Influence of audiovisual resources for teaching and learning in Language and Literature

Influencia de los recursos audiovisuales para la enseñanza - aprendizaje en Lengua y Literatura

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ABSTRACT

The general objective of the research was to determine the influence of audiovisual resources for teaching and learning in Language and Literature of sixth grade students of the Zoila Alvarado de Jaramillo School, in order to achieve significant learning. The research population was 1 teacher, 34 students of 6th grade of middle basic education, a descriptive type of research with a non-experimental field design was used. 88.94% affirmed that audiovisual resources always help to better understand the knowledge, 8.82% sometimes understand the knowledge and 2.94% never understand the knowledge in the area of Language and Literature presented on radio and television. It is concluded that with the use of audiovisual resources for teaching and learning in Language and Literature, significant learning is achieved by developing students' visual cognitive area, abilities, skills and creativity.

Descriptors: educational technology; programmed instruction; educational software. (Source: UNESCO Thesaurus).

RESUMEN

La investigación tuvo como objetivo general determinar la influencia de los recursos audiovisuales para la enseñanza - aprendizaje en Lengua y Literatura de estudiantes sexto grado de la Escuela Zoila Alvarado de Jaramillo, para lograr aprendizajes significativos. La población de investigación fue de 1 docente, 34 estudiantes de 6to grado de educación básica media, se empleó una investigación de tipo descriptiva con diseño no experimental de campo. Un 88,94% afirma que los recursos audiovisuales siempre ayudan a comprender de mejor manera los conocimientos, un 8.82 %a veces comprenden los conocimientos y un 2.94 % nunca entienden los conocimiento en el área de Lengua y Literatura presentados en radio y televisión. Se concluye que con el uso de los recursos audiovisuales para la enseñanza - aprendizaje en Lengua y Literatura, se logran aprendizajes significativos desarrollando en los estudiantes su área cognitiva visual, habilidades, destrezas, creatividad.

Descriptores: tecnología educacional; enseñanza programada; programa informático didáctico. (Fuente: Tesauro UNESCO).

INTRODUCTION

In the educational field, the great transformations demand from teachers a permanent innovation in ICT and its use in audiovisual techniques, which serve as support for the teaching-learning process, being able to access training and cultural products in the subject of Language and Literature. However; despite the fact that ICT have evolved in their technological operation, "teachers today do not effectively understand the usefulness that the use of ICT can mean in the development of the training process of students; this is reflected in the educational quality" (Cruz-Pérez, *et al.* 2019, p. 3). While (Ramírez-Pérez, *et al.* 2021), comment that the good use of ICT, increase the effectiveness and quality of the processes. Therefore, ICTs could contribute to the continuous improvement of education in students at the schooling stage, generating learning of disciplinary contents that are means that facilitate the development of human competencies that are considered valuable.

The use of ICTs benefits all sectors and specifically the educational sector that uses connectivity to generate knowledge not only in schools and colleges but also at the university level. For (Molinero-Bárcenas, & Chávez-Morales, 2019), both teachers and students can learn dynamically. This research is relevant in that it will provide a didactic guide linked according to the lines of research of the Ministry of Education of Ecuador in the Area of School Effectiveness in the line of research, use of new technologies in educational spaces, in addition it is related to the lines of research offered by the Master's program of Basic Education of the National University of Loja, in the Line Results and foundations of educational practices oriented to innovation in Basic Education.

Therefore, it is of utmost importance that teachers have a work guide to implement the audiovisual resources where the work in the classroom has positive results, thus favoring the development of knowledge of students in an active and dynamic way where their senses develop in a favorable way. It is important to use ICT and audiovisual resources to be implemented or be part of the teaching-learning process in the area of Language and Literature, generating critical, analytical and reflective students, since education in communication promotes a playful, participatory, formative, dialogic and reflective teaching environment, generating empathy among the educational actors (Martínez-Pedraza, & Rodríguez-Prieto, 2020).

The geographical context where the research was developed, is in the urban area of the city of Loja, in the Zoila Alvarado de Jaramillo School, an institution located in the streets Bernardo Valdivieso 12-42 and Mercadillo, San Sebastian parish, in the canton and province of Loja. Its institutional characteristics are: AMIE Code 11H00017, belongs to circuit C09_10_12, district 11D01, Sierra Regime and is of fiscal support. The type of education offered is regular; the educational levels are: General Basic Education (preparatory, elementary and middle school). It operates in the Ecuadorian educational system in the morning and is face-to-face.

For this reason, the following question is posed: How do audiovisual resources influence the teaching-learning of Language and Literature in the students of the sixth grade of General Basic Education of the Zoila Alvarado de Jaramillo School?

The general objective of this research was to determine the influence of audiovisual resources on the teaching and learning of Language and Literature in sixth grade students of the Zoila Alvarado de Jaramillo School, in order to achieve meaningful learning.

METHOD

The approach used was quantitative. A descriptive research with a non-experimental field design was used.

The research population was 1 teacher, 34 students in the 6th grade of middle school. See table 1.

Table 1. Research population.

Paralelo	Hombres	Mujeres	Total	Docente
Estudiantes				
B	12	22	34	1
Total, población	**35 personas**			

Source: "Zoila Alvarado de Jaramillo" school database.

The data collection technique used for this research was the survey. This made it possible to quickly identify the strategies used by teachers.

A 16-question Likert scale questionnaire with three alternative answers (always, sometimes, never) was used as a data collection instrument. It was validated by expert judgment and Cronbach's alpha coefficient of 0.79 reliability, being considered suitable for its application.

Once the data were collected, they were organized in a database and statistically analyzed with the support of the SPSS V25 statistical package, using descriptive statistics.

RESULTS

With respect to the use of audiovisual didactic resources such as: projector, television, radio, slides in the subject of Language and Literature, 73.53% of the respondents stated that they sometimes use audiovisual resources, while 26.47% stated that they always use audiovisual didactic resources.

Based on these results, it can be seen that sometimes students in the teaching-learning process in the subject of Language and Literature use audiovisual resources, which allow for interaction between the teacher and the students. Therefore, it is important to emphasize that teachers always use these resources, which are interactive materials that directly benefit the students, generating a quality education.

With respect to whether knowledge is imparted through the Internet using images and videos in the area of Language and Literature, 64.71% of the respondents stated that they sometimes impart knowledge through the Internet, while 32.35% always and 2.94% stated that they never receive knowledge through the Internet.

On these results it is evident that sometimes the students within the teaching-learning process in the subject of Language and Literature impart knowledge through the Internet. Therefore, it is of utmost importance that teachers use this type of tools that help the teacher to develop the senses of the students with appropriate material that is closely related to the subject of the class.

In the results obtained in the Language and Literature classes, it can be observed that 52.94% mention that sometimes in class they use image readings on television, YouTube, and slides for the development of visual perception, 38.24% state that they always use image readings, and 8.82% mention that they never use image readings.

Taking into account the results it is evident that sometimes students within the teaching-learning process in the subject of Language and Literature use image readings for visual perception, so this technique should be encouraged more frequently to create in the student the taste and desire to read using technological materials that awaken the senses of the students through YouTube videos can be stories, poetry, science news, etc.

According to the data obtained, on whether you consider that the use of audiovisual resources such as radio and television in the subject Language and Literature has helped to better understand new knowledge in the teaching-learning process, 88.94% of the students say that audiovisual resources always help them to better understand the knowledge, 8.82% sometimes understand the knowledge, and 2.94% never understand the knowledge in the area of Language and Literature presented on radio and television.

Considering that the reality of the students shows that they always learn better with visual support, it is of utmost importance that the classes are prepared according to the expectations of the students whose audiovisual material awakens their interest in learning and experiencing new knowledge.

As can be seen in the surveys, 61.76% state that audiovisual resources in the subject of Language and Literature do have an influence on learning, 35.29% state that sometimes, and 2.94% state that audiovisual resources never have an influence on students' dynamic learning.

Undoubtedly, the results obtained affirm that audiovisual resources play a fundamental role in teaching and learning, since they always allow students to develop their visual memory, capture learning in a more dynamic way, promoting significant learning.

Regarding the type of videos watched on YouTube in the area of Language and Literature, 73.53% watch music videos in the highest percentage, while 26.47% watch videos on YouTube.

It should be noted that based on these results it is evident that the videos with the highest observation in the area of Language and Literature are those of music, which can be taken as an alternative to make the classes more dynamic, but it can be observed that there is a certain gap because the priority would be to use as support resources educational videos that encourage teaching-learning and as a central point are not improvised videos but rather according to the content to be taught in the classroom.

Emphasizing the data obtained, in the classes of the subject of Language and Literature, we can see that 55.50% of the resources used are slides, while 37.50% use the resources of the overhead projector and blackboard and 4.17% use the projection of objects.

It is necessary to highlight that, from the results, it is evident that the resource most used by the teacher in the teaching-learning process are the slides that help the classes to be more interactive, providing spaces for the students to develop their senses either by the presentation of images or by the sound. But we can note that they know and have other audiovisual resources that are not alien to them and again it is affirmed that students are digital natives, so the use of audiovisual resources in the classroom is not unknown.

As evidenced in the surveys on how often your Language and Literature teacher uses their computer and projector, we can realize that 67.65% sometimes use their computer and projector while 32.35 always use their computer and projector.

In view of the above, we can affirm that the frequency in which the teacher uses the computer and the projector is sometimes, since these resources should be used in an adequate way, reviewing the topics to be taught and if the contents require audiovisual material to be presented, so that in this way it is not something routine and we propitiate spaces for the students to share their own experiences in the classroom.

According to the data obtained, about whether you would like your teacher to use audiovisual resources in Language and Literature classes, 58.82% say that they would always like to use audiovisual resources, while 38.24% sometimes and 2.94% would never like to use audiovisual resources in the subject of Language and Literature.

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Therefore, it is evident with a high percentage, that students like to always use audiovisual resources in the development of classes in the area of language and literature, since they awaken in students the interest, creativity, curiosity, the taste for learning new knowledge, and in turn, is the most practical and effective way to generate content, supported by different platforms and digital tools that help interact in the teaching-learning process to the teacher and student in an effective and collaborative manner.

According to the data obtained regarding whether you consider that the audiovisual resources presented in the area of Language and Literature are consistent with the content to be taught in class, 55.88% always consider that the audiovisual resources presented in the area of Language and Literature are consistent with the knowledge taught in class, while 35.29% sometimes, and 2.94% never consider that the audiovisual resources presented in the area of Language and Literature are consistent with the knowledge taught in class.

Based on these results, the work of the teachers in front of their students is evident, stating that the audiovisual resources that the teacher uses in the classroom are always in accordance with the contents to be taught in class, noting that teachers must find the pedagogical relevance of the resource to be used as a teaching tool to achieve those educational purposes that have been previously established in relation to the subject. If we refer to the concept of adequacy, we talk about the feasibility of visual resources for their implementation in the classroom.

DISCUSSION

Audiovisual resources in teaching and learning are didactic postures that, in the school environment, are used as an exclusive means of verbal language, in its oral and written variants. Based on the results, we agree with (Feicán-Zumba, *et al*. 2021), indicating that the simple use of a technological device is not enough, but that the teacher must generate interest in students by implementing audiovisual didactic material that generates learning. This is the reason for the need to investigate the audiovisual resources for teaching and learning in Language and Literature in the sixth grade of the Zoila Alvarado de Jaramillo School, which consists of a general objective and three specific objectives, detailed below:

To determine the influence of audiovisual resources for teaching - learning in Language and Literature of sixth grade students of the Zoila Alvarado de Jaramillo School from the point of view of (Barak *et al*. 2011), manifests that not only emphasizes learning with audiovisual resources, but in the influence of these in the student's motivation to learn. Thus, the main purpose is to use audiovisual media as a resource to achieve meaningful learning where the student generates his own knowledge and the teacher facilitates this process (Ríos-Peñarrieta, & Navarrete-Pita, 2023).

Considering the above mentioned by the author, the students of the sixth grade of General Basic Education consider that the use of audiovisual resources is important in the teaching-learning process in Language and Literature, which is why a positive perception was evidenced by them indicating that it potentially influences the development of their learning, coinciding with (Sarimanah, *et al.* 2022), who affirm that attitudes towards ICT have a significant effect on reading achievement.

In the same sense, the teacher indicates that the audiovisual resources used in the teaching-learning process of Language and Literature are: slides, overhead projector, projection of opaque objects, whose objective is to motivate students to learn in a creative, dynamic and participatory way, leaving aside traditional classes to have an innovative education with the use of ICT, in accordance with what was stated by (Barros-Bastida, & Barros-Morales, 2015).

It is worth mentioning that the application of audiovisual resources awakens the interest and desire to work of each student, resources that have been implemented since history and evolving according to new technologies, giving way to the use of these in the development of content in the classroom, thanks to them help the teacher to present material to interact with students in an active way. Consequently, to characterize the audiovisual resources used in the teaching-learning process of Language and Literature, according to, Ames-Ramello (2019) indicates that

"audiovisual resources have then become educational resources to the extent that their use will have an influence on what individuals learn and how they learn" (p 256).

Through the application of the questionnaire directed to the students, they indicated that sometimes the teacher uses audiovisual materials for the teaching process of Language and Literature so they lose interest in learning, another disadvantage is that the educational audiovisual material that is delivered to the student does not meet their expectations and therefore does not obtain significant learning. On the other hand, the teacher indicates that it is essential to implement audiovisual resources in the teaching-learning process of Language and Literature because technological advances are made every day and it is of vital importance to include them in the educational process; therefore, teachers should remain in constant training in the use of different platforms for audiovisual material (Magadán-Díaz, & Rivas-García, 2021).

Within the subject of Language and Literature, the activities used serve to exercise the development of reading comprehension, through comprehensive readings, reading novels, comics, etc., and at the level of participation, round tables, conversations and discussion forums are held, allowing the development of learning and teaching between the teacher and the student. It is of utmost importance to include audiovisual resources in this process. that are oriented to the development of communicative skills (Ripalda, *et al.* 2020).

The students surveyed stated that the teacher sometimes uses the computer and the projector in the teaching-learning process of Language and Literature and also indicated that they would like to implement the use of audiovisual resources, in this way the visual cognitive area of the students is developed, so there is a greater degree of attention and concentration at the time of learning. In addition, the teachers of Language and Literature showed interest in giving feedback on the use of audiovisual resources in their area and being able to apply them, and thus observe the change that children can show with the use of audiovisual resources. Nowadays, the use of these contents as didactic resources in the classroom can be an effective tool to understand concepts and promote autonomous learning. This will enhance the students' ability to learn to learn in order to achieve greater autonomy and professional adaptation in the future (Vértiz-Osores, *et al.* 2019).

Thus, in order to determine the influence of audiovisual resources for teaching and learning in Language and Literature of sixth grade students at Zoila Alvarado de Jaramillo School, in order to achieve meaningful learning. It is important that teachers implement the use of audiovisual tools in the teaching-learning process, motivating students to learn.

The students surveyed indicated that they prefer the use of technology as an audiovisual medium to impart the knowledge they wish to learn in the teaching process of Language and Literature, with the application of the methodological guide, the classes become more enjoyable in which there is interaction between student and teacher. In the same way, the teacher stated that in order to improve reading comprehension, he carries out activities such as: reading legends, stories, comics, novels, debates, round tables and discussions. To carry out these activities he sometimes uses audiovisual resources to support him when imparting his knowledge. For teachers, the use of audiovisual resources should focus on the development of the skills and knowledge necessary to understand and effectively produce linguistic messages in different communication situations. Thus, developing visual cognitive skills, incorporating the use of ICT tools independently (Contreras-Roa, *et al.* 2022).

CONCLUSION

It is concluded that with the use of audiovisual resources for teaching and learning in Language and Literature, significant learning is achieved by developing the students' visual cognitive area, abilities, skills, creativity, and at the same time making teaching and learning viable in a harmonious manner. By using audiovisual resources in the teaching-learning process, students are motivated to learn in a playful, dynamic and creative way, which will allow them to obtain significant learning and in turn will help improve their dialogue with the people around them. The teacher does not frequently use audiovisual resources, which is why an alternative solution arises, which is the elaboration of a didactic guide with activities related to the use of audiovisual resources, encouraging creativity within the classroom environment.

CONFLICT OF INTEREST

There is no conflict of interest with persons or institutions related to the research.

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