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TEMA:

THE POSITIVE IMPACTS OF USING AUDIOVISUALS TECHNOLOGY ON THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN SEVENTH-GRADE STUDENTS IN A PUBLIC SCHOOL IN LOJA CITY

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RESUMEN

El aprendizaje del inglés plantea retos importantes a los estudiantes, ya que requiere una práctica constante y enfoques innovadores que van más allá de los métodos tradicionales. Las investigaciones destacan que los materiales visuales y audiovisuales como infografías, imágenes, vídeos, podcasts y juegos educativos motivan a los alumnos, mejoran la comprensión, fomentan la participación y desarrollan habilidades clave al reducir la ansiedad y aumentar la confianza. Sin embargo, su eficacia depende de la selección adecuada de los recursos y de su adecuación a las habilidades lingüísticas específicas. A pesar de los avances tecnológicos, persisten barreras como la falta de recursos, los métodos de enseñanza obsoletos, la dependencia excesiva de la traducción directa y la baja motivación. En el contexto de la rápida innovación tecnológica, la educación se ha adaptado integrando herramientas multimedia para optimizar la enseñanza y el aprendizaje, ofreciendo experiencias interactivas, personalizadas y conectadas a nivel mundial. Este estudio se centra en las escuelas públicas de Loja, Ecuador, en particular en las aulas de séptimo grado, para explorar el uso y la eficacia de la tecnología audiovisual en la mejora de las habilidades comunicativas de los estudiantes.

PALABRAS CLAVES

Aprendizaje del inglés, tecnología audiovisual, habilidades comunicativas, recursos multimedia, aprendizaje interactivo, estrategias de enseñanza de idiomas.

ABSTRACT

Learning English presents significant challenges for students, requiring constant practice and innovative approaches beyond traditional methods. Research highlights that visual and audiovisual materials such as infographics, images, videos, podcasts, and educational games motivate learners, enhance comprehension, foster participation, and develop key skills by reducing anxiety and building confidence. However, their effectiveness depends on proper resource selection and alignment with specific language skills. Despite technological advances, barriers such as lack of resources, outdated teaching methods, overreliance on direct translation, and low motivation persist. In the context of rapid technological innovation, education has adapted by integrating multimedia tools to optimize teaching and learning, offering interactive, personalized, and globally connected experiences. This study focuses on public schools in Loja, Ecuador, particularly seventh-grade classrooms, to explore the use and effectiveness of audiovisual technology in improving students' communicative skills.

KEYWORDS

English language learning, audiovisual technology, communicative skills, multimedia resources, interactive learning, language teaching strategies.

1. INTRODUCCIÓN (OBJETIVO DEL ARTÍCULO)

Learning English is one of the biggest challenges for students, as it requires constant practice and a different approach to traditional teaching methods. Various authors emphasize that visual and audiovisual materials motivate and facilitate comprehension, helping students to encourage active participation and develop skills. These resources reduce fears and increase confidence. Recent studies confirm improvements in fluency, creativity, vocabulary, and attitude toward learning, helping teachers with interactive and innovative material. However, their effectiveness depends on the appropriate selection of resources and their use for each skill in the educational context. (Salamea Avila y Fajardo Dack, 2023)

According to Marzulina (2022), the biggest obstacles to learning English are a lack of resources, limited access to modern teaching methods, and infrastructure. On the other hand, there is limited use of communicative methods, which are not used correctly, and a dependence on direct translation. Finally, there is low motivation when learning. Roncancio et al. (2023) mention the most commonly used audiovisual methods, highlighting infographics, still images, moving images, films, podcasts, video games, tutorials, and educational videos. Therefore, this research seeks to improve language teaching and learning by exploring different types of resources that will strengthen learning through visual and auditory stimuli, fostering skills such as information retention, creativity, and critical thinking.

There is an acceleration of technological innovation whose rate of growth has not been assimilated by society and sometimes has not been taken advantage of by education in order to adapt organizational structures to the new possibilities offered, in this sense highlights the importance of communication skills that consist of the integration of various media: image,

sound, text, graphics, treated in still or moving image, these systems promise a significant didactic role in teaching, by transmitting information through various channels, they can be used individually and interactively, producing learning according to individual capacity and interest. (Barros and Barros, 2015).

Education does not escape this situation, so it has been obliged to modify its pedagogical tools in accordance with the constant advances in technology, and has also determined the benefits of its implementation in the educational context by having a leading and indispensable role in the current educational models, presenting itself as active and didactic tools that optimize the teaching-learning process, providing the teacher with new and innovative methodologies and the student with didactic means that motivate and promote learning. (Sosa, 2021).

The integration of technology in the classroom has opened new opportunities for interactive learning, personalization of the curriculum and access to global educational resources, bringing these studies closer to the classroom, making them valid and important for the positive transformation of new generations is a topic that should be recurrent in educational scenarios, especially if these media are part of the student's work (León, L. et. al. , 2024).

In this sense, this article arises from the need to know the use and efficiency of audiovisual technology in public schools in Loja, specifically in seventh grade, can significantly enhance the communication skills of students. The integration of audiovisual tools such as videos, interactive presentations, and online learning platforms can make the learning process more attractive, interactive and effective, improving comprehension, oral and written expression, and fostering collaboration. In addition, we intend to analyze the importance of communicative skills, under the central questions: what are the deficiencies that most affect

the educational community in English language learning; what strategies are being used to develop communicative skills; and what are the essential components of communicative skills?

2. MARCO TEÓRICO

Advantages audiovisual technology in learning English

Education has undergone a process of change, particularly in the Ecuadorian educational system, with the aim of improving the quality of education. This has brought great challenges for both students and teachers who must adapt to the era in which they find themselves. Currently the globalized world is in the digital era, so this implies looking for ways to optimize the teaching and learning processes. However, it is important to keep in mind that each individual is a different world, i.e., in the learning process, each student learns differently and at his or her own pace. Wei "et. al". (2022) mention that, from a cognitive point of view, our brain learns through the integration of sight and hearing, from the superior colliculus to the cerebral cortex. In other words, vision and hearing in humans occur in the neural pathway, starting in the colliculus, which is involved in attention and orientation, and continuing to the cortex, where understanding of what is seen and heard is achieved.

Learning a new language will always be complicated and sometimes a little difficult. For that reason, it is important to know the types of methodologies and methods that can be used to impart that language. Ministry of Education (2020), states that its priority is to teach English in order to strengthen scientific knowledge, new learning skills, cognitive development, and future benefits such as scholarships, job opportunities, and knowledge of new cultures, among others. It also mentions that it is important for teachers to strengthen their pedagogical skills and for students to develop competencies or skills such as oral comprehension, written comprehension, oral expression, reading comprehension, and listening comprehension.

Currently, there are several types of audiovisual methods that can enhance learning. According to Nicolaou, "et. al". (2019), auditory content, such as the human voice, music, and sound effects, is used to enrich the educational experience and connect with the deeper aspects of sensory and emotional learning. These include the use of presentation software (Microsoft PowerPoint); photos, printouts, drawings, sketches, forms and cartoons, which can be used in slide presentations with a projector in the form of movies, songs, games, music, podcasts, drawings and diagrams to present a variety of topics using audio, motion and video. In short, sound has multiple dimensions and is distinguished by being immediate, simple and similar to human forms of communication, as well as easy to manage, process and transmit, allowing for better understanding, perception and learning through audiovisual technologies.

Development of Communicative Skills

In the occurrence of human beings, it is relevant to interact with different sources of information, individuals and in the same way, to be able to explore a series of indicators related to communication, therefore, it is very important that society has full knowledge of the development of communicative skills. From another point of view, the OECD, Organization and Cooperation for Economic Development (2019) argues that the ability to read and understand different types of texts are skills that individuals possess in order to analyze,

criticize and interact with various topics reviewed. In addition, they point out that people in a permanent way can continue to develop their communicative competencies through the conversations they have with their peers, thereby substantially improving their communication, interaction and expression (Ircañaupa, et. al. , 2024, as cited in OECD, 2019).

For Camus et al. (2019), skill development is the set of skills and knowledge used by teachers and students to communicate. Moreover, it is not only reducible to the linguistic aspect, but much more complex or multidimensional; that is, it has other components such as: the sociological, psychological, pragmatic and pedagogical part, it is considered as the qualities of people to build sentences that not only conform to grammatical rules, but are even socially appropriate. (Huamán, P. Velasco, L, Huamán P. 2023, as cited in Casmus et al, 2019).

The communicative ability is the ability of people to perform adequately and effectively, that is, in a group of people who share the same language, communicative competence in a foreign language involves respecting the set of rules of grammar and other levels of linguistic description such as lexical, phonetic and semantic, but it is also vital to know and use the rules of use of that language, related to the historical, social and cultural context in which communication takes place, there are four types of communicative skills development: discursive, strategic, sociolinguistic and grammatical.

The Positive Impacts of Learning English

Learning foreign languages such as English is one of the most prioritized languages that has become a necessity to cope with social demands, science, information technology, culture among others; for students, youth and adults of different profiles learning this language is a practical experience that allows understanding, speaking, reading and writing in this language, contributing to the interests and aspirations of young people and adults (Sardiña, J, Perez, R, and Romero. 2023, p. 3).

Learning a new language involves not only cognitive challenges, but also existential challenges, learning English is of vital importance because it allows interaction with people from different cultures, it also allows updating in various areas of scientific, academic, technical and technological knowledge at a global level, the main impact is to develop productive skills in the teaching-learning process of the foreign language through reflection and problem solving (Solorzano, et. al. 2023, p. 1).

Learning English opens doors in the working world and in everyday life, in addition to these advantages, there are other positive effects to dispose our brain to the knowledge that involves taking classes or spend a few hours learning this language, a research published in the journal Cerebral Cortex indicates that mental exercise by learning a second language positively modifies the structure of the brain, It also improves memory and concentration, raises self-esteem and confidence, improves social and communication skills, broadens study and work opportunities, facilitates travel and the experience of other cultures, and enriches personal and professional life.

3.   METODOLOGÍA

The approach used in this research was qualitative, Bonilla (2020) states, "the qualitative method seeks to conceptualize reality based on the behavior, knowledge, attitudes and values that guide the behavior of the people studied. The qualitative research process systematically explores the knowledge and values shared by individuals in a given spatial and temporal context.

4.   ANÁLISIS DE RESULTADOS

The following tables present the results obtained from the study, summarizing the key findings in a clear and organized format. It highlights the main variables analyzed, their corresponding values, and any notable differences or trends observed. This structured presentation allows for easier comparison and interpretation of the data. Survey

Table 1: Pre -survey and Post-survey

Criteria	Mean pre-survey	Mean post-survey
Feel motivated when the teacher teaches English classes in an interactive way	*1.85*	*3.04*
Understand the new vocabulary that the teacher uses in the lessons	*1.10*	*2.90*
Find it difficult to understand English when the teacher speaks too fast	*1.03*	*3.03*
Show confident while using English in the class	*1.02*	*2.08*
Learn new words in English outside the classroom	*1.13*	*3.09*
Improve my vocabulary with the guided activities	*1.05*	*3.14*

Think learning English will help me in the future.	*2.08*	*4.85*
Use technological tools to learn English during free time.	*1.90*	*4.40*

Source: Chavez S; Valdez M; Bravo C.; Riera F.

Table 1 is the result of the surveys applied to students in the process of teaching and learning in the classroom based on the theme The Positive Impacts of Using Audiovisuals Technology on the Development of Communicative Skills in Seventh-Grade Students in a Public School in Loja, showing the previous and subsequent results, as well as the analysis of each criteria.

Criteria: Feel motivated when the teacher teaches English classes in an interactive way.

Analysis: The results demonstrate that students feel more motivated when English classes are interactive because these methods make learning enjoyable, relevant, and engaging. This enhances both emotional connection and academic performance, leading to a more effective and supportive learning environment.

Criteria: Understand the new vocabulary that the teacher uses in the lessons.

Analysis: Comprehension of new vocabulary introduced by the teacher during lessons is shown to play a crucial role in language development and academic success. Students who actively engage with unfamiliar words through strategies such as taking notes, using contextual clues, and asking questions tend to improve their comprehension and communication skills. This comprehension not only improves their ability to follow class content more effectively but also increases their confidence to use the language accurately. As a result, learners who consistently focus on vocabulary acquisition tend to perform better on assessments and in class

participation. Overall, the ability to assimilate new vocabulary leads to significantly improved language learning outcomes.

Criteria: Find it difficult to understand English when the teacher speaks too fast

Analysis: At the beginning of the test, students understood very little when teachers spoke quickly; in fact, almost no one could understand anything. After implementing audiovisual methodologies using videos with subtitles and spaced repetition, which helps students retain information over the long term, the average score rose to 3.03, indicating that they were able to adapt to speech by improving their listening comprehension, familiarizing themselves with the language, and improving their listening skills.

Criteria: Show confident while using English in the class

Analysis: At first, students show insecurity when speaking, whether due to fear of making mistakes, embarrassment, or fear of bad grades. However, interactive activities supported by audiovisual resources boosted their confidence. In this case, through interactive debates, they can discuss a topic in a structured and argumentative way, allowing for the confrontation of different points of view and improving their speech. Although the increase went from 1.02 to 2.08, it is still necessary to continue providing feedback and working on their skills.

Criteria: Learn new words in English outside the classroom

Analysis: The research showed that most students do not learn English outside of class, which makes sense because if they have difficulties in class, they would not be supervised outside of school, and many students have other interests. For this reason, audiovisual technologies such as videos, songs, and apps were used outside of class, allowing students to encounter new

words in real contexts, which facilitates their memorization and use in everyday life, improving their scores from 1.13 to 3.09.

Criteria: Improve my vocabulary with the guided activities

Analysis: Regarding how much the students improve their vocabulary with the guided activities, at the beginning their vocabulary was at 1.05 and after the methodology in which the teacher uses technology, perceived helpfulness of English has been noticed at the result of 3.14.

Criteria: Think learning English will help me in the future

Analysis: Additionally, speaking about thinking learning English will help me in the future, the students had the idea of being helpful at 2.08; however, after the activities carried out with technology included for their motivation, a significant growth was observed, the result was 4.85.

Criteria: Use technological tools to learn English during the free time

Analysis: Finally, the use of technological tools to learn English during the free time at the beginning had 1.90, but the students felt very motivated after the use of technology and the result was very impressive, 4.40.

Table 2: Pre -test and Post-test

Criteria	Mean pre-test	Mean post-test
Improve my fluency when speaking English.	2,00	4,20
Increase Vocabulary Range with the activities from the lesson.	1,95	4,40
Gain accuracy when following the activities guided from the teacher	2.05	4.30
Practice English pronunciation regularly in class.	2.50	4.60
Feel confident when pronouncing new English words.	1.03	3.20
Repeat words and sounds to improve my pronunciation.	1.70	4.50

Source: Chavez S; Valdez M; Bravo C. ; Riera F.

The table 2 is the result obtained before and after applying audiovisual technologies, image presentations in the pre-test, and podcasts in the post-test. This demonstrates an improvement in language skills.

Criteria: Improve my fluency when speaking English.

Analysis: Before the analysis, the average score was 2.00, which is normal given that most people experience fear, insecurity, pauses, and difficulty in maintaining a conversation. After applying the podcasts and practicing with their peers, they were able to improve their communication skills naturally through preparation, repetition, and practice, overcoming their fear since the video had to be uploaded to YouTube, resulting in an increase to 4.20.

Criteria: Increase Vocabulary Range with the activities from the lesson.

Analysis: In this criterion, it was observed that most students could not describe what they did in their daily routines and could only communicate using basic words, which resulted in a score of 1.95. After the podcasts, this score increased to 4.40, as scripts were used and questions were answered, incorporating new vocabulary to express themselves better.

Criteria: Gain accuracy when following the activities guided from the teacher

Analysis: The results show that students have gained greater accuracy when completing activities guided by the teacher. This improvement suggests that structured instruction and clear guidance play a crucial role in helping learners focus, understand expectations, and perform tasks more effectively. Students followed directions more carefully, made fewer mistakes, and showed increased confidence in their responses. Overall, the outcomes indicate that a teacher's activities contribute positively to student accuracy and learning success.

Criteria: Practice English pronunciation regularly in class.

Analysis: Regular practice of English pronunciation in class has shown positive results in students' language development. Consistent pronunciation exercises help learners become more confident and fluent speakers. By frequently engaging in speaking activities, students improve their ability to distinguish and reproduce sounds accurately, which leads to clearer communication. This practice also supports listening skills, as students become more attuned to correct pronunciation patterns. Overall, integrating regular pronunciation practice into classroom routines enhances students' speaking performance and boosts their motivation to participate in English conversations.

Criteria: Feel confident when pronouncing new English words.

Analysis: Additionally, confidence in pronouncing new English words improved from 1.03 to 3.20. By integrating technology in the classroom, students gain greater confidence when pronouncing new English words, as interactive tools provide instant feedback and opportunities for practice. Their improvement was noticeable.

Criteria: Repeat words and sounds to improve pronunciation.

Analysis: Finally, the use of digital platforms allows learners to listen and repeat accurate pronunciations, which leads to measurable improvement, as reflected by the increase in scores from 1.70 to 4.20 regarding repetition of words and sounds to improve pronunciation. The change of strategies by using technology in the classroom demonstrates how technology not only supports individual learning styles but also directly contributes to significant gains in pronunciation and language proficiency.

5. CONCLUSIÓN

- The use of audiovisual technology had a clearly positive impact on the communicative skills of seventh-grade students in the studied public school in Loja. Throughout the process, students showed greater enthusiasm for participating in class and became more confident when speaking and interacting in English. The variety of audiovisual tools created a more dynamic and supportive learning environment, making communication feel more natural and less intimidating. These results suggest that when technology is used thoughtfully, it can play a key role in helping students develop essential language skills in meaningful and lasting ways.

- The integration of audiovisual technology in education and communication has significantly enhanced the way information is delivered and received. By combining visual and auditory elements, audiovisual tools not only improve comprehension, engagement, and

retention, it also caters to diverse learning styles and needs. Whether in classrooms, corporate settings, or remote environments, audiovisual technology fosters interactive and dynamic experiences that traditional methods alone cannot achieve. As technology continues to evolve, its effective use will remain essential in creating accessible, inclusive, and impactful learning and communication environments.

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