimedia informativo para el curso Recursos Didácticos para la

Enseñanza del Inglés.
Revista Electrónica Educare,
23 (3), 221-239.

Smajla, T. (2020). The Use of ICT in an English Classroom: A Study Into the Attitudes of Young Slovenian Foreign Language Learners. *International Journal of Digital Literacy and Digital Competence (IJDLC)*, 11 (2), 44-67.

Tapia-Ladino, M., & Bernales, N. A. (2018). Evaluación de la habilidad comprensión auditiva de español como lengua materna en estudiantes de educación secundaria en la ciudad de concepción. *Trabalhos em Linguística Aplicada*, 57, 1137-1163.

Tunagür, M., Kardaş, N., & Kardaş, M. N. (2021). The effect of student centered listening/speaking activities on turkish listening speaking skills of bilingual students. *International Journal of Education and Literacy Studies*, 9 (1), 136-149.

Zhou, Y., & Wei, M. (2018). Strategies in technology-enhanced language learning. *Studies in Second Language Learning and Teaching*, 8 (2), 471-495.